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 JUDICIAL  
ACADEMY



REPUBLIC OF SERBIA  
MINISTRY OF  
JUSTICE

# EUROPEAN UNION'S SUPPORT TO THE JUDICIAL ACADEMY

Overview of project deliverables





**Component 1: Ensuring easier access to the case law of the European Court of Human Rights for the relevant target groups, with the aim at improvement and unification of the case law among Serbian courts as well as its harmonisation with the European Union standards**

No.	Activities	Outputs
1.1	<p>Conducting an analysis of the case law of the European Court of Human Rights (ECtHR), related to cases that involve the Republic of Serbia (RS) as one of the parties, as well as related to other cases that can be of particular interest for the holders of judicial functions in Serbia</p>	<ul style="list-style-type: none"> <li>• <b>Matea Bašić, Vesna Ćorić, Analysis of 33 judgements of the ECtHR (Annex 1, 3th Progress report (PR), SRB)</b></li> </ul> <p>In total, 33 cases were analysed – 11 applications which were filed against the RS and 22 which were filed against other states regarding the issues that can be of particular interest for the RS. Each analysis consists of sentence, the shortest statement of facts of the case, description of principles applied to the particular case, as well as of the concrete financial commitments arising for the state from the violation of human rights, as well as the commentary which indicates the importance of the particular judgement for the legal system of the RS by recommending how to prevent similar violations from occurring which were either caused by the content of a particular rule or case law or caused by the way of organization and functioning of other state bodies. Analysis covers the following Articles of the European Convention on Human Rights (ECHR): (Article 2, Article 3, Article 5, Article 6, Article 8, Article 13, and Article 14 as well as Article 1 of the Protocol No. 1 to the ECHR and Article 4 to the Protocol No. 7 to the ECHR.</p>
1.2	<p>Creating through the internet the “cross-reference system” as to link specific provisions of national legislation with relevant articles of the ECHR, ECtHR case-law, as well as with legal concepts applied by the ECtHR.</p>	<ul style="list-style-type: none"> <li>• <b>Aleksandar Stojanović, Scheme for “cross-referencing” of relevant provisions of national legislation with relevant ECtHR case-law (Annex 1, 2PR, ENG)</b></li> </ul> <p>The scheme for “cross-referencing” of relevant provisions of national legislation with respective judgements of the ECtHR has been developed. Certain provisions of national legislation whose inadequate interpretation and application lead to the violations of stated articles of the ECHR and stated judgments of the ECtHR do present the starting point of this scheme. Therefore, holders of judicial functions have at their disposal 33 case summaries of the ECtHR judgments as well as six developed legal concepts pertaining to the application of the ECtHR principles when they interpret certain provisions of national legislation. These materials help them significantly to apply provisions of national legislation in line with the ECHR standards and, by doing so, to prevent further violations of the ECHR from occurring. The given scheme is further enriched by references to the Serbian versions of other relevant judgments of the ECtHR which are not available in the form of summary, but in integral form.</p> <ul style="list-style-type: none"> <li>• <b>Aleksandar Stojanović, Vesna Ćorić, Overview of relevant decisions of the ECtHR based on developed scheme for “cross-referencing” of</b></li> </ul>

		<p><b>provisions of national legislation with respective case-law of the ECtHR (Annex 2, 3PR, SRB)</b></p> <p>Each schematic overview contains the title of the case, the violation invoked by the applicant, the catalogue of the provisions of the national statutory law relevant for the respective case, article/s of the ECHR and legal concepts of the ECtHR developed within the project, case-law of the ECtHR relevant for the given case, as well as (if applicable) other relevant legal sources and <i>acquis communautaire</i>.</p> <ul style="list-style-type: none"> <li>• <b>Aleksandar Stojanović, Vesna Ćorić, Developed six legal concepts (<i>ne bis in idem</i>, right to home, protection of property, detention, private life and prohibition of torture) (Annex 1, 3PR, SRB)</b></li> </ul> <p>Each concept is conceived OR designed as to indicate fundamental problems encountered in practice by means of referring to decisions of the ECtHR which are relevant in that regard.</p>
1.3	<p><b>Conducting an analysis named „Report on a Root Cause Analysis of the Increase in Number of Applications before the Constitutional Court of the Republic of Serbia (CC) and the European Court of Human Rights with Recommendations“</b></p>	<ul style="list-style-type: none"> <li>• <b>Slavica Banić, Report on a Root Cause Analysis of the Increase in Number of Applications before the Constitutional Court of the Republic of Serbia and the European Court of Human Rights with Recommendations (Annex 2, 2PR, ENG)</b></li> </ul> <p>The aim of this analysis was to thoroughly examine reasons behind a steady increase of constitutional appeals and application to the ECtHR from the RS, as to to tackle the issue of significant number of pending cases before the CC as well as to review whether the increase of the number of filed constitutional appeals might be related to a change of laws. This report was drafted based on relevant laws, reports and information received from meetings held with different stakeholders as to get bigger picture about the way of the protection of human rights in the RS as well as of functioning of the CC. The analysis to a large extent also relies on reports on the activities of the CC containing indicators related to the flow of the cases and problems encountered during the work, as they enable getting bigger picture on the approach which is applied the CC when it decides on the issues from its competence.</p> <p>The report pointed out general and special indicators of continuous increase of the number of filed constitutional appeals. While general indicators to a large extent relies on factors which are not influenced by the CC or the judiciary, special indicators pertain to relationship between the CC and the judiciary. A low level of trust of the judiciary in the CC and the circumvention of the CC's standards and positions are identified as factors which may explain the increase the number of the filed constitutional appeals.</p> <p>In order to develop the rule of law in Serbia and reduce a low level of citizens' trust in judiciary, the cooperation of judiciary and the CC in protection of human rights is a prerequisite for not only decrease of the constitutional</p>

		<p>appeals, but also for the promotion of the reputation and trust in judiciary. It was particularly recognized the role of the Judicial Academy (JA) to become a “meeting point and promoter” of dialogue between the judiciary and the CC on different issues in relation to the protection of human rights. Also, the JA could significantly contribute to the national courts’ application of the ECtHR standards by means of appropriate reform of trainings in terms of their duration and content.</p>
<p>1.4</p>	<p><b>Preparing recommendations for improving the methodology of decision making, drafting judgment summaries and organizing seminars as to getting to know holders of judicial functions with formulated recommendations</b></p>	<ul style="list-style-type: none"> <li>• <b>Ivana Krstić, Krešimir Kamber, Application of the European Court of Human Rights’ Case-Law in the Judicial Decision-Making in Serbia: Analysis and Recommendations (Annex 3, 3th Interim Report (IR), ENG)</b></li> </ul> <p>The authors first explain that the ECHR, as interpreted and applied by the ECtHR, forms an integral part of Serbian legal order, and can be invoked even in the case of legal lacuna or non-conformity with domestic norms. Moreover, Article 145 para. 2 of Serbian Constitution requires that the court decisions are based on the binding case-law of the ECtHR whenever the case under examination gives rise to a ECHR issue. The authors explain that according to Article 46 of the ECHR, Serbia abide by the final judgment of the ECtHR in any case to which it is party. However, the ECtHR’s task is not only to secure the resolution of a particular case. It also has a duty to construct the ECHR’s rights by elucidating and interpreting the binding legal obligations established under the ECHR. This means that Serbian courts and other authorities are also obliged to follow and apply the ECtHR’s case-law determining the scope and substance of the ECHR’s obligations developed in respect of other states parties to the ECHR.</p> <p>Authors also analyse and present the current legislation and practice on the application of the ECtHR’s case-law in the judicial decision making. While the legislation provides a solid basis for the application of the ECtHR’s case-law in domestic judgments, the practice demonstrates that Serbian courts still rarely invoke principles that derive from the ECtHR’s jurisprudence, and when they do so, they only mention the relevant article of the ECHR or certain judgment, without further elaboration of the manner in which that right is interpreted in the case-law of the ECtHR and without an assessment of its applicability to the instant case.</p> <p>Chapter five of this report is intended to address these deficiencies in the domestic application of the ECHR’s law. It explains the methodology for the application of the ECtHR’s case-law in the judicial decision-making. In particular, it provides for the methodological solutions on the following matters: (1) identification of the relevant ECHR’s issue in a particular case; (2)</p>

		<p>identification of the relevant ECtHR's case-law for the resolution of a case; (3) how to use the ECtHR's case-law in the context; (4) designation of a structure of the ECtHR's case-law analysis, and (5) provision of the essential citation guidelines.</p> <p>Finally, the last chapter contains a set of recommendations, on the basis of the identified deficiencies, for improvement of the methodology of decision-making and preparing judgments and decisions by Serbian courts, including scripts and forms that will facilitate application of the ECtHR's case-law in the domestic judgments and decision.</p>
<p>1.5</p>	<p><b>Preparing a comprehensive “Practical Guide through the Case Law of the European Court of Human Rights”, which will include the selected cases, the abovementioned recommendations and practical guidelines for using the ECtHR case law database, available on its website</b></p>	<ul style="list-style-type: none"> <li>• <b>Slavica Banić, Aleksandar Stojanović, Practical Guide for the Application of the European Convention on Human Rights in the RS (SRB)</b></li> </ul> <p>The aim of the Guide was to increase the quality of judgements delivered by Serbian courts through improving access of national judges and public prosecutors to the ECtHR case-law. After explaining the importance of a proper application of the ECtHR case law and understanding its binding nature, the authors pointed out key methodological steps which had to be taken by national judges and public prosecutors in order to correctly apply the ECHR in their day-to-day work. After these sections, authors identified the most relevant sources of ECtHR case-law and provided instructions on their use. The importance of this publication for Serbian judiciary is also indicated in preface written by the President of the Supreme Court of Cassation.</p>
<p>1.6</p>	<p><b>Supporting the JA in providing translation, printing and dissemination of the Practical Guide, as well as its subsequent promotion through workshops, conferences, promotional materials, etc.</b></p>	<ul style="list-style-type: none"> <li>• <b>Promotion of the Practical Guide for the Application of the European Convention on Human Rights in the RS</b> through five workshops</li> </ul> <p>In total, five workshops gathering both judges and public prosecutors were held at the following courts: the Court of Appeal in Niš; the Court of Appeal in Kragujevac, the Court of Appeal in Novi Sad; the Court of Appeal in Belgrade and the Supreme Court of Cassation respectively. During the workshops some samples of the Practical Guides were disseminated, while the rest of them were disseminated through the JA Belgrade. In total, 1000 copies of the Practical Guide for the Application of the European Convention on Human Rights were printed.</p>
<p>1.7</p>	<p><b>Providing seminars for the relevant target groups (especially judges in charge of the case law unification) as regards the methodology of decision</b></p>	

1.8	<p><b>making and preparing judgment summaries</b></p> <p><b>Organizing study visits for judges</b></p>	<ul style="list-style-type: none"> <li>• <b>Study visit for judges and public prosecutors to Strasbourg, 05-08 March 2018</b></li> </ul> <p>In total, 20 judges and prosecutors who are members of the National Network of Experts in the ECHR (Network) participated in the study visit to Strasbourg. The aim of this study visit was to acquaint participants with the methods of ECtHR adjudication, as well as with the work of other relevant bodies and programmes including the Committee for the Prevention of Torture and European Programme for Human Rights Education for Legal Professionals (HELP). The prospects for the fruitful performance of the Network was also discussed with the Council of Europe representatives.</p>
1.9	<p><b>Setting up of a Network of Experts in the ECHR composed of judges and prosecutors which are specialized for the ECHR's related issues</b></p> <p><b>(Initially formulated as: Supporting the JA in periodical issuing of the Practical Guide which should provide up-to-date overview of relevant ECtHR decisions /judgment summaries)</b></p>	<ul style="list-style-type: none"> <li>• <b>Juan Carlos da Silva, Dragana Lukić, Concept Paper on the Establishment of the Expert Judicial Network for ECHR in the RS (Annex 3, 2PR, ENG)</b></li> </ul> <p>The report points out that Serbian judges as well as judges from other jurisdictions, due to significant increase in legislative activities are not able to adequately improve their knowledge in the EU law, the ECHR law and, mutual legal assistance. Afterwards, it comes up with the proposal to train some holders of judicial functions as to give advice and support to colleagues within the judicial network. By establishing the Network, it would be introduced a cost-effective and sustainable model of continuous training of judges, an enhanced knowledge on ECHR, an establishment of an interactive communication channel for holders of judicial functions, a consistency in decision-making, a case law harmonization, an effective exchange of information on the ECHR case-law as well as an improved coordination among international and national institutions.</p> <p>As potential members are envisaged judges, public prosecutors and their deputies, as well as court associates and assistants. There are three possible models for selection of specialists for the national judicial network on ECHR: 1) a conference aimed to present the concept of the Network as well as to invite candidates to apply for, followed by a selection process conducted in an objective and transparent manner pursuant to the established criteria; 2) establishing a direct communication with leaders of relevant institutions (courts and public prosecutions) who would nominate candidates; 3) consultations with judicial leaders, publishing a call to invite interested specialists to apply for the Network on the web site of the web site of the JA, the High Judicial Council (HJC) and the State Prosecutorial Council (SPC) as well as subsequent selection of experts based on the established criteria.</p>

The JA would act as a coordinator and an administrator of the Network, which should present a hub of knowledge and excellence available for the whole judiciary. Main tasks would amount to provision of the most updated information (*update*) and provision of advice (*advise*). The Network could be further divided into sub-groups and smaller groups of experts in charge of specific articles of the ECHR.

- **David Ordóñez-Solís – Preliminary report - The National Network on the European Judicial Protection of Human Rights in Serbia (Annex 4, 3IR, ENG)**

The Network is aimed to fulfil three goals: to strengthen the judiciary through the institutional building of the JA; to provide information to Serbian judges and public prosecutors, *i.e.*, by enabling easier access to the case law of the ECtHR; and to strengthen trainings for Serbian judges and public prosecutors on these selected issues.

After indicating the structural problems encountered by the RS on its road of achieving the European standards in the fundamental rights protection, the report further provides an overview of experiences of other European countries which established similar networks within the European Union (EU): Netherlands, Romania, Italy and Spain. While Netherlands, Italy and Romania apply the model amounting to setting up networks of coordinators (where one is designated from each court), the Spanish model is different as it provides a creation of a network of experts in different matters. The report comes up with the proposal on how to regulate the process of establishment and functioning of the sustainable Network at the territory of the RS as well as about requirements which shall be met by its members. It would be recommendable, *inter alia*, that Network has in total 15 members, gathering both judges and prosecutors from different levels of jurisdiction. Moreover, it is needed to provide incentives for the Network's members.

The report provides unambiguous recommendations on how to establish the Network in a sustainable and efficient way, as well as it provides the drafts of the acts governing its establishment.

- **David Ordóñez-Solís – Strategic plan for the National Network on the European Judicial Protection of Human Rights in Serbia 2018-2022 (January 2018, ENG)**

This document is divided into the following sections: strategic vision of the Network, organizational management of the Network and its respective timetable. The first section sets out Network's activities, main beneficiaries, general and specific goals to which they are directed as well as respective

		regulatory framework. The second section specifies the crucial managerial and coordinating role which is played by the JA in developing the activities and maintaining the operation of the Network. Further, it elaborates on introduction of sections for different legal areas within the Network. The final section provides timetable of tasks and activities with their respective deadlines.
1.10	<b>Supporting the JA in creating a database which will include selected ECtHR decisions</b>	<ul style="list-style-type: none"> <li>• Pursuant to strategy relating to information and communications technology (ICT) which was adopted by the Managing Board of the JA for 2015 - 2020 period, the project provided support to: <ul style="list-style-type: none"> <li>a) Developing database of the JA (eCASE) containing judgments of the ECtHR against the RS where the ECtHR found violation of at least one article of the ECHR. Judgments are for 2003 – 2016 period. 115 judgments have been collected so far. <b>(2 IR)</b></li> <li>b) Developing database which is filled in with judgments selected pursuant to criteria proposed by the JA.</li> <li>c) Identification of 113 cases rendered against the RS where the ECtHR found at least one violation of the ECHR and preparation for their inserting.</li> <li>d) Making a draft plan for upgrading a database which was discussed before the JA. <b>(2PR)</b></li> </ul> </li> </ul>
1.11	<b>Providing relevant training for the responsible staff of the JA for securing proper and regular maintenance of the database (analysis, classification and translation of the selected ECtHR's decisions)–MODIFIED</b>	Data entry trainings of employees <b>(2IR)</b>

<b>Component 2 – Enhancing educational activities of the Judicial Academy in order to improve efficiency and effectiveness of trainings</b>		
<b>No.</b>	<b>Activities</b>	<b>Outcomes</b>
2.1	<b>In close cooperation with the HJC and the SPC, conduct a needs assessment analysis in order to identify future training requirements within the judicial system</b>	<ul style="list-style-type: none"> <li>• Olivera Purić, Ana Knežević Bojović, <b>Training Needs Assessment (TNA) for Serbian JA No. 1– Results and recommendations, June-September 2016 (Annex 2, 1IR, ENG)</b></li> </ul> <p>The aim of this report is to assist the JA in:</p> <ul style="list-style-type: none"> <li>• Assessing the existing regulatory framework and practice within the JA concerning training needs assessment;</li> <li>• Conducting a comprehensive training needs assessment for the Serbian judiciary in the forthcoming period; and</li> <li>• Institutionalizing the mechanisms for a continuous training need assessment.</li> </ul>

⇒ The analysis shows that there is no special regulatory act which regulates the TNA within the JA, nevertheless certain system is established under the umbrella of the JA (evaluation of trainings, reports of trainers, *ad hoc* questionnaires and contact with trainees). Furthermore, it is indicated to the shortcomings of this system: the TNA is not rationalized and structured, the non-existence of time frame for carrying out of the TNA, the insufficiently transparent process, the lack of a practice of surveying of wider stakeholder community, the small role of the HJC and the SPC in the TNA process.

⇒ *Methodology and findings of the TNA conducted in the July-September 2016 period* – The aim was to determine the current state of play, to show new methods for collecting inputs for future TNA and to provide recommendations for institutionalization of existing and introduction of new TNA mechanisms. The mixed method was used – assesment has been made based on research, interviews with key stakeholders (members of the Program Council of the JA, representatives of professional associations, representatives of the HJC and the SPC, representatives of the Bar, JA training coordinators), surveys and focus groups. A particular emphasis was placed on the need to develop a wide set of skills (i.e. such as public speaking, methodology of legal drafting, legal reasoning, use of ICT, foreign language) as well as on the need to get familiar with the work of other professions (police, social workers, economists, etc.)

⇒ *Recommendations* – Based on the analysis, it was recognized that the TNA should be systematic and continuous process which is formally regulated, with clearly defined roles, structure and time frame for its conducting; as well as that it is needed to involve the HJC and the SPC; that it is needed to follow the calendar of activities; that it is advisable to create a special department within the JA which would deal with this issue; that a balance between initial and continuous training should be stricken and that the TNA should be targeted – taking into account a status of trainees and a set of skills which are aimed to be developed; that the training should be focused on development of competencies as to enable trainees to apply them in their work after its adoption.

- **Ana Knežević Bojović, Rulebook on the training needs assessment process and drafting the proposal for training annual curriculum of the JA (Annex 4, 2PR, SRB)**

The Rulebook regulates the training needs assessment process and sets deadlines for conducting actions in that process. The assessment process

is conducted by professional service of the JA, continuously, taking into account the set deadlines. The service prepares a list of mandatory trainings, as well as it updates this list if need be. A special attention is paid to the follow up of adopted new laws and/or those amended as well as to making proposals for trainings which should be conducted. On annual basis, a TNA is conducted through the questionnaires for courts and public prosecutors, as well as a consultative process with other bodies and civil society representatives is carried out aimed at identifying needs for training development. The professional service also regularly collects and processes data on training needs which are received from reports and evaluation sheets. Twice a year working meetings are to be held where training curriculum is to be adjusted to needs of trainees, while once a year a framework annual training program is to be prepared for next year and a calendar of trainings for three months period is to be determined.

- **Olivera Purić, Ana Knežević Bojović, TNA for the Serbian JA: Results and recommendations, No. 2 (1<sup>st</sup> January – 9<sup>th</sup> June 2017) ([Annex 5](#), 3IR, ENG)**

The project provided the support to the JA in application of the Rulebook. The report covers the TNA activities carried out for period from January 1 to June 9, 2017. One section relates to the TNA inputs for 2017 based on the analysis of the pre-defined training needs as well as inputs collected in various forms of communications with relevant stakeholders. Second section encompasses the set of recommendations for further work of the JA.

The analysis of pre-defined training needs indicates that time frame and available financial resources do not enable the JA to fully meet the needs for training of trainees, as well as that it is needed to strike a balance between the training priorities and trainees' expectations. By using various methods are collected data in relation to training needs. It came out that some topics are particularly up-to-date, such as a domestic violence. Also, it became clear that it is important to strike a balance between trainings related to introduction of new legislation and addressing the systemic challenges in implementation of essential procedural and substantive laws. The need for multi-professional trainings was identified. It was underlined for each group of trainees which skills and knowledge should be improved. Timely and transparent information related to trainings constitutes key priorities.

The report identifies the need to apply systemic and strategic approach to trainings and it provides recommendations for both specific future training

		<p>requirements and fostering an advanced educational culture.</p> <ol style="list-style-type: none"> <li>1. The training needs of the judiciary encompass a wide spectrum of topics related to the knowledge of law as well as the improvement of soft skills. According to the research results, it is also needed to consider topics which should be covered in next year, as well as to adopt an integrated approach towards knowledge and law skills development, placing a particular emphasis on education in the field of human rights protection (standards and jurisprudence of relevant courts). A training should respond not only to needs of judges and public prosecutors but also to those of their assistants and judicial staff. Also, it should be endeavoured to have interactive trainings which are more relied on innovative training delivery methods – distance learning, study visits and working meetings. It is needed to carry out the standardization of development of training materials as well as of the organization of the trainings.</li> <li>2. A training in the judicial sector should be in line with the principles formulated by the European Judicial Training Network (EJTN). It is important to strike a balance between initial and continuous training, as well as to introduce a special department for the TNA as well as to provide the needed preconditions for its work. A particular emphasis should be placed on the quality of trainings, which should be influenced by the post-training evaluations. It would be advisable to put the "German rule" into practice by recognizing needs that non-legal knowledge and soft skills should be included in the training curriculum in certain percentage out of total number of trainings. The trainings should be organized in cycles – trainings related to introduction of new laws, as well as continuous trainings; high-quality, in-depth, tailor-made trainings and tailor-made trainings which will contribute to increasing the overall quality of justice. It is needed to introduce innovative training delivery methods, including distance learning. It is needed to develop a strategy for dealing with large-scale trainings, to identify middle and long-term training needs as well as to identify the systemic training needs – development of the judicial competency models (<i>competency-based models</i>).</li> </ol>
2.2	<p><b>Conduct an overall review of the existing curricula for the initial and continuous education, along with a gap analysis, aimed at curricula improvement in the areas identified as priority, such as human and minority rights, EU law, civil law, organized crime and corruption, emerging forms of special types of crime (cybercrime, illicit trafficking of cultural property, money laundering)</b></p>	<ul style="list-style-type: none"> <li>• <b>Ivana Krstić, Review of the existing curricula of the JA with a gap analyses (Annex 3, 1IR, ENG)</b></li> </ul> <p>The report consists of several parts. The introductory part deals with a legal and strategic framework regulating the preparation of the curriculum of the JA, methodology for its preparation and implementation, assess its quality and structure and identifies gaps with regard to preparation, organization and implementation of the curriculum. A particular emphasis was placed on</p>

	<p>etc.</p>	<p>preconditions for training preparation and delivery – financial, organisational, technical and spatial. After the given analysis, the recommendations for the improvement of the training curriculum, model curriculum and good practice example were provided. The recommendations pertain to all aspects of preparation, organization and implementation of the training curriculum – composition of bodies in charge for the adoption of the program, program planning, program structure, content of the training program (especially for initial and continuous training), training methods and forms of work, lecturers, materials and evaluation of trainings. The recommendations are aimed at improvement of transparency of the process as well as at standardization of program, methods and forms of work, training materials and the process of the training evaluation process. A particular attention is paid to the content of the training program, placing a particular emphasis to competency development of trainees, improvement of soft skills, enhancement of knowledge of human rights and case-law of the ECtHR, as well as achieving knowledge pertaining to the following fields: organized crime, asylum law, environmental law, human trafficking, medicine law, sports law, etc.</p>
<p>2.3</p>	<p><b>Conduct a comparative analysis of training curricula in other relevant judicial training institutions in EU countries as regards the above mentioned legal areas</b></p>	<ul style="list-style-type: none"> <li>• <b>Ana Knežević Bojović, Comparative analysis of judicial training curricula (Annex 4, 1IR, ENG)</b></li> </ul> <p>The comparative analysis takes the comprehensive curriculum analysis and gap analysis, conducted under project Component 2 (Ivana Krstić, Activity 2.2) as its starting point. The aim of the analysis was to assist the JA in implementing best practices of judicial training institutions in EU countries, in identifying best practices applicable to the JA, and in providing recommendations for the improvement of the Serbian model.</p> <p>The analysis included the initial and continuous training curricula offered in three countries – Spain, Poland and Croatia. The countries analysed were selected based on similar judicial environment, training set up and institutional capacity. The analysis took into account the relevant regulatory framework governing the work of the judicial training institutions in each respective country and their 2015 and 2016 training curricula for initial and continuous training (where required, older training curricula were also analysed). Where feasible, good comparative practices from other countries were also identified.</p> <p>The analysis investigated:</p> <ul style="list-style-type: none"> <li>▪ the curriculum development process;</li> <li>▪ information on knowledge, competences and skills included in initial and continuous training of holders of judicial offices;</li> <li>▪ the information presented in the curriculum for the training of</li> </ul>

		<p>holders of judicial offices;</p> <ul style="list-style-type: none"> <li>▪ the existence and contents of courses on topical issues.</li> </ul> <p>Based on the identified best practice examples, the specific recommendations were provided for the development of training curriculum of the JA which were adjusted to national context and needs of the JA and its end users.</p>
<p>2.4</p>	<p><b>Based on the above review and comparative analysis, prepare a set of recommendations and provide support to the Working groups in upgrading the existing and developing new modules dealing with the priority legal areas</b></p>	<ul style="list-style-type: none"> <li>• <b>Dubravka Mihajlović, Analysis and standardization of organizational forms and adult learning methods for initial and continuous trainings in the JA (<a href="#">Annex 6</a>, 2PR, SRB)</b></li> </ul> <p>The analysis of the content of the existing course curriculum of the JA shows that various organizational forms, working methods and tools are applicable. Though this constitutes a positive step, the analysis of the methodological elements of course curriculum of the JA further reveals that organizational forms, methods and working tools are often misperceived by various actors in terms of their determination, understanding and recourse when it comes to conducting educational activities.</p> <p>Therefore, it is needed to clearly distinguish the group of organizational forms from the group of adult learning methods and to clarify their respective meanings and scopes of application as to achieve greater transparency for various interested parties.</p> <p>The analysis introduced the standardization of the organizational forms and methods as to improve educational activities within the JA. Every organizational form is concisely described, while when it comes to the methods a special protocol was drafted containing several elements – title of the method, brief description, advantages and disadvantages of its application and advises pertaining to its application.</p> <ul style="list-style-type: none"> <li>• <b>Dubravka Mihajlović, Organizational forms and learning methods (<a href="#">Annex 7</a>, 2PR, SRB)</b></li> </ul> <p>Based on the analysis, the standardization was made in the form of a data schedule demonstrating every organizational form and learning method (title and brief description). The following organizational forms were included: meeting, consultation, study visit, symposium/conference, lecture, workshop, seminar, course. Learning methods are as follows: lecture (mini lecture), case study, round table, debate, simulation, discussion group, questionnaire, test, quiz, panel discussion, <i>brainstorming</i>, demonstrations, role play and action plan.</p> <ul style="list-style-type: none"> <li>• <b>Aleksandar Stojanović, Support to the development of the application for development and administration of trainings</b></li> </ul>

**(PATeM application)**

Filing in the developing PATeM application with the recommendations from the Review of the existing curricula of the JA with a gap analyses and Comparative analysis of judicial training curricula. In complying with the aforementioned recommendations, the application requires with regard to each type of trainings to be determined their objectives and outcomes, program contents, learning methods and organizational forms. It is envisaged that a calendar of trainings for three months period is going to be generated from PATeM application. The given calendar is to be available on the web page of the JA as it would be facilitated to trainees to attend trainings while meeting their day-to-day commitments.

- **Delivery of a two-day training for the JA staff on the use of the PATeM application in December 2016**

During the training the JA staff were got introduced to the new systematization of training curriculum, the mandatory elements of the training curriculum as well as with the methods for inserting to PATeM application.

- **Instructions for PATeM application** was made.

It is an interactive tutorial forming a part of the PATeM application. The Instructions for PATeM is not available in hard copy format.

- **Dragana Lukić, Draft Action plan of the JA for the period from 2016 to 2020 (Annex 8, 2IR, ENG)**

The JA, for the period of 2016–2020, has established the following main objectives:

- ⇒ Continued capacity building of the institution of the JA as an effective platform for training and research;
- ⇒ Provide sustainable and high-quality standards for the initial and continuous training dedicated to judicial office holders and other legal professionals;
- ⇒ Support to the system of election and professional advancement of judicial office holders in Serbia based on merits;
- ⇒ Promotion of co-operation with other institutions and networking.

The Action Plan recognizes as its partners in fulfilling of this objective are the HJC, the SPC, and the Ministry of Justice. It is envisaged that the JA will assume the coordinator role in the building of the national and international partner network through the foundation and functioning of the Partner Forum as a flexible mechanism for improvement of the coordination. In cooperation with the national and international partners the JA will make systemic improvements in all the areas of its work, as well as

a significant capacity building.

- **Dragana Lukić, Estimate of the costs for the implementation of the Action Plan of the JA is made (Annex 7, 3PR, ENG)**

The financial aspect of the Action Plan of the JA (Action Plan) is prepared in line with the special methodology which was developed for the estimate of the costs of activities determined by the Action Plan, having in mind especially that some aspects of the Action Plan are to be fulfilled in line with the Action Plan for Chapter 23. The applied Standard Methodology is a methodology which was produced for the requirements of Chapters 23 and 24, supplemented by the estimate of costs for primarily trainings courses within individual activities from the Action Plan. The estimate of financial resources includes three aspects: by institutions, administrative capacities, and by individual areas that are envisaged in the Action Plan. The estimate also includes the designation of certain activities for which, at this point, it was not possible to estimate the amount of financial resources, because their contents indicate that the estimate is dependent on the previous making of certain analyses, studies or assessments and, therefore, concerning such activities, the estimation has been postponed for the period after the above analyses are completed. The estimate was made by types of costs, adhering to the international classification of costs which is also applied by the Ministry of Finance of the RS according to the GFS methodology and the valid budget system and the budgetary classification uniform system of accounts, which implies production and filling out of the prescribed PFE form. The estimate was also made by the sources of financing, regardless whether the Budget of the RS, donor funds or other sources. The applied Methodology was tailored taking into account that the implementation of the Action Plan is a time-consuming process which implies that application for certain donor funds will take place in the later stages of its implementation.

- **Olivera Purić, Ana Knežević, Bojović Improvement of reporting on training delivery of the JA (Annex 9, 2IR, SRB)**

In the EU integration process of the RS, and particularly in the context of Chapters 23 and 24, the need for concise and comprehensive reporting on training delivery of holders of judicial functions, judicial staff and other judicial professions as regards various fields was identified. The needed preconditions do constitute adequate technical capacities and software solution. The JA is constantly making efforts as to meet those requirements. It is aimed to improve the transparency of the functioning of the JA as well of the conducted trainings. The reporting is to be carried out by means of the table with the given parameters, while statistical data on

trainings are to be processed by special software program.

A particular emphasis is placed on the need to create a special reporting structure for the Chapter 23. It is aimed to enable timely, simple and standardized statistical reporting on conducted trainings by topics determined for activities which are to be carried out within the Action Plan for the Chapter 23.

- **Dubravka Mihajlović, Guidelines for adult education and learning ([Annex 20](#), 2IR, SRB)**

This Guide is intended to provide lecturers or, more concretely, implementers of various educational activities of the Judicial Academy with an overview of basic guidelines for adult learning and education. The Guide consists of the following elements: andragogical knowledge and adult education approach, theoretical concepts regarding adult learning and education and knowledge linked to their application; activities pertaining to trainings of the JA's trainers, providing expert support in planning, preparing and realizing program content in the judicial field, results of analysis of training curriculum of the JA; result of selection of contemporary theoretical concepts and their application in realization of professional adult education which certainly come under the Judicial Academy's mandate. Although the Guide recourses to terminology which is generally accepted in the field of adult education when it comes to selection and design of the given contents a particular attention was paid to the needs of the JA.

As to make it more reader-friendly, the *Guide* is divided into several interrelated sections. The first section examines fundamental principles of adult education and answers to the questions pertaining to key features which adults bring in educational process as well as to their respective relevance for the implementer of the educational activity. The second section gives a short overview of adult learning styles, the differentiating characteristics of various trainees which have to be taken into account in planning and realization of educational activities. The third section deals with the structure of educational activities both at the level of the overall educational activity, as well as at the level of its parts along with their respective functions. The fourth section deals with organizational forms, working methods and forms. Due to their peculiarity, most attention is paid to adult education methods and criteria which should be followed in their selection. The fifth section examines a lecturing as a necessary element of adult education activities (how it is prepared, what are features of a good lecturing) as well as visualization and presentation which both constitute important additional elements of adult education activities. The sixth section tackles groups in adult education, as well as it provides guidelines for

		<p>working in problem-solving situations. The seventh section is focused on roles of an implementer in the adult education process. The final, eighth section elaborates on the concept of evaluation in the field of adult learning, stressing that it constitutes relevant resource for the improvement of the quality of educational activities and for the implementer himself. Finally, the guide comes up with proposals in the form of concise examples and materials which might be useful in realizing educational activities. It is important to note that at the very end of each section, it is provided short recommendation list for implementers of educational activities pertaining to respective problems which were analysed within the given section.</p>
<p><b>2.5</b></p>	<p><b>Delivering seminars and workshops both for the initial and continuous education, aimed at enhancing professional competencies of the relevant target groups (judges, prosecutors and the police) as regards the identified priority legal areas</b></p>	<ul style="list-style-type: none"> <li>• <b>Antoni Castello, Impact evaluation (ENG)</b>  <p>The trainings are intended to change the performance of their attendees. According to the basic hypothesis, the performance of attendees of the trainings delivered at the JA differs from those who did not attend the given training. The hypothesis has to be tested by means of comparison of their performance. The effects of trainings can be evaluated from a large range of indicators, among which are the most relevant actual knowledge and behaviour of the trainees after one year or more from their termination.</p> <p>Evaluation of the written documents must be provided with a set of objective criteria to apply, such as a relevance of legal sources invoked by the trainees, use of specific concepts and procedures received during the trainings and coherence in the argumentation, as well as demonstrated expert knowledge. It is of key importance for the objectivity of the evaluation committee that the chairman is a renowned jurist whose prestige comes from professional, politically-independent merits.</p> </li> <li>• <b>Jovan Miljković, Proposal of the model of education evaluation and impact assessment of educational activities of the Judicial Academy (ENG)</b>  <p>The proposal is divided into the following sections: introduction; adult education and learning in the context of evaluation and assessment of the impact of educational activities of the JA; assessment of the effectiveness of JA's educational activities on the judicial system of the RS; assessment of the efficiency of the JA's educational activities and application of statistic methods in evaluation of effectiveness and efficient of educational work in JA.</p> <p>The starting point of this proposal is that the determination of effectiveness with high level of certainty can be accomplished by analysing the documents produced by two groups of respondents: those who had</p> </li> </ul>

educational activities in the JA and those who did not. In some cases, it is necessary to carry out a performance estimate of participants/respondents for a shorter period of time, meaning during the educational process instead of waiting for its completion. For this purpose, different instruments were proposed aimed to identify and improve the existing weaknesses as well as to preserve the stated strengths.

- **Jovan Miljković, Piloting – Results of pilot testing (ENG)**

Four pilot statistical tests were conducted as to evaluate the following: participants' exact satisfaction with the educational aspects of the JA, educational expectations from the JA, short trainings and midterm impact instrument. Pilot tests were carried out by means of questioners and specific statistical technics.

- **Ana Knežević Bojović, Content of training materials (Annex 5, 2PR, SRB)**

This act presents a concise manual for development of training materials. It recommends that materials should be delivered both in hard copy and electronically, as to provide their highest availability for trainees. The manual determines the structure of each training material by indicating which are mandatory and voluntary elements that certain training material should contain.

- **Ana Knežević Bojović, Guidelines for curriculum development in the JA (ENG)**

The guidelines indicate the importance of training curricula and specify that challenges, faced by trainees, influence curriculum development. A particular emphasis is placed on analysis of elements which should be contained in each curriculum such as goals, outcomes, thematic fields (contents), methodology and target group.

- **Delivery of trainings to holders of judicial functions and police**

42 trainings for holders of judicial functions (for judges of basic, higher, appellate and misdemeanour courts; for judges and advisors of the Supreme Court of Cassation and for public prosecutors) have been conducted. In addition, 25 trainings have been conducted for the police officers in the field of prevention of domestic violence (March – June 2017).

Trainings covered the following thematic fields:

- Prevention of domestic violence;
- Issues governed by the Law on Enforcement and Security Interests;

		<ul style="list-style-type: none"> <li>○ Economic knowledge (for public prosecutors);</li> <li>○ EU law;</li> <li>○ Financial investigations.</li> </ul> <p>All training materials are prepared in line with the manual defining contents of training materials.</p> <ul style="list-style-type: none"> <li>● <b>Joanna Brooks, Report on Distance Learning Tools and Modules to be Included in the Judicial Academy Training Programme (ENG)</b></li> </ul> <p>This document is divided into the following sections: introduction, resources and capacities of the JA, overview of existing materials and external distance learning tools and recommendations to be included in the JA Training Programme. The introduction section elaborates on the scope and objectives of the study as well as on the methodology which was applied. The second section titled “Resources and Capacities of the JA” underlines that there is no internal the JA policy or procedure in relation to distance learning through the JA and it further elaborates on the developing technical capacities of the JA to support the provision of e-learning courses or video and audio materials. Third section gives and overview of existing materials and external distance learning tools stating that, <i>inter alia</i>, the JA should refer to the Handbook on Judicial Training Methodology in Europe in developing its distance and e-learning courses as well as that the website of the JA should include link to the EJTN together with a brief summary in Serbian of what tools, materials and resources are available. The final section comes up with the detailed recommendations regarding distance learning tools and modules to be included in the JA Training Programme with emphasis on tools and modules available in similar institutions in the EU and the region and optimal programming of distance learning efforts. For each recommendation, an estimated cost has been made, as well as an indicative timeframe for implementation.</p>
2.6	<p><b>Support the JA in organizing study visits for attendees of the initial training through student exchange programmes with judicial training institutions in EU countries</b></p>	<ul style="list-style-type: none"> <li>● <b>Study visit to Spain (Madrid, Bilbao and San Sebastian), Management of Judicial Knowledge (23-27 October 2017)</b></li> </ul> <p>The study visit was organized aimed at introducing to selected participants the performance of the Documentation Centre in San Sebastian and judicial system of Spain. By doing so, it was intended to contribute to accomplishment of strategic goals of the JA related to Center for Documentation and Research.</p>
2.7	<p><b>Provide training of trainers (ToT) for the initial and continuous education, focused on all of the above</b></p>	<ul style="list-style-type: none"> <li>● <b>Delivery of the training of trainers (TOT) in the field of domestic</b></li> </ul>

	<p>mentioned legal areas</p>	<p><b>violence (8-10 February 2017, Belgrade)</b></p> <p>Starting from the TOT for the prohibition of domestic violence the training materials pertaining to skills for transfer of knowledge to adults began to be developed. The given TOT was carried out in accordance with those materials. It was adopted as a general rule in relation to each TOT to spend two days on the specific topic of the respective training, while additionally to allocate a half of a day to lecturers' skills related issues.</p> <ul style="list-style-type: none"> <li>• <b>Olivera Purić, Judge craft, TOT (6<sup>th</sup> to 8<sup>th</sup> December, 2017, ENG)</b></li> </ul> <p>This report contains basic information on the TOT on judge craft including its respective agenda, list of participants and results of the evaluation of the training with proposals for its further improvement. The TOT was attended by 21 judges coming from Serbian appellate courts. It was held in Belgrade. During the TOT the following lecturers delivered their presentations: Ignacio Sancho Gargallo, Ljubica Milutinović, Biljana Sinanović, Dubravka Mihalović and Igor Milovanov.</p> <ul style="list-style-type: none"> <li>• <b>Sonja Prostran, Judge craft 2, TOT,</b></li> </ul>
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<b>Component 3 – Improving functioning of the new structures within new competences of the Judicial Academy improved</b>		
<b>No.</b>	<b>Activities</b>	<b>Outcomes</b>
<b>3.1</b>	<b>Conducting a comparative analysis of the current mentor system as well as mentor systems of relevant judicial training institutions in EU countries and prepare a set of recommendations for improvement of the JA mentor system, with a special focus on establishing the methodology for evaluation of mentor work</b>	<ul style="list-style-type: none"> <li>• <b>Carlos Gomez, Jorge Obach, Comparative analysis report on JA mentor system in Serbia and in Relevant Judicial Training Institutions in EU Countries with Recommendations (Annex 9, 2PR, ENG)</b></li> </ul> <p>The judicial initial training curriculum in EU State Members regularly includes three different phases: the preparation of the entrance exam to the judicial school, the teaching in the premises of the judicial school, the training on the field or mentorship that takes place in courts and public prosecutor's offices under the organization of the judicial school. The mentorship is considered as a fundamental part of judges' initial training programmes in EU Member States. A particular emphasis was placed on delicate character of evaluation which further demands reinforced transparency and objectivity. The report comprises three parts: study of the mentorship in the existing JA system, comparative review of the systems of the Netherlands, Poland and Spain and identification of gaps among the three compared systems and judicial initial training mentorship in the RS. The reasons for choosing these systems for</p>

		<p>comparison are the following: a mentorship is a crucial phase of judges' and public prosecutors' initial training in these countries and all of them are civil law countries, therefore they share similar legal tradition with the RS.</p> <p>The study is designed as to contain several benchmarks based on which is conducted the comparative analysis and detection of current gaps in the Serbian mentor's system. These benchmarks are: entrance exam; acquisition of competencies as the purpose of mentorship; institution in charge of the mentorship's organization; pre-established programme for the mentorship; "on the field" and "coordinators" mentors ("practical" and "main" mentors); training seminars during mentorship; outside internships; feedback from trainees; evaluation; and appointment. Based on the conducted analysis, some recommendations were offered aimed at upgrading the current system. The most important recommendations are those pertaining to creation of competency profiles for judges and prosecutors (knowledge, skills and attitudes), clear determination of criteria for mentors' appointment, improvement of evaluation, creation of a new profile of the "coordinator mentor" whose functions are not limited to provision of logistics support, organization of internships outside the judiciary/the public prosecutor's office, modification of the final exam in order to allow a better evaluation of the candidate's skills and attitudes attained during the mentorship and the mandatory appointment of those who have successfully passed the final exam (this was identified as a major shortcoming of the system).</p> <p><b>• Jorge Obach, Eva Perez, Assessment of entrance examination at the JA (November 2016) (Annex 10, 2PR, ENG)</b></p> <p>Project experts observed all stages of entrance examination – written test, psychological test and oral exam as to get acquainted with the process, its strengths and weaknesses, including the transparency of the system. It was concluded that the procedure avoids subjectivity and that the entrance examination provides a guarantee that this process is based on merit.</p>
3.2	<p><b>Based on the above analysis prepare "Guidelines for Evaluation of Mentor Work" and support the JA in implementing the recommendations</b></p>	<p><b>• Jorge Obach, Eva Perez, Guidelines for selection and evaluation of mentor Wwrk (<a href="#">Annex 11</a>, 2PR, ENG)</b></p> <p>The aim of the guidelines is to ensure quality on mentoring system with regard to the selection process and to improve internal and external evaluation procedure. These are merely guidelines, and as such, they must be flexibly used to incorporate solutions that will provide clear and transparent process of mentor's selection and evaluation ensuring that high quality training has been set up and that is regularly updated. The guidelines are particularly focused on mentor work (role, requirements and conditions to become a mentor, recruitment process) and recognize the need to redefine</p>

		<p>the coordination role, as well as to set the evaluation process (its purpose, goals and objectives, evaluation tools, and complaint procedure).</p> <ul style="list-style-type: none"> <li>• <b>Jorge Obach, Eva Perez, Protocol on mentoring (<a href="#">Annex 12</a>, 2PR, ENG)</b></li> </ul> <p>The Protocol regulates the main rights and obligations of mentors and mentees and comes up with proposals and suggestions in order to assist the mentorship as a process of training. It determines the role of coordinators which goes beyond provision of logistics support. The common aim is to provide the best mentorship model for the future judges of the RS.</p> <p>The role of mentor is defined from his first encounter with mentee, when the initial objectives is to be identified and strategy for further development of competencies of mentee outlined. Afterwards, it is elaborated on methods of implementation of the on-the-job training during the period of mentorship. The Protocol further determines the role, rights and obligations of mentees. It also regulates the issues pertaining to physical environment which do not amount to location where mentees should be placed but also include regulation of other issues such as leaves of absence and unavailability of the mentors. Moreover, the working schedule and activities to be carried out in each period of mentorship are also determined depending on the place where trainings take place.</p>
<p><b>3.3</b></p>	<p><b>Preparing a “Manual for JA Mentors” in order to improve their working methodology, especially with regard to transfer of knowledge and assessment of students, and support the JA in organizing the promotion of the Manual through seminars and workshops</b></p>	<ul style="list-style-type: none"> <li>• <b>Jorge Obach, Manual for JA mentors (<a href="#">Annex 8</a>, 3PR, ENG)</b></li> </ul> <p>The JA developed the well-balanced system of initial training which fulfils European standards. The RS belongs to the group of countries where the role of mentors is of key importance as initial trainings are conducted in courts/public prosecutor’s offices. This system serves for development of competencies of mentees, in particular of their skills and attitudes, so it is very important that mentor has needed didactical skills as to be able to motivate and encourage mentees to develop them as well.</p> <p>Implementation of Manual in each mentorship is to be done through the following activities:</p> <ul style="list-style-type: none"> <li>- Introducing a mentor coordinator function;</li> <li>- Forming a portfolio for trainees of initial training based on which is going to be followed performance and development of trainees and got insight in his personality, work and ethics;</li> <li>- Calendaring of activities by mentor in order to clarify the structure of an training by means of planning content of activities from week to week in the course of training realization. The calendar of activities should be prepared for each of four stages of trainings which should be attended by trainees – program in a criminal department, program in a civil department, program in a public prosecution office, and program in</li> </ul>

misdemeanour court.

- Conducting a process of evaluation and self-evaluation – evaluation process requires interim questionnaires (at the middle of the training) as to assess the development of trainees and indicates to problematic fields, evaluation questionnaires (after termination of each stage of training) for evaluation of trainees’ competencies and final exam. Also, there is a process of evaluation of mentors. The process of self-assessment is conducted by means of filling in the questionnaires at the beginning and at the end of trainings where trainees evaluate their competencies and expectations, while at the end of trainings their capabilities are evaluated as well.

- **Jorge Obach, Program implementation of Mentor’s Manual (PIMM) (ENG)**

The program establishes the sequence in which plan related activities will take place and sets the time frame for implementation of each activity. The following phases are envisaged:

- The phase preceding to implementation (*pre-implementation phase*) – in this phase, the presentation of the Mentor’s Manual to the JA and partners, mentors and Program Council of the JA is to be delivered; the trainings of mentors trainers are conducted; the JA staff is assigned to split the manual into parts in line with priorities in terms of standards which should be achieved and their respective timelines; to identify potential barriers of each part and assess feasibility of the implementation; to prepare with selected trainers a seminar for selected mentors; to deliver seminars to selected mentors and integrate received findings to implementation plan as to refine it before the implementation starts.
- The implementation phase – conducting periodical visits to a workplace of trainees of initial trainings as to assess whether there are problems linked to Mentor’s Manual implementation, to monitor indicators of progress towards performance improvement goals, and to identify whether there is the need for modifying or refining original strategy based on collected data and as to provide positive reinforcement to high performers as well as encouragement and other support to low performance. For each part of the training that is not progressing, the barriers should be identified as to find adequate solutions. The additional trainings will be provided if need be. The modified version of the Mentor’s Manual is expected in early 2018.
- Evaluation of sustainability – to assess value and usefulness of implementation strategies for end users; to elicit Beneficiary’s recommendations for further refinements of the Mentor’s Manual’s implementation; to identify additional barriers which should be addressed;

		<p>to integrate new strategies or tools into the Mentor's Manual. A special emphasis was placed on developing skills of the JA staff and mentors to continue the follow up process once the active phase of implementation facilitation has ended.</p> <ul style="list-style-type: none"> <li>• <b>Jorge Obach, Protocol for Updating the Manual of Mentors (ENG)</b></li> </ul> <p>This protocol aims to make the Manual of Mentors a useful and practical reference for all those involved in the initial training of future Serbian judges and prosecutors. The Manual of Mentors was updated using systematic, rigorous and explicit methodology. The protocol is structured in the following sections: assessment of the need to update the manual; update process; edition of the Manual of Mentors update; and evaluation of the updating processes of the manual.</p>
<p>3.4</p>	<p><b>Support the JA in improving cooperation and contacts with relevant legal institutions, as well as with judicial educational institutions in the region and EU countries through organization of the study visits for the JA mentors and staff</b></p>	<ul style="list-style-type: none"> <li>• <b>Seminar Report, Jorge Obach, JTM Seminar, „On the Job training: coaching, mentoring, tutoring“, 11-12. April 2017, JA, Berlin, Germany (Annex 14, ENG)</b></li> </ul> <p>The seminar was aimed to acquaint participants with the well-developed mentoring systems of in the EU as to enable to improvement of the existing mentoring system in the RS.</p> <ul style="list-style-type: none"> <li>• <b>Jorge Obach, Eva Perez, Study Visit Report on the Mentoring in the Netherlands and Spain, 14-18 November 2016 (Annex 13, 2PR, ENG)</b></li> </ul> <p>The study visit to Utrecht and Barcelona was aimed to acquaint participants with mentoring system of Spain and the Netherlands as the best practice examples which could be applicable in the RS. During the study visit, participants got opportunity to exchange experiences and to discuss performance of mentors and training centres they visited. It was concluded that continuance of cooperation could contribute to the development of mentoring system in the JA.</p>
<p>3.5</p>	<p><b>Conducting an analysis of the existing situation in regards to currently available capabilities and future needs of the JA information system</b></p>	<p>⇒ <b>Aleksandar Stojanović, Report on exam and reporting application within the JA (Annex 9, 3PR, SRB)</b></p> <p>The Report contains two applications.</p> <p>⇒ <i>PA Exam</i> application is intended to provide support in conducting exams within the JA. The application consists of four logical parts: profiles of examinee and users of application, questions, exams and reports. The method of functioning of each of those parts is explained in detail in report.</p> <p>⇒ <i>Reporting application</i> is an independent application enabling its users to generate reports from all applications and services of the JA. Initially it was linked for PATeM application for continuous training monitoring.</p>

		Reporting service is conceived as a hub of generating reports from all applications, what further enables intersections.
3.6	<b>Develop a conceptual model for an upgraded JA information system in areas identified and prioritized in Activity 3.5.</b>	
3.7	<b>Providing support to the JA in implementing these recommendations through the development of software, utilization of the existing ICT resources, identification of standards, etc.</b>	

**List of abbreviations:**

**CC – Constitutional Court**

**ECHR – European Convention on Human Rights**

**ECtHR – European Court of Human Rights**

**EJTN – European Judicial Training Network**

**EU – European Union**

**HJC – High Judicial Council**

**ICT – Information and communications technology**

**IR – Interim Report**

**JA – Judicial Academy**

**Network – National Network of Experts in the ECHR**

**PATeM application – Application for development and administration of trainings**

**PIMM – Program implementation of Mentor’s manual**

**PR – Progress report**

**RS – Republic of Serbia**

**SPC –State Prosecutorial Council**

**TNA – Training needs assessment**

**TOT – Training of Trainers**