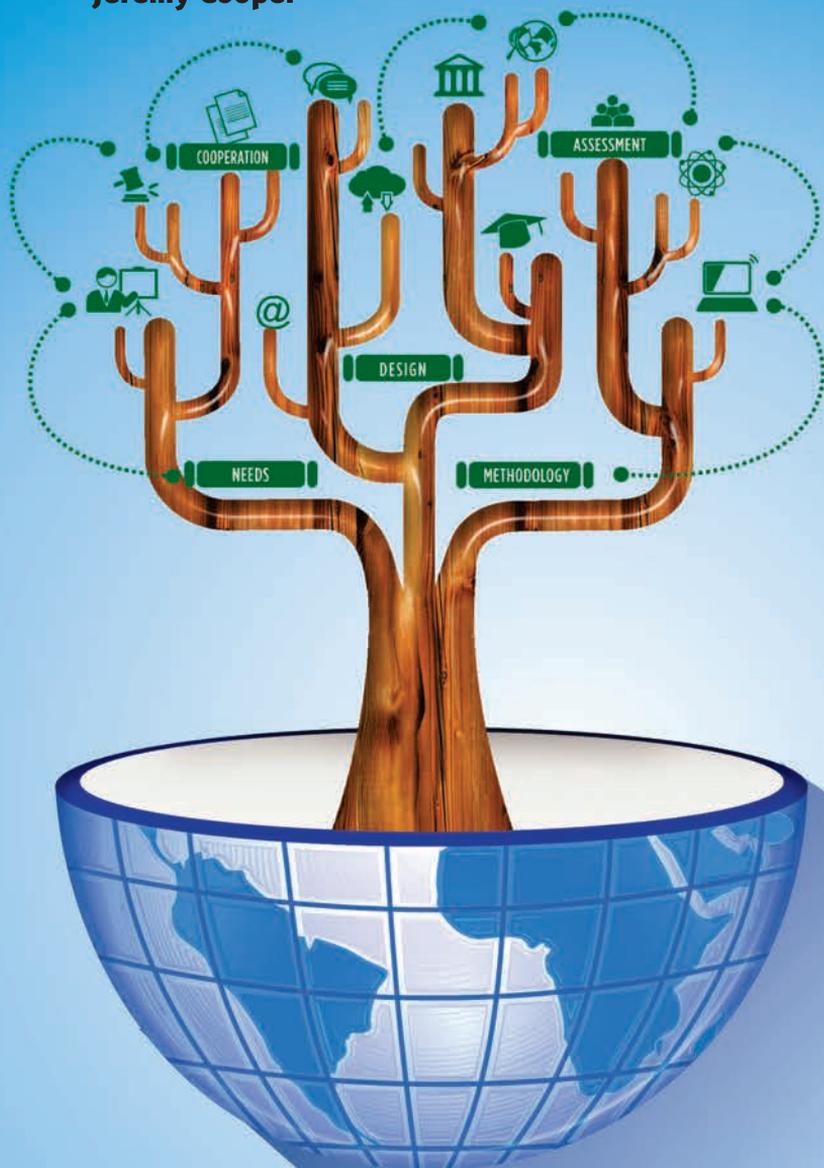


# Judicial Training in Latin America

## Study on the practices of the Judicial Colleges

Authors: **Leonel González**  
**Jeremy Cooper**



Global Affairs  
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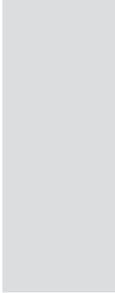
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## FOREWORD

The Justice Studies Center of the Americas (JSCA) is an international agency of the Inter-American Justice system which has over 15 years of experience carrying out the mandate of the Organization of American States (OAS) to support its member states in the promotion of justice system modernization processes in the region.

Our work has focused on promoting discussion, cooperation and the provision of a variety of technical assistance as part of a broad set of actions oriented towards consolidating democratic processes in the Americas, ensuring the effective observance of the rights that States must guarantee to their citizens and communities.

Over the past few years, Latin America has been involved in an intense criminal procedure transformation process, which has recently expanded to include civil and commercial procedures. These regulatory changes have reconfigured the region's justice systems. However, we believe that a comprehensive vision of the same also requires the creation and adjustment of institutions to those changes. In addition, it is necessary to provide adequate monitoring of the implementation of the changes introduced and their subsequent evaluation. Finally, though it is a priority in terms of chronology, we must design and execute training strategies so that system stakeholders acquire the requirements and skills imposed by the system in which they work.

During this period, JSCA has focused on the idea that limiting this process to legal changes is not enough to produce true changes in a sector as complex as the justice system.

In this context, and with the support of Global Affairs Canada (GAC) through the project “Improving Access to Civil Justice in Latin America,” we present the study *Judicial Training in Latin America: A Study on the Practices of Judicial Colleges*. The publication is meant to serve as a compendium of the most noteworthy practices in this area based on the information provided by the institutions responsible for providing judicial training in Latin America.

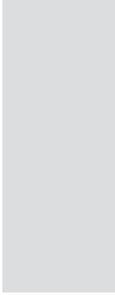
While recognizing diverse local realities, this document takes as its starting point shared aspects presented by the region’s judicial academies and presents possible future projections. Specifically, the study offers recommendations based on the gathering of good and promising practices that are being implemented by 14 Latin American judicial academies around five axes that we consider to be crucial: the identification of training needs, innovative training plans or programs of study, innovative training methodologies, tools for promoting international judicial cooperation in the area of judicial training and the evaluation of the performance of training program participants and the impact of the activities.

We offer to those interested in these topics this study conducted by Jeremy Cooper, an expert on judicial training and former Director of Tribunals Training at the United Kingdom Judicial College, and JSCA Training Area Coordinator Leonel González.

We hope that this research contributes to reflections on the importance of improving the activity developed by Latin America's judicial academies as well as the introduction of judicial training as a crucial aspect to consider when thinking through public policy on justice.

Jaime Arellano Quintana  
Executive Director  
Justice Studies Center of the Americas





# INTRODUCTION

The aim of this project is to explore the situation of judicial training in Latin America by gathering good and promising practices that are being implemented by judicial academies in the training of judges in the region.

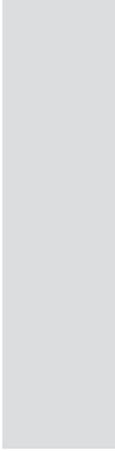
This publication is composed of four chapters and four annexes that complement the findings presented.

The first chapter provides a contextual framework, setting out the key stages of the development of judicial training in Latin America and explaining how judicial training has traditionally been defined, its connection to the main processes that the region's justice systems have experienced and its future projections.

The second section refers to the research objectives, providing background information and presenting previous experiences considered for the implementation of this project in the Latin American context. In addition, the authors present the methodology used to gather practices from the various participating entities.

The third chapter presents the results of the study in the five areas analyzed: the identification of training needs, program evaluation, training design, the development of innovative methodologies and the use of international connections in training.

The fourth chapter describes the main conclusions reached and offers recommendations for institutions that provide judicial training in Latin America.



# 1. STAGES OF THE DEVELOPMENT OF JUDICIAL TRAINING IN LATIN AMERICA

In our region, training in judicial spaces is still quite new. In fact, the first Latin American judicial academies were created in the 1980s, and many of them continue to redefine their structures, functions and spheres of action. We can therefore state that these entities are still maturing and defining the horizon of their work.

In this section, we will present the three key stages of judicial training over the past 25 years in the region. These stages are associated with its development and the emergence of ideas, demands and specific actions and are not tied to a specific temporal order.

We will focus on four central questions: What is the role of training in the general operation of judicial systems? What have the initial characteristics of judicial training been? Why has the approach to training been revisited? Which concrete actions have been developed as a result, and what are the challenges that local and international institutions linked to legal teaching face? The answers to these questions will allow us to argue that there is a need to conduct a study that will highlight and socialize the way in which judicial academies are working. This, in turn, will allow us to present and develop a proactive vision with ideas and reflections for professionalizing and enhancing their daily work.

**a. Initial clarification: Training as part of the judicial system**

A comprehensive vision of the operation of the judicial system shows us that it has at least four key dimensions. The first is the regulatory dimension, which designs the legislative architecture that supports judicial processes through procedure codes, statutory laws, complementary regulations and any legal disposition that organizes the scope and limits of procedural parties. The second is the organizational dimension, which focuses on the structure of justice sector institutions and the goals set for judicial proceedings (a judicial structure for a written model differs significantly from that of an oral model, for example). Third, the area of implementation and monitoring establishes a work plan that involves all of the institutional players so that a reform process or judicial improvement can be implemented. This is also the dimension related to the ongoing supervision of the achievements and errors that take place as part of this process so that corrections can be made and the process of transformation can be strengthened. Finally, the dimension of training or cultural dimension focuses on the design and execution of strategies that allow system stakeholders to learn about the requirements and skills imposed by the system in which they work.

In this publication, we will focus on the fourth dimension, assuming that it forms part of a much broader approach in which regulations, organization and implementation play a significant role and that all of these areas should be consistent. This systemic approach seeks to place training in the correct context, that is, as an element that is key to the success of the operation of the judicial system but as part of a complex equilibrium among diverse factors of equal importance. Marensi (2002) has discussed this phenomenon in terms of the concept of “pedagogical optimism,” that is, the disproportionate and erroneous weighting of the effects that educational action can bring for the achievement of change. This optimism has been identified in various approaches, such as the allocation of economic resources in massive training plans without oversight by international cooperation agencies or through the creation of institutions or networks linked to training that end up becoming

formal and bureaucratic entities and lack the capacity to have a real impact. It is therefore important to recognize that training is a very powerful tool for bringing about concrete changes in judicial activity, but that it must be complemented by other efforts and institutional work spaces for achieving the success that the courses seek to bring about.

We will focus on the specific work of the region's judicial academies with the understanding that they are the main entities responsible for the training of judges, officials and Judicial Branch employees, though in some cases they also train prosecutors, public defenders and/or attorneys in private practice.

### **b. Description of traditional training: Knowing the law**

The region underwent a double phenomenon between the 1990s and early 2000s: on the one hand, a series of criminal procedure reforms were introduced in countries such as Guatemala, El Salvador, Costa Rica, Venezuela and Bolivia; and at the same time the first judicial academies were founded in countries including Costa Rica, Uruguay, Peru, Nicaragua, Panama, Mexico and Chile.

What are the distinctive characteristics of training during this stage? In an effort to extract common denominators at the regional level, we could state that training was built as a strategy that was disconnected from the processes of change that developed in criminal justice systems and through a mode of transmission of legal or regulatory information. We provide more information on each of these characteristics below.

#### ***i. Delivery of regulatory information or doctrine***

The regional experience shows us that one of the distinctive images of legal teaching (which also includes law schools) during the first stage has been one in which *a teacher presented the contents of a regulation and the doctrine or case law associated with it*. This is what Sartre (1960) called the nutritional concept of knowledge and Freire (2008) has called a banking approach to teaching.

This implies that the relationship between educator and student is narrative-discursive-speaker and that the educator develops statements that the students memorize and repeat<sup>1</sup>. According to this logic, students or course participants are reduced to passive subjects that merely store the information that is provided by the person who is responsible for the training activity. In the specific case of judicial training, this concept has been translated into rigid training through which instructors were the protagonists and had exclusive responsibility for building knowledge to be applied, in the best of cases, to the judicial reality. Meanwhile, students (that is, judges, officials or employees) were reduced to passive subjects who received that information without having the opportunity to provide feedback based on their personal professional experience, much less subjects with equal roles in the creation of knowledge.

In this dynamic, the contents provided were limited to regulatory or doctrine-related information regarding a specific topic. This is what Baytelman (2002) has called *legal training*, explaining that

our authors continue to be ensnared in the question of whether criminal procedure law and civil procedure law belong to the same 'general theory of the process,' in the memorization of time frames, the distinction between 'process' and 'procedure' and trying to decipher the mysterious 'legal nature' of acts and resolutions. This

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<sup>1</sup> Freire (2008) expands upon this idea and proposes that the banking concept of teaching represents 10 distinctive characteristics: a) the educator is always the one who educates and the student is always the student; b) the educator has the knowledge and the students do not; c) the educator thinks and is the subject of the process while the students are the objects; d) the educator speaks and the students listen; e) the educator is the one who disciplines and the students are disciplined; f) the educator makes choices and dictates them while the students follow along; g) the educator acts and the students have the illusion that they act in the educator's act; h) the educator chooses the contents and the students are never heard and adjust to the educator; i) the educator identifies the authority of knowledge with his or her functional authority, which is diametrically opposed to the students' freedom; and j) the educator is the subject of the process and the students are mere objects.

example is representative of the general trend in university and judicial training in which the discussion of procedural institutions in the abstract sense without a connection to daily praxis took center stage (p. 48).

At the same time, doctrine (understood as theoretical reflection on a certain area of law) has a neutralizing effect on teaching as a political strategy to accompany the changes that take place in the judicial system. From the formation of the intellectual movement called Critical Legal Studies in the 1970s, Kennedy (2012) has stated that doctrine is a space of alleged neutrality and around which the other components of plans of study gravitate such as the orientation of policies, public law, inter-disciplinary studies or clinical teaching. That centrality of doctrine, particularly in reference to private law, has distanced universities and judicial academies from the discussion of specific problems that occurred in the daily practice of the courts.

As such, Binder (2016) has stated that there was still an *encyclopedic teaching* through which attorneys were taught to repeat or memorize regulations. The idea of training as (i) the delivery of information) and (ii) regulatory or doctrinal in nature has become deeply rooted in training spaces and is one of the main characteristics that has marked training during the first stage of its appearance in the region.

## ***ii. Disconnection with processes of change***

The other specific factor of training has been its independence from the transformations that judicial systems experienced in the 1990s both in terms of procedure and regulations. In general, both judicial academies and universities have had agendas that differed from the changes taking place in the courts.

While the systems slowly moved towards the installation of a system of oral hearings or produced significant changes in criminal or civil regulations, incorporating new social realities, the structure of training spaces continued to function on the basis of courses or programs that were conceived according to

the logic of the case file or through training in areas that were not in demand.

Baytelman (2002) argued that a structure of incentives was developed for attorneys to engage with training based on income, promotions and prestige. From a perspective of public policy design, he observes that

people engage in training because they feel that it will increase their income, advance their career through promotions or affect their prestige (negatively if they fail to participate). Given that their prestige is also fundamental to their work, that impacts their career and income (p. 43).

What does this mean? It means that while the courts progressively advanced an agenda of change, the training system gravitated towards incentives that were disconnected from the judicial reality. Why did this situation come about? To a great extent, it was because operators interpreted the changes in the language of the written or traditional system that had been in place and thus did not address the need to acquire skills that would allow participants to work in the new system.

In addition to this, the courts themselves did not engage in introspection regarding work dynamics and the results achieved. In view of this, Marensi (2002) argued that the production of knowledge (scientific sphere) became divorced from its transmission (educational sphere) and its application (reality). A comprehensive perspective on these three phenomena would allow for the study of the work performed in offices, define them of spaces of dialogue around and analysis of that information and thus facilitate the application of new mechanisms or approaches to correct areas that had been identified as critical or subject to improvement in order to achieve their objectives.

**c. New demands on judicial teaching: Acquiring skills and abilities**

We have described the specificities of the traditional approach to training in our countries. We are now interested in noting that the past 10 to 15 years have provided us with two major reasons for the development of a new horizon for judicial education. On the one hand, judicial systems in Latin America have been subject to very profound changes in their regulations, practices and institutional structures, which has resulted in a very complex and ongoing transformation. On the other hand, from scientific production spaces related to pedagogy, a movement has been generated that has created a crisis for the traditional judicial mode and has made the student the central subject in the process of building knowledge and learning. We will explore these ideas further in the paragraphs that.

**i. Expansion of civil and criminal justice reforms**

Over the past 15 years, nearly all Latin American countries have undertaken comprehensive criminal justice reform programs based on a wide range of actions focused on consolidating processes of transition to democracy. In this context, the general belief that there was a need to modernize criminal justice administration system coalesced around the replacement of inquisitorial-written models with oral-adversarial ones. This vision was progressively incorporated into the new criminal procedure codes in the region over the past few decades, which solidified a stage in which a line of continuity was established for the construction of republican justice.

In contrast, civil justice has had a much slower agenda of change. While it began in the 1980s, most countries in the region have only recently joined the discussion of new civil procedure codes. The common factor here has been the creation of oral proceedings in which the hearing is the natural space of judges' work.

This new context has resulted in a redefinition of operators' practices because they have moved away from a long and profound work logic that consisted of conserving the written

casefile as the main source of the judicial proceedings. The new practices have been connected to the incorporation of litigation techniques in public hearings, as they have become the only possible mechanism in order to substantiate a civil or criminal procedure. However, this transition has not been easy. Despite the regulatory reforms, Binder (2012) has identified a “duel of practices,” which consists of a confrontation between the old and the new, between the tradition of inquisitorial practices and new ways of actions associated with the adversarial model. Rather than being seen as a miscarriage of implementation, the scope of a high level of conflict between the processes is an initial task without which the implementation process would not present significant progress. In this sense, JSCA research has shown that the success or failure of procedure reforms in Latin America has taken place on the terrain of practices. An example of this has been the high level of failure of hearings and difficulties reorienting the objectives of the judicial system towards their implementation<sup>2</sup>.

This data has exemplified the need to conceive of judicial reforms as spaces of ongoing dispute between practices that belong to opposing logics and training as a very powerful tool for catalyzing those disputes and reorienting the system’s work towards dynamics that are consistent with the objectives of the changes that are promoted.

## ***ii. The impact of developments and innovations in pedagogy***

In the field of teaching, the last few decades presented very significant progress in the development of new trends and conceptual approaches to adult education. Empirical research also was developed that allowed those approaches to be compared and contrasted and to generate valuable inputs for contributing to the discussion of teaching and learning.

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<sup>2</sup> In 2003, JSCA (2003) reported that “among the many administrative weaknesses of the various systems, the main one and the weakness that is most apparent is issues with the organization of oral hearings. In all cases, the stakeholders identified the ongoing failure of hearings as a significant problem that resulted in delays, frustration of the parties and the loss of resources in terms of time.”

In regard to conceptual contributions and reflections, the configuration of experiential learning theory began in the 1970s based on contributions by David Kolb, John Dewey, constructivism (Jean Piaget), critical teaching (Paulo Freire) and Carl Rogers, among others<sup>3</sup>, which generated a crisis in the traditional model and argued in favor of a renewal in the area of education.

This movement positioned education as a student-centered process and learning as a process through which knowledge is created through the transformation of experience (Kolb, 2014). At the same time, it provided a gaze from the outside in that stood in contrast with the inside-out approach. That is, it sought to use internal interest and intrinsic motivation based on students' previous knowledge and experiences. Education was thus seen as a facilitator of that process of extraction through the creation of a safe and welcoming space in which students could reflect on and give meaning to their experiences (Kolb, 2014).

This theory advanced the notion that learning emerges from the resolution of the creative tension among four modes of learning which present as a cycle or spiral in which a student touches all of the bases: experiencing, reflecting, thinking and acting. All of these phases are experiences.

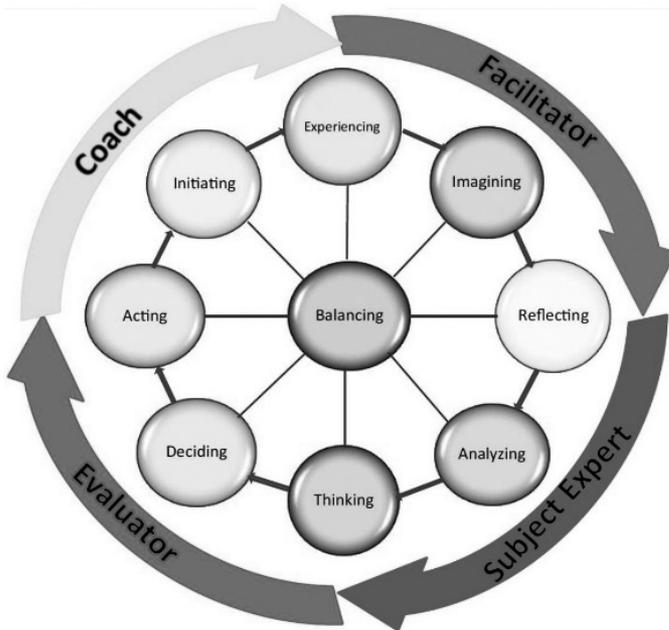
Both modes of experience (concrete experience and abstract conceptualization) and transforming experience (reflexive observation and active experience) are part of a learning process in which the educator plays four roles: facilitator (helping students to get in contact with their personal experience and reflect on it), expert (helping students to organize and connect their reflections based on knowledge of the subject), regulator or evaluator (helping students to learn the application of the knowledge and skills in order to meet performance requirements) and trainer (helping students to apply the knowledge in order to achieve their goals).

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<sup>3</sup> A specific description of this movement is provided in Kolb (2014).

This learning process or circle can be drawn as follows:

*Figure 1: Learning Process*



Source: Kolb, 2016, p. 228.

This mode is based on six fundamental proposals regarding learning: 1) it is conceived of as a process rather than results; 2) all learning is re-learning; 3) it requires conflict resolution between dialectically opposed models of adapting to the world; 4) it is a comprehensive process of adapting to the world; 5) it is the result of operations of synergy among the person and the world; and 6) it is the process of knowledge creation (Kolb, 1984).

In this same sense, Donald Finkel (2008) clearly understood the polarization between the two teaching models of “narrating a class” and “teaching without opening your mouth.” The former was associated with a mechanism of transmitting information

while the latter was characterized by focusing on the student in his or her learning process and define the teacher as a “lighthouse” who should guide that trajectory. As Bain (2007) said, this meant recognizing that teaching is more than offering lectures and includes anything we can do to help and encourage students to learn without causing any significant harm. In addition, Finkel (2008) defined “good teaching as the process through which circumstances that lead to significant learning by third parties is created, that is, overcoming the traditional vision of the instructor in an expository class.”

This entire intellectual apparatus was slowly filtered in the space of judicial training and the way in which judges’ learning was understood by other institutional stakeholders. One example of this is the work conducted by Canada’s National Judicial Institute<sup>4</sup> or the model adopted by Chile’s Judicial Academy, which began to incorporate this perspective into its planning and execution of training activities.

As these ideas took shape, empirical research appeared on the way in which training was delivered.

The research that Ken Bain conducted over 15 years in U.S. universities in order to identify shared characteristics among hundreds of professors whose work was considered exceptional by students, instructors and officials is worth noting<sup>5</sup>. Following a study of the work of 63 professors from the fields of medicine, natural sciences, social sciences, humanities, arts and law, among other areas through diverse modes (classroom, laboratory or studio observation; recordings; conversations; observation of materials, programs, exams and worksheets, etc.), the conclusions suggest that the key is the way in which the teachers understand the course and value human learning. Specifically, Bain identified seven shared principles in the practices of the professors studied: 1) they create an environment conducive to critical learning; 2)

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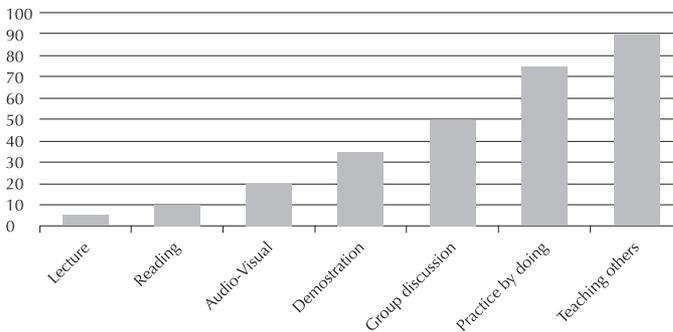
<sup>4</sup> For further information see Dawson and Williams (2013).

<sup>5</sup> A similar study was conducted with law professors. See Hunter, Hess and Sparrow (2013).

they capture the students' attention and hold onto it; 3) they start with the students rather than discipline; 4) they seek compromises; 5) they help students to learn outside of the classroom; 6) they attract students to their disciplinary approach; 7) they create diverse learning experiences (Bain, 2007).

Another important study in the field of education has been that of the Institute for Applied Behavioral Sciences, which measured retention levels based on teaching strategies:

*Figure 2: Retention levels according to teaching strategy*



Source: Dawson and Williams, 2013.

This figure shows us that traditional methods such as the master class have the lowest pedagogical impact on training program participants. These results stand in contrast with those yielded by modes that place the student at the center of the process, such as *learning by doing* or *learning by teaching*. This study is consistent with the ideas that we have mentioned in relation to the experiential learning theory in terms of both benefits regarding student empowerment and their pedagogical effectiveness in the production of knowledge.

How does this connect to judicial training? To a great extent, the factor shared by courses delivered to judicial branch members has been the one-dimensional nature of the methodology and conception of interaction between teachers and participants. Classically, spaces in which knowledge was delivered were

limited to lectures or rigid courses in which an instructor “transmits” certain knowledge. However, judicial academies have slowly incorporated a new teaching perspective that takes up these challenges and posits other training approaches. We can state that Latin American training has incrementally moved through the three moments of Bloom’s taxonomy: from knowledge to skills and abilities.

**d. The current situation: Towards the professionalization of judicial education**

What is the current situation? In regard to regional networks, over the past few years, the first international training entities have been founded and have begun to conduct their work. (Examples include the Ibero-American Network of Judicial Academies, which was created in 2001, the International Judicial Training Organization, which was founded in 2002, and the European Judicial Training Network, which was founded in 2000.)<sup>6</sup> In terms of the work of judicial academies, standards have been built at the international level to orient judicial training (such as the 20 judicial education principles developed by the National Judicial Institute of Canada, which cover areas such as the judicial role, institutional independence and the framework of policies, and judicial leadership in legal education, curriculum design and program design, among others (Kent, 2015). Research has been conducted on the practices of judicial academies and challenges faced by educators (such as the European Commission study from 2014, which sought to identify examples of best, good and promising practices in the training of judges and prosecutors throughout the European Union, or the global empirical study on judicial educators conducted by Livingston Armytage [2015] in 2014 in an effort to determine the state of judicial training worldwide based on 42 informants in 23 different countries with civil law, common law and sharia law traditions).

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<sup>6</sup> At the sub-regional or local level, we can mention the National Association of State Judicial Educators in the United States (NASJE), the Center for Judicial Studies (CJS) in Australia, and the Asia-Pacific Judicial Reform Forum- Asia-Pacific Judicial Educators Forum (APJRF-APJEF).

Now, what is the situation of Latin American judicial academies? In regard to their age, we can say that the first ones were developed in Costa Rica in 1981 and Uruguay in 1987 and that the most recent (which have been reconfigured) are those of Ecuador in 2009 and Bolivia in 2013. This shows that there is a movement that is still ongoing. In terms of the nature of the training activities, of the 15 academies surveyed, nine deliver mandatory training and six use a voluntary mode. In other words, the institutional need to conduct compulsory training has not yet been consolidated. Regarding the frequency with which the courses are offered, 13 academies provide training on an ongoing basis and only two when there are specific external circumstances. This implies that the tendency is to provide training on an ongoing basis.

The table below presents a summary of these and other indicators on the reality of the majority of the judicial academies in Latin America.

Country	1. Does your institution train judges and prosecutors or only judges?	2. When did your organization take on the role of judicial training?	3. Is your agency the only one that provides ongoing training to judges (and prosecutors, if applicable) in your country?	4. Is ongoing training mandatory or voluntary?	5. Who determines the contents of training?	6. Who plans and delivers training?	7. How frequently is said training offered?
1. Bolivia	Judges and auxiliary staff	2013	No	Mandatory	Mixed system	Mixed System	Ongoing
2. Chile	Judges and auxiliary staff	1996	Yes	Voluntary	Mixed system	Mixes system	Ongoing
3. Colombia	Judges and auxiliary staff	1998	Yes	Voluntary	Autonomous system	Mixed system	Ongoing
4. Costa Rica	Judges and auxiliary staff and prosecutors	1981	No	Mandatory	Mixed system	Mixed system	Ongoing
5. Ecuador	Judges and auxiliary staff and prosecutors	2009	Yes	Mandatory	Autonomous system	Autonomous system	Ongoing
6. Guatemala	Judges and auxiliary staff and prosecutors	1999	Yes	Mandatory	Mixed system	Mixed system	Ongoing
7. Honduras	Judges	1989	Yes	Mandatory	Mixed system	Mixed system	Ad hoc
8. Mexico	Judges	1994	No	Voluntary	Autonomous system	Mixed system	Ongoing
9. Nicaragua	Judges	1993	Yes	Mandatory	Autonomous system	Mixed system	Ad hoc
10. Panama	Judges and auxiliary staff and prosecutors	1993	Yes	Mandatory	Autonomous system	Mixed system	Ongoing
11. Paraguay	Judges and prosecutors	2000	No	Voluntary	Autonomous system	Mixed system	Ongoing
12. Peru	Judges and prosecutors	1994	Yes	Mandatory	Autonomous system	Mixed system	Ongoing
13. Puerto Rico	Judges and auxiliary staff	2003	Yes	Voluntary	Autonomous system	Mixed system	Ongoing
14. Dominican Republic	Judges	1998	Yes	Voluntary	Autonomous system	Mixed system	Ongoing
15. Uruguay	Judges and auxiliary staff	1987	Yes	Mandatory	Autonomous system	Mixed system	Ongoing

### ***Explanation of the variables***

The following methodological clarifications are offered regarding the meaning and scope of each of the seven axes in an effort to facilitate the reader's understanding of the information contained in the table.

**Question 1** focuses on the recipients of ongoing training. Four categories are defined: only judges; only judges and auxiliary judicial staff; judges and prosecutors; and judges, auxiliary judicial staff and prosecutors.

**Question 2** refers to the year the institution began to perform its duties according to the current format.

**Question 3** addresses whether the training is carried out independently by the judicial academy or jointly with other institutions. In cases in which the judicial academy is not the only institution that provides ongoing training, this may include: agreements with national or foreign institutions, training entities that form part of local judicial branches (in the case of federal countries) and training units that form part of other units within the judiciary or the public prosecutor's office.

**Question 4** refers to whether the ongoing training programs are mandatory or voluntary (in general). Mandatory training includes situations in which there are both mandatory and voluntary courses. Training is considered voluntary when there are only incentives for judges to participate.

**Question 5** identifies three ways of defining the contents of the training: a) autonomous system: content development is handled by the institution itself, that is, by the Judicial Academy or a Judicial Branch entity from that country; b) mixed system: content is defined by the Judicial Academy (or an entity reporting to it or the Judicial Branch) and an entity or individual external to the Judicial Academy and Judicial Branch; and c) a heteronomous system: the training content is determined by an individual or agency that does not form part of the country's Judicial Academy or Judicial Branch.

**Question 6** identifies three forms of training delivery: a) autonomous system: the training is handled by Judicial Academy staff or magistrates who form part of the country's Judicial Branch; b) mixed system: training is handled by Judicial Academy staff or Judicial Branch magistrates as well as instructors from an external institution; c) heteronomous system: training is delivered by instructors that do not form part of the Judicial Academy or Judicial Branch in question.

**Question 7** distinguishes between ongoing and ad hoc training. Training is ongoing when it is developed as part of the regular activity of the Judicial Academy based on its academic planning even if the specific contents are determined by a more or less structured system of identifying needs that varies from year to year. Training is considered ad hoc when it is conducted only when specific external circumstances exist such as external funding for a specific training event or when it is necessary because of extenuating circumstances (such as a legislative reform).

After seeing the full picture of the region, we have to ask: what is the horizon for the work? It mainly involves expanding the discussion of the work of judicial academies. For example, steps should be taken to ensure that courses are consistent with the lacks presented in judicial work; that they diversify modes of providing training; that they produce a correlation between the knowledge delivered in the courses and the results that they produce in daily work; and other discussions that we will present in the next section.



## 2. BACKGROUND INFORMATION, GOALS AND METHODOLOGY OF THE STUDY

In this section, we will present the references upon which the study was built as well as the objectives that we proposed and the methodology that we employed. It is important to present this information so that the reader can understand why we have decided to undertake a specific study on the work of judicial academies.

### **a. European Commission Study on Judicial Training**

This study is based on a pilot experience conducted in Europe by the European Judicial Training Network (EJTN) in 2013. The results were published in 2014 in a report entitled “Study of Best Practices in Training of Judges and Prosecutors.”

The goal of the study was to identify positive practices that were being developed in judicial academies in the European Union (EU). They were rated according to three levels: promising practices, good practices and best practices.

Briefly, the main difference between these three categories was the level of evidence available to assess their impact and effectiveness. Promising practices are experimental practices with potential but for which little empirical information about their effectiveness is available. Good practices have been proven effective and it may be possible to measure their impact and determine whether they could be replicated in other organizations. Finally, best practices are objectively and

comprehensively evaluated practices that present the highest degree of effectiveness.

A committee of experts developed a questionnaire with open-ended questions directed at all EU judicial academies on the general training processes and specific practices in six areas. These were: 1) the evaluation of training needs; 2) innovative plans of study or training; 3) innovative training methodologies; 4) training tools for favoring the correct application of EU legislation; 5) training tools for favoring international judicial cooperation; and 6) evaluating the performance of training activity participants and the effect of training activities. In the end, the decision was made to merge the fourth and fifth categories, leaving a total of five.

Training was offered on identifying these practices along with a process of open and consultative work connected to judicial academies that voluntarily participated in the study. The questionnaire was submitted to the judicial academies of the 28 EU member states as well as three European training institutions (the Academy of European Law, the European Public Administration Institute, and EJTJN). The questionnaire was applied and answered by them and then returned to the committee for review and systematization.

Following nearly 12 months of information gathering, a compendium of 147 practices divided into five categories from 23 judicial academies in the European Union was produced. The committee –under the supervision of the External Board of the Commission, which was composed of members of diverse European institutions and an internal EJTJN Board- worked on a situation report.

The resulting report presented the list of practices, identifying the topic to which they were related, their category, application and institution of origin in order to promote information sharing and inter-institutional cooperation. A detailed analysis of the general situation and specific practices identified was also presented along with recommendations based on the state of the art in EU judicial academy training.

Some of the general conclusions reached focused on the healthy state of training entities for judges and prosecutors in EU judicial academies that produced promising, best and good practices. In addition, a vast capacity for cross-border replication could be observed. A consensus was reached regarding the relevance of the framework that oriented the training, validating its use as an effective tool for this purpose. Finally, the perfectibility of the framework and need to regularly review and adjust it was emphasized.

The launch was held during a two-day workshop in Brussels where the future lines of work of the EJTN in this field were discussed. The commission also allocated five million Euros to the reinforcement of the practices highlighted in its institutions (Cooper, 2015).

## **b. JSCA study objectives**

Based on this innovative experience, JSCA proposed implementing a similar research project based on Latin America and available institutional resources.

The main objective of the study was to identify the practices that Latin American judicial academies were implementing in their training processes. That study would be taken as a baseline for making recommendations around five topics identified as significant in this context.

These axes, which constitute the descriptive and analytical sections of this report, are: 1) identification of training needs; 2) innovative educational or training programs; 3) innovative training methodologies; 4) tools for promoting international judicial cooperation in the area of judicial training; and 5) assessment of the performance of training activity participants and the effect of the activities.

### **c. Conceptual framework: Definition of promising and good practices**

Prior to presenting the methodology used, we must offer some key definitions for the concepts *good practice* and *promising practice*. While both have their origins in the European Commission project, they have been modified in function of the requirements and resources related to the work conducted by JSCA as well as the reality of the Latin American context in which we work.

We chose to use only two of the three categories used in the European study, leaving aside the notion of best practice because there was no space of consensus or training for judicial academies and it could thus be a very complex term or one that would cause confusion.

We worked with these two terms to showcase practices that have proven empirical support and experimental practices that have solid potential. The terms are defined as follows:

- A good practice is a training program or strategy that has worked within one or more organizations regarding which there is an objective basis to state that it is effective and has the potential for replication within other organizations.
- A promising practice (which is sometimes only in experimental form) is a program that has at least preliminary evidence of being effective or for which there is a potential to generate data that will be useful for determining whether it can become a good practice and be shared in more diverse judicial training space.

### **d. The study's "reactive" methodology**

Following the study conducted by the European Union, information gathering was based on the application of a questionnaire with open-ended questions that was sent to all of

the judicial academies identified in Latin America along with an explanatory letter inviting them to participate. The researchers thus did not play a proactive role in seeking out examples of good or promising practices. Rather, they gathered the experiences that the respondents decided to share with them. The European Commission has called this a “reactive” (European Commission, 2014), methodology, and JSCA decided to adopt it in its Latin American study.

However, JSCA distanced itself from the system used in the European case due to the fact that there was no time or resources available to issue an initial invitation to academies asking for representative experts who could participate in the development of the questionnaire. This was a cost-efficiency decision that shortened the design times, but it had limiting effects on both the response to the questionnaire and the uniformity of its application. In order to address these difficulties, various opportunities were provided to explain and provide feedback on the questionnaire via email and videoconference. The information gathering time was thus expanded but did not exceed the time frames set out in the design. These spaces were a good source of information on the process itself. Given the importance of the information gathered through these spaces, the authors chose to organize the information in an ‘observation’ section of the files by practice (included in Annex IV.B of this document).

The selection of the sample, which is composed of 20 judicial academies, was conducted through a theoretical sampling (Glaser and Strauss, 1967) based on the objectives set out above. This allowed us to explore a descriptive-evaluative space of judicial training programs in Latin America, which in turn allowed us to make the inferences that we present in this report.

Once the responses were received from the judicial academies (15 in total), this information was organized based on the information analysis guidelines for each practice identified above. This allowed us to coordinate the organization, reduction and initial codification of our information (Huberman and Miles, 1994). It should be noted that the information was filtered by JSCA researchers and that only 46 of the 104 practices reported by the judicial academies were

included in this report. The criteria for eliminating certain practices consisted mainly of assessing whether there was any form of continuity. In other words, researchers sought to eliminate practices that were positive but merely sporadic or fortuitous experiences and to determine whether practices had been evaluated and how. Many good practices came to be considered promising, leaving a very small number (only five) in this first category. This essentially emphasizes that they are practices with an established history that have been subjected to systematic evaluation, and are not merely experimental. The judicial academies were informed of this process, mainly through video calls, during which they were given feedback about these practices and asked to provide feedback on the study. This was a very productive process during which many schools took the first steps towards evaluating their training processes and recognizing the need for ongoing assessment tools in their practices.

In addition to organizing all of the information gathered, the content analysis process (Bardin, 1996) was conducted using the five categories mentioned above. The experiences were presented based on empirical data and their requirements, contexts of production and potential, and observations and recommendations were made regarding the regional context.

Thus, due to the nature of its objectives and data, the research was framed by a qualitative approach (Fernández, Hernandez and Baptista, 2014) which initially sought to provide a descriptive approach to the topic but which has an underlying public policy focus that seeks to generate an impact on the institutions, contributing to improving practices around the training that judicial academies design and execute.

For the same reason, and in order to triangulate data and support the research and its conclusions, a validation workshop was held with experts on the subject after the first draft was completed. A group met in Santiago (Chile) on Wednesday, December 14, 2016. It included Adele Kent<sup>7</sup>, Inés Marensi<sup>8</sup> and Leticia

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<sup>7</sup> Director of the National Judicial Institute, Canada

<sup>8</sup> Educational Advisor, Prosecutor's Office, Province of Buenos Aires,

Lorenzo<sup>9</sup>, study co-authors Jeremy Cooper and Leonel González and JSCA researchers Gonzalo Fibla, María Jesús Valenzuela and Juan José Martínez. The session was divided into three modules. The first addressed aspects of the study design, its objectives and the information collection methodology. The second focused on the analysis of information and preliminary results. The third module considered the impact that a study of this nature could and should have as well as strategies for distributing it. Each module began with a brief introduction followed by a guided but open and reflective discussion.

This exchange highlighted the importance of continuing to conduct this type of study, including new perspectives and sources of data such as the opinions of judges or statistics related to the performance of judicial academies. In addition, the critical evaluation of the study provided perspectives to be considered in the future and improvements to this manuscript, which was modified in the light of the exchange.

Following this discussion, we delved into the political and contextual aspects that gave rise to judicial academies and then discussed their role in judicial systems and society itself. The exchange also led us to include a number of other discussions in the text.

Prior to presenting the core section of this study, it is important that we offer some methodological clarifications that we feel it is important to underscore in light of the workshop. First, although the invitation to take part in this study was extended to all Latin American countries, only national or federal judicial academies were included. We recognize that this leaves aside the rich and varied experiences of state entities. This decision was based on the availability of resources for this study. We know that this limits the present study, but it also offers opportunities for future research on this topic.

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Argentina.

<sup>9</sup> Training Secretariat, Neuquén Judicial Branch, Argentina.

It is also necessary to clarify that although the survey covered information that included prosecutors and public defenders, it is specifically directed at judges and their training processes, which is why the analysis focuses on them.

Future studies conducted with more time and resources could include sources other than reactive surveys. Statistics and testimony from key informants would provide important data that would allow us to move away from the sphere of official institutional discourse and provide new perspectives on the practical operation of judicial academies and the training landscape in the region.

### 3. RESULTS: ANALYSIS AND OBSERVATIONS

Each of the 15 countries covered by our survey has a designated training institution responsible for the organization of judicial training. The survey invited contributing countries to identify examples of good or promising practices in the following areas:

- a. The identification of training needs
- b. The evaluation of training program and participants
- c. Design of innovative curricula
- d. The development of innovative training methodologies
- e. The use of international links in training

Each point will include a mixed approach which integrates a specific vision on the subject and a constant reference to the practices developed by the different judicial academies, drawing on the information provided by the institutions themselves on their experiences. This is intended to promote a dialogue between theoretical approaches to judicial pedagogy and the concrete work that unfolds in our region in the field of training. This section will refer to the main findings and trends identified in judicial training. The details of promising and good practices are found in Annex IV of the study.

**a. The identification of training needs**

Comprehensive training needs assessment (TNA) is an axiomatic prerequisite to any professional training program. Without detailed (and ongoing) knowledge of the training needs of the cohort to be trained, a professional training program will lack both impact and credibility. And where the training of judges is concerned, there is an additional need to retain the confidence of the general public that these individuals who hold such power and authority over wider society are competent to exercise this power justly and effectively.

So what is TNA? At its best, it is a systematic process for the gathering of data from different sources using a variety of methods designed to identify improvements that can be achieved through training. Training theory generally defines ‘need’ as ‘the gap between existing and desired knowledge, skills and attitudes which could be reduced or even eliminated by training’ (European Commission, 2014). The results of a needs assessment are therefore particularly important for the efficient and effective management of training in a number of areas. These might include identifying gaps in knowledge, skills and attitudes; setting priorities for learning outcomes; selecting the most appropriate forms, methods, trainers, time and place for delivery of training; managing (limited) resources; and facilitating organizational development and planning.

Marensi (2002) states that diverse types of needs can be identified by discrepancy (when the performing and achievement expected do not match the one obtained); by change (when the way the job is usually executed is modified in part or as a whole); and by adding (refers to new needs when new tasks are added). Common TNA methods used across the world to gather data about judges’ performance, needs or specific training interests include observations, interviews, questionnaires, job descriptions and appraisals. However, the extent to which these methods are applied vary by institution and country.

So what forms of TNA did our study uncover across the region? Formal TNA is used in a number of countries: a total of ten of the

14 canvassed institutions described TNA systems that they have established and are currently using (Panama, Honduras, Puerto Rico, Costa Rica, Bolivia, Chile, Uruguay, Colombia, Ecuador and Dominican Republic). However, the range of methods used is relatively limited, and there are striking differences between countries, a) in the range and number of stakeholders who participate in the needs assessment process; b) in the frequency with which needs assessments are carried out and reviewed; and c) in the institutional responses to the needs thereby uncovered. In Panama and Honduras, a rudimentary TNA is conducted through the circulation of a form inviting judges to set out their training needs. In Panama, beginning in October each year the Superior Judiciary Institute focuses on identifying training needs 'in order to detect weaknesses that internal justice administration system users have in the area of training.' The objective of this process is to develop an Annual Training Plan that involves minimizing those weaknesses so that judicial operators can provide quality service. A form has been developed that is sent via institutional email to all judiciary in order to learn about their needs. Nevertheless, the form has not yet been evaluated in its effectiveness. In Honduras an equivalent form is submitted to the judicial agency and administrative office, which co-ordinates the responses. But as the process is conducted electronically, responses often cannot be obtained from outlying areas without internet connections, an endemic problem in the South American continent. It is noteworthy that according to the national reporter many courts did not respond because of claimed 'excessive workloads.' Nevertheless, responses received form the basis of planning training programs for the following year subject to an overall assessment of feasibility, relevance and budgetary capacity.

In another interesting TNA initiative in Puerto Rico, a mechanism has been made available for learning what judges think about the relevance of the courses offered through their Bi-annual Educational Program. This includes questions about the teaching methodologies used, the materials provided, the topics that are of interest to them and their own training priorities. The process is conducted using an assessment sheet which is given to each training participant. It takes 20 minutes to administer the

evaluation and an average of one hour to tabulate the data. No external staff were required in order to implement the practice which is said to have maintained a response rate of 85% to 90% forms completed.

A different version of this approach was identified in Costa Rica. The Judicial Academy brings together the various training units in Costa Rica's Judicial Branch, which employs seven people who provide pedagogical advice. This team identifies the training needs. The process starts with a functional analysis of the role or position of the individuals to be trained. Various consultation processes are carried out with directors and operators in the position for which the training action will be created. This process is conducted between a content specialist, usually a judge who has a great deal of experience, and a teaching adviser in coordination with a person who manages the training.

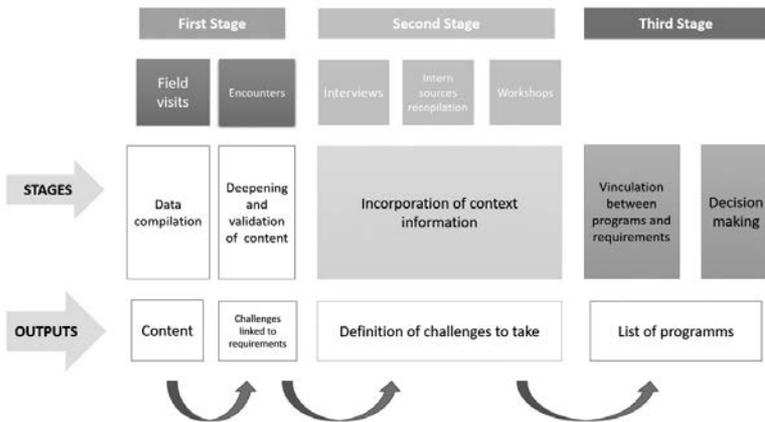
The functional analysis provides the foundation for beginning the curricular planning process. The content specialist provides pedagogic advice ensuring that the learning experience provided will consist of tasks similar to those carried out in the work environment. This process will include flagging the need to ensure appropriate teaching materials. The Costa Rica Judicial Branch has disciplinary diversity including a graphic designer and computer technicians who guide the e-learning process and maximize the reach of the training activities.

Bolivia consolidates the approach adopted in Costa Rica with an equally nuanced approach. As resources to support judicial training are limited, a process has been implemented to identify priority training needs. A fuller program of training is not currently feasible. A questionnaire was initially developed to assess the need for and viability of each of the current training activities. But this was considered too broad an approach -a 'wish list' rather than a priority setting exercise. Any ongoing training topics must now address judges' 'real needs in their daily work.' Examples of such needs were gathered from the instructors within the Judicial Academy Training Unit. Meetings were then held in some state capitals using focus groups to prioritize the needs by matter and area. This process lasted for

approximately three months and those areas of training need thereby identified are now reflected in the Annual Operating Plan. The Bolivian respondent to the questionnaire did however point out that the lack of additional resources has meant that the proposed meetings have not taken place in every region of the country and there has as yet been no date set for a systematic assessment of the process.

Chile uses a model similar to Bolivia's but one that is even more tightly structured, known as the DRCP (an abbreviation of *Detección de Requerimientos de Capacitación y Perfeccionamiento* translated as "Identification of Training and Development Needs").

*Figure 3: Identification of Training and Development Needs in Chile*



Source: Judiciary Academy of Chile (2016).

The DRCP process consists of three phases which together illuminate and inform the core decisions regarding the professional development programs offered by the academy.

The process is conducted as part of a three-year cycle. During each year of execution of each cycle, various types of courts

are visited and the offering of courses for the courts is applied. The professional development program is evaluated and updated annually by one third of the courts covered by its training activities.

The first phase is designed to gather information on the performance and training needs of the individuals who work in Chile's courts. The activities include visits to the courts. An interview is conducted in each court with one or more representative of each level (for example, a judge, a court administrator, a unit chief and an employee) and meetings organized by the Judicial Academy are attended by individuals from various courts who are responsible for similar tasks (for example, family court judges). During this stage, the data from the individuals is used and the interviewers determine the degree to which they can be generalized. An effort is also made to identify the specific areas of need that emerge in the tasks that the members of each group or category execute. The outcome of phase one is a list of the general training and professional development training needs of the Chilean judiciary and court staff.

During a second phase, an effort is made to establish a relationship between the needs identified and the context data gathered from all of the parties involved in the work of the Judicial Academy. As such, the training needs are developed in order to respond to the individual or group perceptions of the eventual recipients as well as key criteria proposed by professional associations, litigators, Supreme Court justices, etc. During this stage, individual interviews and focus group meetings are held with members of these groups and the results of the first stage are presented. Information is requested regarding new sources or needs from the perspective of these participants.

Finally, the third stage involves making decisions regarding the professional development needs to be addressed during the period in question. This involves linking the training and professional developmental needs identified through field work with the programs available within the Judicial Academy. Based on this, changes are made to the offering of available programs

and new courses may be developed. The DRCP procedure ends once the Judicial Branch Board is informed of these changes so that it can make a decision regarding the courses based on the director's proposal.

When the DRCP process was designed, the goal was to generate a procedure that allowed for data to be gathered in the field with a focus on the opinions of all of those who might be interested in or potentially affected by the activities deployed by the Judicial Branch in the area of training and professional development. The focus on the training activity of participants corresponds to the idea that identifying lacks and training needs is an important part of the process of professionalizing the work that is done within the Judicial Branch regardless of the professional qualifications of its members.

Chile's geography is an important factor in this process. It is expressly considered when decisions are made regarding which courts will be visited during the first part of the process. The courts in which personal interviews are conducted must be from different regions of the country, and the group meetings generally require the participation of more employees. They are generally conducted with Metropolitan Region court members, which is where the capital city of Santiago and the Academy's headquarters are located.

In both Uruguay and Colombia, it is the judges themselves who dominate the process of identifying the exact training needs of the judiciary.

In Uruguay, this process takes the form of an annual survey of the training needs of the country's Appeal Court judges, the results of which are fed directly into their Annual Training Plan. The answers are processed by the Training Directorate, which generates the contents for the National Mandatory Training Program. The program is approved in the first instance by the training body and subsequently ratified by the Supreme Court. The survey does not involve a form. Rather, it is presented in open question format and each individual may decide how much time to spend on the answers. In order to ensure the initiative's success, judges'

participation is however mandatory. A small group of staff from the Training Directorate help implement the survey. The group includes three professionals – two methodology experts and an attorney - who work for one month annually, requesting the information, receiving it, and processing the data. This process has been in place now for two years. Whilst there has not yet been any formal assessment of its overall effectiveness, it is generally deemed to be an appropriate assessment tool to complement other teaching management tools.

A virtual platform was designed on Colombia's Judicial Academy website in 2013 to provide judges with a space in which to fill out a spreadsheet for 'agile and direct organization of data.' In addition, the spreadsheet was distributed to judges via email based on academic records databases. This practice allows their training institution to gain first-hand knowledge of the training needs of judges so that the curriculum and course work to be offered each year can be designed around the prioritization of the needs identified.

What is of particular interest in the Colombian approach is the range of needs that are specifically targeted in this data collection process. This practice allows the institution to have an adequate tool for learning about training topics that need to be regularly updated or implemented in judicial districts at the national level so that all judicial officials can acquire the skills needed to develop their work. The Judicial Academy has identified particular areas of training need for judges under three broad themes: knowing, doing and knowing how to do. This approach is further subdivided into a) acquiring knowledge specific to each training field and the appropriation of the same by the participant; b) developing the actions and skills of the participant focused on understanding the meanings of each field of training and their application to diverse contexts; and c) the manifestation of behaviors, attitudes and relationships. No systematic evaluation of the above TNA process has yet been reported, but according to its sponsors its implementation has allowed judges' needs to be managed more efficiently. However, an overall lack of resources has impeded the comprehensive application of the process. After using this process to identify

the core training needs, the program is organized and prioritized by specialty according to identified priorities under each of the three themes, then included in the Training Plan.

Puerto Rico provides an interesting example of a very intensive TNA involving multiple parties in a specific area of judicial activity: work in domestic violence units. Working together, these specialist judges have led the design of a specialized curriculum for managing domestic violence cases. The practice is an example of the use of the qualitative data gathering technique. The process followed the following stages:

- Development of the objectives and core questions for the focus group;
- Validation of the core questions;
- Selection of participants for the focus groups (domestic violence, criminal and family court judges, plus administrative judges from the 13 judicial regions). In order to guarantee that the work is sufficiently representative, two focus groups have been held, with 12 participant judges per group.

Each focus group met twice for two hours in total. The tabulation process, data analysis and drafting of the report on focus group findings thereafter took two weeks. An assessment of the process itself was subsequently conducted by the focus group participants using an evaluation sheet that invited respondents to share opinions about the methodology, adequacy, effectiveness and organization of the activity.

The Dominican Republic is unique in submitting its TNA process to external validation certified under ISO 9001: 2008, an international standard defined by the International Organization for Standardization that is applied to quality management systems and that in general terms indicates when a system is adapted to what has been established by the consensus of ISO standards as the correct standard or procedure for achieving a result. Based on the idea of a 'virtuous circle,' this approach sees the various

phases of the process of identifying needs, gathering profiles, designing training and implementing and assessing training as a single, continuous process. The importance attached to the provision of the training service as a single process subject to oversight and auditing under a quality standard makes this a unique practice in the region. In order for this approach to work, approval of the plan had to be obtained from the appropriate officials, and an institutional commitment and funds to support the approach had to be guaranteed. While there was apparently some resistance to these external oversight processes at the beginning, the system has proved effective and the academy has had a process certified under the quality standard since 2014.

Finally, we come to Ecuador, where the results of their TNA are the most dynamically linked into the training process of all the countries canvassed in this survey. An online survey of training needs is first loaded onto a virtual classroom in the Ecuador Judicial Training Academy. The target audience of judges then identifies topics and content to be developed from this survey. This allows the academy to be both up to date and in line with judges' interests. The survey is applied continually during the courses that judges are required to complete through the judicial academy. The practice has allowed the academy to identify the judges' ongoing training needs. If specific issues emerging from judicial work which may affect the effective ruling in a case are identified via this process as being of 'high importance' (referred to as 'critical nodes') - for example the lack of proper processes for the disclosure or exclusion of evidence or lack of removal of it - rapid action can be taken to refine the training program accordingly. The result of this approach has been the provision of swift, efficient and effective solutions to problems that emerge as judges carry out their work. The feedback on this approach by trainers and judges alike has been positive. Ecuador has also developed an online help tool for judges to help identify frequently asked questions around which continuing training content is developed. Users receive fast, effective answers to questions that come up in their work. This tool has two results. First, judges receive the rapid training assistance they require, and second, the Academy has been able to identify new training topics that they should address based on specific information

about judges' work. According to the Academy, this merging of needs' assessment and rapid training provision has proved to be highly effective. Of the 844 first instance judges in non-criminal courts, 508 are currently judges registered to use the tool, and there have been 1,154 interactions between trainers and users (all of whom are judges).

In conclusion, we should note that the consensus of educational theory is that in broad terms, training needs assessment can be conducted at three different levels.

- *The Organizational level:* an assessment that identifies the knowledge, skills and competences needed by the organization (i.e. the judiciary) as a whole (examples of this are Chile and the Dominican Republic in the context of domestic violence).
- *The Functional level:* an assessment that identifies the knowledge, skills and competences needed by the profession (i.e. judge or prosecutor) or by function (civil judge, criminal judge, chief justice, etc.). As part of this approach, some judicial training institutions consider not only what judges and prosecutors want for themselves but also what kind of justice (and judges/prosecutors) society needs/wants (examples of this are Bolivia, Colombia and Ecuador).
- *The Individual level:* an assessment that identifies the individual training needs of target group members. TNA at the individual level assesses the individual training needs of judges and prosecutors. Examples of this are to be found in Bolivia, Puerto Rico, Uruguay, Colombia, Chile and Ecuador). Some judicial training institutions consider individual training needs in light of systemic needs. Methods are used to distinguish the objective 'training needs' from their 'training wishes' (examples of this are Puerto Rico, Bolivia and Uruguay). Is this the kind of assessment that clearly predominates in Latin America?

The responses to our study revealed a fairly wide range of TNA activity across the region, displaying some imaginative and comprehensive approaches to the challenges faced by judicial training bodies mostly at the individual level, but with some examples of TNA at both the organizational and the functional levels. The use of educational experts in fashioning the design and analysis of the approach to TNA is noticeable in some countries, in particular Chile, Colombia, Cost Rica and Ecuador. A pragmatic, resource-driven concentration on judges' real priority needs as compared to desirable training (focused in the desires of training) is particularly stressed in Bolivia. Finally, it can be noted that increasing positive use is made of electronic data collecting systems to render TNA both more efficient and more effective.

## **b. Evaluation of training programs and participants**

### ***i. Evaluation of training programs***

There should be a close correlation between the assessment of training needs and evaluation of the effectiveness of the subsequent training activities. In general, evaluation of training activities demonstrates the extent to which the training needs have been successfully addressed. At the same time, evaluation of training activities helps to identify new or further training needs. The two categories represent key elements of the whole training circle of training needs assessment – planning – delivery – evaluation.

It is important to note that when evaluating a training program or practice, the problem to be addressed must be identified. Training programs (and their respective evaluations) must be consistent with the needs or problems to be addressed through the courses offered.

There are several models for measuring the effectiveness of training activities. Perhaps the most popular is the training evaluation model developed by Kirkpatrick (2007). He divides training evaluation into four graduated levels that essentially measure:

1. **Reaction of trainees:** what they thought and felt about the training
2. **Learning:** the resulting increase in knowledge or capability
3. **Behavior:** the extent of behavior and capability improvement and implementation/application
4. **Results:** the effects on the business or environment resulting from the trainee's performance

The Kirkpatrick model identifies particular tools and methods that are appropriate for the respective level of evaluation and its objective as follows:

*Figure 5: Tools and methods to assess according to Kirkpatrick*

Level	Evaluation type (what is measured)	Evaluation description and characteristics	Examples of evaluation tools and methods	Relevance and practicability
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	'Happy sheets,' feedback forms.  Verbal reaction, post-training surveys or questionnaires	Quick and very easy to obtain  Not expensive to gather or to analyze
2	Learning	Learning evaluation is the measurement of the increase in knowledge – before and after	Typically, assessments or tests before and after the training  Interview or observation can also be used	Relatively simple to set up; clear-cut for quantifiable skills  Less easy for complex learning
3	Behavior	Behavior evaluation measures the extent to which learning is applied when back in the job	Observation and interviews over time are required to assess change, relevance of change and sustainability of change	Measurement of behavior change typically requires co-operation and skill of line managers

4	Results	Results evaluation is the effect on the business or environment by the trainee	Measures are already in place via normal management systems and reporting – the challenge is to relate to the trainee	Individually not difficult; unlike whole organization  Process must attribute clear accountabilities
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Source: Kirkpatrick, 1959.

Eight of our responding countries provided examples of evaluation models (Colombia, Ecuador, Chile, Honduras, Uruguay, Bolivia, Costa Rica and Puerto Rico), although it was a little disappointing to find no examples, apart from the example of Colombia (see end of section), of any evaluation that appears to go beyond Kirkpatrick Level One. This is not an unusual state of affairs, as the European Study of Best Practices in the Training of Judges and Prosecutors also found relatively few examples of evaluation at Level Two or above. Nevertheless, there are some interesting examples in Latin America of Level One evaluation that are quite imaginative and could form the basis for a move to the next level in the not too distant future.

With the exception of Ecuador, no country appears to have adopted a system whereby judges can be tested on what they learned from the training they attended. In Ecuador, participants (judges, secretaries, assistants or public defenders) in all initial, continuing or professional development courses must complete an assessment based on the knowledge acquired. This evaluation can be completed on the institution's virtual platform.

The Ecuador response to the questionnaire stated as follows:

*An evaluation was implemented in the virtual classroom to determine whether the contents presented in the training activity were assimilated by the participants. The assessment form has 10 simple questions that are asked of the participant regarding topics related to: a. Objectives; b. Content-topics posed ratio; c. Clarity with which topics are addressed; d. Time-content ratio; e. Methodology used; f. Tools used; g. Use of understandable and*

*clear language; h. Use of examples; i. Complementary material; j. Teaching offered by trainers; k. Group management and logical structure in presentation; l. Response capacity; m. Hearing simulation; and n. How would you rate this training process? Judicial academy trainers developed tests for participants, graded them and distributed the results and conclusions.*

The Judicial Academy of Chile provided a detailed description of their approach to the evaluation of their professional development program for judges in Chile which has unique characteristics. The Judicial Academy evaluates the activities of training and professional development courses in two ways. First, the Kirkpatrick Level One model is used with regard to the course participants. The judicial branch has used online surveys to evaluate student satisfaction since May 2016. Prior to 2016, paper surveys were distributed at the end of the course. Second, the trainers who offer the courses also evaluate the activity in a section of the final report on the course that they are required to complete. In this case, the trainers are asked to share their opinions on such varied topics as attendance, infrastructure, scheduling, fulfilment of objectives and course contents, the methodologies used, opinions received from the students and any other relevant information.

The Judicial Academy does not engage in prior assessment of those who take part in training and professional development activities, although a pilot study of this practice is being conducted. It appears however that some trainers do evaluate participant learning as part of their methodology and include this in their final report. That information serves as an input for future implementation of Judicial Academy activities. Special emphasis is, however, placed on the idea that evaluation of learning should not impact the judge's career. The goal is to ensure that judges (who are not the only participants) do not feel that their judicial independence could be compromised by the use of assessments, as this could introduce a bias in the choice of training options, leading program trainees to choose courses based on their strengths (so that they earn the highest grades) rather than the courses that they truly need.

In Honduras, a detailed evaluation survey sheet is given to each participant at the end of the training program. The goal of this initiative is to develop ‘a direct, reliable, simple and immediate tool for measuring user satisfaction with the training activity.’ Prior to administering the survey, a brief explanation of the scope and purpose of the exercise is offered to the participants. They are then asked to indicate their level of satisfaction regarding the type of activity, its organization, the work of the trainers, and any elements specific to that activity. Answers are entered on a numeric scale indicating their rating of the various aspects. This survey provides the trainers with a tool for ascertaining the impact of the training on the participants and also encourages participants to give the activity their close attention, as they are aware at the outset that they will be required to provide end of the event evaluation. The Honduras training organization offered us the following observation on the outcomes of this process to date:

*(As a result of this process) various organizational errors were identified and steps were taken to remedy them. Feedback was provided to trainers on specific aspects of their work so that they can improve them. In addition, participants are generally more interested in actively participating in the evaluations, and gaps have been identified in certain aspects of their legal and technical knowledge. We are planning to fill these gaps.*

Uruguay has created its own bespoke process, enabling judge participants in training events to provide direct and detailed feedback on various aspects of ‘teacher performance’ on the courses they attend. The process includes an initial sequence of questions falling short of any overall assessment of the course and the teachers’ work. Instead, the questions focus on issues limited to teacher performance, and an evaluation of the course as to what aspects were ‘the most important,’ what elements generated the ‘least interest,’ and what should be ‘expanded upon, included or omitted.’ Once this introductory section has been completed, the participant is asked for a ‘global’ assessment of the course and the teacher, with the opportunity being offered to contribute ideas for the improvement of the teacher’s performance, and to provide suggestions more generally to improve the course by referring to new knowledge

acquired and content that had complemented prior knowledge. Resources that were already available in the Uruguayan Judicial Research Center, as assigned by the National Budget, were used to implement the above process. They included the costs and time of the Training Director and two administrative assistants. This evaluation process is mandatory and the form is self-administered. In order to ensure that the evaluation form is indeed submitted, it is included as a condition for the granting of certificates of participation in the courses. It should take approximately 10 minutes for the participant to complete the evaluation exercise.

In Bolivia, it was discovered that there was a serious lack of consistency between the design of a competency profile and subsequent evaluation. In response, the training body has developed guidelines or rubrics for evaluating the modules that are developed by training judges (which are structured under the competency profile). The design of these rubrics and evaluation guides took five months and takes into account that the training of the institution is largely provided through their blended learning, mixing on line with face-to-face learning. Learning modules that are evaluated have specified in advance the learning activities necessary to achieve the expected competencies, under the same quality standards in all training groups (4 groups of 50 students each). Special care was taken in creating rubrics, including evaluation criteria and scales according to the type of competition expected at the end of the module followed by the judge, which is why it proved necessary to work with specific criteria and indicators to assess competencies. In the assessment rubrics special priority was afforded to resolution and case analysis. The practice has been assessed from the perspective of students and their level of satisfaction. Preliminary results are positive. At this moment, there is no reported systematic evaluation from the perspective of efficiency practice.

In Costa Rica, a basic tool has been designed to evaluate training processes. Two aspects were evaluated. The first is pedagogical mediation, which covers eight areas. The second is academic activity, with 10 areas. Pedagogical mediation is understood as the ability of the trainer to promote and support learning by

participants. Academic activity refers to the effectiveness of the training and its convergence with institutional training standards and priorities. The Costa Rica response added the further information as follows:

*Currently, we have a pilot plan that is applying the evaluation of monitoring through a virtual platform. We are using an option that allows responses to be anonymous through Moodle, but we are in the testing period. The evaluation used to be carried out using paper forms, and suggestions for improvement in training actions have been made. The team responsible for the module (facilitator, pedagogy advisor and manager) are developing an intervention plan for improvement based on the results of the monitoring evaluation.*

Puerto Rico is unique in the region in that it offers some of its courses only in distance learning online format. They have wisely included in the process a sophisticated system of ongoing evaluation that is actually built into the course design and development process. As a result, the training body has a high level of confidence that the online courses will be robustly fit for their purpose and for the clientele for whom they are designed.

The process adopted is as follows:

*An initial evaluation form elicits participants' opinions on the relevance to their professional development of the topics contained in the proposed online course, of the general online teaching methodology, of the course's mastery of the content and the trainer's own methodology. A tutorial is also designed to orientate participants with regard to the steps they need to follow in order to access courses through Webinars. The next stage involves a full system test using judges from different regions who evaluate the effectiveness of the connections between the resources and the participants, the course design, the mastery of the methodology by the trainer, the relevance of the teaching mode, the course contents and its relevance to participants' professional development.*

The practice was executed through the development of a calendar of educational activities through Webinars. The CITRIX GoTo training platform was acquired for this purpose. The process of developing the course took four months, starting with the acquisition of the platform and training of staff and ending with the selection of topics and trainers, course design, and the offering of the course to the participants. The course organizers commented as follows:

*In the beginning, there was low participation in the Webinars and thus a low level of assessment of the same. However, as participants have shared their experiences and the academy has promoted the initiative, there has been a 571% increase in participation (from seven to 40 participants).*

Finally to Colombia: have they in practice introduced de facto Level Two (or arguably Level Three) evaluation in some aspects of their monitoring program? They probably have done so, consciously or not, through a system of in situ monitoring (in the office) of judges' learning introduced in specific cases involving adolescents, the adversarial criminal justice system, oral procedures in labor justice and contentious-administrative justice. This has created in effect a system requiring sustained regular monitoring of judge's learning as manifest in their performance 'on the job.' An expert was hired to organize the information and draft a report, and judges who had received training at least two years earlier were asked to serve as monitors. An expert was hired to build the academic material (module), and an academic committee with at least three members validated the contents. Resources were obtained to hire the expert through international cooperation. It took six months to build the module. This looks like a genuine attempt to move evaluation beyond Level One, although the reporter from Colombia cautioned that 'there have been difficulties due to the delay in the allocation of the budget, the limited amount of availability of the monitors and the mobility of judges from one position to another.' Nevertheless, the fact that the monitoring and performance evaluation takes place six to 12 months after the learning activity means that it does have the potential to observe and record personal and institutional changes in judicial behavior.

An interesting program that provides structured mentoring to newly appointed judges from those with greater experience has been developed in Puerto Rico. It does not include formal assessment of the new judge's progress but seeks to provide support and assistance where needed. The program was developed after the national training body had identified the desirability of experienced judges giving feedback to newly appointed judges regarding the application of the knowledge and skills acquired through the Initial Training Program.

The mentors developed a plan of study that includes different educational activities such as the assignment of readings for subsequent discussion and observation of judicial processes in courtrooms involving cases similar to those that the new judge will eventually adjudicate. Under this system, a mentor observes the new judge at work and provides guidance regarding the management of the office in which the team works and the judge's interpersonal relationships with the staff. The implementation of the practice involved the advice of three external consultants, two experts in the field of judicial mentoring and one in the field of psychology. A committee of seven judges was charged with developing the program and drafting a judicial mentoring manual in collaboration with Judicial Academy staff responsible for the Project. It took two years to apply the practice. Its focus is squarely on training rather than discipline.

## ***ii. Performance assessment***

In its opinion 4/2003, the Consultative Council of European Judges (CCEJ) highlights the importance of the assessment of programs and methods for the continuous improvement of judicial training. However, the CCEJ warns that the evaluation of the performance of participants in judicial training initiatives raises more questions. A clear distinction should be made between the evaluation of participants in initial training (where it exists) and in continuous training. The first is deemed appropriate where initial training is part of the selection and appointment procedure. The second (which is the area of continuous training in which we are interested), however, is considered inappropriate if it affects career development. In that respect CCEJ recommends that 'in

principle, participation in judges' training initiatives should not be subject to qualitative assessment.'

In light of the above, it is clear that assessment of participants' performance in training or of the effect of the training activities can be a very sensitive topic – at least in some countries. This is why it should be properly conducted and used only for the purposes of assessing the effectiveness of training. In general, great care must be taken to ensure that evaluation of training activities (and training needs assessment, because of their inter-connection) are not inappropriately used (by unauthorized persons or institutions) to evaluate and assess the performance of judges (and prosecutors, where applicable). This is especially important for the tests that are used in some countries as a self-evaluation method or as a tool to measure individual or group progress in training. In general, all of the methods, tools and practices used in judicial training evaluation must take into account judicial independence.

In this regard, we argue that it is important to clearly identify two types of assessments. The first is assessments that seek to determine the extent to which students grasp the knowledge that was delivered in the training courses. The second is evaluations aimed at assessing judges' performance, which can be used as an input for promotion or for appointments to certain positions within the judiciary.

This distinction is important because we believe that training assessments should only be used to measure the progress of the individual or the group in the training itself. This approach would strengthen the idea of training as a safe space in which to receive feedback, an ideal place for judges to ask questions, recognize their mistakes and freely share their views with teachers and other students.

The only respondent country in our survey that applies some form of assessment of the performance of judges as training participants appears to be Ecuador. We were interested in learning whether any consequences might flow from a poor assessment of a participant's learning. The Ecuadorean training

body replied as follows to the question: Do you evaluate judges' participation in training exercises?

*Participants (judges, secretaries, assistants or public defenders) in all initial, continuing or professional development courses must complete an assessment based on the knowledge acquired. This evaluation can be completed on the institution's virtual platform. Are there consequences for poor performance by judges? The courses offered as part of the continuing education that judges, secretaries, assistants or public defenders receive address the training needs that the participants present in different areas of law in which there is a need to increase their knowledge. Given that the professionals are interested in the course contents, there is no significant rate of poor performance by judges. However, if a judge does not successfully complete an assessment, the following process is observed:*

- *The individual takes a remedial examination.*
- *If he or she does not pass the remedial examination, the course is listed as failed, which impacts their annual performance evaluation. All judges are subjected to an annual evaluation because it verifies that they have satisfactorily completed all mandatory courses.*
- *This result also impacts the promotion of judges because in order to be promoted to the next category, they must pass each mandatory course offered based on the type of cases they hear.*
- *If many judges enroll a course and the group is split into two sections, a judge who fails a course can retake the course with the other group.*

The above practice has been evaluated in order to determine whether or not it is yielding the expected results and the respondent from Ecuador reports as follows:

*The institution and the National Human Talent Directorate assess judges' performance annually. This process starts with two variables:*

- a. The qualitative variable, which evaluates the knowledge applied in justice administration, specifically the basis for the judicial decision, application of constitutional and legal principles, argumentation, application of precedent, application of special procedures and application of the law in that specific case. This is where one can see whether the continuing education courses produce results because the evaluation is based on the topics of the courses offered; and
- b. The quantitative variable, which measures the judges' production in regard to cases filed vs. cases terminated during the assessment period. The assessment considers how many cases have been forwarded to alternative dispute resolution entities, how many were processed using special procedures and whether or not deadlines were met.

In answer to the question: Do you evaluate training participants immediately or are these behavioral evaluations conducted later? The following response was given: *Once a training course or activity is complete and prior to filling out the satisfaction survey, the participant is immediately evaluated in regard to the knowledge acquired through the virtual classroom. The assessment is generally held the day after the continuing education or training course has ended.*

In summary, a number of well-constructed, well-managed but relatively conventional systems are in operation in Latin America to evaluate the relevance, quality and perceived effectiveness of a training program based on the views of the participants (and including in Chile the views of the trainers themselves). Extensive efforts are undertaken to reflect these views in the modification of subsequent programs where relevant. With the exception of Colombia, however, no organization has yet to move beyond Level One evaluation, which we suggest is a matter that should be seriously addressed in the future planning processes. We believe that the structured mentoring system adopted in Puerto Rico is a model of its kind that could be widely adopted elsewhere.

In addition, we are interested in mentioning experiences from Europe and United States, where they have had the same discussions and evaluation needs.

In Belgium, the JTI appoints selects one of the training participants to serve as a reporter, particularly in long sessions with a large number of students. The reporter's task is to summarize the participants' opinions about the session in terms of content and quality and to submit a draft report. At the end of the session, the draft is presented to the participants for their approval and is then sent to the JTI.

In Holland, the SSR requires that the participants in the "judicial leadership program" complete a final presentation to show what they have learned during the course. The participants offer a brief speech and then receive a certificate of achievement (Cooper, 2015).

The Judiciary Institute of the Supreme Court of Ohio (United States) has developed a set of evaluation forms that cover the four levels of the Kirkpatrick model. Some of them are presented below:<sup>10</sup>

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<sup>10</sup> We are particularly grateful to Christy Tull, Director of the Ohio Supreme Court Judiciary Institute, who gave us the forms and authorized their inclusion in this publication.

Figure 6: Forms from the Judiciary Institute of the Supreme Court of Ohio

**Model 1**

**Peer or Planner Evaluation of a Course**

*This template is for use by peer or planners evaluating a course.*

Name of Evaluator: \_\_\_\_\_

Name of Course: \_\_\_\_\_

Name (s) of Faculty: \_\_\_\_\_

Date of Course \_\_\_\_\_ Time of Course from: \_\_\_\_\_ To: \_\_\_\_\_

*Place a checkmark in boxes as appropriate and provide your comments.*

***Please complete the following regarding faculty***

- Faculty was present to set up and greet participants.
- Faculty provided and overview of the course and/or the learning objectives.
- Faculty informed learners that questions were welcome.
- Faculty followed the course outline, adjusting it as necessary.
- Faculty appeared knowledgeable about the content.
- Faculty conducted activities effectively to measure participant learning.
- Faculty demonstrated openness to differing participant perspectives.
- Faculty used audiovisuals, teaching aids, and handouts effectively.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Please complete the following regarding the course***

- The course content appeared to be relevant to participants.
- The length of the course was appropriate for the content.
- Breaks were adequate in length and placed in timely manner.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FACULTY RESOURCES**

**MODEL 2**  
***Model Evaluation for Transfer of Learning***

This form is to be completed by the immediate manager or supervisor of an employee. Initial information is to be completed before education or training and follow-up information is to be completed after the employee has completed education or training.

Employee: \_\_\_\_\_

..... **PRE-COURSE: INITIAL INFORMATION** .....

Reason for education or training (specific knowledge needed, specific behaviors needing improvement, specific skills needing enhancement, specific attitudes needing change:

\_\_\_\_\_  
\_\_\_\_\_

Course: \_\_\_\_\_ Date offered \_\_\_\_\_

Desired outcomes (what is expected of the employee after the course):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Shared with employee on (date):

..... **POST-COURSE FOLLOW-UP INFORMATION** .....

After observation and/or conversation with the employee, changes include

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feedback provided to faculty or course planners (without naming employee)

Source: Tull, 2016.

The form contained in “Model 1” is an example of Kirkpatrick Level 2, which seeks to evaluate peer learning or the course planner. This is a standard checklist, but it could be used by

teachers, team members and planners. The “Model 2” form is an example of Kirkpatrick Level 3. This is a behavioral assessment carried out by a person in close contact with the course participant who has direct knowledge of their work task. We are interested in emphasizing an innovative experience in Ohio that reaches Kirkpatrick level 4 (results). Agreements have been reached between the judiciary institute and universities to allow students to observe the dynamics of the training activity. Participants then compare the information presented and the results that they obtained in the field.

In conclusion, we think that these experiences are very interesting and could be applied in Latin America. They are good examples of how to involve participants in evaluation processes and how to use contacts at universities to develop low- or no-cost initiatives.

### **c. Design of innovative curricula**

Only seven countries in our survey – Honduras, Chile, Bolivia, Nicaragua, Peru, Ecuador and Puerto Rico - offered examples of innovative curriculum design. However, each example was an imaginative and pragmatic response to a real need for change. In each case it was made clear that the response had to be tailored to the challenges posed by geography and limited economic resources.

Chile’s Judicial Academy recruits all trainers from a pool of academics and legal professionals through an annual open tender. This process is broad: any suitably qualified individual or private or public entity can apply. Many of the successful applicants are academics, superior court judges or trained judicial instructors drawn from the Judicial Branch. Other appointed trainers include attorneys or groups of attorneys. Of particular importance in the Chilean system is the provision of training the trainer programs to ensure that the appointed experts have the necessary skills.

As a direct consequence of the above approach to recruiting judicial trainers the contents of Judicial Academy courses go well beyond the purely substantive. The data gathered through the process of identifying training and professional development

needs conducted by the Judicial Academy have demonstrated the importance of offering courses in areas that go beyond substantive law. As such, courses focused on professional and technical knowledge, abilities and skills and the insertion of participants in their institutional and socio-cultural context are offered for each level of the organization. Examples include professional and technical training courses on the reorganization and liquidation of assets of companies and individuals and civil responsibility derived from on the job accidents and illnesses; courses on self-care and prevention of stress, managing hearings and communications skills; courses on the cultural context of judging and institutional management including the development of communications skills through sign language, and a course on justice and the media.

In Honduras there is also a commitment to providing as many external trainers as feasible. Even more explicitly than Chile however, the Honduran training institution has embraced the belief upheld in many of the best European judicial training programs, that interdisciplinary training should be a key component of the training program of a modern judge. Such development is tempered by the realization that using external experts to co-train judges in collateral disciplines comes at a cost, and this reality will inevitably place limits upon the scope and range of such courses. In Honduras therefore the collateral training of judges has been focused primarily on criminal law using experts in criminology and domestic violence, although in the longer term they would like to extend this approach to include forensic medicine, security, gender awareness, banking, and anti-trust law. In the words of the Honduras training body:

*The goal is to provide judges with basic multi-skills that allow them to respond in a comprehensive manner to jurisdictional needs and to better prepare facilitators.*

Acknowledging the pragmatic constraints on developing this program further they do however add:

*One of the main obstacles has been budgetary shortfalls that make it difficult to implement activities with external paid experts and to bring them to centers outside of major cities.*

Nicaragua provides an example of an increasing modern phenomenon, the need to provide comprehensive rapid mass retraining for the national judiciary, following the introduction of important new legislation, or in the case of Nicaragua, a new Civil Procedure Code which has introduced many new oral procedures. The main challenge here was to provide a comprehensive retraining program in a timely fashion that would include all those involved in the administration of justice process, but within a very limited training budget. The Nicaraguans appear to have set about this process on a comprehensive scale both during the preliminary legislative process and thereafter, through the commissioning of specialists in the design of teaching materials and the creation of assessment tools for judges. The chosen methodology was the ‘cascade method’, whereby those who were initially trained under the program later served as trainer/mentors to new judges, in the expectation that the training could thereby filter through the entire judicial system. In addition to judges, other judicial branch employees such as secretaries and public defenders were also trained using this holistic approach.

Ecuador has recently experienced a similar need to train large sectors of the judiciary rapidly and efficiently in the workings of new legislation, in this case the General Statutory Code of Proceedings (COGEP) which came into force in May 2016. Over the past year, continuing judicial education has generated a new curriculum focused on the entry into force of COGEP concentrating on non-criminal cases, to which the Code is directed. All activities and practices have been aimed at efficiently introducing oral procedures in non-criminal cases and strengthening judges’ knowledge in this new legal context. The most effective way to train judges in the oral justice system based on hearings was determined to be through the study of practice cases, which were structured and created by trainer judges who developed the cases based on their experience. The activities included a simulation of an oral trial hearing. All of the procedural acts are carried out exactly as in a real hearing. The activity required the participation of judges as plaintiff, respondent, judge and secretary.

The deployment of this activity required structured planning using a training timeline of training activities developed by the technical team that specializes in continuing education. This timeline was deployed, implemented and executed by mobilizing all trainers at the national level. In order to optimize resources, the country was divided into four areas: north, central, south and east. This created satellite provinces where there were trainers able to travel to neighboring areas.

Puerto Rico offered two examples of innovative curriculum design, both located in areas where it was deemed that the Puerto Rican judiciary needed urgent training on areas where courtroom activity had become increasing problematic. In the first example, the Puerto Rican Judicial Academy had identified a need to create a comprehensive and interdisciplinary training program for their judiciary on the topic of treatment and diagnosis of controlled substances. An approach was adopted that included among others the involvement of disciplines in the sciences, psychology, communications, technology and leadership. The execution and delivery of the training required co-ordination with training professionals from various disciplines who contributed their knowledge, in some cases *ad honorem*. Collaboration with the Universidad Central del Caribe Medical School was particularly important for this program. A total of 15 topics were addressed over the course of a ten-day training event that was delivered over a period of 18 months. The relevance and usefulness of the program was acknowledged positively in feedback assessments as was the subsequent incorporation of the knowledge acquired into the judges' court work.

The other example given by Puerto Rico was the development of curriculum on gender and sexual diversity. Under this program, the Puerto Rican Judicial Academy has developed courses reflecting a general perception that there is a need to train judges on human rights, gender and sexual diversity. Specifically, there is a need to include the perspective of gender and sexual diversity in dispute resolution training. An expert on these issues designed the training activity over a period of two months. The program delivery was handled by the same professional over the course of two days, which provided a total of 15 hours of on-site

training. Due to budgetary restrictions, the professional had to work ad honorem, though the institution did provide logistical support. The participants evaluated the training and stated that they considered it to be an excellent practice that should be replicated in the future because of its relevance to their work as judges.

In Peru, the judicial training institution has developed its academic activity under two main themes: a) a curricular design focused on skills that ensures the integration of theory and practice; and b) teaching strategies such as problem-based learning and case studies. Specifically, this consists of providing a series of cases that represent various real-life problems so that they can be studied and analyzed, providing possible valid solutions. The use of the resource is designed to improve the students' ability to solve disputes in their offices. The World Bank Justice Services Improvement Project has provided support, and 20 case studies on the 10 most frequently addressed topics in law have been developed, including civil, criminal, constitutional and family law-related issues. In the program, the cases are summarized and analyzed from the perspectives of substantive and procedure law. They are available on a database that facilitates searches or consultations. It is used as complementary resources for training of judges. The Case Bank was updated in 2014 and 10 casebooks have been developed in e-book format. They are housed on the e-reader virtual platform PROVIEW, which allows 7,000 students to access them. They can read them from mobile devices and desk tops, and can save changes, highlight, underline, comment, annotate and use other functions.

To support their training programs, Peru has recently introduced a single computer platform. This integrated Academic Management System was implemented using World Bank support. It replaced the old Academic Registration and Event Management systems and also integrated the Treasury Payment Management System and virtual classroom. The system offers the following benefits: a) record of academic plan and unscheduled programs; b) a publication process that includes automatic publication on institutional website; c) a registration process for academic activities; d) an admissions process using an

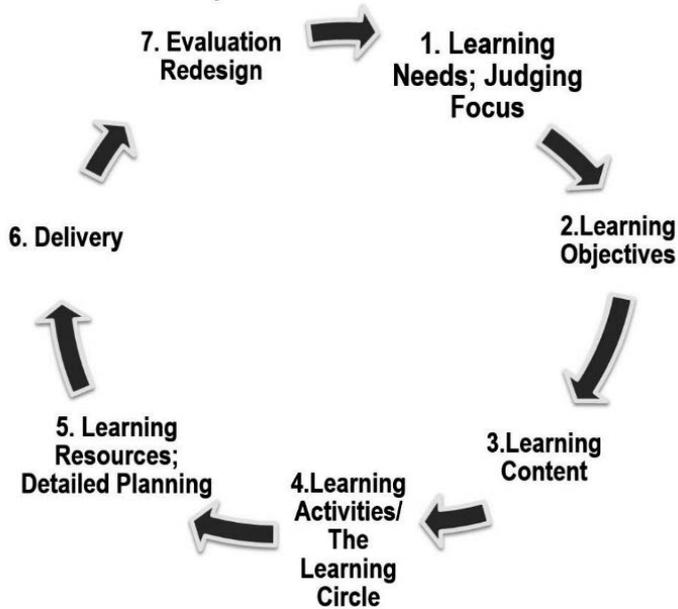
interface with student profiles; e) records of enrolment, grades, attendance, instructors, reports and academic performance; and f) management of surveys. The implementation of the virtual classroom is ongoing.

The final example of innovative curriculum design covered in this study is a major project underway in Bolivia. The Bolivian authorities have identified an urgent need to develop a profile for judges as part of the construction of a 'model of justice' for the nation. The methodology used included field work, archival analysis and a workshop including judicial employees and other invited participants familiar with judicial work who have contributed to identifying key characteristics necessary in a judge. Once all of the inputs were gathered through the field work and workshops, the Bolivian Training and Specialization Unit team organized the data and developed a profile with the technical support of the Public Management Academy. This profile of judges has identified the knowledge, methods, theories, principles, regulations and legal information necessary for them to carry out their training work. The topics and contents of the subsequent training programs have been organized into modules and classes that will comprise the Judicial Specialization and Training Course of Study for future judges.

In conclusion, innovation in curriculum design is in its early stages in Latin America, and there is little evidence at present of examples of training bodies making significant use of the range of strategies that are becoming increasingly available to training bodies around the world, particularly through use of the Internet. The Peru experiment provides a striking example of the truly ambitious and imaginative use of what technology has to offer in this regard. It is also encouraging to note that Chile, Honduras and Puerto Rico show a clear commitment to interdisciplinary training in appropriate settings.

In addition, we discuss the planning cycle used in other regions, such as Canada's process:

Figure 7: Planning cycle of a training program



Source: Dawson and Williams, 2013.

In this case, there is a prioritization of the detection of training needs as an input to building a course. This is demonstrative of the need for serious discussion of the initial phase, as we indicated in the first section. In that case, this perspective is consistent to the advances that have been made in science and pedagogy in the field of training design. For example, backward design approach suggests a need to change focus: first, think about the results and its evidence and then think about the training and its activities and strategies (Wiggins and McTighe, 2005). This backward design process consists of three stages:

1. Identification of results: what content should the students learn?
2. Identification of acceptable evidence: how can we know if the students have achieved the expected results?

3. Planning knowledge experiences and training: which activities and educational strategies are most appropriate for the course?

This methodology could be summarized in this diagram:

*Figure 8: Backward design model*



Source: Wiggins and McTighe, 2005.

We are interested in emphasizing the central character of the program's design in a training course. Generally, the Latin-American experience says that the professor choice or the content is the first thing to determine in a course and the results and products are not considered.

#### **d. The development of innovative training methodologies**

A number of interesting methodologies were put forward as examples of innovative training practices by Chile, Uruguay, Puerto Rico, Bolivia, Colombia, Panama, Mexico and Ecuador. They fell into four categories: use of visual technology to communicate training materials in an asynchronous way to judges via electronic platforms, fully interactive e-learning programs, training the trainer methodologies and a few further miscellaneous projects.

##### ***i. Use of electronic platforms***

The use of this methodology has been pioneered in three countries, Chile, Uruguay and Puerto Rico.

In Chile, pioneering use of ‘information capsules’ has been made, where short training videos (up to 20 minutes) have been designed that provide judges with immediate, up-to-date information about critical changes or new developments in the law of which judges need to be aware. The videos are then uploaded onto the Judicial Academy Webpage and can be viewed (perhaps controversially) by any Internet user, i.e. no password is required. The videos also include an explanatory text and self-assessment. Examples of subject matter include the criminal responsibility of legal entities, citizen associations and participation in public work, the law against discrimination, and changes in the parental care and blood relations law.

In Uruguay the Judicial Branch’s Computer Division has designed an application that allows for online management of a potentially interactive video conference platform. The Research Centre was provided with two broadcasting rooms that can transmit across the entire country, connecting to 18 reception points. The system is designed to allow all Uruguayan judges simultaneous access to the same video training material at a low cost, thereby reducing transportation, lodging and per diem costs. It is also intended that the interactive element that the videoconference can ultimately provide will serve to enhance the quality of individual judges’ training experience so long as they can continue to provide technical support for human resources, equipment and ongoing maintenance of the technical management of the system. The process began in 2013 and it has been fully functional since 2015. The system allows up to 250 users to log in simultaneously. To date, seminars and training activities have been implemented along with interviews, recording of statements and other tasks related to judicial activity. Users have evaluated the use of videoconferences through an anonymous, self-administered form.

Puerto Rico is in the process of developing the use of Webinars for a similar purpose, though with a greater interactive function than that permitted by a basic video-conference. Webinars were initially designed for distance training of judges. The initiative began with an assessment intended to identify critical factors such as the lack of time available to judges due to their

workload and difficulty accessing training activities due to distance. The implementation of the practice was conducted in stages. First, a subscription for the online training software *CITRIX GoTo Training* was acquired in order to conduct training sessions online. Next, topics that could be addressed adequately using this approach were identified along with trainers, who were trained in the use of the software. The courses were then designed along with a tutorial for orienting the participants on how to access Webinars. A test was conducted with a group of judges from various judicial regions in order to evaluate the functionality of the system connection. The practice was executed through the development of biannual activities that are promoted through the Judicial Academy webpage. Reminders are sent via email to judges and judicial branch attorneys announcing the dates that the courses will be offered. At the beginning of the implementation of the practice, there was a low turn-out. However, as the participants began to share their experiences and the Academy promoted the exercises, there was a sustained increase in the number of participants. The group of 7 participants that the program originally had grown to 40. Although to date no systematic assessment has been reported on the use of Webinars, the sustained increase in participation in the activities is worthy of note.

In the case of Costa Rica a wide range of high quality audio-visual materials are produced including recreations of hearings, conciliation meetings and other proceedings all closely related to the learning goals set in the curricular-didactic planning phase of the training program. Journalists and videographers are included on the production team. The coordination of all of these resources is handled by the training action manager. The approach provides the training dimensions that are to be developed and evaluated namely the three dimensions of knowledge: Knowing to Be, which refers to the set of attitudes that are essential to adequate performance, for example, self-criticism regarding one's work; Knowing How to Know, which refers to the set of specialized knowledge required to successfully carry out the tasks assigned; and Knowing How to Do, which is the ability to develop work products using attitudes and knowledge, thus generating adequate performance that is responsible within the

context of a specific job. Curricular design is handled by content specialists with ongoing support from a pedagogy advisor.

The reporter from Costa Rica offered the following analysis:

*It is an epistemological construction and reconstruction process of legal learning through learning theories designed to contribute to new paradigms in justice administration. This includes justification for the training action, entry and exit profiles, skills to be developed sequentially, learning strategies, evaluations of learning, the description of didactic materials and bibliography.*

Chile's Judicial Academy introduced the goal of making significant progress on the permanent implementation of virtual classrooms in order to be able to offer e-learning and blended learning (mixed) mode courses in 2016. The Course on Issues of Gender: Mixed Modality was offered for members of all three levels of the Judicial Branch. The course consists of two phases. The first is online and will include four modules and a final assessment that must be passed in order to access the second phase, which will be offered on site and will last for 24 classroom hours over three days.

In the same context of the development of virtual classrooms, the Judicial Academy is in the initial stage of generating introductory courses for individuals who are hired by the Judicial Branch. They will be offered beginning in 2017.

## ***ii. Fully interactive e-learning programs***

These programs have been or are in the process of being developed in Bolivia, Colombia, Panama, Puerto Rico and Chile. In Puerto Rico, a virtual classroom has been created through the SAB LMS Platform, which is a software program. This particular program allows for personal and relevant recommendations of classes, contents and experts, and permits learners and trainers to connect through embedded web and video meetings. The practice is designed to provide judges with a training space that addresses all of their needs and can be accessed anytime from anywhere. The implementation of the platform program

was conducted in stages. First, the platform for the creation of the virtual classroom was acquired. Next, the staff responsible for the project were trained and experts in the installation and configuration of the platform provided consulting services. Topics were identified, and trainers were selected. Trainers were then trained in the use of the platform and the design of online courses, and the first course was designed on the topic of Judicial Ethics. A tutorial was created for users on how to utilize the platform and access courses, and a pilot course was offered to a small group of judges in order to evaluate each of the processes (the operation of the system, technical assistance and user experience). Finally, the problems identified through the pilot course were corrected and the course was offered again. 85% of participants have rated the pilot it as excellent. The downside of this project was that it was very expensive to develop! Prior to introducing the practice, the platform was acquired for the development of the virtual classroom and AJP staff were trained for eight months on its use. This involved a budget of approximately US\$250,620.

In Bolivia, there was a need to train 200 applicants from the nine Bolivian states through their Judicial Training and Specialization Course. It was not feasible to house them in a single place for the 18 months that the course was due to last because of the high costs and the impossibility of granting scholarships to students. A project was therefore devised to implement a Moodle Virtual Platform for Blended Learning System Training. The Moodle platform was selected as the best delivery system for materials and learning activities designed especially for blended learning. Participants completed the learning module on virtual environments with the Moodle platform serving as an ideal forum through which they could engage in the training successfully. They then began the courses that had been developed for them. Due to poor Internet service however, there have been difficulties with connections, particularly in the outlying areas and mid-sized cities where some students live.

In Colombia, the Judicial Academy has included an active methodology applying a blended learning modality, case study and the application of an argument model. The methodology has

been included in all of the courses focused on the introduction of oral procedures for labor, disciplinary, civil, family, criminal and contentious-administrative matters. Participants are offered the opportunity to access a catalogue of academic materials on a virtual campus. Each judicial training course has a specific classroom. There are also fora and blogs that encourage interaction among training recipients. Specifically, this system allows students to access a base of current cases around issues that each course addresses. The practices require the existence of a Virtual Campus and the maintenance of this platform. As such, institutional staff were dedicated to the effort, specifically two engineers who were familiar with maintaining this type of platform. While no systematic assessment of the practice has been implemented to date, the academy has received positive feedback from students about the system praising its practical nature.

In Panama, the Superior Judiciary Institute uses the virtual platform Chamilo LMS for its academic programs. This is an e-learning program that uses free software licensed under GNU/GPLv3 that is designed to be managed on site for mixed or virtual learning activities. It was developed in order to improve access to education and knowledge globally. The platform allows users to upload information via video, pdf, Excel and Word documents. The Panama reporter observed as follows:

*The platform allows the participant to surf through the various icons effortlessly. It contains everything that an entity needs to post virtual courses and its use is mandatory for all participants in academic programs that involve mixed or visual formats because the platform allows for exchanges between instructors and participants. This tool is not used in all of the regular courses that the Institute offers. Its use is limited to technical fields and the human rights course. In order to implement this system, time and human resources were needed to transfer the contents of the courses to a virtual format, but the practice was adopted, implemented and is being executed via a free platform. The Institute hopes to have its own platform at some point in the near future.*

### ***iii. Training the trainers***

Chile has developed an active experiential peer training methodology for training trainers. The method was developed in Chile following a visit by the training team in 2011 to the National Judicial Institute in Ottawa. Agreements signed in 2012 and 2014 allowed the two institutions to collaborate on the program. The Judicial Academy was seeking to address the unique aspects related to teaching adults, particularly when the teaching is handled by peers, as occurs in training trainers courses.

The recipients of the training the trainers courses come from all levels of the Judicial Branch and include superior court judges, rapporteurs, administrators, unit chiefs, technical advisers and other employees who are classified by the level to which they belong. Special activities were accordingly developed for members of each group. The courses consisted of three 24-hour (3-day) workshops. The first workshop explains the foundations and application of the training trainers method based on experience according to the Kolb cycle. The first section also involves forming the working groups so that the design of the courses begins. Judicial Branch members who attend the courses identify the training and professional development needs to be addressed during the other stages of the course. During the second workshop, the students continue to design and prepare the course that they want to offer. They establish the syllabus, materials and tools that they want to use and that are appropriate for the design of the proposed course. The third workshop involves the pilot execution of the course under real conditions, that is, for an audience of Judicial Branch members. From a quantitative perspective, between 2011 and April 2016, 21 courses have been offered, 134 level-one trainers have been certified, and 49 trainers will be certified in that category. In addition, 53 trainers have been certified at the second level.

In Mexico, the Federal Judicial Institute developed a training program for trainers. This practice sought to train judges so that they can in turn transmit and train the rest of the judicial staff with respect to the new criminal justice system, using previous

training in this subject and their professional experience. This program was adopted in agreement with the Council of the Federal Judiciary and the Implementation Unit of the Criminal Reform, so that the judges who had not yet been assigned at that time, developed competencies for the training and diffusion to other public servants. On the novel system, in which they practiced both their communication skills (essential for orality) and those necessary for the teaching of the new penal system.

#### ***iv. Miscellaneous practices***

Ecuador has introduced an interesting approach to training judges in non-verbal communication focusing on neuro-linguistic programming. The exercises include mock hearings, oral litigation techniques and strategic litigious action plans. It is aimed specifically at judges who relaunched their jurisdictional activity on May 23, 2016 with a caseload of zero in order to focus fully on hearing and solving cases filed in the new legal framework in non-criminal justice areas. This practice consists of talks and neuro-linguistic programming workshops directed at this specific type of work so that the judge learns to recognize the attitude, body and non-verbal language of each procedural party that is present at trial. The idea is to enrich the reasoned judgment (logic, experience and science) with which the judge assesses each procedural moment during the hearing in the oral system, in order to reach the truth.

Finally, Chile has introduced a program in the Chilean appeals courts to address local training and professional development needs. Each year, the Judicial Academy sends a document to the country's appeals courts so that they can generate a list of topics that are difficult to address in their jurisdictions. Based on this information, the academy hires an expert in the field to offer a lecture at the court in which a certain need has emerged. A total of 17 lectures were offered during 2015 in every appeals court in the country. Topics have included environmental law, the application of international agreements ratified by Chile, partial nullification of the sentence in criminal procedure, conciliation as an effective means of dispute resolution, and the origin and determination of economic compensation. The

program is expected to include the same number and have the same coverage in 2016.

The Academy reported that the experience has been very successful. This is reflected in the satisfaction surveys obtained during each one of the events as well as the turn-out and level of interest achieved.

In conclusion, rather few examples of methodological innovation in judicial training were put forward for our consideration by the study's respondent countries. Promising use of information technology is starting to develop in a minority of countries although some of the quoted start-up costs (for example Peru) were staggeringly high. The only concrete (and at the same time exceptional) example of a fully developed training the trainers program came from Chile.

In view of this, we believe that there is a need to diversify the methodologies used and to move towards other alternatives that are effective from the pedagogical perspective. In relation to this, Finkel (2008) poses a series of challenges from his approach of "teaching with the mouth closed." The possible strategies include allowing students talk through various types of seminars (post-graduate, Socratic or open) in which students read articles or books before class and then discuss questions in the presence of the teacher; progress towards the process of inquiry (where the teacher has a role of class organization, helps students understand the issues and develop competencies, assesses their work and participates in the inquiry); and teaching through writing (that is, through personal letters to each student on a specific topic, converting lectures into texts or writing essays for students).

Methods such as "peer instruction" have also been developed to exploit the interaction between the participants during the class and to focus on the central concepts of the subject. In this modality, instead of presenting the topics in detail, the classes consist of short presentations. The general format is: 1) the question is posed by the teacher; 2) students have a reasonable time to think about the answer; 3) students respond individually;

4) students discuss their ideas and try to convince their peers what the correct answer is; 5) students respond individually as discussed between peers; and 6) the correct answer is explained in detail (Pinargote, 2014).

#### **e. The use of international links in training**

The use of international trainers, the sharing of trainers and training programs across national borders, and the exploitation of exchange program opportunities collectively characterize the growing development of international activity in the judicial training scene in Latin America. The bottom line that underpins all this activity however that is funding is essential for any international program and it a most always comes from abroad. We were given examples of such programs from Colombia, Honduras, Chile, Nicaragua, Dominican Republic, Puerto Rico and Ecuador.

In Colombia there is concern regarding the numerous difficulties that judges face such as the lack of technical media, the need to learn about new topics and the need to strengthen skills that will allow them to interact in a globalized world. In this context, the annual course on International Labor Standards for Magistrates, Jurists and Law Professors is worthy of note. The course is offered with the financial support of the ILO International Training Center, which provides four to seven partial scholarships which cover the cost of the course, lodging and meals. The Judicial Academy encourages judges to participate via the various administrative figures established in its internal regulations. This practice has been implemented for three years with a steady increase in the number of judges interested in taking part. The quality of the training practice is assessed through the report that the scholarship recipient is required to submit once the training is complete, which is then reviewed by his or her superior. The experience has generally been evaluated as excellent.

Honduras has introduced a program of Exchange Agreements and Scholarships. The purpose of the practice is to provide Honduran judges with access to specialized education in the international

sphere either virtually or by funding travel abroad for specialized training. Agreements have been signed with other countries and international academic institutions or agencies in order to make use of spaces for professional training or ongoing virtual or traditional training. Contacts have also been made proactively by the Honduras bodies, or in response to offers from training entities. Scholarship recipients have travelled abroad to take part in courses and others have completed virtual courses. One pilot program was the Master's degree in Justice Administration with a socio-legal focus offered by Universidad Nacional de Costa Rica- Heredia. The program has been offered since 1997 and focuses on civil, criminal and family law. A full evaluation has not been completed.

Similarly, Chile has a program of Exchange, Internship and Scholarship Agreements. The practice involves judicial academy official participation in activities organized by international institutions, including courses and internships. A professional exchange program has also been implemented which has allowed the Director, Assistant Director of Research and a coordinator from the Judicial Academy to travel to Canada to complete training offered by peers. The Canadian hosts then visited Chile to offer four 'training the trainers' courses. Internships also have been completed at judicial teaching institutions abroad. For example, the Assistant Director of Research at the Judicial Academy visited the École Nationale de la Magistrature in France in June 2015. Mention has already been made earlier of the Chile collaboration with Canada on the development of training the trainer programs.

The Nicaraguan Judicial Academy has made progress in the area of international judicial cooperation in coordination with Honduras through the execution of two courses on gender and human trafficking. Specifically, the Nicaraguan design of the courses was used working with instructors who replicated the design in Honduras with financing from that country. The practice began with an assessment that suggests that relevant statistics from Honduras and Nicaragua on these issues give cause for concern. The purpose was therefore to identify, address and prevent gender violence and human trafficking. The

training the trainers model is applied. Participants replicate the knowledge that they acquire in their respective countries once the training is completed. This educational action has been supported by international agencies due to the worryingly high numbers from both countries. A collaboration agreement was established between the Nicaragua Supreme Court Institute of Advanced Judicial Studies and the Supreme Court of Honduras Judicial Academy through the project “Without Borders for the Prevention of Gender Violence.” The initiative was financed by the European Union Delegation for Central America and Panama, which facilitated the development of a certificate program with the participation of 13 non-governmental organizations, five government agencies and three civil society organizations. Two editions of the Gender Violence and Human Trafficking Prevention Certificate Program have been held in Nicaragua and Honduras. Each lasted five months and consisted of 480 class hours using a traditional method with five monthly meetings. The practice has not yet been evaluated.

In the Dominican Republic, the Judicial Branch has had a close connection with the French Embassy for many years. In that context, the two institutions have held a joint study series on French Law and Justice since 2001. The activity features the participation of French and Ibero-American experts, most of whom are contacted through the RIAEJ network EXPLAIN. In order to implement this practice, macro support agreements between the academy and its peers in Latin America were required along with an agreement with the French counterpart. The academy also had to identify experts and secure the financial report required to implement the activity. The series addresses key topics related to the training of judges and magistrates through workshops and seminars. The practice has not yet been evaluated through an objective mechanism, but its importance is noteworthy given the number of people who have participated in the initiative and the number of years it has been operating.

Puerto Rico has been experimenting with a video conferencing program on Civil Procedure Law and Oral Procedures Techniques in collaboration with colleagues in Nicaragua. Their judicial academy has begun to work with its Nicaraguan counterpart

through this practice, which may well lead to further bilateral collaboration. The training involves a series of four video conferences generated by the Puerto Rican Judicial Academy for Nicaragua's Institute for Advanced Judicial Studies, which forms part of its Judicial Academy. The topics are civil procedure law and the use of oral procedures. The video conferences were held September 28 and October 1, 5 and 8, 2015. Approximately 200 people participated. The videoconference system Scopia, which was acquired by the Technology Directorate to facilitate the generation of videoconferences through the Judicial Branch, was used for the first time. The practice took three months to develop once the alliance was established between the institutions. The video conferences were evaluated by the judges who attended using an evaluation sheet.

In conclusion, in Latin America we observe increased collaboration between institutions as part of efforts to improve knowledge on a wide range of subjects. It is particularly important to highlight initiatives that address gender violence in Central America, a common problem in that subregion. The responses submitted by judicial systems suggest that this issue should be addressed by all of the countries. Another clear example is the spread of the crime throughout the region. This requires dialogue among the public prosecutors of the different countries as well as shared strategies. In this area, we think that the training strategies should be aligned with new needs related to addressing and investigating this type of crime.

## 4. GENERAL CONCLUSIONS AND RECOMMENDATIONS

The budgetary constraints currently affecting many of the judicial training institutions operating in Latin America notwithstanding, a significant number of the training programs currently provided can be projected as examples of good or promising practices. Formal quality standards appear to be set high, and several examples of scrupulous attention being paid by training institutions to the feedback provided by participating judges were provided. The use of academics as trainers is widespread across the continent, as is the use of foreign experts, where available. Although training is said to be ‘mandatory’ in the great majority of responding countries, the quantity and regularity of such ‘mandatory’ training was hard to glean from the majority of responses.

Our analysis leads us to offer the following conclusions and recommendations.

### **a. Transfer of Good and Promising Practices**

There is a high level of potential transferability of the training practices identified by the study between judicial training institutions across the continent. We recommend that all the training institutions active in Latin America (not only those who contributed to this study) take the opportunities that our study provides to explore the potential to adapt the good and promising practices to their own training environment through

collateral partnership arrangements. We believe there to be outstanding potential for such collateral activity across much of Latin America (as compared to Europe) due to extensive shared political histories, significant cultural and legal synergies, and the widespread use of a common language.

To realize this transferability, international networks such as the RIAEJ can serve as an adequate platform for the different judicial academies to identify an institutional point of encounter and socialization about the work they perform. In turn, the generation of local networks (mainly in federal countries) is promoted to strengthen the internal work in each country.

#### **b. Training Needs Assessment (TNA) and Program Evaluation**

There should be a close interrelation between the assessment of training needs, the evaluation of training activities and the subsequent refinement of training programs. This is what makes the difference between a good and a promising practice. Most judicial training institutions in Latin America use standard feedback forms (sometimes harvested electronically) after each training event to test the satisfaction and new knowledge/know-how of participants. Some good practices have been identified in that area, but in the TNA process, individual needs should be balanced with systemic and functional needs. With the exception of Colombia (and to a limited extent Chile) no judicial training institution has introduced or is even planning to introduce evaluation systems and methods that aim to assess how much of the new knowledge/know-how acquired throughout the training is used by judges in the longer term, or how it impacts the performance of the judicial system more generally (Kirkpatrick Levels 2-4). We recommend that the process of introducing long-term evaluation by judicial training institutions be prioritized.

On the other hand, we found that the internal program evaluations are rather fragmented and do not provide comprehensive assessments. None of the entities surveyed assesses programs through a verified external method, nor do they evaluate whether the courses are integrated in a coherent way. We recommend

that bodies within the academies such as research teams conduct studies of this nature to analyze the gaps that exist and should be filled.

### **c. Need for judicial training to engage directly with society**

As a general rule, there is relatively little engagement between judicial training in Latin America and wider society, particularly in the use of other disciplines such as psychology, sociology, criminology, finance and business i.e. judicial training is operating largely introspectively. Clear examples of exceptions to this rule can be found, for example in Chile and Honduras. It is worth contrasting this comparative introspection with the best contemporary judicial training practices outside of Latin America (Canada, the USA, European Union), where there is abundant and eclectic involvement of disciplines external to law in the choice external professional input into judicial training program. This reinforces the fact that judging does not take place exclusively within the ivory towers of the court or hearing room. The most effective judicial systems are run by judges who understand the economic, social and moral complexities of the world in which their adjudications take place. The best training practices provide judges with the oxygen of engagement with the wider society through trainers, placements and so forth, in order to fuel this understanding. We recommend that the judicial training Institutions responsible for the design and provision of judicial training across the region of Latin America review their overall training offer to ensure sufficient opportunities are provided for common activities between judges and prosecutors and other professionals, both as trainers and participants.

### **d. Participative Training**

It is widely accepted that the most effective training is that which engages the participants directly in the process. The best training is interactive, and judges generally learn best by doing. The 2014 European Commission Report on Best Practices in Judicial Training in the European Union revealed an increasing focus on

personalized training and learning by doing, including the use of video to film the performance of judges and prosecutors and to provide feedback.

Although some countries in Latin America do involve participants quite extensively in the planning of the content of training programs (Puerto Rico, Columbia and Chile provide good examples), there is little adherence to a general training methodology in which the participant training judges are placed in the driving seat as active participants in the actual delivery of the program. We recommend that judicial training programs in Latin America take steps to ensure greater active participation of judges in the actual training activities. As a *quid pro quo*, great care should be taken to ensure that the environment in which participative training for judges takes place is made sufficiently safe and secure to enable participants to exchange views and experiences through free expression and to learn from one another, without external monitoring or interference.

In view of this, the rewards provided to judges should be confidential, particularly in the cases of courses offered to judges and other members of the judiciary (attorneys in private practice, prosecutors, public defenders, etc.). The interference of external people would undoubtedly compromise the quality of the training, introducing perspectives that contribute little to the improvement of jurisdictional activity.

#### **e. Training in Judicial Skills and Judgecraft**

Across the globe, the emergence of a greater interest in training in judicial skills and judgecraft (as compared to substantive laws and procedures) is significant, and is likely to become of greater importance in the coming years. Particularly in Latin America, it has a special meaning, since judicial reforms in the last twenty-five years have established a system of hearings in criminal and civil matters, and the judges have had to readjust themselves to this.

This area of training is particularly well-suited to crossing national boundaries. Although our study revealed some examples of good or promising practices involving hands on, observation-based skills training (Colombia, Puerto Rico, Bolivia, Costa Rica, and Ecuador), we recommend expansion of this type of work both nationally and across borders. It is worth noting in this respect the plans within EJTN to pilot a series of cross border workshops entitled European Judgecraft in 2017. They are based on the premise that judicial skills and judgecraft are transcendental in both scope and practice and know no national boundaries.

The above notwithstanding, it is important to mention an interesting phenomenon that is typical of the Latin American reality: the use of external teachers in training courses and the financing of schools through international cooperation agencies. In this region, it is common for entities to offer “mixed programs” that do not depend solely on judicial academies in terms of designing the courses, selecting the instructors and financing of training activities.

Judicial academies that receive this type of aid frequently face the dilemma of maintaining their programs and training priorities or introducing courses built by external institutions or bodies that are not necessarily familiar with the local reality. As a result, the courses and contents may fail to address the most pressing training needs. In addition, international agencies that finance judicial training programs may introduce their own vision or agenda, thereby weakening the independence of judicial academies and shaping the direction of training. In these cases, it is important to encourage judges to maintain a critical perspective and encourage them to evaluate the courses and their contents.

As a result, the region still faces enormous challenges in regard to reconciling these interests given that these tensions have a clear impact on the training programs currently being developed in Latin America.

**f. New Training Methodologies**

The use of multi-faceted training methods that seek to integrate a wide variety of training tools into one program is increasing in Latin America in line with parallel developments across the globe. This approach provides the best long-term framework for training judges in the modern world. In the multi-faceted approach, electronic media and information technology play an important role.

The Internet, Moodle platforms and e-learning are used in a number of good and promising practices across the region. These tools allow entities to rapidly pick up on a wide range of sources that also provide a cost-effective way of organizing and using cross-border contacts to disseminate and provide access to materials and information. We recommend that more judicial training institutions make use of new technologies, taking maximum advantage of the opportunities for cross-border collaboration in the development of these new methodologies. Examples of note in this respect were the Uruguay interactive video conference program; the Chile 'information capsules'; the Peru Justice Services Improvement Project; and the interactive e-learning programs being developed in Puerto Rico, Bolivia, Colombia and Panama.

**g. Value of Cross-border Training**

There is value in approaching judicial training on some issues via consortia that cross national boundaries. The shared experiences thereby created carry exponential benefits and economies of scale. Judicial training institutions should make maximum use of the benefits of the structures and mechanisms in place to design and deliver cross-border training programs and other initiatives. We were provided with relatively few examples, but Columbia, Nicaragua and Honduras have particularly well-established programs, with evidence of further promising developments in the Dominican Republic and Puerto Rico. We recommend expanding the number of cross-border training undertaken in Latin America having researched its benefits.

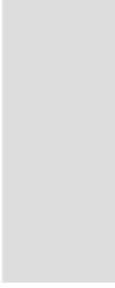
At the same time, from the perspective of international cooperation agencies, the presentation of joint plans by judicial academies can serve to maximize the limited economic resources usually provided for judicial education in the region.

## **h. Creation of Clearinghouse**

Our study has revealed a number of interesting, diverse practices in the delivery and further development of ongoing training programs for judges across the region. However, this study merely offers a snapshot of activities that by definition are continually changing and evolving in response to new challenges. There is room for greater information exchange across borders in Latin America regarding new challenges and solutions. Staff and judicial exchanges, colloquia, workshops and so forth could be organized with greater frequency so that more good and promising practices might be collectively developed.

As a first step on this road we recommend that consideration be given to creating a Judicial Training Clearinghouse based in a suitable location (for instance, the RIAEJ may be a possibility) whose initial task will be to act as the central point for collecting and disseminating information concerning progress in this field across the Latin American continent. As part of this process the Clearinghouse should seek to establish a formal professional relationship with the European Judicial Training Network (EJTN), which is based in Brussels.





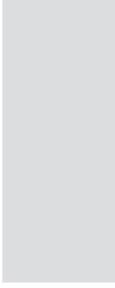
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# ANNEXES

## I. QUESTIONNAIRE SUBMITTED TO JUDICIAL ACADEMIES

### 1. Introduction

The Justice Studies Center of the Americas (JSCA) is an international technical organization that is part of the OAS Inter-American System. Its primary mission is to support its member states in civil and criminal justice reform processes. As such, the Center develops training activities, research and other activities.

JSCA is currently initiating a **Study on Judicial Training in Latin America**. The purpose of this effort is to regionally socialize the work conducted by judicial academies and to generate inputs that contribute a technical vision in the form of recommendations. The final objective of this project is to produce a manual on judicial training in Latin America. This will be achieved through a three-step process.

The first stage will involve distributing a questionnaire to all of the judicial academies in Latin America. Staff will be invited to provide examples of good or promising training practices in five topic-specific areas identified by the JSCA technical team.

Second, JSCA will analyze the responses in order to provide a summary of the conclusions on the range of practices identified organized around those topics.

During the third stage, the results of the first two phases of the project will be analyzed in order to share recommendations from a comprehensive perspective on judicial training.

## 2. Questionnaire

The questionnaire that was distributed to the judicial academies (presented starting on page 3 of this document) has two parts. The first is a list of general questions related to the academies' institutional work. The second is linked to their specific work in five areas: a. the identification of training needs prior to offering courses; b. the evaluation of training programs and participants; c. the design of an innovative curriculum; d. the development of innovative methodologies; and e. the use of tools for favoring international judicial cooperation.

For the first section, the academies were only asked to answer the questions. For the second part, in addition to answering the questions structured by area, the respondents were encouraged to provide good or promising practices for each of the five areas based on the following definitions:

**A good practice** is a program or strategy that has been implemented within one or more organizations, shows promise for becoming a best practice because there is an objective basis for considering it effective, and has the potential for replication within other organizations.

**A promising practice (which is sometimes only in experimental form)** is a program that has at least preliminary evidence of being effective or for which there is a potential to generate data that will be useful for determining whether it can become a good or best practice and be shared in more diverse judicial training space.

All of this information will be public given that JSCA anticipates including it in the final report.

## PART ONE

### General Questions

Please answer the 7 questions in the first part of the questionnaire. Answers should be drafted in paragraph format with a maximum of 500 words total.

Please keep in mind that we are only interested in **ongoing training** for this study, that is, training that a judge (or prosecutor) receives during his or her judicial career **once they have been appointed**. We are not interested in the training that a judge (or prosecutor) receives in preparation for his or her work, which is generally described as “initial training.”

1. **Does your institution train judges and prosecutors, or only judges?**
2. **When did your organization take on responsibility for judicial training?**
3. **Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?** Yes or no. If the answer is ‘no,’ please provide a brief description of other organizations that offer training.
4. **Is the training mandatory or voluntary?** If it is mandatory, please specify the training time that each judge (or prosecutor) must complete annually.
5. **Who determines the content of the training?** For example, is your institution the only one with that power, or does an external agency or council provide guidance, inputs or oversight?
6. **Who plans and delivers the training?** For example, is it provided by judges, prosecutors, professors, professional trainers, etc. or a combination of them? Does your organization have international trainers?
7. **How frequently is the training offered?**

## PART TWO

### *Good and Promising Practices*

*For each topic, please answer the structured questions by providing an example of a good or promising practice (maximum of three examples per topic).*

The topics identified by JSCA's team are:

Topic 1: Identification of training needs

Topic 2: Evaluation of training programs and participants

Topic 3: Designing an innovative curriculum

Topic 4: Developing innovative methodologies

Topic 5: Using instruments to favor international judicial cooperation

*Example of answer for **Topic 1** (for illustrative purposes only):*

Good Practice A	Good Practice B	Promising Practice C
<p><i>Question: What issues or problems should be resolved in the development of the practice?</i></p> <p><i>Answer: We solved two key problems in the development of the practice. One of them [...]</i></p>	<p><i>Question: Which issues or problems should be resolved in the development of the practice?</i></p> <p><i>Answer: We solved two key problems in the development of the practice. One of them [...]</i></p>	<p><i>Question: What issues or problems should be resolved in the development of the practice?</i></p> <p><i>Answer: We solved two key problems in the development of the practice. One of them [...]</i></p>
<p><i>Question: How was this practice adopted, implemented and executed?</i></p> <p><i>Answer: The implementation of the project involved an experimental group and then gradually [...]</i></p>	<p><i>Question: How was the practice, adopted, implemented and executed?</i></p> <p><i>Answer: The implementation of the project involved an experimental group and then gradually [...]</i></p>	<p><i>Question: How was this practice adopted, implemented and executed?</i></p> <p><i>Answer: The implementation of the project involved an experimental group and then gradually [...]</i></p>

*As you will see, the answers to this section should consist of **brief** paragraphs. Please provide a response for each example following the structured questionnaire. Example: Topic 1:*

*Identification of good practice A + response to structured questions;*

*Identification of good practice B + response to structured questions;*

*Identification of promising practice C + response to structured questions*

***Please answer these structured questions by providing examples of good or promising practices for each of the five topics. If you do not wish to use the structured questions, a narrative can be provided.***

The structured questions (should be provided for each topic) are as follows:

1. ***What issues or problems should the development of the practice resolve?***
2. ***What need was addressed by the practice?***
3. ***How was the practice adopted, implemented and executed?***
4. ***What conditions had to be in place?***
5. ***What resources (human, time, financial, etc.) had to be acquired prior to introducing the practice?***
6. ***How much time was required to apply the practice?***
7. ***Was there any resistance to its introduction and, if so, how was it addressed?***
8. ***What results has the use of the practice achieved thus far?***
9. ***How has the effectiveness of this practices been evaluated? How is it evaluated?***
10. ***Was there an economic, geographic and/or cultural context that affected the adoption and application of the practice?***

## **Annex 1**

### ***Focus of the Topics***

#### ***Topic 1: Identification of training needs***

This is a systematic process of collecting data from various sources through a variety of methods in order to identify the improvements that can be achieved through training. Generally, training theory defines ‘need’ as the gap between the knowledge, skills and attitudes that exist and those that are desired that could be reduced or even eliminated through training. The results of the evaluation of needs are thus especially important for efficient and effective management of training in a series of areas, including the identification of gaps in knowledge, skills and attitudes; the establishment of priorities for learning results, issues and audience; the election of forms, methods, trainers, time and places that are most appropriate for delivery of training; resources management; and facilitating organizational development and planning.

Common methods used to gather data on judges’ performance, needs or interests include observations, interviews, surveys, job descriptions and evaluations. However, the degree to which these methods are applied may vary by institution and country.

#### ***Topic 2: Participant training program evaluation***

##### **a. Evaluation of training programs**

There is a close connection between the evaluation of training needs and the evaluation of the effectiveness or other elements of subsequent training activities. In general, training activity evaluation shows the degree to which training needs have been successfully addressed. At the same time, the assessment of training activities helps to identify new or additional training needs. The two categories represent key elements of the needs evaluation-planning-delivery-evaluation cycle.

##### **b. Evaluation of participants**

There should be a clear distinction between the evaluation of participants in initial training (where applicable) and ongoing

training. The former is appropriate when the initial training is part of the selection and appointment process. The latter (which looks at the area of ongoing training, which is what interests us) is more appropriate if it affects professional development. It is therefore clear that the evaluation of participants' performance in the training activity may be a very sensitive issue, at least in some nations. It must be handled adequately and used only to evaluate the effectiveness of the training. There is generally a need to take steps to ensure that the evaluation of training activities (and the evaluation of training needs, given their interconnectedness) is not used inappropriately (by unauthorized individuals or institutions) to evaluate judges' performance (and that of prosecutors where applicable). The tests used in many countries as a method of self-assessment or to measure individual or group progress in training are of particular interest. In general, all of the methods, tools and practices used in the evaluation of judicial training must consider judicial independence.

### ***Topic 3: Designing an innovative curriculum***

Making a decision about the contents of the training program (the curriculum) is the key to the effective delivery of training. If the curriculum is not appropriate and, for example, does not reflect the judges' training needs or does not include the contents necessary to meet the judges' needs regarding training, the program will be deficient and ineffective. The design of the curriculum should respond to a need and be a dynamic and flexible process. The following list includes a few examples of good practices:

- Combining various disciplines in judicial training. Judicial training should be directed by judges but can benefit from the inclusion of expert training from various relevant disciplines such as medicine, accounting or criminology.
- Leadership and management training. Judges must execute leadership and management tasks in addition to carrying out their judicial functions. Leadership and management courses should be offered alongside technical or substantive courses as part of a more specialized training curriculum.

***Topic 4: Developing innovative methodologies***

The range of possibilities is truly impressive, and judicial trainers have an enormous diversity of new methodologies at their disposal. In this section of the questionnaire, we are seeking examples of the use of good and promising training methods (including innovation) that may be of interest to judicial trainers outside of their domestic jurisdiction. The number of possible methodologies has no limits, but it may be useful to determine whether your training programs include some of the methodologies of good practices including the following:

- Online training (generally through distance learning)
- Mixed learning (a combination of in situ and distance learning)
- Use of Extranet and discussion through a distance learning portal
- The 'live case' method, which combines learning from an invited trainer (such as a judge) and case study learning. This may include, for example, watching the progress of a case in 'real time' through a videoconference between a training institution and a court. But there are many variations on this topic.
- The examples offered are only indicative and in no way exhaustive, and we welcome examples from your jurisdictions.

***Topic 5: The use of international links in training***

The purpose of this topic is to explore whether training is exclusively conducted within your country or if programs are executed in cooperation with training organizations from other countries (within Latin America or beyond). If you wish to propose training of this type as a good or promising practice, please do so in that section.

**Annex 2**  
***Complete List of Institutions Invited to Participate***

Country	Name
Argentina	Escuela Judicial de la Nación
Bolivia	Escuela de Jueces del Estado
Brazil	Escuela Nacional de Formación y Perfeccionamiento de Magistrados
Chile	Academia Judicial de Chile
Colombia	Escuela Judicial “Rodrigo Lara Bonilla”
Costa Rica	Escuela Judicial ‘Lic .Edgar Cervantes Villalta’
Cuba	Escuela de Formación Judicial del Tribunal Supremo Popular
Dominican Republic	Escuela Nacional de la Judicatura
Ecuador	Escuela de la Función Judicial
El Salvador	Escuela de Capacitación Judicial ‘Dr. Arturo Zeledón Castrillo’
Guatemala	Escuela de Estudios Judiciales
Honduras	Escuela Judicial Francisco Salomón Jiménez Castro
Mexico	Instituto de la Judicatura Federal
Nicaragua	Instituto de Altos Estudios Judiciales
Panama	Instituto Superior de la Judicatura de Panamá “Dr. César Augusto Quintero Correa”
Paraguay	Escuela Judicial del Paraguay
Peru	Academia de la Magistratura de Perú
Puerto Rico	Academia Judicial Puertorriqueña
Uruguay	Centro de Estudios Judiciales del Uruguay
Venezuela	Escuela Nacional de la Magistratura

## II. JUDICIAL ACADEMIES THAT PARTICIPATED AND DECLINED

RESPONSES RECEIVED	
Country	Organization
1. Bolivia	Escuela de Jueces del Estado
2. Chile	Academia Judicial de Chile
3. Colombia	Escuela Judicial "Rodrigo Lara Bonilla"
4. Costa Rica	Escuela Judicial "Lic. Edgar Cervantes Villalta"
5. Dominican Republic	Escuela Nacional de la Judicatura
6. Ecuador	Escuela de la Función Judicial
7. Guatemala	Escuela de Estudios Judiciales
8. Honduras	Escuela Judicial Francisco Salomón Jiménez Castro
9. Mexico	Instituto de la Judicatura Federal
10. Nicaragua	Instituto de Altos Estudios Judiciales
11. Panama	Instituto Superior de la Judicatura de Panamá "Dr. César Augusto Quintero Correa"
12. Paraguay *	Escuela Judicial del Paraguay
13. Peru	Academia de la Magistratura de Peru
14. Puerto Rico	Academia Judicial Puertorriqueña
15. Uruguay	Centro de Estudios Judiciales del Uruguay

NO RESPONSE RECEIVED	
Country	Organization
1. Cuba	Escuela de Formación Judicial del Tribunal Supremo Popular
2. Venezuela	Escuela Nacional de la Magistratura
3. Argentina	Escuela Judicial de la Nación Argentina
4. Brazil	Escuela Nacional de Formación e Perfeccionamiento de Magistrados
5. El Salvador	Escuela de Capacitación Judicial de El Salvador "Dr. Arturo Zeledón Castrillo"

### III. GENERAL INFORMATION ON JUDICIAL ACADEMIES

<b>1. Bolivia</b>	
1. Does your institution train judges and prosecutors, or only judges?	The institution trains attorneys for entry into the Judicial Career and practicing judges as well as support staff, judicial staff and administrative staff who work in the courts and other Judicial Branch entities.
2. When did your organization take on responsibility for judicial training?	The organization took on responsibility for judicial training in 2013 based on the former Judiciary Institute of Bolivia.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	No. The Judges' Academy is responsible for technical training of judicial servants, but this can also be provided through the Magistrate's Council through agreements with national and foreign institutions based on training policies established and approved by that entity.
4. Is the training mandatory or voluntary?	Training is mandatory, but there is voluntary registration in some cases. No minimum time or number of hours per year is set for training.
5. Who determines the content of the training?	The contents are set by the school through a system used to identify training needs at the beginning of the cycle. Sources within the Judicial Branch and external sources (social organizations, bar associations, the Ministry of Justice, civil society organizations, etc.) are consulted. However, the Magistrate's Council is responsible for setting training policies, though in practice it has not exercised that right to date.
6. Who plans and delivers the training?	Ninety percent of the trainers are Judicial Branch employees (jurisdictional and where applicable judicial and administrative support staff). At some point there may be international and/or national trainers. External professionals are hired when the specialty warrants that such steps be taken.
7. How frequently is the training offered?	Training is offered on an ongoing basis. Judges must engage in training at least once every four years.

<b>2. Chile</b>	
1. Does your institution train judges and prosecutors, or only judges?	Our institution only trains judges. However, the work is not limited to training of judges. It also extends to the three levels of the Judicial Branch: a. Primary (superior court judges and rapporteurs) b. Secondary (court administrators and unit chiefs) c. Employees
2. When did your organization take on responsibility for judicial training?	The institution was created in 1994 and became operational in 1996.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes.
4. Is the training mandatory or voluntary?	The training is voluntary, but officials who wish to be on the “merit list” must have at least applied to attend the courses. If they are not assigned a course, their score is not affected, but their score goes down if they do not at least apply.
5. Who determines the content of the training?	The Board of Directors determines the content based on the Director’s proposal. The Board is composed of: a. The Supreme Court Chief Justice b. The Minister of Justice c. One Supreme Court justice chosen by that body in a single vote d. The Supreme Court Judicial Prosecutor e. An appeals court judge selected in a single vote by the officials from the second category of the first level listed above.

	<p>f. A member of the second category of the first level of the judicial branch selected by the board of the national organization that represents the largest number of members of the primary level</p> <p>g. A representative of the country's legal associations. This individual must be a president of one of the associations and is selected by the presidents of those entities.</p> <p>h. Two academics with at least five years of teaching experience at the university level who are appointed by the President of the Republic and confirmed by the Senate.</p>
<p>6. Who plans and delivers the training?</p>	<p>Training is planned and delivered by the board of the Judicial Academy, and there is a bidding process. "Planning is conducted by the board with the support of the Training Program based on information received from various channels, the most important of which is the identification of training needs."</p> <p>In order to determine who will deliver the training, the Judicial Academy holds a bidding process each year for the courses to be offered for the upcoming period."</p>
<p>7. How frequently is the training offered?</p>	<p>Training is offered annually, but it depends. "The courses that the Judicial Academy offers are held year-round throughout the country based on the results of our process of identifying training needs as well as planning. It depends on the approval of the institution's Board of Directors."</p>

<b>3. Colombia</b>	
1. Does your institution train judges and prosecutors, or only judges?	The institution trains attorneys for entrance to the judicial career, judges and other support staff, judicial servants and administrative staff who work in courts and other Judicial Branch entities.
2. When did your organization take on responsibility for judicial training?	The organization began this work in 1987 under the direction of the Ministry of Justice. It joined the Judicial Branch in 1988.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, it is the only public institution charged with providing ongoing training to magistrates, judges and Judicial Branch employees in coordination with the Judiciary Superior Council Administrative Chamber.
4. Is the training mandatory or voluntary?	It is voluntary. Ongoing training is subject to judges' registration and interest.
5. Who determines the content of the training?	The content is determined through an annual assessment of priority training needs that is conducted by the Needs Committee. Its members set the training plan for the academic year.
6. Who plans and delivers the training?	The Judicial Academy handles planning through the Academic Division and Directorate with the support of the training network, which is composed of judges, magistrates and external consultants including international professors.
7. How frequently is the training offered?	Training is offered annually between July and December in the context of the execution of the training plan.

<b>4. Costa Rica</b>	
1. Does your institution train judges and prosecutors, or only judges?	The Costa Rica Judicial Academy trains both judges and judicial technical staff. There are offerings that expand this population to include prosecutors, public defenders and administrative staff.
2. When did your organization take on responsibility for judicial training?	1981
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	No, but it is the main entity. Costa Rica's situation is unique because the public prosecutor's office, public defense and judicial investigation agency are auxiliary entities that form part of the organic structure of the Judicial Branch. Each of them has a training unit with a specific target population. For example, the Public Prosecutor's Office has a Training and Supervision Unit that trains prosecutors. The Bar Association also offers training. It is important to mention that the Judicial Branch is the main training agency for judicial officials.
4. Is the training mandatory or voluntary?	Both. The training offer is diverse. There are both voluntary and mandatory courses. All are offered democratically, maintaining gender equity at all times.
5. Who determines the content of the training?	The school determines the contents through consultations with specialists. It is important to understand that the Judicial Academy is composed of various programs and this determines who establishes the contents and how they do so. The content is defined with consultation processes among specialists with curricular advising, usually starting with Functional Analysis in order to define the necessary curricular products.

6. Who plans and delivers the training?	Judges who are active in the Judicial Branch deliver the training. The planning is handled by specialists who are well-established in their fields or active judges. Some training activities feature international professionals through the International Networks Program. Note that the planning process always involves an advisor from the planning area.
7. How frequently is the training offered?	Courses are offered year-round. The various offerings have execution periods that cover the entire year. Given the frequency with which the training activities are offered, the cycle is constant.

<b>5. Ecuador</b>	
1. Does your institution train judges and prosecutors, or only judges?	a. Judicial bodies (judges, secretaries and judicial assistants at all levels and in all areas); and b. Autonomous agencies (public defense service and attorney general's office)
2. When did your organization take on responsibility for judicial training?	2009, after the Constitution of 2008
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes.
4. Is the training mandatory or voluntary?	Ongoing training is mandatory for all judges, secretaries and judicial assistants and for staff from the public defense service and attorney general's office.

5. Who determines the training contents?	The Judicial Academy Board, which is composed of five members appointed by the Judiciary Council through a competitive, merit-based competition, proposes and approves the curricula and their contents, plans, programs and projects that form part of the academy's training manuals.
6. Who plans and delivers the training?	Judges from the judicial career who are responsible for executing and offering training supported in the specialized ongoing training unit who also deliver the course.
7. How frequently is the training provided?	Annually. The training is developed in accordance with the annual training timeline previously established and approved by officials. Below we present part of the timeline for judges and secretaries regarding the implementation of the General Organic Processes Code.

## 6. Guatemala

<b>6. Guatemala</b>	
1. Does your institution train judges and prosecutors or only judges?	According to Article 12 of the Judicial Career Law, the Institutional Training Unit is the agency responsible for training, executing and facilitating technical and professional training of judges, magistrates, officials and employees of the Judicial Branch as well as other individuals or organizations related to or interested in the justice system, that is, in some cases inter-institutional activities are held that include prosecutors.
2. When did your agency take on responsibility for judicial training?	It has served in this role since 1999.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, it is the only agency responsible for planning, executing and facilitating technical and professional training of judges, magistrates, officials and employees of the Judicial Branch and other individuals or organizations related to or interested in the justice system.

4. Is ongoing training mandatory or voluntary?	According to the Judicial Branch Civil Service Law, Title III Rights, Duties and Prohibitions, the right to opt for higher education scholarships, take training courses in the performance of their duties. The duty to participate in training courses is established.
5. Who determines the content of the training initiative?	The Judicial Studies Academy develops course offerings in October of each year to be offered the following year. This is based on the identification of training needs and includes proposals for training activities provided by judicial branch units.
6. Who plans and delivers the training?	The training activities are offered by external and internal instructors who have passed the respective selection process. If it is an academic activity, the academy coordinates with a judicial branch unit and international trainers may be invited.
7. How frequently is the training offered?	The frequency depends on the academic offerings.

### 7. Honduras

1. Does your institution train judges and prosecutors, or only judges?	The Judicial Academy is part of the Judicial Branch. It was created to provide specialized training for Judicial Branch employees and officials. Its main role is thus to train judges, though prosecutors have been included as a result of institutional agreements.
2. When did your organization take on responsibility for judicial training?	It was created in 1980 and began to carry out its work in 1989.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, it is the only agency that provides training as part of its institutional mission, though agreements, cooperation among institutions, and state funds do require the participation of various public entities or the work of the Honduran Bar Association for training legal professionals, though not as judges.

4. Is the training mandatory or voluntary?	Mandatory. The calls to participate in training activities issued by the Judicial Academy are mandatory unless the individual can prove that participating would seriously impact their performance because of the date or timing of the training. However, there is no special time set for the year. It is instead based on the annual strategic plan of the Judicial Academy, which is set for each fiscal year.
5. Who determines the content of the training?	The content is set depending on the source of funding and the initiative for each training activity as well as the internal funds of the Judicial Branch. The Judicial Academy submits its proposal, but it must be approved. Until a few months ago, the now-dismantled (based on a lack of constitutionality of the law that created it) Judiciary Council and Judicial Career did so, and it is now handled by the Supreme Court Chief Justice until a new Judiciary Council law can be issued. The external funds from national and/or international cooperation agencies are contributed for specific topics and the target population is set in function of that information.
6. Who plans and delivers the training?	It is a combination of the types of facilitators identified above, though they do not always work together at every event. Based on availability and the set of trainers who are appropriate for each activity, judges are mainly assigned to this work, but in many cases trainers are prosecutors, academics or other professionals or technicians with expertise in the area. Most are from our country, but prestigious international trainers have come at times through international organizations or programs like EuroSocial.
7. How frequently is the training offered?	It is not offered annually, although there is at least one training offered each year.

<b>8. Mexico</b>	
1. Does your institution train judges and prosecutors, or only judges?	It only trains judges. It is an auxiliary agency that handles research, training and ongoing education of Federal Judicial Branch members.
2. When did your organization take on responsibility for judicial training?	In 1997, but the Constitutional reforms implemented in 1994 allowed it to acquire its current form, changing its name to the Federal Judiciary Institute.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	No. Due to the government structure, there are local judicial branches that have their own judicial academies and handle training of local judges and magistrates.
4. Is the training mandatory or voluntary?	It is voluntary. However, ongoing training is a requirement for judges who wish to progress through the institution's structure. As such, they are constantly being trained in various disciplines.
5. Who determines the content of the training?	The Academic Committee and General Director of the institution determine the contents of academic training programs.
6. Who plans and delivers the training?	Training is mainly offered by judges and federal magistrates. However, the institute has a faculty that is composed of experts, university professors and international experts.
7. How frequently is the training offered?	Training is ongoing and academic programs are offered throughout the year.

<b>9. Nicaragua</b>	
1. Does your institution train judges and prosecutors, or only judges?	Our institution trains judges for all roles in the categories included in the judicial career (priority). However, Inter-Institutional Commissions have broadened training to include other stakeholders in the national justice administration system, including prosecutors who are assigned to the Executive Branch/Public Prosecutor's Office.
2. When did your organization take on responsibility for judicial training?	Our organization assumed responsibility for judicial training in 1993 as part of the Judicial Branch modernization process. Its structure as a dependent of the Judicial Branch's National Council of Judicial Administration and the Judicial Career was established in 2012.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes. It is the official training agency of judges and public defenders in Nicaragua. The Public Prosecutor's Office has its own Training Department and we coordinate with their staff on some activities.
4. Is the training mandatory or voluntary?	Ongoing training is mandatory and depends on the profile of the position of Judicial Branch administrative and jurisdictional personnel.
5. Who determines the content of the training?	It is generated by the institute and submitted for approval by the Supreme Court justice who is a member of the National Council of Judicial Administration and the Judicial Career.
6. Who plans and delivers the training?	Research Plan macro-planning by area is conducted by the academic staff at the IAEJ. Micro-planning is handled by facilitator instructors. Training is executed by our staff, professors from public institutions and sometimes international trainers from JSCA, ILANUD, etc.
7. How frequently is the training offered?	An Operations Plan and Research Plan are developed annually in response to the entities' training needs. However, training is only conducted when there are specific reforms to the legislative framework.

<b>10. Panama</b>	
1. Does your institution train judges and prosecutors, or only judges?	<p>The institution trains judges and magistrates, public defenders and Judicial Branch administrative staff. The ISJUP also trains all legal community members, which means that training offerings include content for prosecutors, Legal Medical Institute staff, members of the National Police and Bar association, and other entities involved with justice administration. As such, many of our trainings are inter-institutional. We also provide space for free courses in the ISJUP.</p> <p>Note that prosecutors are trained through the Public Prosecutor's Office Training Academy.</p>
2. When did your organization take on responsibility for judicial training?	1993
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes.
4. Is the training mandatory or voluntary?	Mandatory. The Judicial Career Law is based on the general principle of mandatory, up-to-date and ongoing training. As the ISJUP has been overhauled, we have designed tools for regulating training times.
5. Who determines the content of the training?	The training contents are determined by the Institute based on a previous assessment of needs conducted in collaboration with all Judicial Branch units. The ISJUP Advisory Board approves the training plan.
6. Who plans and delivers the training?	Training is planned by the Superior Judiciary Institute of Panama and executed or developed by magistrates, judges, professors and external professional trainers who are on the faculty. We do not yet have international trainers for ongoing training, but we aspire to.

7. How frequently is the training offered?	Annually.
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<b>11. Paraguay</b>	
1. Does your institution train judges and prosecutors or only judges?	The Paraguay Judicial Branch trains judges, prosecutors and independent attorneys.
2. When did your agency take on responsibility for judicial training?	The institution was created by law in 1998 but the activities began in 2000 with the Initial Training.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	No, the Supreme Court and Public Prosecutor's Office also have training centers.
4. Is ongoing training mandatory or voluntary?	Ongoing training is voluntary in the Paraguay Judicial Branch. The country does not have a judicial career and positions are temporary. Judges and prosecutors must apply to their positions every five years.
5. Who determines the content of the training initiative?	The training contents are planned by technical instructors within the institution and must be approved by the Magistrate's Council, the agency to which the Judicial Academy belongs.
6. Who plans and delivers the training?	The training is developed by magistrates, prosecutors and university professors. Some courses have international trainers.
7. How frequently is the training offered?	Ongoing annual training has been provided since 2009 with a focus on various topics of interest. The courses last for three months.

<b>12. Peru</b>	
1. Does your institution train judges and prosecutors, or only judges?	It is responsible for the training and promotion of judges and prosecutors at all levels nationwide.
2. When did your organization take on responsibility for judicial training?	It was created by constitutional mandate in 1993. In 1994, Law No. 26335, the Statutory Law of the Magistrate's Academy, was published and recognized its legal status as an internal public entity with administrative, academic and economic autonomy.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, ours is the official institution charged with training of judges and prosecutors in Peru.
4. Is the training mandatory or voluntary?	The Promotion Training Program (PCA) is mandatory but the Updating and Improvement Program (PAP) is voluntary.
5. Who determines the content of the training?	The content is developed by the Academic Directorate of the academy, though at times the entity does coordinate with the various judicial districts around their specific needs.
6. Who plans and delivers the training?	The training is entrusted to judges within the institution as well as external professors with well-established records in the field.
7. How frequently is the training offered?	Training, promotions and updating are developed throughout the academic year and at the national level in accordance with the schedule established in the Academic Plan approved annually by AMAG's Board of Directors.

<b>13. Puerto Rico</b>	
1. Does your institution train judges and prosecutors, or only judges?	The institution trains judges and is also asked to provide training for attorneys (officials, child support examiners, notary investigators) and mediators.
2. When did your organization take on responsibility for judicial training?	The Judicial Branch established the Judicial Studies institute in 1983. The Puerto Rican Judicial Academy was founded in 2003 by mandate of the Law of the Judiciary of the Free Associated State of Puerto Rico of 2003.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, it is the only agency that provides such training.
4. Is the training mandatory or voluntary?	Generally speaking, it is voluntary. In some cases, the Judicial Branch decides to make courses mandatory, such as Judicial Ethics and Domestic Violence.
5. Who determines the content of the training?	The contents of the training programs are determined by the Puerto Rican Judicial Academy with input from the academic board and Supreme Court Chief Justice.
6. Who plans and delivers the training?	The planning of the training is handled by academy staff. It is delivered by judges, former judges, law school professors and faculty from other university programs, attorneys, doctors, psychologists, social workers, accountants, technology professionals and international trainers (visiting).
7. How frequently is the training offered?	The educational program is offered each semester (August-December or January-May).

<b>14. Dominican Republic</b>	
1. Does your institution train judges and prosecutors, or only judges?	The institution is responsible for training judges along with other judicial staff and National Public Defense Office staff.
2. When did your organization take on responsibility for judicial training?	In 1998, when the Judicial Career Law was passed.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, it is the specialized agency for judicial training.
4. Is the training mandatory or voluntary?	Ongoing training is generally voluntary unless the judge receives a low score on a performance evaluation or new regulations are approved.
5. Who determines the content of the training?	The ENJ Board is responsible for formulating, shaping and issuing the general academic policies.  The content of the training activities is based on the needs identified by the Academy's Training Management entity, which plans and implements the activities along with the institution's teaching staff.
6. Who plans and delivers the training?	Specialized internal and external instructors from various disciplines and the academy's technical team design the training.
7. How frequently is the training offered?	The offering is annual and is divided into four quarters.

<b>15. Uruguay</b>	
1. Does your institution train judges and prosecutors, or only judges?	The entity trains candidates for judgeships and provides training for current judges as well as public defenders, technicians and experts to assist the justice sector.
2. When did your organization take on responsibility for judicial training?	It has served in this role since 1987.
3. Is yours the only agency in your country to provide ongoing training for judges (and prosecutors, where applicable)?	Yes, the CEJU is the only agency with jurisdiction in the field of judicial training.
4. Is the training mandatory or voluntary?	It is mandatory under Agreement No. 7848 of the Supreme Court (September 21, 2015), which states that “all peace and professional judges must complete 20 hours of training per year.”
5. Who determines the content of the training?	The institution designs the training content.
6. Who plans and delivers the training?	The CEJU designs and organizes the ongoing training courses. The courses are almost always team-taught by a judge and a university professor or attorney who specializes in the topic and has a great deal of experience.
7. How frequently is the training offered?	The annual schedule includes a list of ongoing training courses that take up 38 weeks of the judicial year.

## IV. PROMISING AND GOOD PRACTICES

### IV.A. General Numbering By Category

Number	Title	Type	Country
<b>Topic 1: Identification of Training Needs</b>			
#1	Assessment Form	Promising Practice	Panama
#2	Online Assistance	Promising Practice	Ecuador
#3	Skills-Based Curriculum Design	Promising Practice	Costa Rica
#4	Identification of Training Needs	Promising Practice	Honduras
#5	Identification of Training and Improvement Requirements	Good Practice	Chile
#6	Identification of Training Needs	Promising Practice	Honduras
#7	Application of Assessments of Virtual and Traditional Training Needs for Updating Training Needs	Promising Practice	Colombia
#8	Teaching-Learning Process Certified Under ISO 9001:2008	Good Practice	Dominican Republic
#9	Annual Survey in Open Question Format for Appeals Court Judges	Promising Practice	Uruguay
#10	Focus Group in Specialized Domestic Violence Chambers	Promising Practice	Puerto Rico

#11	Application of Form on Relevance, Methodology and Needs for Judicial Training	Promising Practice	Puerto Rico
<b>Topic 2: Assessment of Training Programs and Participants</b>			
#12	Participant Content Assessment	Promising Practice	Ecuador
#13	Assessment of Monitoring	Promising Practice	Costa Rica
#14	Satisfaction Assessment Sheet	Good Practice	Honduras
#15	Assessment of Reaction	Promising Practice	Chile
#16	Design of Assessment Modules Using Skills-based Learning System	Promising Practice	Bolivia
#17	In Situ Learning Monitoring	Promising Practice	Colombia
#18	Application of Anonymous Teaching Management Oversight Tool	Promising Practice	Uruguay
#19	Assessment of the Use of Webinars	Promising Practice	Puerto Rico
#20	Judicial Mentoring Meetings	Promising Practice	Puerto Rico
<b>Topic 3: Design of an Innovative Curriculum</b>			
#21	Inclusion of Experts in Training Activities	Promising Practice	Honduras
#22	Multidisciplinary Instructors Appointed Using Tender	Promising Practice	Chile
#23	Community Development of a Judge Profile for Bolivia	Promising Practice	Bolivia

#24	Commission on the New Civil Procedure Code	Promising Practice	Nicaragua
#25	Inter-disciplinary Meeting on Controlled Substances	Promising Practice	Puerto Rico
#26	Curriculum on Gender and Sexual Diversity	Promising Practice	Puerto Rico
#27	Design, Development and Implementation of the Case Bank	Promising Practice	Peru
<b>Topic 4: Development of Innovative Methodologies</b>			
#28	Virtual Training Tool	Promising Practice	Panama
#29	Case Study Teaching	Promising Practice	Ecuador
#30	Study of Non-Verbal Communication	Promising Practice	Ecuador
#31	Training Trainers	Good Practice	Chile
#32	Training Trainers	Promising Practice	Mexico
#33	Information Capsules	Promising Practice	Chile
#34	Lectures on Addressing Needs at the Territorial Level	Good Practice	Chile
#35	Implementation of the Virtual Classroom through the SABA learning management system	Good Practice	Puerto Rico
#36	Implementation of Virtual Moodle Classroom for B-learning System Training	Promising Practice	Bolivia
#37	Training Under the Case Model System Using the B-Learning Virtual Platform	Promising Practice	Colombia

#38	Integrated Academic Management System	Promising Practice	Peru
#39	Implementation of Videoconference System in Training	Promising Practice	Uruguay
#40	Use of Webinars (short online courses)	Promising Practice	Puerto Rico
#41	Use of Moodle Platform	Promising Practice	Guatemala
<b>Topic 5: The Use of International Links in Training</b>			
#42	ILO Agreement: Course on International Labor Standards for Judges, Jurists and Law Professors	Promising Practice	Colombia
#43	Implementation of Two Courses on Gender and Human Trafficking in Coordination with Honduras	Promising Practice	Nicaragua
#44	Series on French Law and Justice in Coordination with the French Embassy	Promising Practice	Dominican Republic
#45	Videoconferences on Civil Procedure Law and Oral Procedures Techniques -Puerto Rico-Nicaragua	Promising Practice	Puerto Rico
#46	Certificate Program: Imparting Justice for At Risk Groups with a Gender Perspective	Promising Practice	Mexico

## IV.B. SUMMARY OF PRACTICES IDENTIFIED

### 1. Identification of training needs

Number	#1
Title	Assessment Form
Topic	1
Country	Panama
Type	Promising Practice
Key Aspects	<p>In order to provide training to Judicial Branch employees in Panama, beginning in October each year the Superior Judiciary Institute of Panama focuses on identifying training needs in order to detect weaknesses that internal justice administration system users have in the area of training.</p> <p>A form for identifying needs was sent via institutional email to identify their needs and abilities in an effort to cover the entire country.</p> <p>In addition, meetings are organized by jurisdiction and with officials from the administrative area. These meetings allow a consensus to be reached regarding weaknesses in the area of training in their offices and suggestions regarding the training that could be offered.</p> <p>The objective is for this information to be used to develop an Annual Training Plan that seeks to maximize those weaknesses. The plan addresses the main skills that a judicial official should have, including judges, support officials and administrative officials by area.</p> <p>The form contains the following requirements:</p> <ul style="list-style-type: none"> <li>- title of academic activity required</li> <li>- justification</li> <li>- general objective</li> <li>- profiles of the individuals who should take the training course</li> <li>- specific skills</li> <li>- topical content</li> <li>- facilitators</li> <li>- modality</li> <li>- hours</li> </ul>

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Comments	While the form has not yet been evaluated, it is worth noting that new resources were not required to implement this practice.

Number	#2
Title	Online Help
Topic	1
Country	Ecuador
Type	Promising Practice
Key Aspects	<p>Based on the recurrence of questions submitted by judges via email regarding the application of the General Organic Procedure Code (COGEP), a law that introduces oral procedures in non-criminal cases which went into effect in May 2016, the EFJ created the online tool to provide fast, effective answers to questions that come up in their work.</p> <p>The Ecuador Judicial Branch page has an Intranet icon that houses various contents pertaining to services offered to Judiciary Council internal users such as judges from all levels and instances, who can access the consultation tool using their username and password.</p> <p>Within the tool, the judge writes a question regarding the application or scope of the newly implemented law. The question is sent to a judge who is working as a trainer and that judge answers the question. The response is validated by the advisory team. Once validated, the answer is published in the tool so that the judge can close the consult.</p> <p>Note that there is no limit to the number of consults that can be submitted, and the tool keeps a record of all of them, providing the user easy access.</p>

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Comments	<p>High levels of use of the tool is reported. The following results are based on a universe of 844 first instance judges in non-criminal courts:</p> <ul style="list-style-type: none"> <li>• Number of judges registered: 508</li> <li>• Interactions: 1,154</li> <li>• Submissions: 3,072</li> </ul>

Number	#3
Title	Curricular Design of Skills-based Training
Topic	1
Country	Costa Rica
Type	Promising Practice
Key Aspects	<p>The Costa Rican Judicial Branch has seven employees who provide pedagogical advising. This team identified the training needs.</p> <p>The process starts with a functional analysis of the role or position of the individuals to be trained. Various consultation processes are carried out with directors and operators in the position for which the training action will be created. This process is conducted between a content specialist, usually a judge who has a great deal of experience, and a teaching advisor in coordination with a person who manages the training.</p> <p>The functional analysis is the foundation for beginning the curricular-didactic planning process. The content specialist is responsible for this process with pedagogical advising.</p> <p>In the case of professional training, the learning context must be made similar to the work context such that a learning experience composed of tasks similar to those carried out in the work environment is designed.</p>

	<p>This involves developing a wide range of teaching materials. The Costa Rica Judicial Academy has disciplinary diversity, which contributes to this process. Its team includes a graphic designer who develops exciting material which is important according to neuro-education principles, which suggest that the excitement- cognition binome cannot be dissolved.</p> <p>Under those same premises, the team includes computer technicians who guide the e-learning process and maximize the reach of the training actions.</p> <p>In addition, high quality audiovisual materials are created such as recreations of hearings, conciliation meetings and other proceedings in close relation to the goals of learning set in the curricular-didactic planning. Journalists and videographers are thus included on the team.</p> <p>Coordination of all of these resources is handled by the training action manager.</p>
Contact Information	<p>Director: Ileana Guillén Rodríguez  Telephone: (506) 22 67 16 27 / (506) 87 20 41 21  Email: <a href="mailto:dquesadag@poder-judicial.go.cr">dquesadag@poder-judicial.go.cr</a> (Daisy Quesada)  Website: <a href="https://www.poder-judicial.go.cr/escuelajudicial/">https://www.poder-judicial.go.cr/escuelajudicial/</a></p>
Comments	<p>This skills-based training model implies the development and evaluation of three areas of knowledge: Knowing to Be, which refers to a set of attitudes that are essential to adequate performance. Knowing to Know refers to a set of specialized knowledge required to successfully complete the tasks assigned. Knowing to Do is the ability to produce results that show knowledge and attitudes, thus generating adequate performance in a specific work context.</p> <p>As such, the evaluation of lessons based on this approach is a process of evidence gathering related to the performance of a skill. The result is a judgment on whether a person has learned and can implement the skill in question.</p>

	<p>However, there are various evaluation strategies that range from mock trials to joint resolution of problems to concept development. All Costa Rica Judicial Branch evaluations start with lesson goals which as set out in the planning in order to build assessment criteria and indicators, which are the basis for the evaluation instrument. It is important to note in this regard that learning goals are the result of the functional analysis of the position or role of the individuals who participate in the training program, course or workshop.</p>
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Number	#4
Title	Identification of Training Needs
Topic	1
Country	Honduras
Type	Promising Practice
Key Aspects	<p>A process of identification of training needs was carried out through a written request submitted to judicial agency and administrative office coordinators via digital or print channels. The coordinators were asked to submit their requests during the first few months of the year. Various obstacles emerged, such as difficulties reaching outlying areas and those without Internet connections. In the end, a substantial number of requests for training on important legal or technical topics were received, which will serve to prepare the operations plan for ongoing training for the year.</p> <p>Both the direct written submission to offices in the capital city or members of offices with difficult access that are participating in a training action in the academy and, more frequently, email or event fax area used. It may be possible to obtain data from meetings or contributions to the evaluation by participants from each training event.</p>

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Comments	<p>Many courts did not respond because they said that they had excessive workloads. In order to process the information received, the concentration of different responses submitted on physical forms, email or fax is coordinated and they are classified by area, though some vary, such as those submitted by mixed courts in terms of their jurisdiction by matter. A copy is made for each manager of each training area, such as Constitutional, Civil and Civil Procedure, Criminal and Criminal Procedure, Children, Domestic Violence, Family, Labor and Contentious Administrative, Environmental, Computer and Non-legal for judicial personnel or administrative/technical personnel, or special.</p> <p>Next, based on the criteria of relevance, lists of feasible topics are developed, and non-viable ones are eliminated. They are prioritized based on their usefulness and budgetary capacity, due justification, analysis and review by supervisory level until they reach the current Supreme Court Chief Justice.</p>

Number	#5
Title	Identification of Training and Improvement Requirements
Topic	1
Country	Chile
Type	Good Practice
Key Aspects	<p>The DRCP was implemented in order to develop a permanent judicial policy that is known to employees and provides the most accurate information possible on training needs for Judicial Branch officials.</p> <p>This allowed for the creation of a process for gathering data in situ as well as the opinions of those who might be interested in or affected by Judicial Academy activities in the area of training.</p> <p>The practice is structured into three stages:</p> <ol style="list-style-type: none"> <li>On site study: A list of training needs is procured by the staff who work in courts throughout the country. The information on needs is gathered through individual interviews with judges and other officials.</li> <li>Relationship: Using the information from the first stage, a relationship is established between the needs and context data of those who submitted the information. During this stage, individual and group perceptions of training recipients (who belong to the Judicial Branch) are complemented by those of members of other groups such as professional organizations and attorneys in private practice.</li> <li>Effective decision-making: This task involves linking training needs identified in the field to available Judicial Academy programs. Specifically, the information obtained is communicated to the institution's Board of Directors, which leads to changes in the offering of available programs or the decision to offer new courses.</li> </ol> <p>The cycle of information gathering and subsequent modification or creation of new training courses lasts for three years.</p>
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Comments	In order to implement the DRCP process, an external consultant and Judicial Academy professionals provided support. They designed a cyclical process that reflects the unique situation of the Judicial Branch and the way in which the institution meets its legal mandate. Special attention was paid to the unique elements of the geography of the areas in which the training was to be offered.
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Number	#6
Title	Title: Application of Questionnaire to Identify Training Needs in Local Meetings
Topic	1
Country	Bolivia
Type	Promising Practice
Key Aspects	<p>Due to limited availability of resources, a process was implemented to identify priority needs in the area of judicial training. The ongoing training topics should address judges' real needs in their daily work.</p> <p>A questionnaire was initially developed to assess each training activity developed. Initiatives were gathered from the instructors responsible for coordination of the Judicial Academy Training Unit. Meetings were then held in some state capitals with questionnaires for focus groups in order to prioritize the needs by matter and area of the judicial officials. This identification of training needs lasted for approximately three months, and Training Unit staff were assigned to this task. The participation of civil society in this process is particularly interesting.</p> <p>The identification of training needs was carried out by the institution's Training Unit staff. As such, there was a need to cover per diems, transportation expenses and permits for those officials.</p> <p>This practice has allowed for the identification of focus areas for training, which are reflected in the next Annual Operating Plan.</p>
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Comments:	The lack of additional reasons has prevented the meetings from being applied in all states. There is no date for a systematic assessment of the process, which is why we are characterizing it as a promising practice.
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Number	#7
Title	Application of Forms for Assessing Virtual and Traditional Training Needs in Order to Update Programs
Topic	1
Country	Colombia
Type	Promising Practice
Key Aspects	<p>This promising practice developed in Colombia allows the entity to identify judicial training needs in the areas of knowing, doing and knowing how to do that are unique to a profile of skills. The following areas were identified: knowledge specific to each training field and the appropriation of the same by the participant (knowledge); the actions and skills of the participant focused on understanding the meanings of each field of training and their application to diverse contexts (knowing how to do); and the manifestation of behaviors, attitudes and relationships that the participant shows regarding themselves, others and the specific context in which they work and impact on the application of knowledge in judicial practice (knowing how to do).</p> <p>Prior to the introduction of the process, a format for identifying needs was developed based on the Judicial Academy's pedagogical model.</p> <p>This promising practice allows the institution to have an adequate tool for learning about training topics that need to be updated or implemented in judicial districts at the national level so that judicial officials can acquire the skills needed to develop their work.</p>

	<p>After identifying the needs, they are organized and prioritized by specialty and included in the Training Plan.</p> <p>Beginning in 2013, a virtual platform was designed on the Judicial Academy website to provide judges a space in which to fill out a spreadsheet for agile and direct organization of data. In addition, the spreadsheet was distributed to judges via email based on academic records databases.</p> <p>This practice allows the institution to gain first-hand knowledge of the training needs of judicial officials so that the curriculum and course work to be offered each year could be designed around the prioritization of the needs identified.</p> <p>No systematic evaluation of the process has been reported, but its implementation has allowed magistrates' needs to be managed more efficiently.</p>
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Comments:	<p>During the first stage of implementation there were problems identifying the three areas of knowledge that the assessment format addresses. As such, the forms were restructured and the respective access links were updated.</p>

Number	#8
Title:	Teaching/Learning Process Certified Under ISO 9001:2008 in order to Identify Training Needs and Audit Training Provided
Country:	Dominican Republic
Type:	Good Practice
Topic:	1
Key Aspects	<p>A virtuous cycle has been implemented for identifying the phases of the process for detecting needs, gathering profiles, designing training and implementing and assessing training. The process was managed by an external entity that certified the institution under the ISO 9001:2008 standard.</p> <p>The importance of the audit and provision of the training service as a single process subject to oversight and auditing under a quality standard make this a good practice.</p> <p>In that sense, for the implementation of the practice it was established that the team would be taught about the standard, approval of the plan by the appropriate officials, institutional commitment and funds for certifying an entity focused on those purposes. It took five years to apply it.</p> <p>While there was resistance to oversight processes at the beginning, the school has had a process certified under the quality standard since 2014. This standard ensures that the work performed includes both the quality of the programs and the quality of the processes.</p>
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Number	#9
Title	Title: Annual Open Answer Survey of Appeals Court Judges
Topic	1
Country	Uruguay
Type	Promising Practice
Key Aspects	<p>In order to obtain useful information for formulating the Annual Training Plan, Uruguay has implemented an annual survey for appeals court judges.</p> <p>Each year, all 48 appeals court judges complete the survey. During the second semester of the judicial year, the answers are processed by the Training Directorate, which generates the contents for the National Mandatory Training Program. The program is approved in the first instance by the CEJU Board of Directors and is ratified by the Supreme Court.</p> <p>It is noteworthy that the survey does not involve a form. Rather, it is presented in open question format. This is considered the best way to explore the respondents' perceptions without a previous limitation or bias. Along these same lines, each individual may decide how much time to spend on the answers.</p> <p>In order to ensure the initiative's success, judges are required to participate. Staff from the institution helped implement it, including three professionals –two methodology experts and an attorney- who worked for one month on requesting the information, receiving it, and processing the data.</p> <p>The application has been ongoing for two years. While there is as yet no assessment of the effectiveness of the practice, it has been viewed as an instrument that complements other teaching management tools.</p>
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Number	#10
Title	Focus Group on Training in Specialized Domestic Violence Courts
Topic	1
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>The development of this practice in Puerto Rico has allowed for the identification of topics and controversies that emerge in domestic violence units and that the judges who work in them have identified as potential inputs for the Bench Manual in this area for consultation.</p> <p>In addition, the topics and skills that judge should possess were identified. The information gathered was used to design the Specialized Curriculum on Domestic Violence Cases.</p> <p>The practice is designed to serve as a qualitative data gathering technique. The following steps were taken to implement it: write-up of the objective and guide questions from the focus group; validation of the guide questions; and the selection of participants for focus groups (domestic violence, criminal and family court judges and administrative judges from the 13 judicial regions). In order to guarantee that the work would be representative, two focus groups were held with 12 people per group.</p> <p>Each focus group met for two hours (four hours total). The tabulation process, data analysis and drafting of the report on findings took two weeks. A total of 24 judges participated and an assessment was conducted by the participants (focus group) using an evaluation sheet that invited respondents to share opinions about the methodology, adequacy, effectiveness and organization of the activity.</p>
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Number	#11
Title	Application of Form on the Relevance, Methodology and Priority Needs of Judicial Training
Topic	1
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>Through this practice, Puerto Rico has made available a mechanism for learning what judges think about the relevance of the courses offered through the Bi-annual Educational Program, the teaching methodologies used, the material provided, the topics that are of interest to them and training priorities based on the development of skills (knowledge, skills and attitudes). It is applied using an assessment sheet which is given to each participant.</p> <p>The design and validation of the tool took two weeks. It takes 20 minutes to administer the evaluation and an average of one hour to tabulate the data.</p> <p>No external staff were required in order to implement the practice. The entity has maintained a response rate of 85% to 90% using this practice (forms completed).</p>
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Comments	To date, no systematic evaluation of the effectiveness of this initiative has been identified.

## 2. Evaluation of training programs and their participants

Number	#12
Title	Participant Content Assessment (Satisfaction Survey)
Topic	2
Country	Ecuador
Type	Promising Practice
Key Aspects	<p>The Judicial Branch Academy has strengthened the use of digital learning tools to overcome space and time barriers related to training. In order to assess this tool on an ongoing basis, an evaluation was implemented in the virtual classroom to determine whether the contents presented in the training activity were assimilated by the participants. This evaluation is applied in each of the courses as part of initial or ongoing education or training. The target audience includes judges, secretaries, judicial assistants, prosecutors and public defenders.</p> <p>The assessment form has several simple questions that are asked of the participant regarding topics related to:</p> <ol style="list-style-type: none"> <li>1. Training objectives</li> <li>2. Relationship between the content and the proposed topic</li> <li>3. Clarity with which topics are addressed</li> <li>4. Time-content ratio</li> <li>5. Methodology used</li> <li>6. Tools used</li> <li>7. Use of understandable and clear language</li> <li>8. Use of examples</li> <li>9. Complementary material</li> <li>10. Teaching offered by trainers</li> <li>11. Group management and logical structure in presentation</li> <li>12. Response capacity</li> <li>13. Hearing simulation</li> </ol> <p>The evaluation is completed by the participant once he or she has completed the training course and prior to the assessment of their learning.</p>
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Comments	<p>This measurement differs from the judges' performance evaluation. This tool is designed to find mechanisms for comprehensive ongoing improvement of various academic processes.</p>

Number	#13
Title	Assessment of Monitoring
Topic	2
Country	Costa Rica
Type	Promising Practice
Key Aspects	<p>A basic tool was built to evaluate training processes. Two aspects were evaluated. The first is pedagogical mediation, which has eight items. The second is academic activity, with 10 items. Pedagogical mediation is understood as the ability of the docent or facilitator to promote and support learning by participants. Academic activity refers to the effectiveness of the training and convergence with institutional pillars.</p>
	<p>This practice of evaluation of monitoring is developed through the Moodle virtual platform with an option for participation to be completely anonymous. It used to be applied through paper copies.</p>
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Comments	<p>As a result of this effort, information that can be used for improvement in training actions has been obtained. The team responsible for the module (facilitator, pedagogy advisor and manager) develop an intervention plan for improvement based on the results of the monitoring evaluation.</p>

Number	#14
Title	Satisfaction Assessment Sheet
Topic	2
Country	Honduras
Type	Good Practice
Key Aspects	<p>The goal of the initiative was to develop a direct, reliable, simple and immediate tool for measuring user satisfaction with training actions. At the end of each training activity, a brief explanation was offered and a survey was distributed. Respondents were asked to indicate their level of satisfaction regarding the type of activity, its organization, the work of the trainers, and elements specific to the activity. Answers were entered on a numeric scale indicating their rating of the various aspects.</p> <p>This provided a tool for ascertaining the scope of the impact of training on participants and for encouraging participants to give the activity their attention and effort given that there would be an evaluation at the end.</p>
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Comments	<p>Various organizational errors were identified and steps were taken to remedy them. Feedback was provided to trainers on specific aspects of their work so that they can improve them. In addition, participants are generally more interested in actively participating in the evaluations and lacks have been identified in certain aspects of legal and technical knowledge. We are planning to address them.</p>

Number	#15
Title	Assessment of Reaction
Topic	2
Country	Chile
Type	Promising Practice
Key Aspects	<p>This practice evaluates the reaction to the training activities and the participants' conduct.</p> <p>The Judicial Academy evaluates the training activities or courses in two ways:</p> <p>The course participants use the satisfaction survey. The Judicial Academy has used online surveys since May 2016 to evaluate recipients' satisfaction. Previously, a paper copy of the survey was completed at the end of each course.</p> <p>The instructors also evaluate the activity in their final report. They are asked their opinion on various topics, such as attendance, infrastructure, compliance with the schedule, fulfillment of course objectives and contents, the methodologies used, the opinions that students shared with him or her and other comments that they deem relevant.</p> <p>The Judicial Academy does not conduct prior evaluation of the officials who participate in training activities. A pilot research study is being conducted on this practice, but it cannot be reported that it is a policy that will be maintained over time.</p>
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Comments	<p>Note that as part of their methodology, some instructors evaluate student learning and include this in their final report, which means that the data can be an input for the organization of future activities. Special emphasis is placed on the fact that evaluation of learning should not impact the student's career. The concern here is not that judges' Independence will be compromised (as they are just one part of the student body) but the fact that introducing evaluations that could impact a person's career introduces a bias in training options, leading students to choose courses that coincide with their strengths (so that they earn better grades) rather than the courses that they really need.</p>

Number	#16
Title	Design of assessment modules under a skills-based learning system
Topic	2
Country	Bolivia
Type	Promising Practice
Key Aspects	<p>This Bolivian practice starts from an assessment that shows that although a profile based on skills is assumed in the design of the courses, the execution and evaluations are not necessarily coherent. Considering that the training process is developed through b-learning (the combination of virtual and traditional training), student guides for the development of learning modules were created. It took approximately five months to complete their design. Learning activities were listed for students so that they could acquire the skills through the modules, that is, under the same quality standards for all student groups (4 groups of 50 students). Evaluation rubrics were created that include assessment criteria in function of the characteristics of the activity based on different scales depending on the skill that the student is expected to learn.</p> <p>Work was done on the identification of criteria and indicators in advance so that the development of skills could be observed.</p> <p>For now, the practice has been evaluated from the perspective of the students' satisfaction and has generated positive preliminary results. To date no systematic assessment has been conducted from the perspective of the effectiveness of the practice.</p> <p>Priority was placed on case resolution and analysis given the nature of the judicial activity.</p>
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Number	#17
Title	In Situ Learning Monitoring
Topic	2
Country	Colombia
Type	Promising Practice
Key Aspects	<p>In order to monitor student learning, Colombia has implemented in situ monitoring (in the office) of judges' learning in specific cases involving adolescents, the adversarial criminal justice system, oral procedures in labor justice and contentious-administrative justice.</p> <p>An expert was hired to organize the information and draft a report.</p> <p>Judges who received training at least two years earlier were asked to serve as monitors.</p> <p>An expert was hired to build the academic material (module), and an academic committee with at least three members validated the contents. Resources were obtained to hire the expert through international cooperation. It takes six months to build the module or academic material.</p> <p>The monitoring was conducted six months or even a year after the judge received the training. The goal was to measure whether or not there was actually a change in the student's behavior and whether the lesson is being applied in practice.</p> <p>There were difficulties because of the delay of the allocation of the budget, limited amount of availability of the monitors and the mobility of judges from one position to another.</p>
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Number	#18
Title	Application of an Anonymous Teacher Performance Oversight Instrument
Topic	2
Country	Uruguay
Type	Promising Practice
Key Aspects	<p>Uruguay developed a tool that would allow judges who were students to assess teacher performance. The system pays special attention to the fact that the students are adults who are educated. It includes an initial sequence of questions that avoid an overall assessment of the course and the teachers' work, but rather focus on issues limited to performance and aspects such as "the most important," the elements that generated the "least interest," and what should be "expanded upon, included or omitted." Once the introductory section is complete, the form requests global assessments of the course and the teacher. The next question leaves aside the global assessment to offer the student another opportunity to contribute to the improvement of the teacher's performance, asking for suggestions "to improve the course." Finally, the respondent is again asked to reflect on what his or her participation in the course "added, allowed for or achieved."</p> <p>Resources that were already available in the Uruguayan Judicial Research Center, which were assigned in the National Budget, were used to implement the practice. They included the time of the Training Director and two administrative assistants.</p> <p>The form is mandatory and self-administered. In order to ensure that the evaluation would be submitted, it was included as a condition for the granting of certificates of participation in the courses. It took least than one hour to summarize the results, and it took approximately 10 minutes for the student or participant to complete the exercise.</p>
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Number	#19
Title	Online Webinar Training Program Assessment
Topic	2
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>Puerto Rico has implemented innovative online courses and assessments of their effectiveness and participant satisfaction. The evaluation form elicits participants' opinions of the relevance of the topics to their professional development, the teaching methodology, mastery of the content and the trainer's methodology.</p> <p>A tutorial was designed to orient participants in regard to the steps to follow in order to access courses through Webinars. Next, a test was conducted with judges from different regions to evaluate the operation of the system connection between the resources and the participants, the course design, mastery of the methodology by the trainer, the relevance of the teaching mode, the course contents and relevance to participants' professional development.</p> <p>The practice was executed through the development of a calendar of educational activities through Webinars and the CITRIX GoTo Training platform was acquired for this purpose. The process of applying the practice took four months starting with the acquisition of the platform and training of staff and ending with the selection of topics and trainers, course design, and the offering of the course to the participants.</p> <p>In the beginning, there was low participation in the Webinars and thus a low level of assessment of the same. However, as participants have shared their experiences and the academy has promoted the initiative, there has been a 571% increase in participation (from seven to 40 participants).</p>
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Number	#20
Title	Judicial Mentoring Meetings
Topic	2
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>Puerto Rico identified a need for experienced judges to give feedback to newly appointed judges regarding the application of the knowledge and skills acquired through the Initial Training Program.</p> <p>The mentors develop a plan of study that includes different educational activities such as the assignment of readings and discussion of them and observation of judicial processes in courtrooms in which cases similar to those that the new judge will hear are handled. The mentor observes the new judge at work and provides guidance regarding adequate management of the office in which the team works and interpersonal relationships based on their experience. Emphasis is placed on areas that present lacks which need to be strengthened and those in which there is a solid mastery of the required skills.</p> <p>The implementation of the practice required the advising of three external consultants, two experts in the field of judicial mentoring and one in the field of psychology. A committee of seven judges was charged with developing the program and drafting a judicial mentoring manual in collaboration with Judicial Academy staff responsible for the project.</p> <p>It took two years to apply the practice. Its focus on training rather than discipline is worthy of note.</p>
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### 3. Design of innovative curricula

Number	#21
Title	Inclusion of Experts in Training Activities
Topic	3
Country	Honduras
Type	Promising Practice
Key Aspects	<p>In an effort to compensate for lacks regarding non-legal topics that judicial agencies handle collaterally (such as criminology, forensic medicine, security, non-monopolist competition, banking and gender matters including awareness), training activities have been conducted with experts in related areas, particularly in regard to criminal law, civil law, domestic violence and judicial facilitators.</p> <p>The goal is to provide judges with basic multidisciplinary skills that allow them to respond in a comprehensive manner to jurisdictional needs and to better prepare facilitators.</p>
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Comments	<p>One of the main obstacles has been budgetary shortfalls that make it difficult to implement activities with external paid experts and to bring them to centers outside of major cities.</p>

Number	#22
Title	Multidisciplinary Instructors Appointed Using Tender
Topic	3
Country	Chile
Type	Promising Practice
Key Aspects	<p>The Chilean Judicial Academy does not have faculty who can offer training programs. As such, once the list of courses is set for the year, a public tender is held to staff the courses so that all of those interested in participating as faculty members can do so.</p> <p>The process is open to individuals and public and private legal entities and applications can be submitted individually or as a group. Depending on the course contents, certain professionals who do not work in the legal arena may apply to be teachers in the Judicial Academy.</p>
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Comments	<p>This open application system allows the regular Judicial Academy course offerings to be taught by academics (individually or in groups) from national universities as well as judicial instructors (Judicial Branch employees) who offer courses, superior court judges, other judges, managers, unit chiefs and other officials. "Training for trainers" courses are particularly important in this area, and have been included in the regular offerings of the Judicial Academy. In these cases, judicial officials educate their peers and participants are certified as trainers once they pass the course.</p> <p>Our instructors also can be attorneys or groups of attorneys who need not be officially registered with an educational institution as long as they have been chosen through the tender process.</p>

Number	#23
Title	Community Creation of a Judge Profile in Bolivia
Topic	3
Country	Bolivia
Type	Promising Practice
Key Aspects	<p>Bolivia has identified an urgent need to develop a profile for judges as part of the construction of a model of justice in the nation.</p> <p>The following methodology was used: a) field work, archival analysis; b) workshop including judicial employees and other guests who are familiar with judicial work and have contributed to identifying key characteristics or work for the position; c) cabinet work, that is, work with experts from the institution once the information from the previous stages has been gathered.</p> <p>Once all of the inputs were gathered through the field work and the workshop conclusions, the Training and Specialization Unit team organized the data and developed a profile with the technical support of the Public Management Academy.</p> <p>The profile of judges in Bolivia establishes essential and key knowledge such as methods, theories, principles, regulations and legal information that are necessary to carry out their work. This is described in the topics and contents structure. The topics and contents have been organized into modules and class that comprise the Judicial Specialization and Training Course of Study for future judges.</p>
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Number	#24
Title	Working Commission in the Context of the New Civil Procedure Code
Topic	3
Country	Nicaragua
Type	Promising Practice
Key Aspects	<p>The implementation of the new Civil Procedure Code in Nicaragua, which introduces oral procedures, involved legislative work as well as a commission of specialists for the design of teaching material and assessment tools for judges.</p> <p>The teaching methodologies include case studies, the use of questionnaires, simulations as the main mechanism of training in the area of litigation, professional judge who imitate the real context, problem-based teaching, the investigative method and independent work.</p> <p>The training was offered to judges and other Judicial Branch employees including secretaries, public defenders and litigators.</p> <p>Due to budgetary and geographic conditions, a cascading training system was implemented. Those who initially receive training later serve as monitors for new students in order to ensure that the training is offered throughout the system. The method applied is Training Trainers and the skills-based management process using the profiles of the positions in the civil branch was to identify and determine the skills that participants wish to acquire in terms of knowledge, aptitudes, attitudes and skills in the context of the introduction of oral litigation.</p> <p>The criteria for evaluating each stakeholder in the process was determined during the development of the training based on the content of the teaching-learning experience.</p>
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Comments	The effectiveness of this practice has not yet been evaluated because it is ongoing. However, an evaluation is expected to be ready during the second half of 2016.

Number	#25
Title	Interdisciplinary Discussion of Controlled Substances
Topic	3
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>We identified the need to create a comprehensive and interdisciplinary program on the treatment and diagnosis of addiction to controlled substances. An approach was adopted that included disciplines in the sciences, psychology, communications, technology and leadership, among others.</p> <p>Specifically, the execution of the training required coordination with training professionals from various disciplines who contributed their knowledge, in some cases ad honorem. Collaboration with the Universidad Central del Caribe Medical School was particularly important.</p> <p>A total of 15 topics were addressed over the course of a 10-day training that was designed over a period of 18 months.</p> <p>The relevance of the activity was reported in class assessments and the incorporation of the knowledge acquired into the judges' work.</p> <p>No information has been reported on resistance to the implementation of this promising practice. On the contrary, the students have integrated the knowledge acquired into their various work contexts.</p>
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Comments:	While the students themselves have reported that the practice is useful, no assessment of its effectiveness has been conducted to date.

Number	#26
Title	Curriculum on Gender and Sexual Diversity
Topic	3
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>The Puerto Rican Judicial Academy is developing this promising practice based on an assessment that suggested that there is a need to train judges on topics linked to human rights, gender and sexual diversity. Specifically, there is a need to include the perspective of gender and sexual diversity in dispute resolution.</p> <p>An expert on these issues designed the training activity over a period of two months. The execution was handled by the same professional over the course of two days which provided a total of 15 hours of on-site training.</p> <p>Due to budgetary restrictions, the professional had to work ad honorem, though the institution did provide logistical support.</p> <p>The participants evaluated the training and stated that they consider it to be an excellent practice that should be replicated in the future because of its relevance.</p>
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Number	#27
Title	Design, Development and Implementation of Case Bank
Topic	3
Country	Peru
Type	Promising Practice

Key Aspects	<p>The institution develops its academic activity according to two central premises: a) a skills-based curricular design that ensures the integration of theory and practice, coordinating the demands of the graduate's profile and the training plan; and b) pedagogy centered on the student in a constructivist manner that allows the course contents to be addressed with a greater level of depth and for the promotion of inductive, active and participatory lessons based on strategies such as problem-based learning and case studies.</p> <p>This practice is developed in that context. Specifically, it involves giving the student a series of cases that represent problematic real-life situations so that they can study and analyze them, developing possible solutions. The use of the approach is meant to improve the students' aptitudes when it comes time to solving problems in their own judicial offices.</p> <p>The project was supported by the World Bank Justice Services Improvement Project. Since 2009, 20 case studies on the 10 most frequently tried types of cases have been developed. These include civil law, criminal law, constitutional law and family law.</p> <p>The cases are systematized and analyzed from the perspective of substantive and procedure law. They are available in a database that facilitates searches or consults. The database is designed to complement student training.</p>
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Comments	<p>The case database was updated in 2014 and has been compiled into ten casebooks that are in e-book format. They are housed on the PROVIEW e-reader virtual platform, which allows 7,000 students to access them from their mobile devices as well as desktops. Users can save changes, highlight text, underline, insert comments, annotate and use other functionalities.</p>

#### 4. Development of innovative methodologies

Number	#28
Title	Virtual Training Tool
Topic	4
Country	Panama
Type	Promising Practice
Key Aspects	<p>The Superior Judiciary Institute of Panama uses the virtual platform Chamilo LMS for its academic programs. This is an e-learning program that uses free software licensed under GNU/GPLv3 that is designed to manage on site, mixed or virtual learning activities. It was developed in order to improve access to education and knowledge globally. The platform allows users to upload information via video, pdf, Excel and Word documents.</p> <p>The platform is intuitive and allows the participant to surf through the various icons effortlessly. It contains everything that an entity needs to post virtual courses and its use is mandatory for all participants in academic programs that involve mixed or visual formats because the platform allows for exchanges between instructors and participants.</p> <p>This tool is not used in all of the regular courses that the Institute offers. Its use is limited to technical fields and the human rights course.</p> <p>In order to implement this system, time and human resources were needed to transfer the contents of the courses to a virtual format, but the practice was adopted, implemented and is being executed via a free platform. The Institute hopes to have its own platform at some point in the near future.</p>
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Comments	<p>The effectiveness of this practice has not been evaluated. However, it has met the initial requirements that it sought to meet.</p>

Number	#29
Title	Case Study Teaching
Topic	4
Country	Ecuador
Type	Promising Practice
Key Aspects	<p>With the entry into force of the General Organic Process Code (COGEP) and the implementation of the oral system, the need to train judges and other officials in the development of oral hearings through the study and application of practical cases was identified.</p> <p>This practice was developed by judges who served as trainers. Based on their justice administration experience, they created cases in the four proceedings that the COGEP involves so that they could be addressed in class. Oral trial hearing simulations were held and all of the procedural acts were completed, all of which were terminated based on the progress made just like a real hearing. The judges took part in the activity as stakeholder/defendant, judge/secretary.</p> <p>In order to implement the practice, there was a prior planning stage that involved deploying training activities simultaneously nationwide.</p>
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Number	#30
Title	Study of Non-Verbal Communication
Topic	4
Country	Ecuador
Type	Promising Practice
Key Aspects	<p>Judges were trained in neurolinguistic programming. The exercises included mock hearings, oral litigation techniques and strategic litigious action plans. This program of non-verbal communication studies included a module directed specifically at judges who relaunched their jurisdictional activity on May 23, 2016 with a caseload of zero in order to focus fully on hearing and solving cases filed in the new legal framework in non-criminal justice areas.</p> <p>This practice consists of talks and neuro-linguistic programming workshops directed at this specific segment. Material was also provided to the judges to complement the training provided in the workshops. In addition, an effort was made to ensure that the judge learns to recognize the attitude, body and non-verbal language of each procedural party that is present at trial. The idea is to enrich the reasoned judgment (logic, experience and science) with which the judge assesses each procedural moment during the hearing in the oral system in order to reach the truth.</p>
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Comments	Given that this is a recent practice, a systematic evaluation of its effectiveness has not been conducted.

Number	#31
Title	Training Trainers
Topic	4
Country	Chile
Type	Good Practice
Key Aspects	<p>This practice is carried out using the active experiential peer training methodology.</p> <p>The courses are taught as three workshops lasting 24 hours each, and are taught over the course of three days.</p> <p>The purpose of the first workshop is to explain the foundations and application of the peer training method based on experience. Groups are also formed at this point so that the design of the courses can begin. The courses are attended by members of the Judicial Branch, and they autonomously define the training needs that will be the focus of the rest of the stages that involve training trainers.</p> <p>During the second workshop, the students continue to design and prepare the course that they will offer. They set the schedule, contents, materials and tools that they wish to use and that they believe to be pertinent to the development of the proposed course.</p> <p>The third and final workshop consists of the pilot execution of the course. The target audience is composed of groups of Judicial Branch officials.</p> <p>When the process described herein is complete, and the training the trainers course is approved, including the design and implementation, it will be included in the Judicial Academy regular training for the following calendar year.</p>
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Comments	<p>By implementing this methodology, the Judicial Academy sought to address the unique aspects of training adults, particularly if the training is offered by peers, as is the case in training the trainers courses.</p>

Number	#32
Title	Training Trainers
Topic	4
Country	Mexico
Type	Promising Practice
Key Aspects	<p>This practice is designed to train judges who can in turn train other judicial staff on the new criminal justice system drawing on previous training on the topic and their professional experience.</p> <p>The program was adopted through an agreement with the Federal Judiciary Council and the Criminal Reform Implementation Unit so that judges that had not participated yet could develop skills to train other public servants on the system's new aspects. They practice communications skills, which are essential for the use of oral procedures, as well as skills necessary for teaching in the new criminal justice system.</p> <p>In regard to implementation, the activity was voluntary and considered two factors: 1) that the judges had not participated earlier and 2) that they had completed the criminal justice training program focused on the new system.</p> <p>The initiative was implemented simultaneously in 21 cities throughout the country, and consisted of a five-hour course in each location. The cities were: La Paz, Durango, Torreón, Mazatlán, Nuevo Laredo, Nayarit, Reynosa, Oaxaca, Veracruz, Mexicali, San Luis Potosí, Chilpancingo, Xalapa, Mérida, Guanajuato, Ciudad Juárez, Saltillo, Monterrey, Toluca, Mexico City and Sonora.</p>
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Comments	<p>The results of the practice showed that in 2016, 36 judges participated as instructors and 545 members of the judiciary completed the program. These participants are now familiar with the new criminal justice system. Currently, 36 judges are affiliated, but the practice has yet to be evaluated.</p>

Number	#33
Title	Information Capsules
Topic	4
Country	Chile
Type	Promising Practice
Key Aspects	<p>This practice involves the design and use of information capsules on specific topics as a way of engaging in legal updating. It addresses ongoing legal changes as well as the creation of new institutions in the Chilean legal system. As such, updating officials in these areas is considered urgent.</p> <p>In that context and considering the resources that the institution currently has, the Judicial Academy decided to use this approach in 2011. The capsules consist of videos featuring instructors with experience on a specific topic. An explanatory text and questionnaire for self- assessment are also included.</p> <p>Some examples of capsules follow:</p> <ol style="list-style-type: none"> <li>1. Capsule on the criminal responsibility of legal entities law, Law 20.393</li> <li>2. Capsule on citizen associations and participation in public work, Law 20.500</li> <li>3. Capsule on the law that establishes anti-discrimination measures, Law 20.609</li> <li>4. Capsule on the modification of personal care, the direct relationship regime and regular and parental authority, Law 20.680.</li> </ol>
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Comments	<p>Each video lasts no more than 20 minutes. The topic is not addressed in-depth. Rather, the main goal is to provide an overview of the ways in which legal changes can affect judicial officials' work. The video is uploaded to the Judicial Academy Webpage and can be viewed by any Internet user (no password or username is required).</p>

Number	#34
Title	Lectures on Addressing Needs at the Territorial Level
Topic	4
Country	Chile
Type	Good Practice
Key Aspects	<p>Each year, the Judicial Academy sends a request to appeals courts for a list of topics that cause difficulties in their jurisdiction.</p> <p>The agency then chooses one of the topics and invites an expert to give a talk on the topic in the court that submitted the request.</p> <p>During 2015, 17 talks were offered throughout the country in every court of appeals. An equal number of talks with similar coverage was planned for 2016. The following examples are offered:</p> <p>2015 talks</p> <ol style="list-style-type: none"> <li>1. Environmental law: jurisdictions and procedures before the environmental courts created through Law 20.600</li> <li>2. Application of international treaties ratified in Chile</li> <li>3. Partial annulment of the sentence in criminal procedure. Presentation of the problem. Effects. Difficulties with application. Case law analysis.</li> <li>4. Labor case law execution</li> </ol> <p>2016 talks</p> <ol style="list-style-type: none"> <li>1. Law 18.216 modified by Law 20.603, which establishes substitutions to custodial sentences</li> <li>2. Conciliation as an effective means of dispute resolution</li> <li>3. Provenance and determination of economic compensation</li> <li>4. Actions emanating from the Consumer Law</li> </ol>
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Comments	<p>This initiative has been very successful, as reflected in the satisfaction surveys obtained during the development of each talk, the number of people who attended and the interest generated.</p>

Number	#35
Title	Implementation of Virtual Classroom through the SABA Learning Management System Platform
Topic	4
Country	Puerto Rico
Type	Good Practice
Key Aspects	<p>This practice is designed to provide judges with a training space that addresses all of their needs and can be accessed anytime from anywhere.</p> <p>The implementation was conducted in stages. First, the platform for the creation of the Virtual Classroom was acquired. Next, the staff responsible for the project was trained and experts in the installation and configuration of the platform provided consulting services. Topics were identified, and trainers were selected. Trainers were then trained on the use of the platform and the design of online courses, and the first course was designed on the topic of Judicial Ethics. A tutorial was created for users on how to utilize the platform and access courses, and a pilot course was offered to a small group of judges in order to evaluate each of the processes (the operation of the system, technical assistance and user experience). Finally, the problems identified through the pilot course were corrected and the course was offered again. Eighty-five percent of participants have rated it as excellent.</p>
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Comments	<p>Prior to introducing the practice, the electronic learning platform Saba Learning Management System was acquired for the virtual classroom. A consultancy was required to install and configure the platform, and personnel were trained over a period of eight months on its use and operation. This involved a budget of approximately US\$250,620.</p>

Number	#36
Title	Implementation of a Virtual Moodle Platform for B-Learning System Training
Topic	4
Country	Bolivia
Type	Promising Practice
Key Aspects	<p>There was a need to train 200 applicants to the Judicial Training and Specialization Course from the nine Bolivian states, but it was not feasible to house them in a single place for the 18 months that the course lasted due to the high costs and impossibility of granting scholarships to students. The Moodle platform was selected as a delivery system for materials and learning activities designed especially for b-learning. Students completed the learning module on virtual environments and Moodle platform use so that they could engage in the training successfully. They then began the courses that had been developed for them.</p> <p>The institution needed the necessary broadband availability and management to implement this practice.</p> <p>It also required adequate technical support for the virtual platform.</p> <p>The implementation of the virtual platform lasted approximately one year. During that same period, work was done on the creation of the materials and selection of the students.</p> <p>A preliminary assessment has been conducted on the effectiveness of this practice using assessment surveys directed at students at the end of each learning module.</p>
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Comments	Due to poor Internet service, there have been difficulties with connections, particularly in the outlying areas and mid-sized cities where some students live.

Number	#37
Title	Training Under the Case Model System Using the B-Learning Virtual Platform
Topic	4
Country	Colombia
Type	Promising Practice
Key Aspects	<p>The Colombian Judicial Academy has included an active methodology based on the use of ICTs in education, applying a b-learning modality, case study and the application of an argument model.</p> <p>The methodology has been included in all of the courses focused on the introduction of oral procedures for labor, disciplinary, civil, family, criminal and contentious-administrative matters.</p> <p>Participants are offered the opportunity to access a catalogue of academic materials on a virtual campus. Each judicial training course has a specific classroom. There are also fora and blogs that encourage interaction among training recipients.</p> <p>Specifically, this system allows students to access a base of current cases with legal, case law and doctrine innovations around issues that each course addresses.</p> <p>The authors of the learning modules develop the cases with a solution matrix in each proposed topical axis.</p> <p>The practice required the existence of a Virtual Campus and the maintenance of this platform. As such, institutional staff was dedicated to the effort, specifically two engineers who were familiar with maintaining this type of platform.</p>
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Comments	<p>While no systematic assessment of the practice has been implemented to date, the academy has received positive feedback from students about the system due to its practical nature. This is thus characterized as a promising practice.</p>

Number	#38
Title	Integrated Academic Management System
Topic	4
Country	Peru
Type	Promising Practice
Key Aspects	<p>In an effort to unify the systems and adopt a single technological platform, the Integrated Academic Management System was implemented with the support of the World Bank. This system replaced the old academic records and events management systems, integrating the Treasury Payment Management System and allowing for interaction with the institution's virtual classroom.</p> <p>This system offers the following benefits:</p> <p>a) Record of the academic plan and unscheduled activities; b) call to participate in academic activities that includes automatic publication on the institution's web portal; c) registration process for academic activities; d) admissions process with an interface that allows the profile of the participant to be viewed for admission based on the profile proposed for the course; e) creation of enrollment, grade, attendance, faculty and other records as well as academic reports; f) satisfaction survey management for training activities.</p> <p>The new virtual classroom is being implemented.</p> <p>A total of 12,464 instructors and participants will benefit from this system.</p>
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Comments	<p>The development of the Magistrate's Academy mobile application is complementary to this initiative. The app is already available for Android systems and will soon be in the Apple store. It allows training program participants to follow the institution's academic activities on a daily basis.</p>

Number	#39
Title	Implementation of Videoconference System Use in Training
Topic	4
Country	Uruguay
Type	Promising Practice
Key Aspects	<p>The Judicial Branch's Computer Division designed an application that allows for online management of an interactive video conference platform. The Research Center was given two broadcasting rooms that connect to 18 points of reception and transmission throughout the country.</p> <p>The purpose is to give all judges simultaneous access at a low cost, reducing transportation, lodging and per diem expenses.</p> <p>In order to implement the initiative, an interactive platform and financial support of the Judicial Branch were required. In addition, that entity provided technical support for human resources, equipment and ongoing maintenance of the technical management of the system.</p> <p>The process began in 2013 and it has been fully functional since 2015. The system allows up to 250 users to log in simultaneously. To date, seminars and training activities have been implemented along with interviews, recording of statements and other tasks related to judicial activity.</p> <p>Users have evaluated the use of videoconferences through an anonymous, self-administered form.</p>
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Number	#40
Title	Use of Webinars (short online courses)
Topic	4
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>Puerto Rico implemented the Webinars system, which consists of short online courses for distance training. The initiative begins with an assessment that is meant to identify critical factors such as the lack of time available to judges due to their workload and difficulty accessing training activities due to distance.</p> <p>The implementation of the practice was conducted in stages. First, a subscription for the online training software CITRIX GoTo Training was acquired in order to conduct training sessions online. Next, topics that could be addressed adequately using this approach were identified along with trainers, who were trained in the use of the software. The courses were then designed along with a tutorial for orienting the participants on how to access Webinars.</p> <p>A test was conducted with a group of judges from various judicial regions in order to evaluate the functionality of the system connection. The practice was executed through the development of biannual activities that are promoted through the Judicial Academy webpage. Reminders are sent via email to judges and Judicial Branch attorneys with the dates that the courses will be offered.</p> <p>At the beginning of the implementation of the practice, there was low turn-out. However, as the participants began to share their experiences and the Academy promoted the exercises, there was a sustained increase in the number of participants. The group of seven participants that the program originally had ballooned to 40.</p>
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Comments	To date no systematic assessment has been reported on the use of Webinars. However, the sustained increase in participation in the activities is worthy of note.

Number	#41
Title	Use of the Moodle Platform
Topic	4
Country	Guatemala
Type	Promising Practice
Key Aspects	<p>Guatemala has adopted the Moodle platform in various ongoing training activities. The use of this tool involves disseminating the “User Manual: Guide to the Use of the Virtual Platform through the Judicial Academy Website.” Instructors are also given a personal introduction to the system by Judicial Academy technical and teaching staff who provide specialized support in the creation and structuring of contents so that they meet the requirements for working online and with print material and training on the virtual platform.</p> <p>There is also a general training program for instructors on the use of Web tools for strengthening the education system that addresses accelerated changes in today’s world, emphasizing the importance of research and the use of technology as necessary tools for the various training activities.</p>
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Comments	There is no information available as to whether the effectiveness of this practice has been evaluated.

## 5. Use of international links in training

Number	#42
Title	ILO Agreement: "International Labor Standards Course for Judges, Jurists and Law Professors"
Topic	5
Country	Colombia
Type	Promising Practice
Key Aspects	<p>In Colombia, there is concern regarding the numerous difficulties that judges face such as the lack of technical media, the need to learn about new topics and the need to strengthen skills that allow them to interact in a globalized world.</p> <p>In this context, the annual course on International Labor Standards for Magistrates, Jurists and Law Professors is worthy of note. The course is offered with the financial support of the ILO International Training Center, which provides four to seven partial scholarships to cover the cost of the course, lodging and meals.</p> <p>The judicial academy encourages judges to participate through the various administrative figures established in its internal regulations: service commission, special commission and leave.</p> <p>This promising practice has been implemented for three years with a steady increase in the number of judges interested in taking part in the experience.</p> <p>The practice is assessed through the report that the scholarship recipient is required to submit once the training is complete, which is reviewed by his or her superior. The experience has generally been evaluated as excellent by the institution.</p>
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Number	#43
Title	Implementation of Two Courses on Gender and Human Trafficking in Coordination with Honduras
Topic	5
Country	Nicaragua
Type	Promising Practice
Key Aspects	<p>The Nicaraguan Judicial Academy has made progress in the area of international judicial cooperation with the execution of two courses in coordination with Honduras on gender and human trafficking. Specifically, the Nicaraguan design of the courses was used along with instructors who replicated them in Honduras with financing from that country.</p> <p>The practice begins with an assessment that suggests that statistics from Honduras and Nicaragua are concerning. The purpose is to identify, address and prevent gender violence and human trafficking.</p> <p>The “training trainers” model is applied. Participants replicate the knowledge that they acquire in their respective countries once training is complete. This educational action has been supported by international agencies due to the problematic numbers from both countries. An alliance or collaboration agreement was established between the Nicaragua Supreme Court Institute of Advanced Judicial Studies and the Supreme Court of Honduras Judicial Academy through the project “Without Borders for the Prevention of Gender Violence.” The initiative was financed by the European Union Delegation for Central America and Panama, which facilitated the development of a certificate program with the participation of 13 non-governmental organizations, five government agencies and three civil society organizations.</p> <p>The Gender Violence and Human Trafficking Prevention Certificate Program has been held in Nicaragua and Honduras in two editions lasting five months each with a total of 480 class hours using a traditional method with five monthly meetings.</p>
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Comments	The practice has not yet been evaluated.

Number	#44
Title	Series on French Law and Justice in coordination with the French Embassy
Topic	5
Country	Dominican Republic
Type	Promising Practice
Key Aspects	<p>The Dominican Republic Judicial Branch has had a close connection to the French Embassy for many years. In that context, the two institutions have held the series on French Law and Justice since 2001. The activity features the participation of French and Ibero-American experts, most of whom are contacted through the RIAEJ network.</p> <p>In order to implement this promising practice, macro support agreements between the academy and its peers in Latin America were required along with an agreement with the French counterpart. The academy also had to identify experts and secure the financial report required to implement the activity.</p> <p>The series addresses key topics related to the training of judges and magistrates through workshops and seminars. In the Dominican Republic and other countries of the region, the French legal model is considered a point of reference.</p>
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Comments	The practice has not yet been evaluated through an objective mechanisms, but its importance is noteworthy given the number of people who have participated in the initiative and the number of years it has been successfully applied. There are joint publications and a shared tradition that has led both institutions to establish lines of shared work.

Number	#45
Title	Videoconferences on Civil Procedure Law and Oral Procedures Techniques -Puerto Rico-Nicaragua
Topic	5
Country	Puerto Rico
Type	Promising Practice
Key Aspects	<p>Puerto Rico's judicial academy has begun to work with its Nicaraguan counterpart through this practice. The training involves a series of four videoconferences generated by the Judicial Academy for Nicaragua's Institute for Advanced Judicial Studies, which forms part of the Judicial Academy. The topics are civil procedure law and the use of oral procedures. The videoconferences were held September 28 and October 1, 5 and 8, 2015. The effort is a result of the need to collaborate on civil litigation topics, which was identified by the Nicaraguan institute. Approximately 200 people participated in the conferences.</p> <p>The videoconference system Scopia, which was acquired by the Technology Directorate to facilitate the generation of videoconferences through the Judicial Branch, was used for the first time.</p> <p>The practice took three months to develop once the alliance was established between the institutions.</p> <p>The videoconferences were evaluated by the judges who attended using an evaluation sheet.</p> <p>We did not observe the existence of any factors that might have implicated resistance in the implementation.</p>
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Number	#46
Title	Certificate Program: Imparting Justice for At Risk Groups with a Gender Perspective
Topic	5
Country	Mexico
Type	Promising Practice
Key Aspects	This program was adopted in coordination with the Inter-American Human Rights Institute and is deployed in two specific fields: Gender Equality and Protection of At-Risk Groups. Two actions that are taken up by this course are related to this: training judges and other judicial branch staff on conditions of risk and the human rights of vulnerable groups, and protocols generated by the Supreme Court Chief Justice's Office so that they are configured as products of consensus enriched by the participation by as many judges who are experts in the area as possible. The training program lasts for 108 hours and consists of 9 modules that are offered by national and international experts in each area.
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Comments	This practice is being executed in 2016 and is an initial experience. As such, its effectiveness has not yet been evaluated.



From the late 1980s to the early 2000s, Latin America witnessed the emergence of various institutions focused on judicial training. Even though the notable progress that these entities have made in the training of judges, there is still a disconnect between the traditional training that they provide and the new demands made by the region's justice systems, particularly in view of recent criminal and civil justice reforms.

The study undertaken by JSCA explores the current performance of institutions that provide judicial training in Latin America. This has been achieved through the documentation of good and promising practices organized around five points of focus: the identification of training needs; innovative training programs or plans; innovative training methodologies; tools for promoting international judicial cooperation in the area of judicial training; and the assessment of the performance of training program participants and the impact of the activities.

Through the support of Global Affairs Canada (GAC), JSCA offers readers a series of reflections and recommendations on the current situation of Latin America in the field of judicial training. We hope that this publication underscores the importance of this activity and contributes to its strengthening and professionalization. Our goal is to make it clear that judicial training should be a crucial element for thinking through public policy on justice.

