Preface

The European Judicial Training Conference 2011

The following report on the conclusions of the Conference held in Budapest between 8-10 March 2011 represents a very full and comprehensive list of the various issues that were debated in the workgroups and reported upon in the Plenary session on Day 3 and as subsequently sent to me by the rapporteurs of a number of the Groups. It has been necessary to group together concepts where appropriate irrespective of the Group in which they were discussed in order to make the whole a more cohesive and comprehensive document.

The danger of such a Conference is that it becomes no more than a “talking shop” where ideas are discussed but nothing comes of the conclusions that are reached and all goes on as before. With this in mind, I remind delegates of the recommendation reached in at least one workshop of the idea of repeating the exercise, not necessarily by conference if some other way can be found, in about 12 months time. The purpose of this is for MS to report back on developments and say what changes have come about as a result of their considering their national practices. These may be informed by the imperative that comes from the need to drive forward EU law judicial training in which the Commission’s anticipated Statement on Judicial Training in the autumn to be followed by the detailed report of the ERA/EJTN Study on what is happening across Europe in this area.

What was very obvious during the Conference was the inter-dependence at EU law level of the Member States and the need for each to play its part in structuring courses, making suggestions for new courses and for ensuring that its own needs are met within the Network which is no more and no less than the sum of its parts.

Judge Victor Hall
EJTN Secretary General March 2008 – March 2011
Leicester, England
25 March 2011
Conference Conclusions

General
1. Between March 8-10, 2010, 92 delegates representing 41 training schools, Institutions and Ministries of Justice in membership of the European Judicial Training Network together with observers and invited guests, met in the Hotel Helia, Kárpát utca 62-64, 1133 Budapest, Hungary. The purpose of the Conference was to discuss a variety of issues pertaining to current methods and practices in the area of training of members of the judiciary and to examine ways of improving such provision with a view to increasing the provision of training received by such members and to raise the awareness of European law as a vital and all-encompassing component of the training of judicial post holders. For the avoidance of doubt, the use of the word “judiciary”, “judicial”, “judge” etc. in this paper is to be taken as a reference to both judges and prosecutors whose training bodies are in membership of EJTN save where the context otherwise specifies. A list of the delegates attending is appended to this report marked “Appendix 1”.

Methodology
2. The delegates were divided into 9 Working Groups each of which had a convenor and a rapporteur. The groups changed in composition between the first and the second day. Suggestions for the Working Groups to consider were provided to all those attending the Conference in advance divided into 10 blocks. Blocks 1-4 were dealt with on day 1 and blocks 5-9 during day 2. The Convenors and rapporteurs were able to choose their preference for the block with which they commenced each day and to spend as long as they wished on that block. Some did not receive their choices due to overlap. It was the task of the Convenors to work through all, or as much as they deemed appropriate, of the lists in order that reporting back could take place on the morning of the third day. The Convenors were specifically not tied to the topic lists but were free to follow any line that they believed was helpful to
the Conference aims and objectives. A meeting was held between the Secretary General, Judge Victor Hall and the Convenors and rapporteurs on the evening of 7th March to ensure that all were fully aware of the nature of the tasks to be undertaken.

3. Reporting back occurred on day 3 of the Conference. At the request of the Steering Committee Working Group that task was undertaken by the Convenors.

4. A copy of the Conference agenda is annexed to this report marked “Appendix 2”. A copy of the list of topics divided into 9 blocks is annexed to this report marked “Appendix 3”.

5. EJTN is most grateful to the distinguished speakers who spoke at the conference, namely, Mr. Justice András Baka President of the Supreme Court and of the National Council of Justice of the Republic of Hungary; Mr. Péter Polt Chief Prosecutor of the Republic of Hungary (both of whom we thank also for the Reception that they hosted on the evening of 8 March 2011) and Mr. Bence Rétvári Parliamentary State Secretary of the Ministry of Public Administration and Justice. Particular thanks are due to Mr. Luigi Berlinguer MEP, Vice president, Committee on Legal Affairs, European Parliament for his helpful and inspiring Keynote Address Thanks are also due to Emmanuelle Cretin-Magand from the European Commission, Benedetta Vermiglio from the secretariat of EJTN, John Coughlan, Deputy Director of ERA, Dr. Pál Solt, Director, Office of the National Council of Justice of the Republic of Hungary and Peter Csonka representing the Hungarian Presidency who also spoke at the conference at various points.
Fostering a common European judicial, and judicial training culture

General:

European Judicial Culture is based on

- the Rule of law
- independence of the judiciary as an inseparable corollary
- empowering the individual
- confidence between legal systems
- shared law at the EU level
- primacy of EU law (Declaration 17 Lisbon Treaty)
- respect for Human rights and ECHR
- legal heritage / constitutional traditions
- institutions protecting the rule of law
- the Aquis communitaire
- the search for common ways forward
- emphasis on quality training
- the fact that primary responsibility for training in EU Law is, and always should be, with the MS
- the fact that judicial practice differs in the 27 MS
- the fact that judicial training is organic. It is an ever-developing science and future training will bear little resemblance to present or past training (cp training practices of 2001 with 2011 to see the evolution)
- European Judicial Culture is based on what we see as being common to these systems in terms of approach, philosophy, practice, attitude and vision
- the approach of the new generation of judges in EU member states important.
- this must not be taken as a statement that existing, older judges are incapable of adaptation of practices
- some basic and common assumptions about future judiciaries
  - they are likely to be:
    - accepting of EU law as part of their world-view
• accepting of the concept of the EU as a geographical reality within which to practice
• accepting of the need to know what is going on around Europe since they are immersed in European issues in their training
• accepting of the introduction of technologies in training (when blended with face-to-face elements)
• accepting of the need to put effort in to getting to know their neighbours
• willing to consider a blend of legal and constitutional heritage, the rule of law, human rights and national practices with empowering at the European level
• willing to engage in exchanging experiences of practice with others from within the EU
  o Should the phrase “judicial culture” also be taken as importing a requirement that judges and prosecutors are to be kept up to date with professional developments at the national and European level by courses provided by national or European institutions with an expectation/requirement that such courses should be attended?

Knowledge:
• key to success
• breaks down barriers
• fosters confidence
• promotes mutual recognition
• builds institutional and personal relationships
• knowledge of what?
  o EU law (generally, new members and candidate countries are more aware of the proposition that EU law is national law)
  o the work of other disciplines which impinges on the work in which individual judges are engaged e.g. child psychology and paediatrics to a family judge
other jurisdictions, their systems and practices
the people who make up the judiciaries
the fact that judgements are recognised as valid by others outside national borders

but

• national systems have an important part to play
• poor national practices will not add to confidence at the European level
• if systemic reforms to bring practices into line with what is regarded as good practice by most MS are needed in some MS, it is unlikely that mutual confidence/recognition will be fostered across the EU:
  • political rhetoric has to give way to reality
  • if reform is required this must be attended to at the political level
  • setting unachievable goals against a background of needed reform will not succeed
  • respect is required for judicial independence

Financial
• political imperatives require adequate funding without which the responsible national bodies cannot meet the expectations of the politicians
• EU funding rules/interpretation can act as a disincentive to initiative:
  • requirement for national bids to fit in with EU determined criteria which are not based on what is actually needed on the ground (need to fit in actual needs with Commission’s wording)
  • ever-changing interpretation leads to uncertainty at the level of EJTN and causes unnecessary work e.g. changing opinions in the Commission to incorporating judicial salaries as an element of national contribution; whether or not accession States can take part in Exchanges etc.
  • certainty, not uncertainty, required
Initiatives to foster a European judicial culture

- Needs to be a living process that grows organically and adjusts to perceived needs
- Training goals and ultimate aim of training needs to be specified in an agreed EU-wide document after consultation
- EU funding rules needs to promote this development, not hinder it
- Elements to consider:
  - to be relevant, proposals must be based on a full knowledge of what is currently happening across Europe
  - twinning between MS, Courts, systems or other national elements
  - communication at the level of national bodies (Schools, MOJ, Institutions)
  - exchanges of judicial post-holders (Erasmus type or other)
    - should include case studies
    - realism required – post-holders are very busy people – training time away needs careful planning – remember backfill costs and workload cover
    - what benefits to the system (as opposed to the individual) do long-term exchanges bring – consider proportionality of cost v benefit
    - practical impossibility of Stockholm Programme political agenda (“50%/"substantive” (sic) number of judges involved at the European level to have gone through a European training scheme by the end of the Programme)
    - reporting back by those who have gone on exchange needs to be more considered and thoughtful. Those going on exchange should be given specific topics on which to report
    - consider whether or not to require those going on exchange to have preliminary knowledge of the state system of their host
      - provision of materials by EJTN
• the production of such materials require the full co-operation of MS providing hosting facilities
• widespread exchanges of judges from new MS should be considered for future entrants to the EU
• linguistics a perennial problem
  • unrealistic to expect that an institution funded by the national judicial schools and MOJ of MS can provide extensive linguistic training
  • the imposition of the need to undertake such training on a body such as EJTN takes it outside its field of expertise
  • the primary responsibility for language training lies with MS
  • such training could be undertaken at the European level if the subject is thought to be so important that special financing from the EU should be provided to establish a linguistics capability within EJTN employing proper experts and with the ability to identify needs and ways of meeting those needs
• EJTN can, and does, organise training at the basic level of legal English and French and organises group exchanges with a linguistic element
• New entrants to the legal profession should have a knowledge of English
  • exchanges of trainers
  • exchanges of trainees
• shorter study visits to European institutions specifically designed to maximise experience
  • Court of Justice of the European Community
  • European Court of Human Rights
  • Eurojust
  • European Commission
• workshops arranged with other European bodies: e.g.
  • European Patent Agency
• Office for the Harmonisation of the Internal Market
• European Commission D5 (Environmental Law)
• Consider summer schools – run by EJTN but organised by MS opened to other MS
• mandatory elements in curriculum for national judges in training
  (including common law countries)
• harmonised curricula on EU law on either an EU-wide or a regional basis (to allow for national differences in problems faced)
• common topics of training that impinge wherever courts operate: e.g.
  • ethics/deontology
  • rights of children in courts
  • victims
  • litigants in person
  • equality issues
  • forensic science
  • elements of psychology and psychiatry
• linguistics and how to fund training:
  • from a level of absolute beginner (is this desirable?)
  • legal linguistics
  • as a pre-requisite to entry to the profession (not recommended generally)

**EJTN and its relationship with national schools**
• EJTN should be a place where coordination of activities can be developed from that which exists
• it is a strong network and one that has the support of its members
• local/regional activities are an important element but under the umbrella of the entire Network to acquire the broader experience that one MS, however large, cannot give
• need for the awareness of activities going on across the Network in which others might join – a central database
• fostering the exchange of information by developing an enhanced publicity capability
• national schools should uniformly be pro-active within the Network (little credence can be given to complaints that needs are not met if they have never been pro-actively put forward as requiring specific training or if the complainer is not an active member of the Network)
Initial Training

General

- Definition of EU-Law
  - legal acts of the EU
  - legal systems of the MS
  - case law of CJEU

- very diverse across the EU ranging from multi-year courses for new judges with little or no practical experience and containing substantial law-teaching elements to short courses on judgecraft for experienced practitioners with many years experience of legal practice

- role of the Universities in pre-judicial training. Anecdotally, most if not all offer significant courses on European law

- title “European Law” is, in part, a misnomer since it is part of national law and is increasing incorporated seamlessly into national legislation

- imperative to require national schools to diversify their training activities to train not only judges and prosecutors but also court staff and others (notaries, advocates, greffiers etc) will undoubtedly have an effect on the performance of these institutions requiring them to increase in size or to cut standards unless sufficient funds are provided to enable them to maintain/improve current provision

- guideline curricula in EU law subjects are of use to enable national schools to develop training for their nationals based upon a consensus of what is appropriate across the majority of MS but allowing for total independence and discretion in the national schools and Ministries
Continuation or whole-of-life training:

General:

- take-up of training is better where the ability to sit in discrete cases is dependent upon having received training (c.p. the “ticketing” system in England and Wales)
- statements of national professional profiling a possibility to include a statement of the training to have been undertaken before work is undertaken for the first time and thereafter to make training to fill the gaps a requirement before further work areas are allocated
- there is little or no liaison between those responsible for enacting European Law and those responsible for training judges either nationally or with EJTN to enable prior assessment of training needs that will follow (if any)
- consider nationally methods of raising awareness/information about EU law e.g. the Netherlands example of court co-ordinators
- need to stimulate, not force an interest
- national obligation to provide continuation training is not Europe-wide
- Opinion no 4 of the Consultative Council of European Judges “To the attention of the Council of Ministers of the Council of Europe on appropriate initial and in-service training for judges at national and European levels” (1993) has not been widely acted upon
- there is often a tension between the policy-makers at whatever level (administrative, judicial etc) and the judiciary to making time available for training with the words “judicial release time” sometimes having a pejorative meaning (c.p. industry where “training” is an essential part of the job)
- not all MS have the provision of training for judges enshrined as a national principle in law
- political statements do not always have regard to what is provided by way of training in the national states and does not always address the issues that face the policy-makers who are called upon to implement them leading sometimes to an air of unreality
- belief in some quarters that training is a violation of judicial independence
take-up of training can be low if attendance is voluntary

knowledge of EJTN and of its work is variable across MS. National Schools and Ministries together with other national Institutions should do more to bring its existence to the attention of national judges and to keep its activities before them

With a view to looking to the future of judicial continuation training consideration should be given to obtaining and listing the present practices that exist in some MS for consideration by those who wish to know what is going on elsewhere (see too the joint ERA/EJTN Report due to be published in final form in the Autumn of 2011)

**Training at this level needs to:**

- be based upon a proper training needs analysis which is periodically reviewed to ensure that training offered remains relevant to judicial needs at all levels
  - where possible, establish the needs of those about to attend a course by sending them an advance questionnaire directed to establishing these needs
- be relevant to the individual's judicial practice, closely connected with daily work and be specialised if necessary
  - specialised courses versus specialised modules on more general updating courses – a matter of national choice
- be as personalised as possible
- avoid the “one size fits all” scenario
- recognise that needs differ from judge to judge
- be of high-quality
- be interesting and use all available techniques of delivery to ensure that it is
- utilise judicial colleagues as trainers as well as outside professionals depending upon the subjects being trained
• be properly planned, structured and evaluated
• use the work of recognised educationalists (*e.g.* Kolb, Kirkpatrick etc) to ensure a rigorous and even-handed academic approach to planning, delivery and evaluation
• be commensurate with the level of judicial office-holder attending but *always* highly professional
• be targeted with the user in mind. For the busy judge, the multiplicity of architecture in use across databases of existing EU law and case-law is a positive disincentive to search it
• be diverse and address issues that might not be core-central but which are essential attributes of being a judge *e.g.* non legal skills training, judgecraft, social context and equal treatment training
• use recognized experts in these generic fields from other MS as a matter of course
• be supported by proper and adequate training the trainers programmes
• contain a sufficient content of updating on identified topics of EU law
• consideration (at least) should be given to peer assessment (versus monitoring and evaluation)
  • many judges never have anyone assess their work (position with prosecutors?)
  • peer assessment less threatening
  • introduce personal choice of reviewer
  • at present should be voluntary with a view to review to see how it is working
  • basic training needed for peer undertaking the assessment in what to look for

**Planning**
  
  o training to be developed for professionals with experience and with a judicial and Court perspective.
  - usually done annually (possible 3-4 year plans)
- sources of ideas in judicial training planning:
  o request on training ideas and needs addressed at judges/prosecutors
  o results of evaluation
  o new law developments
  o developments in society
  o ideas from trainers and scientific committees
  o proposals from other professionals (notaries, lawyers (how to develop these contacts)) or society based on degree of satisfaction with system
  o informal meetings as an added value
  o possible need to repeat previous activities based on interest
  o division based on specialisation

- Involve the following in planning
  o persons integrated in training institutions
    ▪ jurists
    ▪ experts on educational science
    ▪ external experts including educationalists

- Need to take into consideration costs (not create false expectations)
  o public funding (own organisational budget)
  o possible support from other publicly available funds (how to identify?)
  o avoid private funding (risk of partiality)
  o consider availability of places (if any) for those making funding available (only if appropriate to the topics involved)
  o national backfill costs of those absent on training must be remembered
    ▪ give plenty of advance notice

- Difference according to national or regional nature
  o Regional training
    ▪ Addressed at essential training to be widely followed after important legal reforms
- Adapted to regional legislation and questions
- Replication of national training or based on same criteria
- Needs to be notified from regional training schools (without which they cannot be known)

Role of EJTN: Possible ideas:
- EJTN could continue promoting networking.
- EJTN to provide a more coordinated platform to show best practice in relation to teaching and training methodology.
- EJTN setting up minimum common evaluation standards (EJTN Quality Mark)
- EJTN as an instrument of harmonization of best practices in evaluation and methodologies used in Europe by:
  - Collecting practices
  - Identifying best practices
  - Advertising them
  - Providing a Manual of best practices
- EJTN setting guidelines on assessment and evaluation on EU Law training
- EJTN showing best practices on different methodologies.

EJTN

- should be the co-ordination body through whom training needs arising out of new European legislation is discussed
- use the website in order to provide maximum publicity to cross-European initiatives
- the General Assembly should have training issues as an Agenda topic
- consideration should be given to forming a new department responsible for co-ordination at all levels of continuation training:
  - with the Commission (see above)
  - with MS to arrange for a sharing of resources and initiatives where possible
  - at the level of finances to enable such sharing to occur
  - to co-ordinate such joint initiatives (on a quasi-exchange basis)
• coordination of exchanges of information of national curricula and resources that exist to help with training in the identified areas

• provide advice to MS about relevant areas of EU law developments to include in continuation training

• from time to time hot potatoes arise requiring the training of many judges in all or most MS. EJTN can act as the liaison point to ensure that all MS are aware of these

• co-ordinate a list of experts to be used in EU law training on a subject-by-subject basis

• differentiate its catalogue courses on a language used basis
METHODOLOGIES AND EVALUATION

General
- a mix of methodologies of delivery of courses required
- they can be used at all levels at which training is delivered
- quality control in each school/MOJ is essential
- limited adult attention span
- ensure small-group members have a range of experience
- ensure delivery of didactic material in advance of the course – and ask delegates to read it
- Consider whether the organisation of training is to be centralised or decentralised
- Regional training of importance and allows for the needs of large areas to be catered for e.g. the quadripartite arrangement between Poland, Czech Republic, Slovakia and Hungary where each organises an event and invites the others to attend
- System of regional co-ordinators might be needed to bring this about and to negotiate regional groupings via EJTN
- Use the EJTN website as a virtual repository of training materials

Profiling
- An essential process having regard to the varied mix of those coming to be trained:
  - Trainees
    - range from:
      - Well experienced professionals (45/50 years old)
      - Lay judges that serve as magistrates
      - Middle experienced professionals
      - Young trainees coming from University who undergo the examination process
Trainees that have undergone a long period (3-4 years) developing a practice after their law degree and have passed the exams.

Trainers: their profile affects how training is developed and planned:
- permanent trainers/temporary trainers.
- trainers that are judges/prosecutors or university professors
- consider inviting trainers from other jurisdictions to train own judge

Training the trainers
- develop activities addressed to them to improve quality of judicial training
  - how to plan conferences – skills, techniques and methods involved
  - knowledge required by planners to achieve a good result
  - techniques that facilitate communication and good presentation of materials that motivate
  - considerations that determine length of conferences, seminars etc.

Practical orientation
- planning should be based on the profiles of judge/prosecutor attendees
- planned activities must orientate to get them involved
- national priorities must be identified and delivered

Other consulters
- stakeholders (e.g. lawyers, past judicial trainees etc.)
- Senior members of the judiciary nationally
- Courts
- Professional groups
Methodologies

The aim is to encourage full participation by attendees

- training in small group leading (a skill that not everyone can do) and use of small groups
- training in/use of Powerpoint and flipchart (when to use and how best to incorporate – avoid over-use of Powerpoint)
- use of purpose made films/DVDs
- Incorporation of role play and theatre into training
- discouraging reading of lecture notes and encouraging participation
- inter-active workshops based on single or multiple topics with practical cases/questions for debate prepared in advance
- mixing training for judges/prosecutors/lawyers – when appropriate and in what ways?
- full analysis of a case from beginning to end with request for participation by trainees in different phases (requires preparation of complete case files and all Court documents that appear from time to time)
- visits: police, prisons, social services etc
- stages with other legal professionals
- mock trials: role play
  - use of actors? (problem of costs)
  - with delegate judges/prosecutors playing all roles?
  - with other legal trainee professionals (lawyers)?
  - interest in questions of special sensitivity (e.g. cases involving equal treatment issues)?
- debriefing:
  - legal questions that arise
  - specialised (by each group of legal professionals based on profile needed)
  - possible use of technologies (recordings with comments)
on equal treatment issues

- as a standalone subject or incorporated into mainstream training?
- use of special interest groups in putting forward views of the different groups representing those with disabilities
- to cover:
  - discrimination whether:
    - sexual
    - racial
    - gender
    - religious (with preparation of brief guides to the beliefs and practices of the world's major religions?)
    - lesbian, gay, transsexual, bi-sexual, transvestite
    - arising from all types of physical, emotional and mental disabilities
    - cultural diversity
  - victims (quaere? is the EU's perception of national support for victims accurate or is it higher than is suggested)
  - court-related issues
    - litigants in person
    - children and young persons
    - dealing with those with disability
    - etc.
- “buddy training” (developed in pairs)
- mentoring and evaluation
  - essential follow up
  - essential training of mentors
  - appointment criteria?
- self study
- short stories: judicial ethics
- writing of judicial decisions including
  - length
  - reasoning (different kinds based on countries and type of judge)
  - understandable for citizens
  - good culture by judges/prosecutors
  - style issues
- possible meetings with senior judges
- national and/
- provision of “toolkits” containing all or cross-border video - conferencing (see under e-Learning below) essential papers and other materials needed for a seminar/conference etc (including transcripts of cases or legislation)

**Materials**

Many options to choose which materials to use in developing initial training with the need in some cases to provide trainers with proper guidance in how to make the best use of it:

- Power-point (not to be abused (“death by PWP”))
- DVDs or videos specially designed for initial training in some topics (ex: jury, probation, case management…)
- possible use of videos of hearings (problems in some countries in relation to possible recording)
- e-files: but only when really introduced in practice in Courts
- databases
- possible games that could help in training some aspects (second life techniques)
- internal social and other networks among judges to share experiences
fora on certain topics or after an activity (bearing in mind practical limitations of use)
availability of counselling support by other professionals (psychologists) to address the stress emanating from judicial activity
delivery by school’s national website or by DVD containing materials sent out in advance

**e-Learning (aka “digital accessibility”)**

- not the answer to everything
- can never be taken to replace face-to-face contact
- use a blend of both if e-Learning is appropriate
- needs to be more than an electronic book
- requires proper, professional production with sufficient inter-activity to keep the user interested
- needs to contain a variety of techniques that have been developed over time as e-Learning has become available
- consideration required as to whether the training should be synchronous (with an on-line tutor) or asynchronous (typically a stand-alone package which is worked through in own time with the advantage of complete flexibility as to when it is done)
- arguments in favour of e-Learning:
  - widely accessible
  - infinite repetition
  - easy updating
  - effective and individual time management
  - good tracking of progress
  - statistical data
  - evaluation of course
  - active participation
• geographic reach allows the whole of Europe to take on courses

• arguments against the provision of e-Learning:
  o potentially may be a problem for older generations
  o preparation difficult and lengthy
  o no secure access
  o no social contact, no body language, no mimics (but blend with face-to-face possible)
  o time and equipment provisions in courts and at home
  o no time to do courses (but learning sessions can be divided into, say, 20 minute periods)
  o cost of initial production (but printing costs reduced; no accommodation and travel costs)
  o staff/constant team necessary for maintenance, hotline etc.
  o raises number of target group

• possible fields:
  o general ideas about judicial ethics,
  o languages,
  o soft skills,
  o time management,
  o training of trainers,
  o understanding of EU-institutions (combination with study visits)
  o appropriate legal topics and updating

• use of social contact media (e.g. Facebook, Twitter and Blogs), podcasts on current developments in EU law etc. to fit in with the social habits of younger members of the judiciary
  o security considerations

• provision of web-based fora to discuss topics of interest (but generally little used in practice)

• experience of national jurisdictions where computer-based judicial websites or portals have been established with conferences dedicated to discrete topics
shows that these can work and provide a useful discussion tool through which to reach a number of judges very quickly

**Evaluation**

- *Kirkpatrick et al* (for more information type “Kirkpatrick Evaluation” into a search engine on the WWW)

  o assessment: essential for the planning of future activities:
    - of trainees
      o immediate after activity
        - activity
        - trainers
      o some-time afterwards
        - impact.
        - use of the knowledge obtained
        o in short duration activities: activity and trainers
        o in long duration activities: essentials and objectives
    - by trainers: debriefing after activity
    - by specialists within the training institution
      o group of specialists in evaluation
      o control data
      o interview with trainers
      o interviews with trainees: impact after time
    - by external experts
      o experts on pedagogy: Theoretical questions
      o problems if not requested by training institution itself.
  - careful analysis required since wording of assessment could affect future development of the activity itself:
    o possible results: be accessible and friendly
    o corporate: evaluation of colleagues
**EJTN**

- Co-ordination of a regional network of complementary and needs-based training with the full support and active participation of its membership acting as European organisations as well as those concerned with national issues
- Investigation of video conferencing and audio-conferencing technologies in MS
- Filming own courses to upload onto website
- Taking materials from wherever it comes (subject to quality control) in order to create an e-Catalogue of virtual materials available for downloading in addition to the existing Catalogue of courses (which must remain)
- Providing a manual (web-based?)
- Common training materials (e-learning)
- Exchanges
- Common minimum standards (difficulties based on national sovereignty)
- Access to EU funding
- Contact among members with similar problems
- Establish and run projects for, and in consultation with, new members of the EU
- MS should consider establishing an “EJTN mark of quality” for training
Appendix 1: List of the delegates

Appendix 2: Conference agenda

Appendix 3: List of topics