



# State of Judicial Training in Europe

---

January 2026

EUROPEAN JUDICIAL TRAINING NETWORK  
RÉSEAU EUROPÉEN DE FORMATION JUDICIAIRE



Funded by  
the European Union



All the texts and materials included in this State of Judicial Training in Europe are, except where otherwise stated, the exclusive property of the European Judicial Training Network (EJTN).

EJTN is grateful to its Members, Associate Members and Observers, and all the individuals who have contributed to this publication. Moreover, this publication could not exist without the invaluable support of the European Commission.



**Funded by  
the European Union**

*This document has been funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.*

# Contents

<b>Foreword of the Secretary General</b>	<b>06</b>
<b>Foreword of the Convener of the Judicial Training Methods Working Group</b>	<b>07</b>
<b>Introduction</b>	<b>08</b>
<b>1. The Judicial Training Institutions (JTIs) in Europe</b>	<b>12</b>
a) Initial and continuous training	12
b) Target audience	13
i. Judges	13
ii. Prosecutors	14
iii. Court and prosecution staff as defined by EJTN	14
iv. Other legal functions	14
c) Administrative support	16
<b>2. The Judicial Trainers</b>	<b>18</b>
a) Who are the trainers?	18
b) How to become a trainer	19
i. Recruitment method	19
ii. Selection process	20
iii. Eligibility criteria	20
c) Status of the trainer	21
d) Training of Trainers (ToT)	22
i. General figures	22
ii. Training of trainers via external providers	23
iii. Training of trainers on digital skills and tools	24
<b>3. Nature of Training</b>	<b>27</b>
a) Mandatory continuous training	27
b) Mandatory international training for initial training	28
c) Training on EU law	29
i. EU law in initial training	30
ii. EU law in continuous training	30
<b>4. Identifying Training Needs</b>	<b>32</b>
a) Formal process for assessing training needs	32
b) Initial training needs assessment	32
c) Continuous training needs assessment	33

<b>5. Training Content</b>	<b>35</b>
a) Procedural law	35
b) Substantive law	36
c) Ethics	36
d) Judgecraft and legal skills	37
e) European legal developments	38
f) Digital skills and tools	38
g) Judicial resilience, change management, and personal welfare	39
h) Leadership and professional skills	39
i) Languages	40
<b>6. Methods for Delivering Judicial Training</b>	<b>42</b>
a) Face-to-face training	45
b) Digital training	46
i. Choice of online learning environment	46
ii. Use of e-learning	47
iii. Tools for e-learning	48
iv. Other advanced digital training tools	49
<b>7. Designing and Planning Training</b>	<b>51</b>
a) Who designs and delivers training	51
b) Learning design methods	52
c) Level responsible for the training	53
<b>8. Evaluating the Training Programme</b>	<b>56</b>
a) The Kirkpatrick Evaluation Model	56
b) Other methods for evaluation	56
c) Evaluation of the training programmes	57
i. Frequency	57
ii. Evaluation tools	57
iii. Who evaluates	58

# Foreword of the Secretary General

As the European Judicial Training Network celebrates 25 years of collaboration and growth, it also faces inevitable challenges: adapting judicial training to meet the evolving needs of Europe's justice practitioners, improving resilience against threats to judicial independence, protecting the Rule of Law to ensure sound administration of justice, and strengthening cross-border cooperation.

In this context, this State of Judicial Training in Europe offers a timely and essential reflection on how the institutions respond to challenges and prepare for the future. By comparing the structures, priorities, and innovations of 53 judicial training institutions across Europe, the study presents a comprehensive picture of the current state of European judicial training, while helping EJTN and its stakeholders innovate and design the next generation of training programmes and strategies.

The findings of this study reveal both the diversity and the shared commitment of the training institutions. While each reflects its own legal tradition and national context, there is also clear convergence around key priorities: strengthening knowledge of EU law, fostering innovation in training methods, empowering future generations of justice, and harnessing the full potential of digitalisation and new technologies. At the same time, the study identifies areas where further cooperation and resource-sharing might be needed, and where the overall effectiveness of judicial training in Europe must be enhanced.

At the heart of this shared commitment lie the core values that have guided EJTN since its creation 25 years ago: judicial independence, the Rule of Law, and unwavering commitment to justice for all. These principles form the foundation for mutual trust between European judicial training institutions and act as the cornerstone of effective judicial cooperation. By embedding these values in their training programmes, the institutions contribute not only to the professional development of judges, prosecutors, and court staff, but also to the resilience and integrity of Europe's justice systems.

The achievements by our Network would not be possible without the active involvement and expertise of our Members, Associate Members, and Observers, and I want to express my sincere thanks for their dedication and hard work. I am also grateful to the European Commission for its continued support in making our activities possible.

I hope this report will inspire reflection, dialogue, and renewed cooperation across our Network, as we work together to shape the future of judicial training in Europe.



**Judge Ingrid Derveaux**

Secretary General of the European Judicial Training Network (EJTN)

# Foreword of the Convener of the Judicial Training Methods Working Group

As Convener of the Judicial Training Methods Working Group on behalf of the Portuguese Centre for Judicial Studies, I am delighted to present to you this EJTN State of Judicial Training in Europe. This report presents a broad overview of the training methods adopted by the judicial training institutions across Europe.

To build the most comprehensive training offer meeting the needs of our schools, it is important to understand them in all their diversity. This crucial but ambitious rationale has been the start of this work that I am proud to introduce. This demanding work has been tackled by the Judicial Training Methods Working Group, committed to exploring, developing and innovating in judicial training. I would like to especially thank the members of the task force who coordinated this work, together with our JTM Project Manager. This task force produced not only this extensive report but also an online platform where each institution has a dedicated page to present itself.

Digging into the 65 questions of the survey and the comments made by the judicial training institutions has been a challenge, but it has proved to be inspiring for our own judicial schools. This network faces the diversity and the challenges linked to institutions deeply rooted in their national context. Still, there also lies its power, based on the complementarity and richness of such diversity. This strength is a cornerstone of the network and deserves to be reinforced in a coordinated and strategic approach.

In addition to the scientific analysis of the results, some trends for EJTN are drafted. These points for reflection are based on the direct feedback provided by the respondents to the survey on the questions on the role of EJTN, but also taking into account the gaps and the best practices identified in the analysis of the data submitted by the judicial training institutions. These editorial comments are proposed as points for discussion to the EJTN Members, Associate Members and Observers as a start to define the future of the network.



**Judge Pedro Raposo de Figueiredo**

Convener of the EJTN Judicial Training Methods Working Group

# Introduction

The State of Judicial Training in Europe builds upon the work of the **Judicial Training Methods Working Group (JTM WG)** of the **European Judicial Training Network (EJTN)** and continues the group's commitment to promoting innovation in judicial training across Europe. Approved in February 2024, this project aims to provide an in-depth overview of the judicial training landscape, offering a foundation for reflection, exchange of best practices, and the development of coordinated strategic action within EJTN.

The project has been coordinated by the Judicial Training Methods Working Group, under the umbrella of an ad hoc group of EJTN members formed by José Pablo Carrera Fernandez (Judicial School of Spain), Izabela Chiriac (Trusca) (National School of Clerks of Romania), Suzy Houston (Judicial Institute of Scotland), and Anastasia Patta (Academy of European Law). The overall work was supervised by the Convener of the JTM working Group, Pedro Raposo de Figueiredo, and Camille Durez, EJTN Project Manager, with the support of Verónica Molina Hao, Project Coordinator.

The idea behind this study continues the work initiated by the Pilot project on European judicial training proposed by the European Parliament in 2012 and executed by the European Commission in 2013-2014. A **study on good training practices** was drafted, together with fact sheets on examples of best practices in judicial training<sup>1</sup>. While this work has influenced the judicial training methods used in the different judicial training institutions, this State of Judicial Training in Europe did not focus on specific practices but presents an insight into the main trends in judicial training in 2024.

## Preparatory survey

Data for this study were collected through an online questionnaire disseminated via the European Commission's EU Survey platform in November 2024. The survey was distributed in English and addressed to the official contact points of EJTN Members, Associate Members and Observers. A total of **53 Judicial Training Institutions (shortened by JTIs)** from across Europe contributed to the report.

The survey included 65 closed and open questions, enabling respondents not only to select from predefined answers but also to elaborate in free text fields. This structure allowed the JTIs to describe national specificities and provide qualitative insight beyond multiple-choice options. Given this flexibility, the length, depth and representativeness of responses varied as some JTIs submitted highly detailed replies, while others offered more concise input. These discrepancies were considered in the analysis to ensure that the findings reflect both the diversity and commonalities within the network.

<sup>1</sup> These factsheets are available on the European Commission e-Justice portal on [https://e-justice.europa.eu/topics/trainings-judicial-networks-and-agencies/training-justice-professionals/good-training-practices\\_en#n07](https://e-justice.europa.eu/topics/trainings-judicial-networks-and-agencies/training-justice-professionals/good-training-practices_en#n07)

## Database

The full and detailed responses from all participating JTIs are compiled in the **EJTN Database of Institutions**, available exclusively to the Members, Associate Members and Observers of the network through the EJTN Intranet. Each JTI has its own page to present its actions. This database is conceived as a living tool, continuously updated as new data is received, to ensure it remains a dynamic and accurate resource for the network.

## Methodology

Quantitative data provided a statistical overview of trends and patterns across the network, while qualitative analysis captured the narratives, innovations, and reflections shared by JTIs. All data were analysed thematically following the approach outlined by Braun and Clarke (2021)<sup>2</sup>. As much as possible, noticeable examples submitted in the survey have been quoted in this report, attempting to identify some practices in EJTN. The authors selected the replies for their content, their original aspect, or their potential to foster discussion about judicial training. These examples should not be considered as absolute solutions for judicial training nor as recommendations by EJTN.

Moreover, although the status of the JTIs is considered in the analysis, the decision was made to treat all the JTIs Members, Associate Members and Observers of the network on the same level, regardless of their size, their geography or their EU membership status.

## The role of EJTN

The survey included an optional final section for open-ended feedback, aiming to **capture the voices of the JTIs on the impact and the possible directions of EJTN for the future**. Although participation in this section of the survey was optional, it is noteworthy that for each question, at least 30 JTIs chose to respond. This strong level of engagement is appreciated and reflects the interest of the JTIs in shaping and contributing to the future of the network. The feedback provided offers rich insight that will be integrated into the study to create a dedicated section on the possible role of EJTN in each topic.

The following questions were asked to the 53 judicial training institutions:

- a) What does EJTN mean to your institution?
- b) How has EJTN helped your institution to design, deliver, and/or evaluate the training you provide?
- c) What more could EJTN do to support you in designing and delivering judicial training?
- d) Which types of content or material would you like to receive from EJTN?

<sup>2</sup> Braun, V. and Clarke, V. (2021). *Thematic Analysis: A practical guide*. SAGE Publications.

## Judicial training institutions participating in the State of Judicial Training in Europe

Each judicial training institution is identified in this study by its country code. If there are several institutions in a country, each institution receives a J for Judge, P for Prosecutor and CS for Court staff for distinction.

Country	Code for the study	Name of the training institution in English <sup>3</sup>
Members		
Austria	<b>AT</b>	Federal Ministry of Justice of the Republic of Austria
Belgium	<b>BE</b>	Belgian Institute for Judicial Training
Bulgaria	<b>BG</b>	National Institute of Justice
Croatia	<b>HR</b>	Judicial Academy
Cyprus	<b>CY</b>	Cyprus Judicial Training School
Czechia	<b>CZ</b>	Judicial Academy
Denmark	<b>DK</b>	Danish Court Administration
Estonia	<b>EE-J</b>	Supreme Court of Estonia
Estonia	<b>EE-P</b>	Office of the Prosecutor General
Finland	<b>FI-J</b>	National Courts Administration
Finland	<b>FI-P</b>	National Prosecution Authority
France	<b>FR</b>	National School for the Judiciary
Germany	<b>DE</b>	Federal Ministry of Justice and Consumer Protection
Germany/ERA	<b>ERA</b>	Academy of European Law
Greece	<b>EL</b>	National School of the Judiciary
Hungary	<b>HU-J</b>	Hungarian Judicial Academy
Hungary	<b>HU-P</b>	Office of the Prosecutor General of Hungary
Ireland	<b>IE</b>	Judicial Council of Ireland
Italy	<b>IT</b>	High School of Judiciary
Latvia	<b>LV</b>	Judicial Academy of Latvia <sup>4</sup>
Lithuania	<b>LT-J</b>	National Courts Administration
Lithuania	<b>LT-P</b>	Prosecutors General of Republic of Lithuania
Luxemburg	<b>LU</b>	National Council of Justice
Malta	<b>MT</b>	Judicial Studies Committee of Malta
Netherlands	<b>NL</b>	Training and Study Centre for the Judiciary
Poland	<b>PL</b>	National School of Judiciary and Public Prosecution
Portugal	<b>PT</b>	Centre for Judicial Studies
Romania	<b>RO</b>	National Institute of Magistracy
Slovak Republic	<b>SK</b>	Judicial Academy of the Slovak Republic
Slovenia	<b>SI</b>	Ministry of Justice, Judicial Training Centre
Spain	<b>ES-J</b>	Spanish Judicial School
Spain	<b>ES-P</b>	Centre for Legal Studies
Sweden	<b>SE-J</b>	Swedish Judicial Training Academy
Sweden	<b>SE-P</b>	Swedish Prosecution Authority Training Unit

Country	Code for the study	Name of the training institution in English <sup>3</sup>
Associate Members		
France	<b>FR-CS</b>	National School of the Court Clerks
Italy	<b>IT-CS</b>	Ministry of Justice - Directorate general of personnel and training - Unit for training of Court staff
Malta	<b>MT-CS</b>	Court Services Agency
Portugal	<b>PT-CS</b>	Directorate-General of Justice Administration
Romania	<b>RO-CS</b>	National School of Clerks
Observers		
Albania	<b>AL</b>	School of Magistrates of Albania
Bosnia and Herzegovina	<b>BA-BiH</b>	Centre for Judicial and Prosecutorial Training of the Federation of BiH
Bosnia and Herzegovina	<b>BA-RS</b>	Public Institution Centre for Judicial and Prosecutorial Training of the Republika Srpska
Moldova	<b>MD</b>	National Institute of Justice
Montenegro	<b>ME</b>	Centre for Training in Judiciary and State Prosecution
North Macedonia	<b>MK</b>	Academy for Judges and Public Prosecutors
Norway	<b>NO</b>	Norwegian Courts Administration
Serbia	<b>RS</b>	Judicial Academy
Switzerland	<b>CH</b>	Foundation for the Continuing Education of Swiss Judges
Ukraine	<b>UA-J</b>	National School of Judges of Ukraine
Ukraine	<b>UA-P</b>	Prosecutor's Training Center of Ukraine
United Kingdom	<b>UK-EW</b>	Judicial College
United Kingdom	<b>UK-NI</b>	Judicial Studies Board for Northern Ireland
United Kingdom	<b>UK-SC</b>	Judicial Institute for Scotland

<sup>3</sup> As indicated by the respondents to the questionnaire in November 2024.

<sup>4</sup> The Judicial Academy of Latvia took the EJTN membership in January 2025 and updated the replies initially submitted in November 2024 by the Latvian Judicial Training Center and the Office of the Prosecutor General of Latvia.

# 1. The Judicial Training Institutions (JTIs) in Europe

For the whole process of this study, the **concept of “Judicial Training Institution”** is used to simplify the membership or observership to EJTN. However, this term hides a vast diversity of institutions in Europe, deeply rooted in their domestic history and context, thus impacting the concrete delivery of the training.

Three JTIs shared with us some specific statuses worth understanding to better comprehend the answers provided in the study:

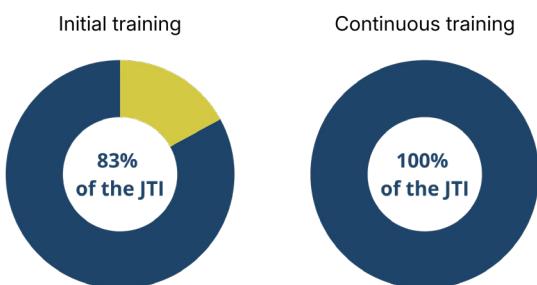
- In Germany, the Federal Ministry of Justice and Consumer Protection (DE) is the EJTN member that centralises matters related to Europe. However, the training is organised in a decentralised approach within the federal states. To ensure representativeness in this study, DE asked three federal states to complete the survey. Furthermore, the German Judicial Academy also participated in the replies submitted by DE. Consequently, some replies from DE may be at the same time “yes” and “no”, reflecting the diversity within the country.
- The National Council of Justice of Luxembourg (LU) is an EJTN member, responsible for the overall training of the magistrates in Luxembourg. However, it is not a national training institute per se. They do not organise any training themselves, relying instead on a bilateral agreement with the French National School for the Judiciary (FR) for both the initial and continuous training. LU has provided as many replies as possible in this survey.
- While not being a national training institution, the Academy of European Law (ERA) is an EJTN member. Comparable to other JTIs that do not deliver initial training, they are included in this study.

## a) Initial and continuous training

By its status, EJTN is open to judicial training institutions responsible for training judges, prosecutors and court staff. All 53 JTIs of the network are responsible for continuous training. While being primarily devoted to continuous training, EJTN developed training activities to the benefit of future judges and prosecutors.

The notion of initial training is nuanced, since not all countries consider the initial phase at the same stage. While the majority of the countries organise an initial training phase post-university and before appointment, some countries consider their initial training after the appointment in the judicial career when the practitioner is already in position. In the survey, the understanding of the initial training phase was left to each institution according to its status. As a consequence, 83% of the JTIs responding to this survey declared being responsible for initial training<sup>5</sup>.

In countries where initial training is organised following appointment, this led to different results in this survey, with some institutions being integrated in the data for “initial training” or others not. A few institutions explained their situation.



<sup>5</sup> Out of the 53 JTIs of the network, nine of them declared not being in charge of initial training, so they did not submit any data related to initial training: EE-J, EE-P, FI-P, ERA, IT-CS, LT-P, MT-CS, SI and CH. For the consistency of the analysis of this study, their responses were kept as submitted and specific analysis will be provided from these members when needed in this report.

Among the institutions excluded from initial training data:

- In Estonia, no specific training programme is required before assuming the position of a judge. However, a programme is designed by the Training Council for newly appointed judges with less than three years of service.
- In Slovenia, some training is mandatory before taking the legal state exam. In addition, after passing the legal state exam, judicial advisors who are employed at the courts and state prosecutors' offices can take part in the training that they organise for judges and state prosecutors.

Among the institutions included in initial training data:

- Initial training in Cyprus and Ireland takes place after judges are appointed to the bench. A tailored training programme is delivered to newly appointed judges covering important and practical topics.

## b) Target audience

This EJTN State on Judicial Training in Europe is a unique occasion to draw a panorama of the EJTN Members, Associate Members and Observers and their target audience.

By its status, EJTN is in charge of the training of judges, prosecutors and court staff, and only these target audiences can be part of EJTN training. But the study takes the opportunity to know more about the JTIs and the possible other audiences they train.

*The Association, which is devoid of any profit motive, has as its aim the promotion of training programmes with a genuine European dimension for primarily national judges and prosecutors, understood functionally, as well as for court staff. The meaning of court staff for the purposes of the Network is defined by the General Assembly.*

*Article 3 of the Articles of Association of the European Judicial Training Network – amended in June 2025*

Overall, an EJTN JTI is usually in charge of the training of a judge or a prosecutor, and the court staff related to this function (37 JTI out of 53).

### i. Judges

With 41 institutions responsible for their training, the training of judges is covered by EJTN in all the EU Member States and European countries.

The study does not make any distinction between judges and administrative judges or investigative judges, which can be separate functions in some countries. Thus, their training needs may be managed by a third-party organisation, which may not be a member of EJTN.

## ii. Prosecutors

Among the network, 33 JTIs are responsible for the training of the prosecutors. In terms of EJTN membership, the JTIs of CY, DK, IE, MT, NO, and the three JTIs of the United Kingdom are not in charge of the training of prosecutors due to the nature of their legal systems, but no other institution in the country represents this target audience in EJTN.

## iii. Court and prosecution staff as defined by EJTN

Court and prosecution staff, as defined by EJTN, are a key target audience with 42 institutions in charge of their training, covering a wide variety of functions under this label.

Following the publication of the **Study on the Training Needs of Court Staff on EU Law in the EU** in June 2021, EJTN took a strategic approach to **expand its target audience to court and prosecution staff** in charge of specific functions within the judiciary<sup>6</sup>. As a direct consequence, five training schools joined the network with the exclusive mandate of the training of court and prosecution staff: the National School of Court Clerks of France, the Ministry of Justice of Italy (managed by its Directorate general of personnel and training), the Court Services Agency of Malta, the Directorate-General of Justice Administration of Portugal, and the National School of Clerks of Romania.

Among the 42 institutions:

- Five are exclusively in charge of the training court staff (the Associate Members).
- In seven countries, the EJTN definition of court staff functions is covered by two JTIs, especially when the training of judges and prosecutors are managed by two different institutions (BA, EE, FI, HU, LT, SE, UA).

## iv. Other legal functions

Among the EJTN Members, Associate Members and Observers, 16 JTIs are also training other legal functions than the EJTN target audience. These other legal functions cover a **wide variety of profiles**:

- Court/prosecution staff out of the EJTN definition: the diversity of functions at the national level prevents us from drawing an extensive list of functions (BG, DK, FI-J, FR-CS, RO, PL, MD)
- Prison employees (DE)
- Law enforcement officers such as inspectors (BG, MD), specific expert witnesses (BG) or police officers (RS)
- Civil servants (BE) and officials appointed to Ministries (ERA)
- Honorary judges (IT) or lay judges (FR-CS)
- Bailiffs (BG, ME)
- Notaries (ERA, RS, ME)
- Lawyers and State Advocates/attorneys (AL, ES-P, FI-J, FR-CS, DE, ERA, ME, SI, RS)
- Legal advisors/counsellors (AL, FI-J) or in-house counsel (ERA)
- Chancellors (AL)
- EU officials and Regulators (ERA)

In a few cases (BE, FI-J), although the JTI is not responsible for the training of a certain group, the training provided by the JTI is also accessible to other legal functions.

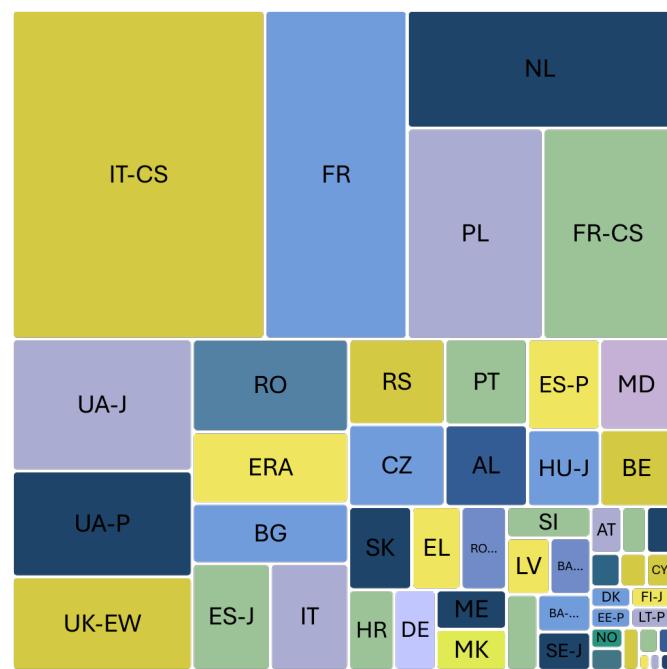
<sup>5</sup> In line with EJTN Strategic Plan 2021-2027, court staff can be defined as follows: "Persons working in courts and prosecution authorities where they form part of the "corps judiciaire", who are not judges or prosecutors, and who have legal training and who either: (a) Help prepare judgments or prosecutorial decisions, (b) Make judicial or prosecutorial decisions at least at a preliminary phase, or (c) Play a significant role in cross-border judicial cooperation"

In charge of the training of				
	Judges	Prosecutors	Court/prosecution staff as defined by EJTN	Other legal functions
AL	●	●	●	●
AT	●	●	●	
BE	●	●	●	●
BA-BiH	●	●	●	
BA-RS	●	●	●	
BG	●	●	●	●
HR	●	●	●	
CY	●		●	
CZ	●	●	●	
DK	●		●	●
EE-J	●		●	
EE-P		●	●	
FI-J	●		●	●
FI-P		●	●	
FR	●	●	●	●
FR-CS			●	
DE	●	●	●	●
ERA	●	●	●	●
EL	●	●	●	
HU-J	●		●	
HU-P		●	●	
IE	●			
IT	●	●		●
IT-CS			●	
LV	●	●	●	
LT-J	●		●	
LT-P		●	●	
LU	●	●		
MT	●			
MT-CS			●	
MD	●	●	●	●
ME	●	●	●	●
MK	●	●	●	
NL	●	●	●	
NL	●	●	●	
NO	●		●	
PL	●	●	●	●
PT	●	●		
PT-CS			●	●
RO	●	●		●
RO-CS			●	●
RS	●	●	●	●
SK	●	●	●	
SI	●	●	●	●
ES-J	●			
ES-P		●	●	●
SE-J	●		●	
SE-P		●	●	
CH	●	●	●	
UA-J	●		●	
UA-P		●	●	
UK-EW	●			
UK-NI	●			
UK-SC	●			

### c) Administrative support

The diversity of the institutions' profiles is also reflected in the administrative staff dedicated to judicial training. The size of the national judiciary influences the support dedicated to training. Thus, the median institution has 17 full-time equivalent (FTE) administrative staff, with 14 institutions having fewer than five FTE employees.

For example, in Malta, for both MT and MT-CS, only one FTE staff member works for the JTIs, whereas IT-CS, standing for the Italian Ministry of Justice, has a total workforce of 35000 employees. The definition of the administrative staff has been broadly understood since some institutions strictly referred to the employees working in judicial training, whereas others have included all their employees in different departments.



However, this first assessment of figures may require further details since several institutions do not consider the same number of employees. For instance, some JTI have seconded magistrates working for them, but they are not counted as part of the administrative staff. Moreover, some JTIs do not internalise the support functions (such as human resources or IT), which can be managed via another national organisation.

AL	41	ERA	68	LT-P	5	RO	88
AT	8,85	ES-J	50	LU	0	RS	50
BA-BiH	12	ES-P	40	LV	15	SE-J	12
BA-RS	14	FI-J	5	MD	39	SE-P	7
BE	33	FI-P	3	ME	17	SI	16
BG	57	FR-CS	164	MK	17	SK	32
CH	1	FR	283	MT-CS	1	UA-J	143
CY	4	HR	22	MT	1	UA-P	115
CZ	48	HU-J	34	NL	184	UK-EW	100
DE	20	HU-P	6	NO	4	UK-NI	4
DK	5	IE	2	PL	174	UK-SC	14
EE-J	5,4	IT-CS	35000	PT-CS	4		
EE-P	5	IT	50	PT	43		
EL	25	LT-J	7	RO-CS	23		

## The role of EJTN... to support the judicial training institutions

Strong in its network, EJTN is the best-placed actor to create synergies at the European level on judicial training. In their replies, the Members, Associate Members and Observers highlighted the role of EJTN **as a network for the European judiciary**. Beyond content and tools, EJTN is also viewed as an important hub for **strategic direction and networking**. The participation in Working Groups and General Assemblies was positively mentioned by 8 JTIs, who described these platforms as valuable for peer exchanges, knowledge sharing and cross-border collaboration.

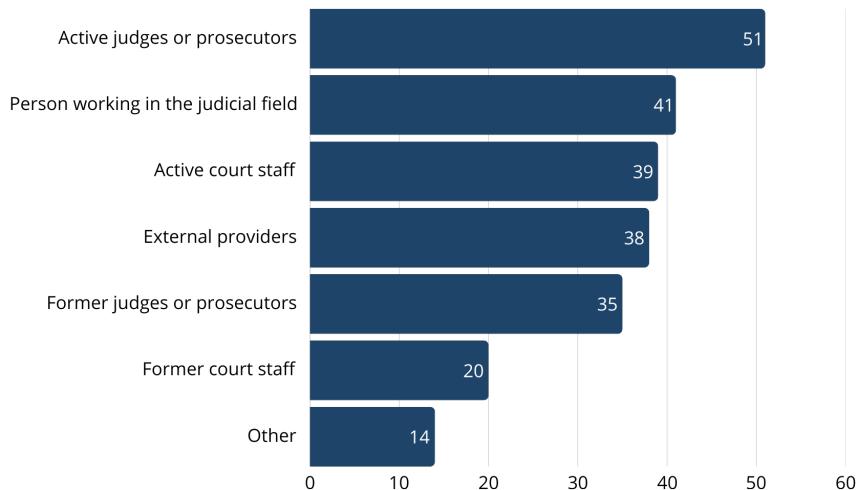
EJTN is not only an EU initiative, but its scope is much wider, targeting **non-EU countries** and **partners** from different horizons. One JTI referred to the Western Balkans II project, demonstrating that regionally focused initiatives have also made a lasting impression. The involvements of all the observers in this survey also show their commitment to the network.

Regarding the **administration of EJTN itself**, administrative improvements have been mentioned by three JTIs, notably on the efficiency of the reimbursement process or on the communication of information in due time. A suggestion was made for an introductory session for the new members in the network. Moreover, one member suggested the possibility of centralising software licenses at the European level.

## 2. The Judicial Trainers

### a) Who are the trainers?

Who can be a trainer?



Overall, the JTIs adopt a multi-actor model in which judicial professionals remain central, but the contribution of external experts is required for precise and specialised topics. The overall majority of the JTIs relies on the experience of actors on the field (51), calling for active judges or prosecutors as trainers, even for court staff training, or active court staff (39). Two exceptions can be noted: LU does not have a national training institute per se but trains via a bilateral agreement with the French National School for the Judiciary, and ERA, which specifically hires experts in their field to deliver the training. The experience is also valued via the call for former judges and prosecutors (35) or former court staff (20). Persons working in the judicial field contribute to the training (20), especially for specialised knowledge.

Moreover, **additional expertise** reaches a high level, with 38 JTIs hiring external experts for training. Their profiles are quite diverse, but prove a need to integrate interdisciplinary knowledge:

- Academic sector, and especially professors (BA-BiH, HR, EE-J, DE, EL, RO-CS, ES-J)
- Government and public institutions (EE-J, DE)
- Other legal professionals outside of the judiciary (BA-BiH, BG)
- Police officers (DE, EL)
- Private sector, particularly for soft skills and subject-specific expertise (journalists, psychologists, sociologists, communication experts, IT experts, experts in environmental protection, forensic experts...) (BE, BA-BiH, BG, HR, ERA, LT-J, PT-CS, ES-J)

It can be said that the rationale behind this choice is to engage individuals with expertise in the competencies to be developed. For example, Belgium hires journalists to deliver media training.

According to the comments submitted to the survey, some specific practices were shared:

- In EE-J, the trainings are usually organised by tandem trainers consisting of one judge and one expert in the subject.
- In FR-CS, all professional profiles may be used as occasional trainers, but only active court staff (registrars or registry directors) can be appointed as permanent lecturers.
- UK-SC explained that all judicial training is judge-led, judge-devised and judge-delivered. But they do accept contributions from non-judicial presenters, including those from the third sector, academia and various other external bodies.

In the end, the diversity in the trainers' profiles acknowledges that **judicial excellence also depends on soft skills, ethics, communication and collaboration with broader societal actors**. It is becoming a collaborative ecosystem in which diverse voices (including those of academics, civil society, or IT experts for instance) contribute to shaping a judiciary that is knowledgeable, adaptable, and responsive to the multidisciplinary challenges of modern justice.

## b) How to become a trainer

The selection of judicial trainers across training institutions reveals some recurring institutional patterns, relating not only to the eligibility criteria but also to the **assessment of competence to ensure that pedagogical standards are met**. However, it is also worth noting that not all institutions operate under formalised procedures. In some contexts, trainers are approached directly based on their reputation or past cooperation without official calls or criteria, or their training involvement depends on informal agreements or senior leadership decisions.

As explained above, the trainers' profiles are diverse, which is reflected in different selection processes and expectations according to the status. **Institutions distinguish between permanent, temporary, part-time, and external trainers**. Some trainers are seconded full-time from judicial or academic positions, while others are invited on an ad hoc basis for specialised topics.

For the institutions with formal processes, a difference is to be made between the recruitment method, the selection process, the eligibility criteria and other aspects.

### i. Recruitment method

Transparent recruitment via an **open call for applications** is preferred across over half the institutions. Trainers often gain access through structured public calls and formal application procedures, which could be fully public (EL, ES-J, ME, UA-P) or restricted to the judiciary (DK, FR-CS, RO-CS, SK, UK-EW). These are typically published on institutional websites or official gazettes and follow clear procedural frameworks.

**Direct invitation / nomination / proposal / recommendation** (different names are given in the JTIs) are present in many JTIs, but are less frequent than open calls. This principle is rooted in a peer-based assessment of legal expertise and performance, where trust in internal networks replaces public competition. Although sometimes informal, this model often involves an internal vetting or validation stage. The nomination is managed either by a senior judiciary (IE, RS), a scientific committee (BE) or directors of the JTI (HU-J).

**Voluntary expression of interest** is the least common form of recruitment, although used in RS, SE-J, UA-P, and UK-NI. This is often paired with a recommendation. FI-P has an interesting example via a progressive engagement where the interested prosecutors start with small training tasks, and if they want, they may be invited to receive larger responsibilities.

The diversity of the structures of the JTIs is also visible in their recruitment methods. Independent bodies have a much greater freedom of action and may take a less formal approach than structures that depend on the Superior Councils or Ministries.

## ii. Selection process

In all of the JTIs, the selection process of official trainers coming from the judiciary is managed via a **centralised authority responsible for the selection**. Bodies like Councils (CZ, HR, IT, MD), Steering Boards (EL, ME) or Evaluation Committees (FR, MT) assess the candidates. Interviews are commonly used in later stages of selection or as the final step.

Original practices have been mentioned by some JTIs to ensure a fair selection process. In AL and RO, mock training sessions are organised to evaluate the candidate's training skills. Some institutions implement a scoring/ranking system, awarding points for experience, publications, methodology or feedback received. RO has a particularly detailed system with a transparent grading scale. However, the final decision remains with the Superior Council of Magistracy, which considers the grade but is not obliged to follow it.

Despite the openness of the call, the final decisions remain tightly managed by governing bodies, steering committees, or individual decisions of a senior authority. This pattern strikes a **balance between transparency and institutional oversight**, ensuring that only qualified individuals are selected while maintaining control over content and quality.

After formal selection, many JTIs maintain structured pools of accredited trainers (BG, MD, MK). Trainers may be categorised by legal field, level of training (initial vs. continuous), or employment status (full-time, part-time, or external). In BG, to be entered in the judicial trainers' register, temporary trainers are required to deliver up to two training activities. Based on the overall assessment of their training skills, they are approved by the management board for entry into the register. In addition, the trainer's mandate may be temporary in some countries. In BA-BiH, BA-RS and EL, calls for applications are issued every three or four years for a fixed term. In ES-J, trainers are appointed for two years, renewable up to ten years.

The selection process has proven to be much lighter when it comes to external experts whose skills are valued. The exact question on the process to hire external experts has not been asked, but some responses suggest that the experts are approached when the training is designed for a specific set of skills. The process can sometimes remain institutionalised; for instance in SI, external experts are recruited following a public procurement procedure.

## iii. Eligibility criteria

As a general trend in the recruitment of trainers, a clear focus is set on the **reputational standing** of the candidate, which is especially visible in recruitment processes based on recommendations.

**Experience** in the judiciary is usually strongly valued, even mandatory in some JTIs (e.g., 15 years of experience in PT, 6 years in RO).

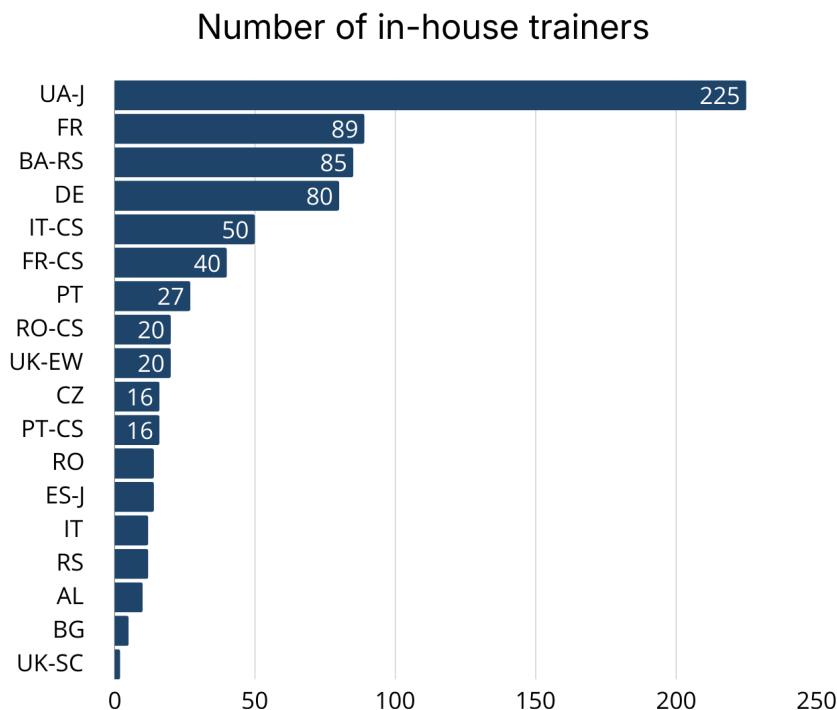
Other criteria of selection usually include subject-related expertise for a specific training position, as well as a clear disciplinary and ethical record.

In addition, academic credentials or publication records are frequently desirable, and past training experience can also influence the selection, for instance, via the mock sessions mentioned above. Among the respondents, two interesting practices have been identified:

- In PL, whenever possible, at least one lecturer who has never conducted a training will be appointed as a trainer for a year, ensuring a constant renewal of the pool of trainers.
- In HU-P and LT-P, trainers belonging to the judiciary do not receive any remuneration.

### c) Status of the trainer

After selection, the JTIs have a different approach towards the status of their trainer. The number of trainers employed by the institution in full-time equivalent (FTE) was asked in the survey to define whether the trainers are hired directly by the JTIs in-house, or whether a decentralised approach is taken. In total, **18 JTIs directly employ trainers** at their institution, with a median of 18 trainers per JTIs. It is worth mentioning in these figures that when a JTI employs a trainer only part-time, some respondents decided not to indicate a number.



Considering the size of their target audience, the JTIs in charge of the training of court staff declare some of the highest numbers of in-house trainers (FR-CS 89, IT-CS 50, RO-CS 20, PT-CS 16). UA-J has an exceptional number of 225 in-house trainers, but these are only hired as part-time employees.

The 35 institutions without in-house trainers usually work with **external trainers on an ad hoc basis**, depending on their needs. The main trend is to rely on sitting judges or prosecutors who are seconded to the institution for a given period.

The trainers are either hired by the JTIs according to the needs of the institution for their expertise, from a pool of appointed experts, or through a call for applications. EL and ME indicate a fixed period of three and four years respectively during which the trainers are on duty with the JTIs. RO-CS mentions a secondment system of judges, prosecutors, and court staff, while UK-EW and UK-SC have a secondment system of judges.

## d) Training of Trainers (ToT)

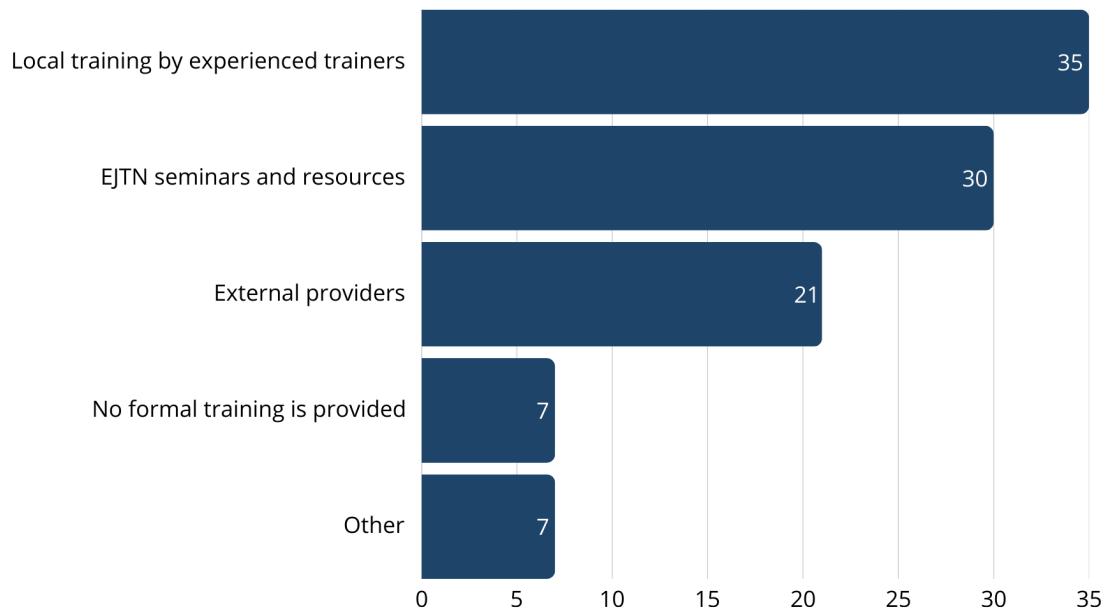
Given the tendency of recruiting judges, prosecutors and court staff for training roles, **justice professionals are expected to become trainers and facilitators**, so they must be equipped with **pedagogy for initial training and andragogy for continuous training**. The JTIs have the duty to ensure that their trainers are qualified for the crucial task of sharing good practices with others in the judiciary. In some JTIs, a Training of Trainers (ToT) programme is mandatory before applying or closely after the appointment. BE, HR, IE, LV NO, UA-J, and UK-EW expressly mention in their recruitment process the obligation to follow a ToT after selection for basic adult learning skills.

The Training of Trainers does not stop at the selection, and the upcoming section will analyse the solutions implemented in the different JTIs.

### i. General figures

Training the trainers is a crucial but uneven component of judicial training. The data shows a range of approaches, from **structured 'Train the Trainer'** (ToT) programmes through different channels to an **absence of any formal preparation**. The majority of institutions primarily rely on local training by experienced trainers (35). This is followed by the use of external resources, on the one hand from EJTN seminars and resources (30), and on the other hand by external providers (21).

How are the trainers trained?



Among the 18 JTIs that hire in-house trainers, their own training is mostly organised via local trainers or shared resources with other organisations, followed by EJTN resources. Only eight of them are also calling for the support of external experts. NL, SE-P and RO-CS mention that they have an in-house Train the Trainers department<sup>7</sup>, whereas ES-J also shares resources with the Iberoamerican Network of Judicial Schools (RIAEJ). In EE-J, there is no separate programme for ToT. Still, roundtable discussions led by an andragogy expert are organised to support judges acting as trainers to update their knowledge on adult education.

However, **14 JTIs do not provide formal ToT**. Among them:

- 7 institutions<sup>8</sup> indicated “no formal training is provided”. Their reply has a logic since they only rely on external providers as trainers.
- Moreover, ERA has a special situation since it provides training opportunities to its course directors in-house, but not to its external speakers.
- Another group of 6 JTIs<sup>9</sup> mentioned at the same time a form of training (especially EJTN resources or external providers), and the option “no formal training is provided”. Due to their federal system, DE has no mandatory or uniform trainer preparation across the country, but some Federal States offer voluntary ToT courses, methodological workshops, and recurring ‘training markets’ on didactics and digital topics. This explains the duality of its replies.

## ii. Training of trainers via external providers

When selecting the option “external providers”, the respondents were invited to specify the type of provider and on which topic. Some patterns emerge from this use of external providers:

- Some chose external providers based on **specific training needs**, for customised training sessions developed case-by-case rather than a fixed curriculum. For example, FI-J, PT-CS and RO-CS are using this approach of flexible and non-systemic engagement.
- External providers are often engaged for **non-legal areas** where internally the JTIs may lack expertise:
  - Methodology: pedagogy, didactics, training facilitation or adult learning methods
  - Innovative training methods such as gamification
  - Soft skills: communication skills, presentation, linguistics or ethics
  - Specific need for expertise on a law topic (psychology, economy, IT)
- Finally, **European or international institutional actors and donor-funded initiatives** are also involved in ToT. These include the United Nations Office on Drugs and Crime (UNODC), the Organisation for Security and Co-operation in Europe (OSCE), the Central and East European Law Initiative (CEELI), or USAID, especially for non-EU members (BA-BiH, MD), but also EU-funded projects such as the HELP Programme of the Council of Europe.

<sup>7</sup> NB: these three JTIs are the only ones mentioning a Train the Trainers department in this survey, but to the knowledge of the Judicial Training Methods Working Group, other JTIs have one.

<sup>8</sup> FI-P, LT-J, LT-P, MT, SI, CH, and UK-NI.

<sup>9</sup> DE, HU-P, MT-CS, PL, SK, UK-SC

### iii. Training of trainers on digital skills and tools

The majority of JTIs are already actively training their trainers on digital skills and tools (64%). This reflects a clear and growing commitment across Europe to **adapt judicial training to the realities of a digital world**. Moreover, AL, EE-P, IE and SE-P are foreseeing the development of ToT on digital tools, whereas DE faces a different level of implementation within the federal states.

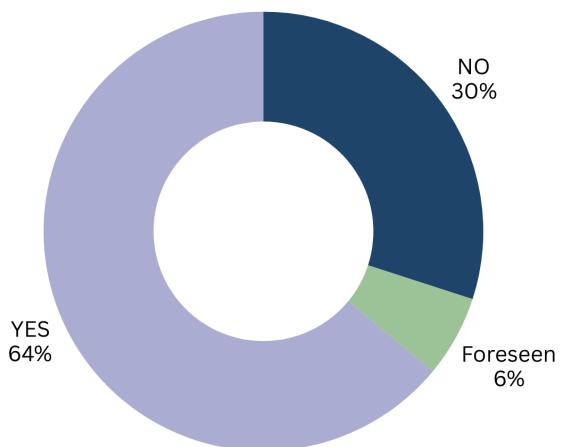
More specifically, the JTIs that are training on digital skills and tools (34/53) were invited to detail the type of training they offer. The responses reveal a consistent pattern across institutions with training covering both foundational and pedagogical digital competencies.

The most common areas include:

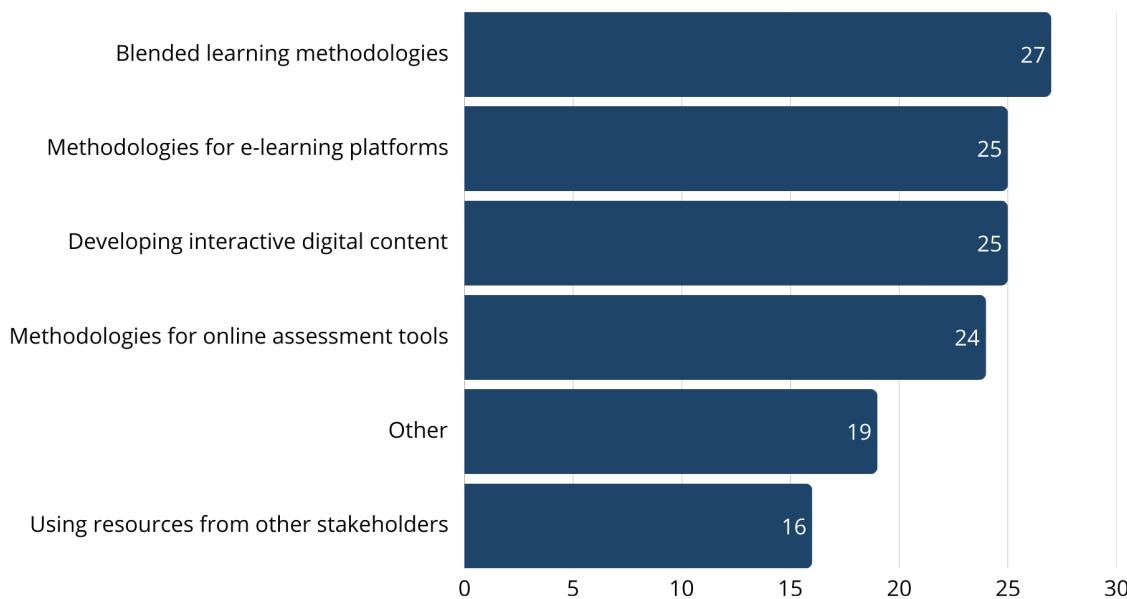
- Blended learning design (27), which is in line with the development of online and hybrid training, especially for continuous training (see section on methods of delivering training).
- Development of an e-learning platform (25), which is also aligned with the high number of JTIs that have their own e-learning platform.
- Interactive digital content creation (25): If a JTI owns an online platform, there is a logical approach to the need to develop content by trainers.
- Online assessment tools (24), also in the rationale of developing content for an e-learning platform.
- Use of legal databases and external tools resources (like e-Codex, EUR-Lex, HUDOC or CURIA) (16) is less developed in the train-the-trainers, suggesting that the training may be directly organised for the judges.
- Other tools were mentioned by 19 JTIs, among which presentation tools, video conference tools, and interactive online tools (AT), use of MS Teams (BE), legal framework of the use of AI in different settings (CZ), use of a tablet in various teaching and learning scenarios (DE), use of social media (ERA), systems used to support procedural processing or case files (PT-CS), specific platforms used by the trainers and the judiciary (RO-CS).

In several JTIs, no specific training is mandatory but the trainers are invited to train themselves or seek internal support when a need is identified (NL, ES-P, UK-SC).

### Training of trainers on digital skills and tools



## Topics for Training of Trainers



**EJTN resources** are quoted among the replies provided. Indeed, several resources are available for the network:

- Handbooks are publicly available on the EJTN website. For instance, the **EJTN Distance Learning Handbook** is used by BG to train their trainers. This handbook serves as a useful practical guide for planning and developing online training and provides guidelines for working with online platforms.
- EJTN also provides resources to its Members, Associate Members and Observers on its Intranet. Webinars, blueprints and other resources are at the disposal of the JTIs.
- Finally, a dedicated training offer is developed among Judicial Training Methods and Digitalisation Working Groups for seminars and webinars to help trainers develop their skills on digital tools. Thus, BE mentions the importance of the EJTN seminars on digitalisation for their trainers.

The JTIs that are not training their trainers on digital skills and tools were invited to provide further feedback on their answer. Among the reasons cited, the **Lack of internal resources** is a recurring theme, especially for the smaller JTIs (CY, MT, MT-CS). Another option can be found in the previous question on the overall non-existence of a fixed ToT in some JTIs, especially when relying on external expertise (LT-J, LT-P, SK, SI). Interestingly, some JTIs do not train their trainers on digital skills, assuming that these skills already exist, especially when the trainer is an active judge or court staff (EE-J).

## The role of EJTN... in the training of trainers

EJTN has a unique position in Europe regarding judicial training methods, and the study demonstrates that its impact on this topic is central for many of the JTI. Six JTI referred to the benefits of the current EJTN **Training of Trainers** initiatives, such as the Activity Coordinator (AC) training. These sessions are aimed at equipping EJTN Activity Coordinators with the skills to design, manage, and evaluate training activities, taking also in consideration the new digital challenges and opportunities.

In a modern judicial environment where andragogy, digital tools and interdisciplinary knowledge are essential, **structured methodological support** for trainers should become the norm. The study shows that there is a growing self-awareness across institutions that trainers-to-be, usually judges and prosecutors, are law experts but they may lack pedagogical preparation. In this regard, EJTN plays a key role in supporting those institutions that have not yet implemented such training, helping to create an inclusive training landscape across Europe. Developing a form of training of trainers was mentioned by six JTI, while promoting judicial training methods is also highly encouraged.

Access to **European-level experts** is also seen as an added benefit of EJTN membership and a concrete action of the network. The recommendation of speakers is praised by two JTI, and more actions could be taken in this regard, especially to support the smaller JTI.

### 3. Nature of Training

To effectively draw the landscape of judicial training in Europe, assessing the nature of training in the different countries cannot be avoided since each JTI acts in their domestic environment.

The requirements and the legal context behind judicial training implied two consequences for this part of the study:

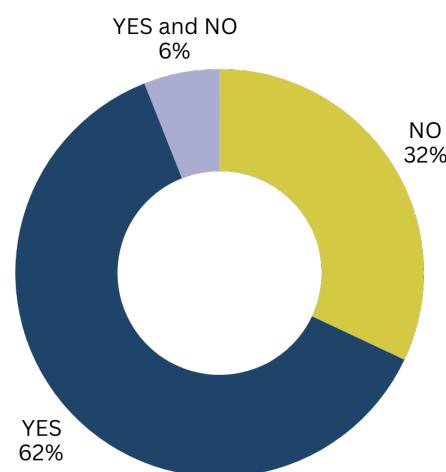
- While the JTIs were asked whether their continuous training is mandatory, no such question was posed regarding initial training, since a form of initial training is always mandatory.
- The question of mandatory international training was asked for both initial and continuous training. While the responses for initial training could be analysed, the responses for continuous training showed some uncertainties. While a few members indicated that it was mandatory, the explanations provided were inconsistent and lacked coherence, thus undermining the reliability of the data. As a result, it was decided not to include this variable in the analysis.

#### a) Mandatory continuous training

The results indicate that continuous training is mandatory in 62% (33 JTIs) and not mandatory for 32%. A small percentage (6%) selected both “yes” and “no,” suggesting conditional or context-dependent obligations. Further insights from the comments provided help clarify this 6%:

- EE-P stated that training becomes mandatory when there are changes in laws or procedures.
- MT-CS noted that the obligation depends on the type of training.
- NL explained that, while not formally mandatory, continuous training is strongly recommended.

Required  
Continuous training



Approaches to **mandatory continuous training** differ significantly in terms of scope, triggers, and frequency. Some institutions have established **annual quantitative requirements** (such as a minimum number of training days or hours). The institutions that indicated the duration vary from an intense two-week course when changing functions to 24 hours of annual training.



Others follow a more **conditional model**, where the obligation is linked to **specific roles/functions** or specific topics. This is particularly evident in mandatory programmes related to child and family law, judicial ethics, and updates on new legislation (BE, BG, DK). In many systems, mandatory training is triggered by **career transitions**, such as promotions or changes in jurisdiction (BG, ES-J, FR-CS).

Finally, in several countries, training depends on the **experience** of the person: newly appointed or junior judges are subject to more structured and compulsory training schemes to continue their initial training (EE-J, SI), but this specific attention is also relevant for more experienced judges as a form of refresh of their competencies (IT, RO).

A key observation across the responses is the balancing act between judicial independence and institutional obligations. For example, AT and RO-CS avoid enforcing training on specific topics to safeguard autonomy and the independence of judicial functions.

In jurisdictions where continuous training is not mandatory, a **culture of encouragement and professional responsibility** prevails. Many systems refer to training as a right or a recommended practice rather than a legal obligation, emphasising the individual responsibility to maintain and enhance competencies. While some countries, such as CY or NO, report high voluntary participation rates, this is often supported by institutional encouragement, reputational expectations, or indirect incentives such as professional evaluation criteria (e.g. PT, HU-P).

Several jurisdictions distinguish between general voluntary training and specific instances where participation becomes required, such as for promotions, managerial roles, or leadership training. This conditional approach suggests a **hybrid model**: while day-to-day training is optional, strategic career milestones trigger compulsory elements.

A recurring theme is the **autonomy granted to justice professionals in selecting their learning paths**, with flexible systems where individuals may choose the training modality according to their needs and areas of practice.

While a strong majority enforces mandatory participation, there remains a degree of flexibility in some systems, often reflecting national legal cultures, judicial independence, or institutional autonomy. This underscores the importance of context when assessing training policies at the European level.

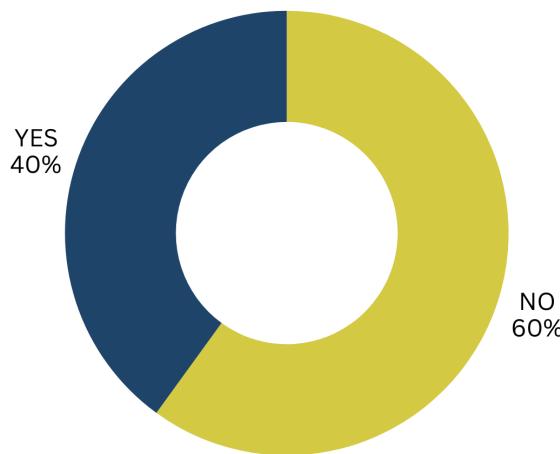
## b) Mandatory international training for initial training

While 60% of respondents indicate that international training is not mandatory during initial training, a **significant 40% do require it**<sup>10</sup>. This international training is mostly focused on the European Union and aims to highlight the European dimension of the position of the judge, prosecutor or court staff. International judicial cooperation also represents an important topic for future judges. This European dimension is even more stressed by the countries that foresee accession to the European Union<sup>11</sup>. International training is also often delivered through structured programmes such as the EJTN AIAKOS Programme, which is mandatory in BE, LU, and ES-J. In LV, participation in the AIAKOS programme is not mandatory but strongly encouraged.

<sup>10</sup> AL, BE, BA-RS, FR-CS, DE, EL, IT, LV, LU, NL, MK, NO, RS, ES-J, ES-P, SE-P, and UA-J

<sup>11</sup> AL, BA-RS, MK, RS, and UA-J

## International training Initial training

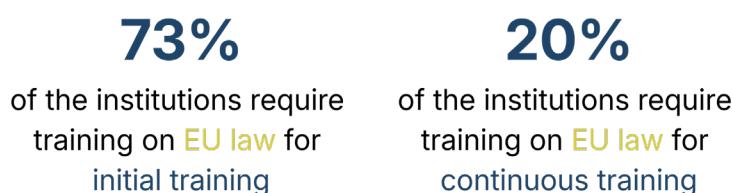


Beyond a general focus on EU law, the context of international training includes diverse components. For example:

- International cooperation and mutual legal assistance (FR)
- Human rights (EL, RS)
- International private law (EL)
- Short internships abroad at international institutions or courts (NL)
- Instruments of cross-border cooperation such as the European Arrest Warrant and the European Investigation Order (SE-P)
- Study visits to international courts and institutions, including the European Courts of Human Rights, the Council of Europe, or the Court of Justice of the EU (ES-J)

### c) Training on EU law

It is noteworthy that **mandatory EU law training is significantly more common during initial training** (73%) than in continuous training, where only 20% require it. However, this figure does not match with another response submitted in the survey when the JTIs were asked to provide examples of topics trained in European legal developments<sup>12</sup>. The figures must be read with caution.



Although EU law is generally included in initial training curricula across JTIs, **different approaches prevail on how foundational elements of EU law are addressed**.

<sup>12</sup> See section 5 on Training Content

### i. EU law in initial training

For 14 JTIs, EU law is not treated as a standalone subject but is instead integrated into broader training curricula. For instance, SK notes that EU law is embedded across the curriculum wherever relevant, while BE reports its integration across all training programmes. This reflects that EU law is treated not as an external subject, but as an **intrinsic component of judicial training**. Moreover, 12 institutions reported that EU law training is not mandatory; these replies especially came from non-EU countries<sup>13</sup>.

Among the JTIs that developed their responses on the different topics studied in initial training, the following aspects of EU law have been quoted:

- **Human rights and the Rule of Law**, including the Charter of Fundamental Rights of the EU (CFR) and the European Convention on Human Rights (ECHR).
- **Primary and Secondary Law**. The Regulations on Brussels I Bis, taking of evidence, service of documents, maintenance obligations and enforcement of decisions in matrimonial matters have been explicitly cited in the responses.
- **Court of Justice of the European Union (CJEU)**, and more specifically, preliminary ruling procedure under Article 267 TFEU, the Role of the CJEU and national courts and case law/jurisprudence.
- **Judicial cooperation in civil and criminal matters**, such as mutual legal assistance, mutual recognition, European Investigation Order, EAW, principle of ne bis in idem.

Some interesting practices can be identified from the responses:

- NL and SK indicate that the content of EU law training varies depending on the trainee's specialisation or professional track, suggesting a more modular and tailored methodology.
- Hungary's responses (from both HU-J and HU-P) explain that EU law is addressed primarily in the context of bar exam preparation.
- A specific trend occurs in the countries with a candidate status to the European Union: AL, BA-BiH, BA-RS, ME, RS, on one hand, and MD and UA-J on the other hand, are training their future judges and prosecutors on EU law. For both initial and continuous training, UA-J stresses the particular emphasis on EU law, reflecting its prioritisation considering the country's integration process into the EU.

### ii. EU law in continuous training

In contrast to initial training, mandatory continuous training in EU law remains limited. Based on the responses, only around 20% report that **EU law forms a compulsory component of continuous training**.

Due to the nature of the survey, EU law is a broad topic, and one may assume that a more precise analysis may lead to different results. The responses received are not detailed enough to definitively identify which specific areas of EU law are mostly included in mandatory continuous training. By nature, ERA dedicates its training only to EU law.

<sup>13</sup> EU Members: CY, DK, FR-J, HR, IE, LT-J, LU, PT-CS / Non-EU Members: NO, UA-P, UK-EW, UK-NI

In some cases, EU law training is conditional, depending on factors such as assessed training needs (ME) or whether they have been officially summoned (PT-CS). Some institutions demonstrate more structured approaches, for example, by requesting it as a part of the overall training (NL) or requiring regular attendance at training sessions (EL and HU-J).

Overall, the analysis reveals an uneven landscape. Although there is a recognition of the importance of EU law training, this has yet to translate into a consistent and coordinated strategy for continuous judicial education across Europe. However, for continuous training, the trend is towards a **more practical approach to EU law** with the training on practical tools.

### The role of EJTN... in initial and continuous judicial training

Over the last 25 years, EJTN has become a key actor in both initial and continuous training for judges, prosecutors and court staff. Several JTI cited **EJTN flagship activities** that have had a certain degree of influence on their work. In spontaneous replies, references were made to the Exchange Programme and the AIAKOS Programme, as well as thematic activities such as Judgecraft, Digitalisation of Justice, and the Linguistics Programme.

Each JTI is deeply rooted in their national context, which implies different levels of obligations or different priorities stressed for initial and continuous training. Finding a “fits for all” solution can be complex. EJTN could play a role in assessing the common grounds that shape judicial training in Europe and in developing a level-playing field approach to judicial training, ensuring that all JTIs have access to similar resources. New training formats such as blueprints and toolkits intend to propose concrete tools to the JTIs while leaving them with the flexibility to adapt to their national context.

## 4. Identifying Training Needs

### a) Formal process for assessing training needs

The responses to the question regarding the existence of a formal process to assess training needs were **very similar for both initial and continuous training**, with 62% affirming such a process for initial training and 65% for continuous training. This indicates a comparable level of formal needs assessment across both stages. It is interesting to note that a JTI can have a formal process for initial training and not for continuous training, and vice versa. A particularity arises in the continuous training response from DE, which provided both affirmative and negative answers, the situation depending on the federal states.

For the JTIs that have no formal mechanisms for training need assessment, no detail was submitted on the way they design their training programme.

### b) Initial training needs assessment

While most institutions report having a **formal or semi-formal process** for assessing training needs in initial judicial training, the specific methodologies vary significantly. Despite these differences, several common patterns can be identified:

- Many institutions engage diverse bodies such as councils (AL, BA-RS, NL), scientific or competency committees (BE, NO), judicial authorities (HU-J), or dedicated planning/working groups (FI-J, LV) to evaluate and approve the training curriculum.
- A recurring feature is the use of direct input from trainees, trainers, judicial bodies, and external stakeholders. Many institutions administer periodic questionnaires or surveys to identify training needs, preferences, and practical gaps (CY, MK, SE-P, ES-P, ES-P, LV, UA-P).
- In FR, needs assessment is framed as a continuous process rather than a one-time activity.
- A few institutions adopt more comprehensive and strategic methods. Notably, MD combines qualitative tools (e.g., interviews, focus groups) with analytical review of national policies, international standards, and university curricula to inform training design.
- In BG, the initial training programme is built on a set of judicial training standards, adopted by the JTI, mapping out the skills and competences required of judges, prosecutors and investigating magistrates in order to effectively discharge their functions.
- Some institutions apply recognised frameworks, such as the Kirkpatrick Evaluation Model (CZ, UA-P).



Thus, some institutions rely on structured, data-informed strategies involving multiple actors and continuous evaluation, while others use more pragmatic, feedback-driven mechanisms. 17 institutions reported not having a formalised process to assess training needs during initial training<sup>14</sup>, suggesting that their training offer may rely on other forms of input. One answer can be in the imposed curricula for initial training by different bodies. Only BG submitted additional feedback on their reply, explaining that the programme is designed according to the judicial training standards of skills and competences adopted by the institution.

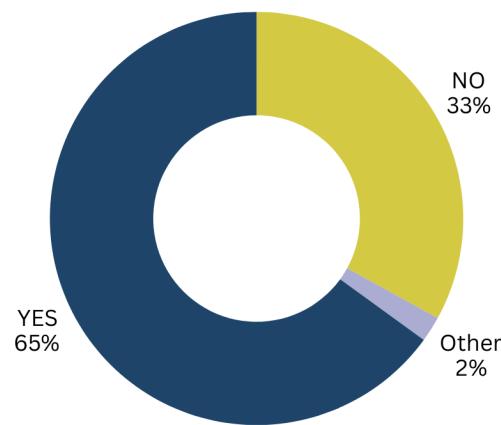
Despite the absence of a formal procedure, some institutions apply alternative approaches to adapt and improve their training programmes. For example, in PT, evaluations from trainees at the end of initial training are considered to plan and refine programs for the following year.

### c) Continuous training needs assessment

Similar to initial training, most institutions report having a formal or semi-formal process in place for identifying training needs in continuous training.

- HR, CZ, DK, HU-J, and HU-P use the same formal process to assess training needs for both initial and continuous training.
- Evaluations, questionnaires, feedback, and consultations are the most commonly used tools<sup>15</sup>. These are typically conducted on an annual or biannual basis. For this questionnaire, recognised models like the Kirkpatrick Model (CZ) or tailored national methodologies (ME) are used.
- Immediate post-training evaluation forms and surveys are widely used to identify future training needs (BE, BA-RS, CY, FI-J, LV).
- 13 institutions<sup>16</sup> gather input from a broad range of actors, including judicial and prosecutorial bodies, ministries, international partners, and professional networks. In some cases, dedicated bodies such as boards (NL) or councils (BG) are involved. A particularly comprehensive example is RO, where the continuous training programme is based on input from:
  - o Strategic guidelines at national and European levels.
  - o Proposals from courts and prosecution offices.
  - o Suggestions from trainers.
  - o Contributions from judicial institutions.
  - o Feedback from participants.
  - o Recommendations from external organisations of relevance to the judiciary.
- ES-P also introduced a three-level system for the identification of needs for continuous training:
  - o The institutional level, through coordination with key entities of each professional body.
  - o The professional level, via the work of the pedagogical committee and its working groups.
  - o A grassroots level, through public consultations directed at members of each career path or professional body.
- Moreover, AT and FI-J take a proactive approach and assess training needs based on the newest legal developments that may generate new training demands.

Formal process for assessing training needs  
Continuous training



<sup>14</sup> BA-BiH, BG, DE, EL, IE, IT, LT-J, LU, MT, ME, PT-CS, PT, SK, SE-J, UK-EW, and UK-SC.

<sup>15</sup> AT, HR, CY, FR-CS, FR, FI-J, DE, HU-J, IE, LT-P, LV, MK, PT-CS, RO-CS, SE-P, SK, and RS.

<sup>16</sup> AL, BE, CZ, HU-J, LV, NL, PT, RO, RO-CS, UA-J, ES-J, FI-P, and ES-P.

Similarly, in ME, the training needs assessment was **strengthened through cooperation with EJTN**, which helped design EU law-related questions and analyse results. This led to the development of a formal EU *acquis* training programme.

Finally, 18 JTIs reported not having a formalised process to assess training needs during continuous training. On one hand, 12 JTIs<sup>17</sup> require some training, whereas six of them<sup>18</sup> do not have mandatory continuous training.

### The role of EJTN... in training needs assessment

The Training Needs Assessment is one of EJTN's essential annual exercises. It forms a cornerstone for **future training planning** by capturing the emerging needs of justice professionals, reflecting the latest legal developments, and aligning with key policy priorities affecting justice systems across Europe. This ensures that EJTN's training offer remains responsive, forward-looking, and relevant.

The training needs assessment exercise plays a dual and complementary role within EJTN's strategic approach to judicial training. First, it helps define the **EU-level priorities** for the following year, guiding the design and implementation of EJTN activities. Secondly, it serves as a valuable **source of inspiration** for national judicial training schools, supporting them in shaping their own training priorities in line with emerging needs.

In addition, the training needs assessment exercise constitutes an enriching collaborative platform, enabling EJTN and its partners to identify potential synergies, strengthen coordination, and enhance coherence across European and national training efforts.

<sup>17</sup> BA-BiH, EE-P, EL, IT, IT-CS, LT-J, MT, MT-CS, PL, SI, UK-EW, and UK-SC

<sup>18</sup> CH, ERA, LU, NO, SE-J, and UK-NI

## 5. Training Content



The content of the proposed initial and continuous training relies on a strong foundation composed of procedural law, substantive law, European legal developments, as well as a range of judicial soft skills, including judgecraft and ethics. Although these are the core competencies of initial training, they are complemented by a variety of personal development skills throughout work life. Digging into the examples proposed by the institutions gives us trends common to all curricula, but also individual initiatives taken by some schools can be brought as examples.

In the framework of this study, the JTIs were invited to state whether they are training on a specific range of topics and include examples. A few institutions were unable to list their range of activities because the offer depends on the curriculum of the judge and prosecutor, or the offer is so extensive that the institution refers to its catalogue of activities.

### a) Procedural law

Procedural law constitutes the **core content in both initial and continuous judicial training**, ranking as the most consistently offered subject across institutions. With regard to initial training, procedural law is taught all JTIs. The focus is on equipping trainees with practical courtroom competencies in the context of relevant civil and criminal rules of procedure.

In the context of continuous training, it also remains the most quoted option, with only one institution not training on it (MT-CS). Continuous training broadens both the thematic and technical scope of procedural law. While still addressing civil and criminal procedures, it extends into cross-border judicial cooperation, digital transformation (e.g. e-evidence and digital justice), and specialised or sensitive contexts (e.g. cybercrime).

## b) Substantive law

Substantive law represents a major part of the initial training, apart from some institutions in charge of the training of court staff. It remains equally central in the context of continuous training.

While the types of training offered in initial and continuous phases are largely similar, **magistrates in function tend to receive more specialised training**. In contrast, initial training aims to build a uniform basis of legal knowledge for the future judiciary. The content is broader in scope, ensuring that trainees are exposed to a wide spectrum of domains, regardless of their eventual specialisation. By contrast, in continuous training, substantive law remains highly relevant but becomes more targeted and practice-driven.

The table below summarises the individual responses submitted by the JTIs when detailing their substantive law topics.

Civil Law	<ul style="list-style-type: none"> <li>• General Civil Law</li> <li>• Contract Law</li> <li>• Family Law</li> <li>• Inheritance Law/Succession Law</li> <li>• Residential Law</li> <li>• Labour Law</li> <li>• Property Law</li> <li>• Tort Law and Compensation Law</li> </ul>
Criminal Law	<ul style="list-style-type: none"> <li>• Criminal Law/Criminal offences/Penalty Law</li> <li>• Juvenile crime and special offences for youth</li> <li>• Arrest and search warrants</li> <li>• Sentencing</li> <li>• Assessment of evidence</li> <li>• Vulnerable witnesses</li> </ul>
Public Law	<ul style="list-style-type: none"> <li>• Administrative Law (e.g., Procurement Law and Environment Law)</li> <li>• Tax Law</li> </ul>
Constitutional Law	<ul style="list-style-type: none"> <li>• Human and Fundamental Rights</li> <li>• Data protection law (focused on protecting individuals' privacy rights related to their personal data)</li> <li>• Anti-discrimination Law</li> </ul>
Commercial/Business Law	<ul style="list-style-type: none"> <li>• Competition Law</li> <li>• Joint-stock companies Law</li> <li>• Property Law</li> <li>• IT Law – E-commerce Law</li> </ul>

## c) Ethics

Ethics and deontology are central to the work of the judge, prosecutor or court staff, with 95% of the institutions training their initial audience, and 89% of their continuous audience. This near-universal inclusion reflects a strong consensus: **ethical conduct is essential from the very start of a judicial career**. In initial training, only PT-CS and UK-NI are not reporting explicit ethics courses. Ethics is likely integrated into other courses rather than delivered as a standalone subject. Although ethics remains a dominant theme in continuous training, six institutions report no ongoing ethics training or only in initial training.

Among the specific replies provided, some strong ethical principles were highlighted: the Bangalore principles (especially on independence, impartiality and integrity), how to adopt a professional conduct, ethics in the prevention of corruption, ethical dilemma and decision-making.

#### d) Judgecraft and legal skills

Within the scope of this study, the responses provided to the questionnaire on "Judgecraft", "Interpersonal training and bias" and "Legal skills" were similar and have been combined under the name "Judgecraft and legal skills".

**Judgecraft** has the specificity of not being taught in books or in lectures, but by practice. This opens the floor to **various activities to experience it**: mock trials, mock duty calls, peer guidance, or self-reflection have been cited. During initial training, judgecraft is also approached via the EJTN AIAKOS Programme, hosting a live common session in Europe. Institutions not offering training in judgecraft or legal skills usually rely on direct experimentation during placements in courts. Moreover, for the JTIs training prosecutors only, the concept of judgecraft is blended with the art of being a prosecutor.

When training on judgecraft, the main competencies promoted are:

Judgment writing and legal reasoning	<ul style="list-style-type: none"> <li>Drafting clear, well-structured judicial decisions</li> <li>Ex tempore judgments (oral decisions)</li> <li>Legal analysis, argumentation, and reasoning</li> <li>Referencing higher court and supranational jurisprudence</li> </ul>
Decision-making psychology	<ul style="list-style-type: none"> <li>Understanding cognitive biases</li> <li>Enhancing self-awareness in legal reasoning</li> <li>Freedom of thought</li> <li>Independence in decision-making</li> </ul>
Case and courtroom management	<ul style="list-style-type: none"> <li>Managing hearings and procedural flow</li> <li>Time management</li> <li>Case handling</li> <li>Addressing vulnerable people in the courtroom</li> </ul>
Communication and interpersonal skills	<ul style="list-style-type: none"> <li>Interaction with litigants, lawyers and vulnerable persons</li> <li>Public speaking (both in hearing and with the media)</li> <li>Verbal and non-verbal communication</li> <li>Emotional intelligence</li> <li>Professional detachment and integrity</li> </ul>
Mediation and alternative dispute resolution techniques	<ul style="list-style-type: none"> <li>Skills related to alternative dispute resolution</li> <li>Conciliation and settlement facilitation</li> <li>Negotiation techniques</li> </ul>
Peer exchange and reflective practice	<ul style="list-style-type: none"> <li>Mentoring and coaching</li> <li>Role-playing, simulation of hearings and mock trials</li> <li>Sharing practices</li> <li>Dilemmas through roundtables or discussion groups</li> </ul>

In the common law system, judges are usually appointed after a previous legal career. Therefore, UK-NI specifies that they do not train in judgecraft since legal skills are deemed to be already largely in place.

## e) European legal developments

This section on European legal developments is completed by the analysis provided in section 3.c Training on EU law. Some discrepancies are to be noted in the answers provided by some JTIs between the questions in each section. For instance, some JTIs responded no to the question "Do you train on EU law?", but submitted examples of training in this section.

82% of the respondents are teaching European legal developments in their curricula. All countries with an EU candidate status are integrating European legal developments into their initial curricula.

LT-J indicates that European legal developments (alongside legal skills, substantive law, digital skills/tools, and personal welfare) are not part of initial training because they are instead addressed in continuous training.

A general approach to EU law and its regulations is usually taught, as well as knowledge of the European institutions. Judgements and preliminary rulings of the CJEU are also part of the training. Human and fundamental rights are approached through their European dimension (European Convention of Human Rights, judgements of the European Court of Human Rights, Charter of the Fundamental Rights of the European Union).

By contrast, continuous training focuses more on applying EU law in practice and updating legal understanding through case law and new legislation (e.g. cross-border enforcement was cited). Thus, 87% of the judicial training institutions are training on European legal developments. Only FI-P, MT-CS, and SK do not offer dedicated training on European legal developments. During those trainings, **there is a focus on recent legislation, case law evolution and cross-border legal tools.**

## f) Digital skills and tools

As the digitalisation of justice accelerates, **the use of digital tools has become a core component of judicial training** across Europe. Both initial and continuous training increasingly reflect this shift, aiming to equip judges, prosecutors, and court staff with the skills needed to operate efficiently in a digital environment. This training requires constant updates in all stages of work life. In initial training, approximately 76% of institutions integrate digital training from the start of the judicial career, and 87% in continuous training.

Key areas include:

- Court Management Systems
- E-evidence: documenting, saving and using during the pretrial investigation
- Use of digital platform and legal database at the national level (e.g. land registry) or at the European level (e.g. HUDOC or CURIA)
- IT security is also gaining momentum
- Support tools: voice-to-text tools, use of the Microsoft Office suite
- The topic of AI is being increasingly approached

However, some deeper analysis may be required. While many institutions report that they include digital skills and tools in their training programmes, a closer inspection reveals that much of the content focuses on basic IT competencies (such as using MS Teams or other internal platforms for communication and document handling platforms). These are undoubtedly necessary operational tools, but they represent entry-level digital literacy, and this may not be sufficient to engage with the challenges of a digitalised world.

## g) Judicial resilience, change management, and personal welfare

Within the scope of this study, the responses provided in "Judicial resilience and change management" and "Personal welfare" are similar and have been combined for analysis.

Both initial and continuous training provide support training on topics such as **work-life balance**, **burnout prevention and stress management**. More than half of the JTIs incorporate judicial resilience, change management or personal welfare training in their initial training (59% for judicial resilience and change management, 52% for personal welfare). Usually, these training blends into broader training, notably on judgecraft, case management and ethics. However, topics such as burn-out prevention and stress management are already addressed from the school.

By contrast, in continuous training, there is a stronger understanding of the importance of well-being throughout the career of a judge, prosecutor or court staff, particularly facing increasing workloads, emotional pressure, and high society expectations. 74% of the JTIs proposes training on judicial resilience and change management, and 68% proposes training on personal welfare. The diversity of training is broader, more practical and responsive, reflecting a clearer recognition of the pressures that judges face in modern legal systems and the need for tools to manage change. The topics include:

- Change management
- Conflict management
- Well-being: Time management, stress management, resilience, mindfulness
- Burn-out prevention and health management
- Coaching and mentoring scheme (in initial training: either organised by the school in supervised sessions, or by proposing the appointment of a mentor)
- How to deal with the independence of the judge
- Anti-corruption strategies
- Socio-emotional skills and emotional intelligence

DE proposes an interesting mix of topics related to change management: adaptation to digitalisation, intergenerational management (management strategies to address the challenges and opportunity of different generations at work), and strategic knowledge management.

## h) Leadership and professional skills

Approximately 67% of judicial training institutions include these skills at the initial stage of training. In continuous training, the coverage is significantly higher, with 87% of institutions including these competencies. Although the skills are valuable in the initial stage, they are **mostly used during the career or for a specific change of position**.

Leadership and professional skills include:

- Personal leadership, thinking and acting as a leader
- Conflict communication and change management
- Communication with the media
- Teamwork
- Tutoring
- Complaints handling
- Provide feedback
- Strategic and human resources planning
- Good administration of justice in the digital era

## i) Languages

Approximately 53% of institutions include language in initial training. However, languages are much more widely available in continuous training, with around 70% of institutions offering it.

Courses on legal English represent the highest training offer in linguistics in initial training, but for some countries, emphasis is placed on **perfecting proficiency in the national language** for proper drafting (EE-J, IE, NL, RO-CS, UA-J and UA-P). CZ stands out for offering 40 training events a year, not only for legal English, but also in German and French. BE and IE also indicate that language training is offered through optional participation rather than embedded in the formal curriculum.

Continuous training takes an on-demand approach to foreign languages, with some institutions responding to training needs as they arise. Legal English remains the most commonly offered language, especially for judicial cooperation, but French, German, and Spanish are also mentioned.

## The role of EJTN... in training content

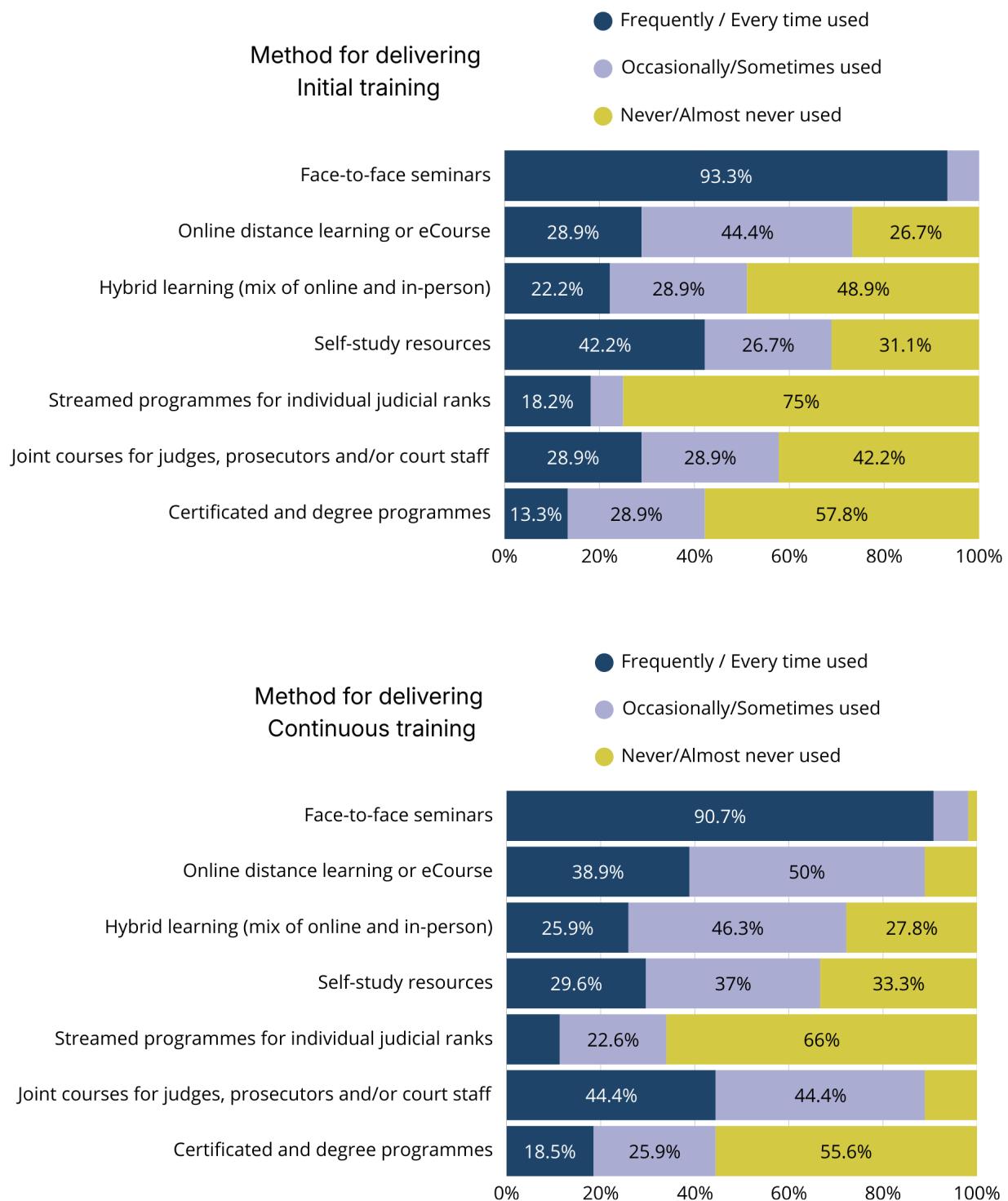
By training yearly around 10.000 judges, prosecutors, court staff and trainers, EJTN contributes to the wider knowledge of the European judiciary. EJTN cannot substitute for the JTIs in substantive or procedural laws, deeply rooted in their national context, however it can effectively support its members by focusing on two key aspects: developing training on the **knowledge of EU law** and soft skills for delivering justice, which are universal. Looking for efficiency and accessible costs, EJTN could centralise a part of this knowledge before cascading it to its members, especially for smaller JTIs. Finally, a key point expressed by two JTIs lies in the **transfer of knowledge at the national level**, linked to the possibility opened by the translation of content.

Pursuing the ongoing developments of the EJTN Intranet, more permanent resources should be made available for the network. This request was clearly stated when asking "which type of content would you like to receive from EJTN". EJTN has already committed to this task via the blueprints for training, but diverse formats can be explored. Innovative digital tools and e-learning can help EJTN to share knowledge and expertise to a broader extent, to the direct benefit of all Members, Associate Members and Observers.

The JTIs also value the ability of EJTN to address the **rising issues** among the judiciary. In this regard, four JTIs acknowledge the role of EJTN in supporting the **digitalisation of Justice** and are calling for more actions in this topic. The JTIs express the need to **build digital capacity** across judicial systems. These inputs reflect an awareness among JTIs that digital proficiency is not optional but rather foundational to the modern administration of justice. There is a clear interest in more materials and support to help the judiciary engage effectively with emerging technologies. Notably, cybersecurity and disinformation have been quoted as possible future topics of interest.

In the submitted replies, requests for updates on EU legal developments, comparative legal analyses, and transversal themes such as gender balance and cultural diversity suggest that many JTIs view EJTN not only as a judicial training provider but as a normative anchor within the European judicial landscape. These responses signal a clear interest in creating **shared frameworks** and benefiting from each other, without necessarily aiming for uniformity. Partnerships could be explored in these topics, expressing the full scale of the network. More resources dedicated to court staff have also been mentioned by one JTI.

## 6. Methods for Delivering Judicial Training



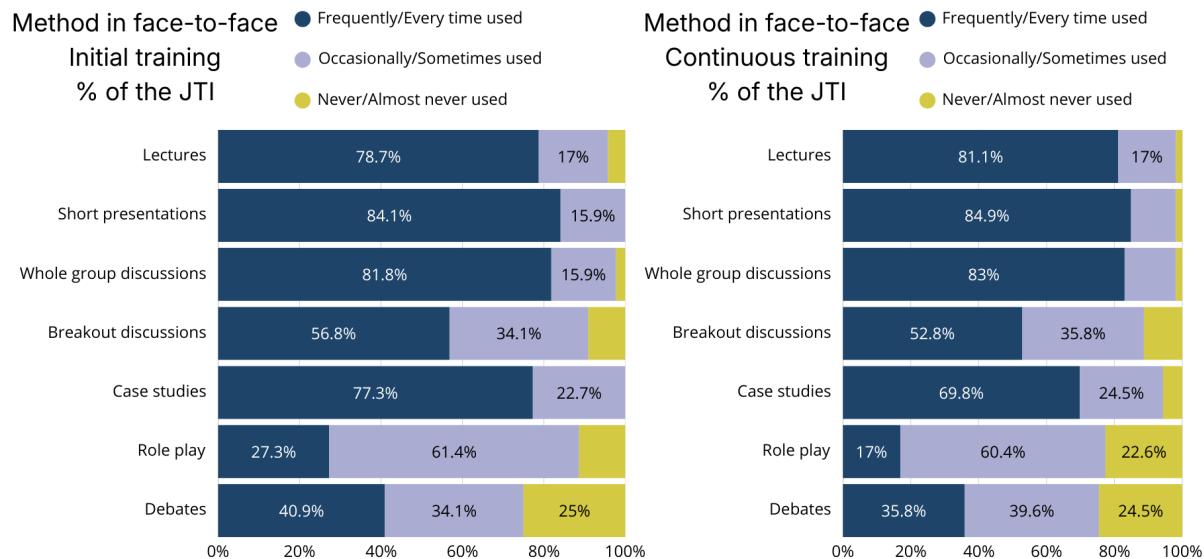
The central method for both initial and continuous training remains the face-to-face seminars, which are used in nearly all cases. The different explanations have been gathered in the following table.

Training method	Initial training	Continuous training
<b>Face-to-face seminars</b>	There is a sustained institutional preference for face-to-face learning across both phases of training. However, the trend is even stronger in initial training.	
	<b>Frequently/ Every time used</b> Most of the initial training is organised via face-to-face training on all topics.	<b>Frequently/ Every time used</b> Most of the continuous training is organised via face-to-face training on all topics.
<b>Online distance learning or eCourse</b>	While there is increasing openness to online methods, they remain supplementary to in-person learning. In continuous training, online distance learning is usually implemented for short-duration training.	
	<b>Occasionally / Sometimes used</b> Not yet fully embedded. Usage is limited and inconsistent, with notable avoidance in several institutions.  <u>Examples:</u> <i>Ethics; Language course; HELP courses and UNODC.</i>	<b>Occasionally / Sometimes used</b> Widely accepted, though not universally adopted. The trend goes for online when the training is theoretical and with a short duration (half a day to one day).  <u>Examples:</u> <i>Updates in legislation and procedures; procedural law; specialised topics; IT skills: systems, cybersecurity, data protection; HELP courses.</i>
<b>Hybrid learning</b>	Hybrid approaches are gaining traction but are still under development. Their expanding use, especially in continuous training, suggests a gradual shift toward more flexible.	
	<b>Never / Almost never used</b> Rarely used and not institutionalised. The responses show that hybrid is used as a backup solution when a learner is prevented from attending in person, rather than as a structured learning method.	<b>Occasionally / Sometimes used</b> More JTIs use it as an institutionalised solution.
<b>Self-study resources</b>	Some institutions trust individual initiative and self-directed learning, while others do not prioritise it. Self-study is valued in some systems as a means of fostering autonomy and continuous development. However, many institutions remain cautious.	
	<b>Frequently / Every time used</b> Mixed usage: Some systems promote it actively; others rely on more structured formats. <u>Examples:</u> <i>Preparation of exams; self-study resources used after a training; handbooks and important documentation for the judiciary (e.g. Benchbooks on Equal Treatment); databases, use of CMS and IT modules.</i>	<b>Occasionally / Sometimes used</b> On all topics, mostly as support from another training. <u>Examples:</u> <i>Material from EJTN, ERA, FRA, EUAA.</i>

Training method	Initial training	Continuous training
<b>Streamed programmes for individual judicial ranks</b>	<p>Institutions appear to prioritise collective learning environments over individualised or rank-specific content.</p> <p><b>Never / Almost never used</b> Minimally used and not institutionalised in the initial training landscape. Used only for attending specific event or bodies that are not common to the trainees.</p> <p><u>Examples:</u> <i>Important seminars or event; civil procedures.</i></p>	<p><b>Never / Almost never used</b> The least adopted method in continuous training. Rarely used and mostly avoided.</p> <p><u>Examples:</u> <i>Leadership trainings; conferences.</i></p>
<b>Joint course for judges, prosecutors and/or court staff</b>	<p>Joint training is more common in later stages, where interprofessional collaboration becomes more relevant. Initial training tends to be role-specific, aimed at consolidating professional identity before interdisciplinary engagement.</p> <p><b>Never / Almost never used</b> Joint courses are mostly used when the JTI is also training several audiences. When the school only have curricula for a certain audience, the role in initial training is marginal.</p> <p><u>Examples:</u> <i>Procedural law and investigative actions; communication; general news; ethics; mock trials</i></p>	<p><b>Occasionally / Sometimes used</b> Common in continuous training, though still with varied frequency.</p> <p><u>Examples:</u> <i>Soft skills</i></p>
<b>Certificated and degree programmes</b>	<p>Judicial training across Europe tends to operate outside formal academic structures. The preference is for bespoke, professional development models rather than credential-based or degree-oriented learning paths.</p> <p><b>Never / Almost never used</b> Overall, the whole initial training leads to the delivery of a diploma/certification. Specific certification and formal academic awards play a minimal role.</p> <p><u>Examples:</u> <i>HELP courses</i></p>	<p><b>Never / Almost never used</b> Also rare in continuous training, with most institutions not offering formal degrees.</p> <p><u>Examples:</u> <i>Language courses; cybercrime; leadership; diploma in cooperation with universities (Masters, PhDs); HELP courses</i></p>

## a) Face-to-face training

The trends in usage of face-to-face learning methods are similar in both initial and continuous training. JTIs consistently rely on **traditional in-person formats** such as lectures and short presentations. However, active methods like case studies and group discussions are also widely and regularly used. This reflects a shift toward more practical and participatory learning, even at early stages of judicial training.



By contrast, role-play and debates are the least frequently used methods in both initial and continuous training. While they are not entirely absent, their infrequent use could suggest a lack of resources or a late shift in approach from professor to facilitator. Some methodological support could be proposed to develop those methods.

Beyond the predefined face-to-face methods listed in the survey, several JTIs also mentioned additional approaches in their comments, such as:

- **Mock trials, moot courts and simulations** and all variants of applied role-play, recognising the importance of experiential learning. These methods allow trainees to step into real-life scenarios, practice legal reasoning under pressure.
- **Group exercises using flipcharts, brainstorming sessions, workshops and laboratories** point to trainees actively building knowledge together rather than passively receiving it. These methods foster critical thinking, peer learning and collaborative problem-solving.
- **Study visits** allow to experience in person and visit a location, for a contextualisation of the training.

As an example, RS shares with us a pyramid method: *"This is a method in which all four mentioned forms are represented: individual work, work in pairs, work in a small group and work with the entire educational group. All participants receive an individual task, which, when completed, they discuss with another participant, then with some members of the educational group and finally with the entire group. In this way, we get qualitatively more complex work products, and we make sure that everyone has faced the task, because one of the problems in a group is that sometimes we have individuals who leave activities to other group members. In this way, everyone "must" have some product, because we do not give them the information that they will later work in pairs and groups during the individual task."*

## b) Digital training

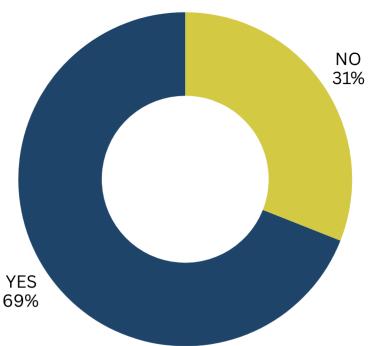
### i. Choice of online learning environment

Digital training formats are more and more included in judicial training (frequent for 29% of initial training and 39% of continuous training), as well as blended with other training activities. The technological development allows much broader access to more information and learning tools, with ease and lower costs over time. These types of formats provide flexibility and larger outreach of training to overcome physical barriers, but also time constraints.

**36 out of 53 JTIs reported having their own online learning environment (69%).** However, around a third of the JTIs<sup>19</sup> does not have its own learning environment. IE, LV, MT-CS and ME indicate that they are about to develop one in the near future. Interestingly, LT-J has no standardised platform and leaves it to each trainer to select the online learning platform they prefer.

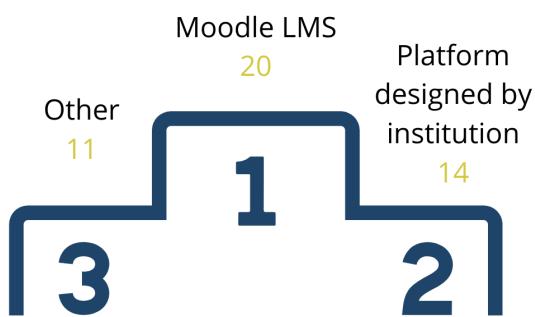
DE presents a unique situation due to its federal structure. The availability of online learning environments varies across Federal States, as some states provide their own platform for their institutions, while others do not.

Does your organisation provide its own online learning environment?



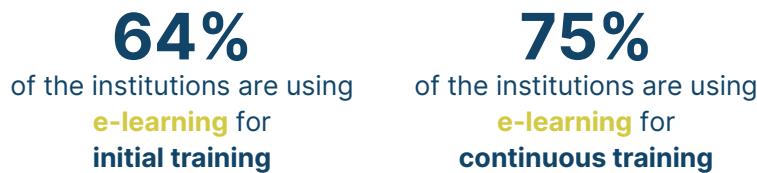
The panorama of the **e-learning platform** shows a strong diversity. Moodle LMS is the most common tool for 20 JTIs, while 14 of them have an in-house platform developed by their institution. 11 JTIs indicated that other platforms are used for e-learning, such as MS Teams, Howspace, Flinga, edX, Totara, Articulate Storyline and Articulate Rise, or Grade Learning. However, some comments suggest that the respondent didn't know exactly the tool behind the e-learning space, calling for a deeper assessment before drawing firm conclusions.

Some institutions also stand out for their unique setups. For instance, EE-J uses two distinct e-training environments: Moodle hosts a course for beginner judges, while a separate MediaWiki-based website serves as a training database, offering video recordings and supporting materials. Similarly, AT utilises its platform, "ELAN", as the primary e-learning environment. In many countries, the platform not only serves the judicial training institution, but the institutions use the resources developed by the public services or by the Ministry of Justice, the JTIs becoming only a content provider.



<sup>19</sup> BA-BiH, CY, DK, EE-P, IE, LV, LT-J, L, MT, MT-CS, ME, MK, NO, RO, ES-J, and CH

## ii. Use of e-learning



E-learning is widely used in both initial and continuous training. Specifically, 64% of institutions reported using it in initial training (28/44), while 74% do so in continuous training (39/53). However, the data also reveals that e-learning is far from universal. The comments to the responses show that the concept of e-learning and its practical application are understood in different ways.

An interesting pattern emerges: **e-learning is mostly developed for continuous training**. While 18 JTIs organise e-learning for both types of training, 21 JTIs are developing it for continuous training only, even though 16 of them are also responsible for initial training. This e-learning can either be developed in-house by the JTIs, such as AT, MT, PT, RO, SE-J, and SE-P, or with the support of external providers such as EJTN, HELP courses or UNESCO.

DE shows again diversity in the implementation of e-learning, where training approaches vary significantly across federal states. Some regions offer e-learning for both initial and continuous training, while others do not implement it. NO reports plans to expand e-learning in initial training. However, they also acknowledge a strong preference, expressed by the majority of judges, for in-person learning during the early stages of training. This statement is echoed by UK-NI and UK-SC.

Among the institutions that are not using their own e-learning, several reasons have been mentioned:

- **Availability of external resources:** the institutions do not develop their own e-learning, but promote external tools (mostly Moodle) (e.g., BE, BG, HR, FI-J, FI-P, FR, ERA, EL, HU-J, IT-CS, NL, PL, PT-CS, PT, ES-P, UA-J...)
- **Strong support for live interactions:** A possible reluctance to online tools is noted in some countries.
- **Timing:** the development of own online learning environment is foreseen (e.g., IE, MT-CS, ME)

### iii. Tools for e-learning

When examining the formats used to deliver e-learning content, a similar pattern emerges across both initial and continuous training: while still valuing synchronous learning with webinars, e-learning content is mostly designed for **asynchronous learning**.

Overall, there is a blended use of multiple types of deliverables. Most institutions do not rely on a single format but instead combine various tools to support different learning outcomes.

#### a) Widely used: **Videos and webinars**

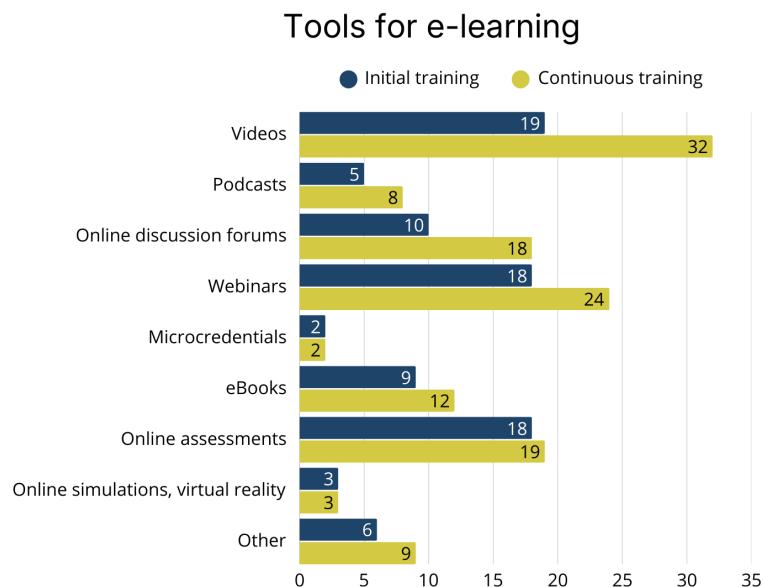
Videos and webinars represent the main channel for online learning, especially for continuous training. In a professional context, videos and webinars provide flexibility for learners who are geographically separated in a country. Moreover, this appreciation proves the wish to maintain a personal link with a trainer/teacher in guided learning.

#### b) Moderately used: **Online assessments, Online discussion forum, E-books**

Online assessments and e-books could be grouped in a similar category of independent learning. Online discussion forums are usually offered together with an e-learning platform.

#### c) Rarely used: **Podcasts, Online simulations, virtual reality, micro-credentials**

Podcasts and micro-credentials represent a new form of learning in short bites on very specific topics. Only BG, ES-P and HU-J are creating micro-credentials. Podcasts are developed by 11 institutions<sup>20</sup>. In comparison with videos, podcasts are not so popular for training purposes. Online simulations and virtual reality (AL, NL, UA-P) are gaining momentum, although requiring significant investments and are less commonly used in e-learning formats.



<sup>20</sup> BA-RS, BG, CZ, HR, FR, EE-J, HU-J, NL, ES-P, SE-P, and UK-EW.

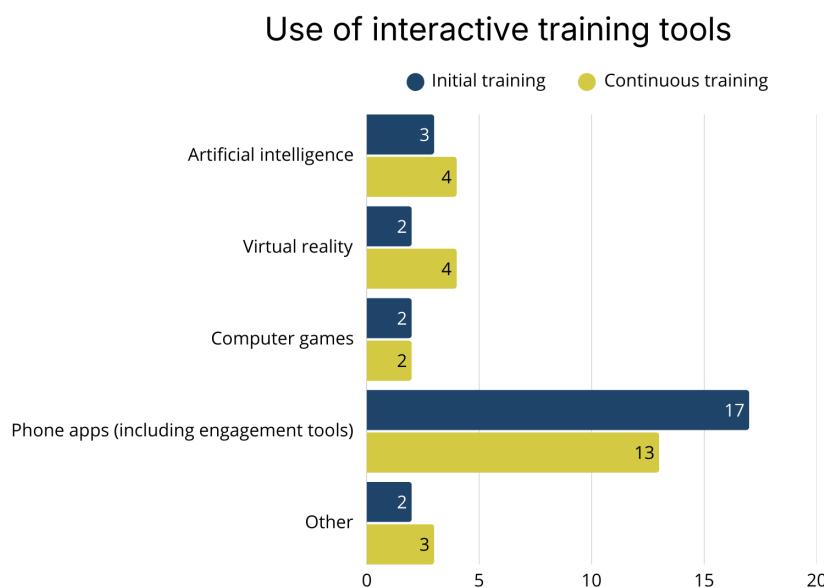
#### iv. Other advanced digital training tools

**61%**  
of the institutions are using  
**innovative digital tools** for  
**initial training**

**55%**  
of the institutions are using  
**innovative digital tools** for  
**continuous training**

In addition to more traditional training methods, the institutions were asked about their use of advanced digital tools other than e-learning to support the training, with a given list of possible tools (artificial intelligence, virtual reality, computer games, phone apps and engagement tools, other). These tools, mostly emerging technologies not commonly used, allow dynamic and more personalised learning experiences. These tools break the usual vision of the training as a classroom setting, but they also require significant investments and development.

The survey results reveal **a relatively balanced perspective on the use of advanced digital tools** in judicial training, with 55% using them in initial training and 61% in continuous training. While these figures show a majority leaning toward adoption, the overall distribution suggests a considerable divide among institutions regarding the integration of these tools into their training programmes.



Among institutions that do implement such tools, mobile applications emerge as the most commonly used tool for both initial and continuous training. However, the exact app has not been requested in our survey. Thus, engagement applications such as Mentimeter have been quoted in the development of training apps. To ease the reading, a common section on phone apps and engagement tools has been created.

In contrast, gamification tools are the least frequently employed in both contexts, but several institutions mention them as an attempt to develop other forms of training.

## The role of EJTN... in judicial training methods

Overall, the members encourage EJTN to remain a platform where they can discuss, share practices and **experiment with methodology** on judicial training. Fostering multidisciplinary training, adult learning or rolling out new training methods have been mentioned by some JTIs.

**Digitalisation of training methods** becomes a rising topic among all JTIs, and EJTN may be the right place where experimenting and developing training content which is transposable and integrated in the national curricula. Ideas of **digital training modules** have been mentioned, for instance on answer to concrete questions of the magistracy, on comparisons of decisions taken by other European courts or on specific criminal topics.

Suggestions such as e-learning modules, videos, podcasts, microlearning, and mentoring schemes point to a strong demand for flexible, adaptable learning formats. JTIs are seeking tools that go beyond **traditional in-person seminars**, ones that can be reused, adapted to different learning speeds, and made accessible to broader audiences.

On EJTN training themselves, the JTIs shared their interest in **diversifying the types of content, themes and delivery formats that EJTN offers**. Rather than focusing solely on traditional training, the suggestions reveal a desire for both knowledge enrichment and skills development, aligned with current judicial challenges.

## 7. Designing and Planning Training

### a) Who designs and delivers training

Many institutions adopt a **mixed approach** regarding who designs and delivers training. Depending on the topic and specific needs for each training activity, it may involve a combination of judicial professionals, court staff, external providers, and trainers from the training institution.

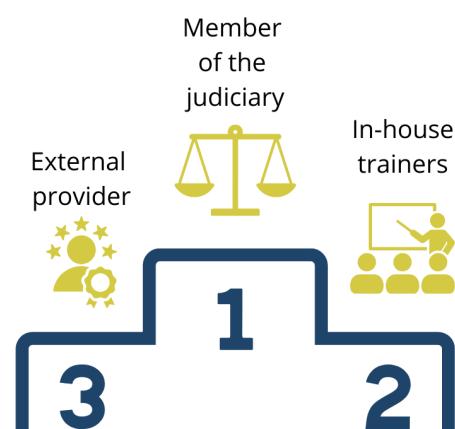
In both initial and continuous training, the most common actors involved in designing and delivering training are judges and prosecutors, proving that training also occurs via the exchange of experience between peers. However, it is worth noting that the position of trainer can overlap with a judge or a prosecutor<sup>21</sup>.

In-house trainers are commonly used in judicial training, but in a greater proportion for initial training. The nature of the initial training justifies the higher involvement of trainers hired by the JTIs, especially for the schools proposing a training programme over several months.

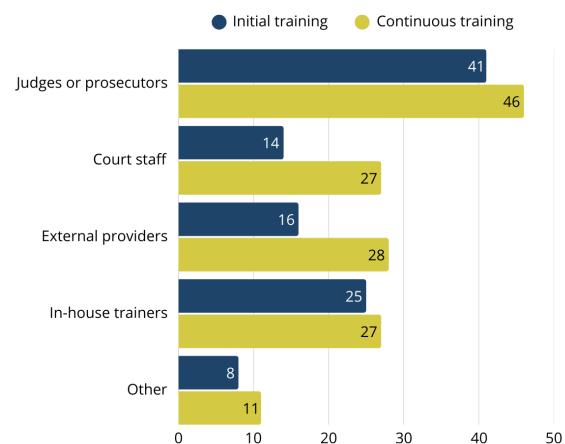
A key trend observed is the **expanding reliance on external providers**, particularly in continuous training. External providers bring in specialised knowledge, interdisciplinary insights, and updated academic or practical perspectives (especially in areas where internal resources may be limited).

This need for specialisation is crucial for continuous training when a magistrate is appointed on specific topics. JTIs reported drawing on a **wide and diverse pool of contributors**, including:

- **University professors or academic experts.** Their participation ensures access to up-to-date legal research and supports a rigorous theoretical foundation.
- **Specialised practitioners/experts** from various fields who can give their experience on a specific topic: Police, lawyers, consultants, forensic experts, psychologists, social workers, scientists, linguists, NGO representatives, journalists, engineers, experts on environmental law.
- Experts who can deliver **training on non-legal skills**, mostly on **soft skill topics**, for instance, on management, leadership, writing skills or communication, interrogation techniques, work efficiency, etc (AT, BE, FI-P, LV, SI).
- **Official experts representing other judicial institutions**, such as EU officials, EIPA, Council of Europe, OSCE or officials and civil servants from the domestic governments (CY, ERA, FI-J, IT-CS, LU, ME, UA-P)
- Support from **other European judicial training institutions** (LU, ERA)



#### Who designs and delivers training?



<sup>21</sup> See section 2.a) Who are the trainers?

The responses submitted under “other” usually refer to the JTIs where the training is designed by the school itself or an institutional board, with limited involvement of the person who will deliver the training (FI-J, LV, RO, RS, UK-NI).

Overall, training design and delivery in institutions is a collaborative process involving both judicial professionals and external experts, reflecting a commitment to quality and adaptability. The increasing engagement of a wide range of professionals (from academics to field specialists) highlights the broad scope of judicial training and its responsiveness to the evolving demands placed on justice systems. Institutions are strategically blending internal experience with external expertise to offer comprehensive training that equips judicial professionals with both core legal competencies and essential multidisciplinary skills.

### b) Learning design methods

A significant majority of institutions (78%) use a defined methodology or learning framework when planning and designing initial training. In contrast, for continuous training, this figure slightly drops to 65%. This reflects a strong overall trend toward structured and systematic approaches to training. A noteworthy case is DE, which gave both a “yes” and “no” answer due to its federal structure: some federal states apply formal methodologies, while others do not.



The largest group consists of institutions that apply **learning methods or frameworks in both initial and continuous training**. This reflects a strategic approach to ensuring consistency and pedagogical soundness throughout the training lifecycle, while other institutions may adopt alternative models adapted to their context.

The collected responses reveal a broad diversity in approaches to training design for initial and continuous training across institutions. While methods vary, some recurring themes and patterns can be identified.

#### a) Use of recognised learning design models, such as

- ADDIE model (Analysis, Design, Development, Implementation and Evaluation), used by BG, MD, RO-CS.
- Bloom’s Taxonomy used by CZ, DK and LV to define and structure learning objectives.
- Institutions that use a mix of learning methodologies and frameworks can also be observed, such as in the cases of CZ and RO-CS.
- FR designs its training offer according to a skills-based training framework.
- Some institutions adopt a blended approach to design frameworks, without formally adhering to one model. For example, FI-J employs social constructivist principles, while EE-J allows trainers to choose their own methods.

**b) Training designed according to national legal frameworks:**

- In BE, LT-J, MT, MK, PT, PT-CS, RO-CS, SI and SK, the design and delivery of training are guided by national laws, frameworks, statutes, or judicial council rules.
- BG uses national strategic plans, annual judicial reports, and approved institutional standards.
- ES-J follows a strict protocol, including the approval by the Plenary of the General Council.

**c) Some institutions apply frameworks that emphasise learning outcomes or training needs, for example:**

- The majority of institutions carry out comprehensive training needs assessments using a combination of surveys, focus groups, and expert consultations. These assessments help define the training objectives, types of activities, methodological tools, and roles of involved actors. Overall, the process aims to identify the knowledge, skills, and competencies required for the effective exercise of judicial functions.
- NO starts from expected learning outcomes (knowledge, skills, attitude).
- CZ creates its programme design on a comprehensive training needs analysis.
- In this sense, to react to those needs, IT chooses teachers based on their curriculum, technical competences and their teaching skills.

**d) Many institutions combine theory and practice, often through blended/mixed learning models.**

- For example, AT, CY, HU-J, IE, IT, RO, SE-J, SE-P, UA-P use simulations, mock trials, workshops, roleplays, case studies, and a mix of in-person and online formats.
- BG also addresses non-legal skills via these methods.

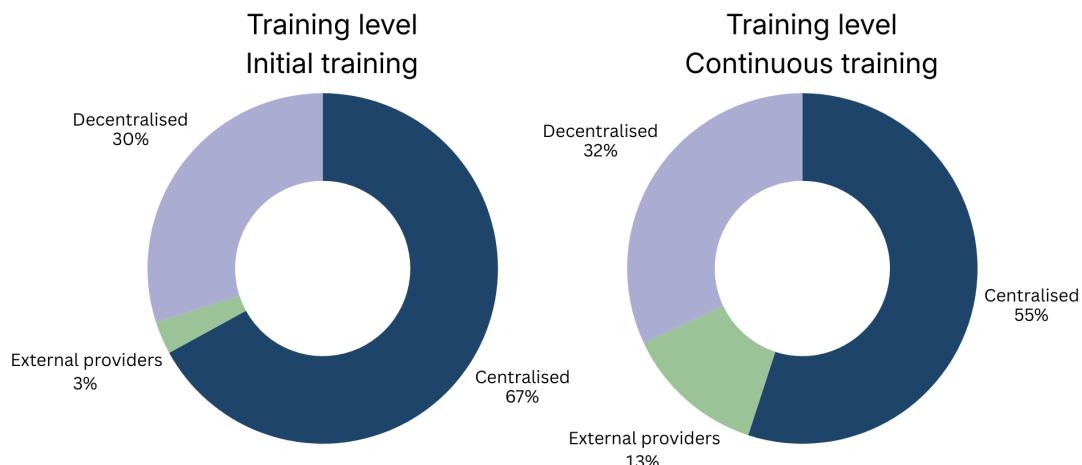
**e) Some institutions rely on collaborative input in the design process.**

- In SI, ME, BE, BG, FI-J, the development includes collaboration with courts, prosecutors' offices, ministries, judges, professors, consultants, competence development experts and even NGOs.
- RO consults the trainers and experts involved in the activities.

**f) Development of in-house models.**

- NL and ES-P apply their own training system and framework developed by their institution.

**c) Level responsible for the training**



While the quantitative data suggests a general tendency towards centralised models (particularly for initial training), the reality is significantly more nuanced. Many systems operate with **overlapping levels of authority**<sup>22</sup>.

For **initial training**:

- Approximately **two-thirds of the JTIs (67%)** report a **centralised model**, in which a national training institute or a comparable central authority assumes primary responsibility. The training also mostly takes place in a single location at the training institute, with practical experience in local courts.
- By contrast, **30% adopt a decentralised model**, especially in a learning-by-doing approach with placement in local courts. For instance, AT and NO indicate only relying on a decentralised approach for initial training design.
- Only LU indicates externalising the training of their future judges and prosecutors to the French National School for the Judiciary (FR), remaining within the scope of the judicial training institutions. In no case are external providers involved.

In the context of **continuous training**, the governance landscape becomes more diversified:

- A **majority** (55%) manage the continuous training in a **centralised structure**<sup>23</sup>, among these, the huge majority of the JTIs are solely responsible for their design and development. In a few cases, a joint coordination between the JTI and a national body is required for the design phase, while the implementation is coordinated by the national training institute.
- However, the proportion of systems adopting decentralised models rises to 32%, and the use of **external providers increases significantly to 13%**. This shift reflects the dynamic nature of continuous professional development, where training must respond to emerging topics, specialisations, and changing judicial priorities.
- This decentralised model is spread over two models: on one hand, decentralisation occurs when the JTI has one or several other campuses around the country. This trend is especially visible in Italy, where the national body in charge of the training institute has a central headquarters, but the training are organised remotely in different locations around the country. On the other hand, decentralisation of the design of the training also occurs when the training is designed according to a bottom-up approach of the needs. Each court, magistrate and/or trainer has the capacity to decide on their own training needs, leaving freedom to the learner. This is especially valid when continuous training is not mandatory.

<sup>22</sup> In this question, decentralisation has been understood in two different ways: in one hand, decentralisation of the decision-making and design of the training, and in the other hand, decentralisation of the delivery, for instance, when the JTI owns different buildings in the country and organises training in several locations. Both responses coexist in the replies.

<sup>23</sup> Only centralised: AL, BA-BiH, HR, CZ, CY, EE-J, EE-P, FI-P, EL, IE, LV, LT-J, MT, MT-CS, MD, PL, RO-CS, RS, ES-P, SE-J, CH, UK-EW, and UK-NI.

Centralised and external providers or decentralised: BE, BA-RS, BG, DK, FI-J, FR, FR-CS, ERA, HU-J, HU-P, IT, IT-CS, LT-P, ME, MK, NL, NO, PT, RO, SK, SI, ES-J, SE-P, UA-P and UK-SC.

## The role of EJTN... in the design of training

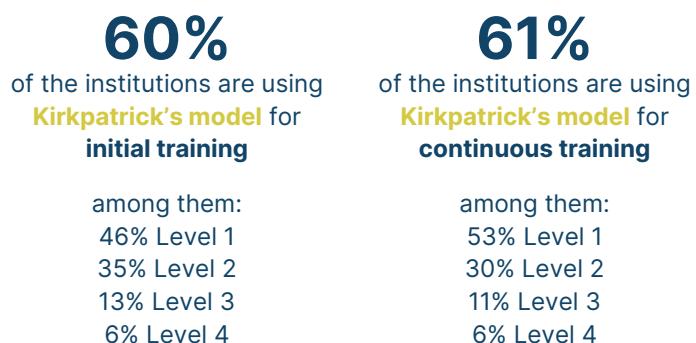
Throughout the replies provided by the JTIs, the trend is to identify EJTN as a haven for seeking support and **resources for judicial training**. Nine JTIs expressed their interest in the concrete resources made **available by EJTN** as useful tools in enriching and expanding their own training materials, such as handbooks, guidelines, and videos.

14 JTIs acknowledged EJTN's role in promoting high **standards in judicial training**, particularly through its guidance on designing effective training processes. The network can become a big actor in methodology in Europe, with an in-depth experience of the training of trainers but also with its capacity to innovate and experiment with new techniques. The **pioneering role** of the network in judicial training is strongly supported.

## 8. Evaluating the Training Programme

### a) The Kirkpatrick Evaluation Model

In training development, the assessment of the effectiveness of the training is crucial. Several methods co-exist, but **EJTN uses and promotes the Kirkpatrick Evaluation Model**<sup>24</sup>, allowing the measurement of the immediate feedback but also the long-term impact of the training. Currently, 60% of the JTIs are using this method.



Although the implementation of the first level is effective, other levels are harder to implement. Among the institutions that apply the model, only BG and NL implement all four levels. Additionally, CZ and NO apply the first three levels. The most common pattern observed is the combined use of levels 1 and 2.

The use of levels in continuous training closely mirrors that in initial training. The main difference is that the most common pattern observed in continuous training is the exclusive use of level 1, followed by the combined use of levels 1 and 2.

Moreover, there is evidence that some institutions follow elements of the Kirkpatrick Model without formally applying the model. Their practices align with one or more of its levels.

### b) Other methods for evaluation

Institutions that reported not using the Kirkpatrick model described a wide range of alternative evaluation approaches without a formal model. Most commonly, they rely on direct tools without a specific method such as feedback forms, evaluation questionnaires, and in-house surveys. Some institutions mentioned using their “own model” or a “mixed model,” though these were generally not described in detail. This may reflect the use of internally developed approaches that are tailored to specific institutional needs rather than based on formal, standardised frameworks.

A few institutions reported more structured practices. One notable example involves a two-level evaluation that considers both the training activity itself and its broader impact on judicial performance (specifically in the case of HR). Another example involves the use of rating systems (FI-P) and periodic professional assessments (IT).

<sup>24</sup> See EJTN Handbook on Medium- to long-term evaluation of judicial training

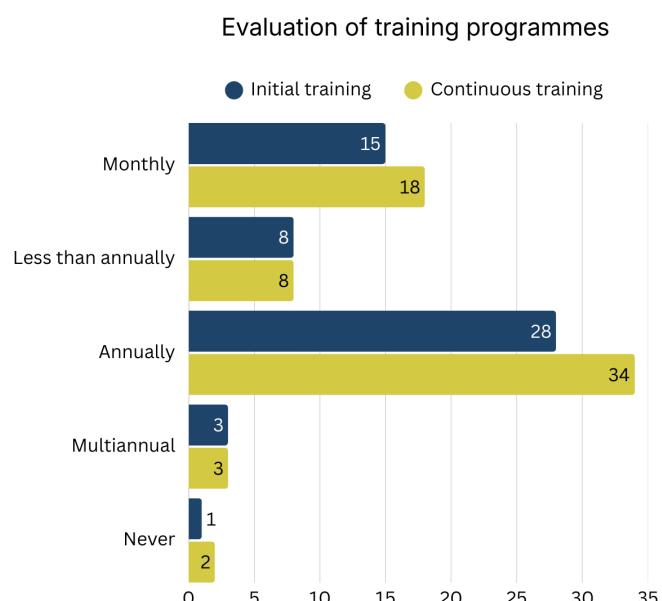
## c) Evaluation of the training programmes

### i. Frequency

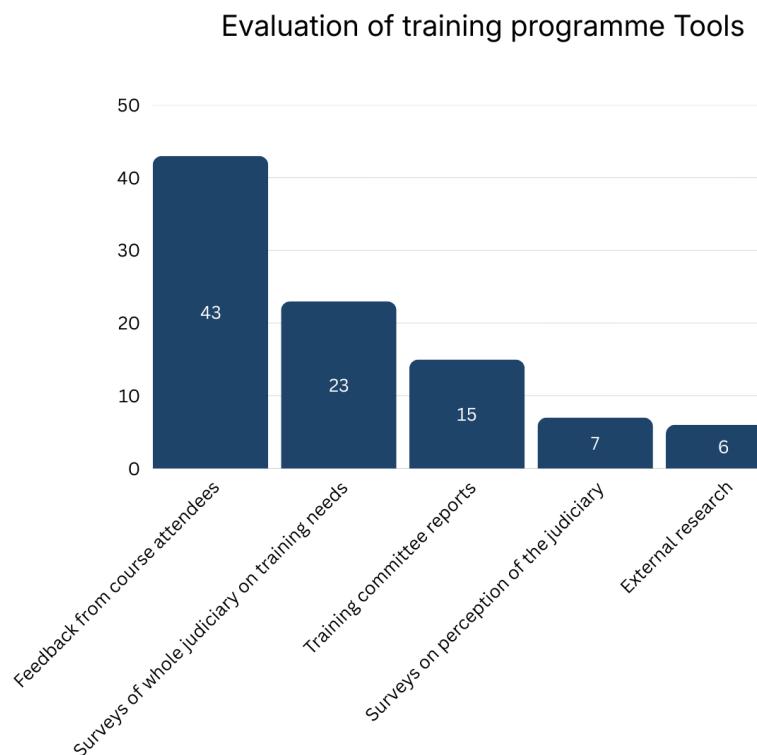
Across both initial and continuous training programmes, the most common **evaluation frequency** of the training programmes is **annual**. This is followed by monthly evaluations, then evaluations occurring less frequently than once a year, multiannual evaluations, and finally, institutions that do not conduct evaluations at all. The distribution of evaluation frequency is similar for both initial and continuous training.

It is also important to highlight that several institutions conduct evaluations at multiple intervals (for example, both monthly and annually), such as BG or RS, among others.

Only SK does not evaluate its initial training programmes, but it does for continuous training. For continuous training, LU and CH do not conduct evaluations.



### ii. Evaluation tools

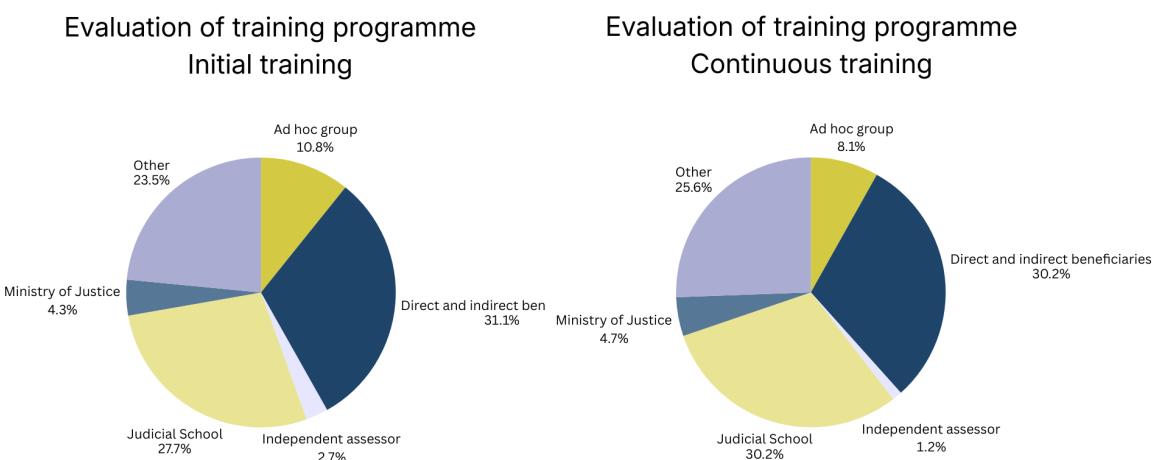


The evaluation of training programmes is characterised by considerable diversity, with the use of a single evaluation method being relatively rare. A common approach is to **gather feedback from course attendees**, which is often **completed by broader mechanisms** such as surveys directed at the entire judiciary to identify training needs.

This multi-method approach is consistently observed across both initial and continuous training programmes, with no significant differences identified between the two phases. However, certain institution-specific practices merit particular attention:

- In AT, an anonymous online questionnaire was conducted in initial training, inviting all members of the judiciary to provide input on a range of issues, including those related to training.
- In BG, the evaluation of training is conceived as a continuous and inclusive process. Multiple perspectives are systematically incorporated, including those of trainees, trainers, administrative leadership, and mentors. A similar approach is also implemented by RS for continuous training programmes.
- RO also includes the feedback from trainers, the relevant authorities and professional bodies.

### iii. Who evaluates



Similar results have been observed for both initial and continuous training programmes. The most involved actors in evaluating training programmes are the direct or indirect beneficiaries and the judicial schools. Independent assessors are the least frequently engaged in the evaluation process. Many institutions do not rely solely on one type of evaluator. Instead, a combination of actors is often involved. For example, CZ stands out for employing all evaluation actors listed in the survey.

Many institutions also involve other types of actors not explicitly included in the survey. Notably, internal bodies (such as training units, internally appointed commissions, and evaluation committees) play a key role in both initial and continuous training evaluations (e.g. EE-J, ERA, SE-P). Some evaluations are also conducted by collaborative or mixed bodies, involving multiple stakeholders from judicial and administrative structures (e.g. DK, FI-J, LT-J).

A small number of countries still rely exclusively on participant feedback, without a formal or institutionalised evaluation mechanism (e.g. LU, LT-P, UK-SC). An interesting case is that of DK, where the evaluation actor is not fixed, but rather depends on the nature of each individual training event.

## The role of EJTN... in evaluation methods

As a centre for expertise, EJTN's input in the evaluation of training methodologies emerged as an area of importance according to nine JTI. EJTN's contributions are seen as enabling a more systematic and complete approach to assessing impact and improving programme and curricula design. The handbook on *Medium to Long term Evaluation* has been cited as a source of inspiration for the model of the JTI themselves.

**European Judicial Training Network (EJTN)**

Avenue des Arts 53  
1000 Bruxelles, Belgium

[www.ejtn.eu](http://www.ejtn.eu) | [ejtn@ejtn.eu](mailto:ejtn@ejtn.eu) | +32 22 80 22 42