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**Proposal of the Model of education evaluation and impact
assessment of educational activities of the Judicial Academy**

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1. Introduction

This document aim is to serve as a tool for establishing a more efficient and effective evaluation system of the Serbian Judicial Academy's educational work. At the same time, this document should also serve for creation of a system for assessing the impact that the Judicial Academy's educational activities have on the professional activities of its educational services users. These two processes (evaluation of educational work and impact assessment) are inter complementary activities that must be synchronized and fully implemented so that we can get a clear picture of the efficiency and effectiveness of the Judicial Academy's educational work.

From the very beginning, we need to define what do we mean by the terms efficiency and effectiveness. Very often it is said that effectiveness means doing the right things, and the efficiency dealing with things on the right way (best way). For the purpose of this paper, we are interested in whether and to what extent the Judicial Academy's educational activities have an impact (effect) on judicial practice (whether we organize adequate / proper educational activities), and whether these activities are implemented in a true / optimal way. Naturally, the entire document examines the various options to improve these two dimensions.

We want to emphasize that, although the term evaluation in the Serbian language is largely endowed with the significance of the evaluation (*procenjivanje*) / evaluation (*ocenjivanje*) as a synonyms, it seems to us that the correct meaning is constantly being dodged. Why do we carry out the evaluation process? What are we most likely to do with the data which we receive? Mostly nothing. The reasons for this are numerous: the project does not provide for a repetition of training, we do not have enough resources (human, financial, time) for corrective actions, educational intervention is conceived as a one-time activity, without planned repetitions, etc.

The purpose of the evaluation is to obtain relevant data that should serve us for making further decisions. Therefore, an evaluation in order to obtain data with which we can do something, something to improve or promote activities, and not just to write a report that will have no implication on the educational practice of a specific institution.

In order to focus our attention on how can we evaluate something, and what is more important, *how* can we give an *interpretation* of the data, first we must consider the context of the thing we want to evaluate. Because of that, the first chapter of this document deals with peculiarities and characteristics of adult learners with special indication on certain specificities of the target groups of the Judicial Academy.

The next chapter deals with specificities of educational activities' impact assessment process on the performance of the organization for which educational needs we conduct educational activities, with the presentation of a concrete model of impact evaluation, with alternative interpretations of the obtained data. This part we consider as especially important, because the provided data without understanding the context in which they are gathered, as well as the method used to obtained them, do not provide sufficient quality information, based on which we should make decisions about the educational activities that are being conducted in the organization.

In the last chapter of this document, attention of the reader should be focused on characteristics of the evaluation process and on the presentation of proposed evaluation model, instruments, characteristics of the instrument, potentials for gathering relevant information that we could use for decision making on how Judicial Academy's educational activities could be more effective and efficient.

2. Adult education and learning in the context of evaluation and assessment of the impact of educational activities of the Judicial Academy

2.1. Adult learning

Learning is a *wider* concept than education.

Learning often occurs spontaneously, with no intention of learning, stimulated by external stimulants, situation and own interpretation of the perceived situation. Spontaneous (*informal*) learning is a daily phenomenon. In modern times, full of billboards, TV, radio, the Internet, newspapers and various promotional activities, it is impossible for one day to participate in the life of a community and not to adopt some information, data or comment. But when it comes to the needs of the Serbian judicial system, it is certain that we can't rely on informal learning, but we have to turn to the purposeful, goal - based learning or education.

Learning is rather, in case of adult learners, more construction and / or reconstruction of existing information, facts and experiences, than the process of adoption of completely new information. This characteristic of adult learning is of great importance for understanding educational activities in the Judicial Academy. When it comes to constructing / reconstructing as an adult learning process as opposed to understanding the learning of an adult as a blank plate (a *tabula rasa*) in which information, data or skills that should be developed by a learner are imprinted). It should be recalled that a grown man is a complex, holistic being, compose of abilities, needs, motives, barriers, beliefs, previous experiences that all together form a *network of knowledge* (Figure 1).

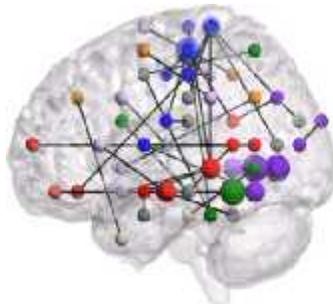


Figure 1: Illustration of the term *network of knowledge*

This term indicates that a human being is not a set of information and data, which are mutually unrelated and indifferent, but that information represents a more or less coherent whole, an integrated personality of each individual, who plays the role of a cognitive filter. What is in line with our beliefs, expectations, motives is simply attach to these networks, supporting them and making them even stronger and richer, while content that is not in line with our perception of the world is ignored, actively .

Sometimes it occurred that some event is so emotionally colored, or it is burdensome with information that due to their obviousness cannot be ignored (in Figure 2 illustrated with red balls), then there is a breakdown of existing networks of knowledge, and the construction of new, from already existing and new information and facts, in a qualitatively different way .

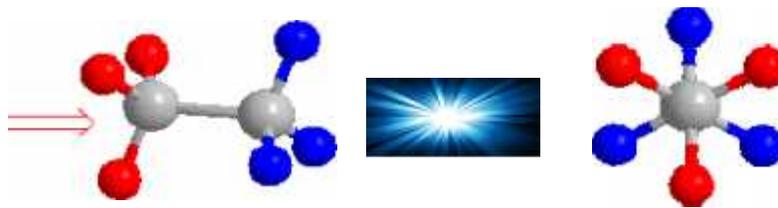


Figure 2: The process of transforming networks of knowledge

In the case of the Judicial Academy’s educational activities participants, there are already established experts with a clearly profiled view of professional problems. In some cases, new competencies will only be incorporated into existing networks of knowledge, making the already established system more efficient. But in some cases, there will be a completely different way of understanding the problems that (from the perspective of professionals and on the basis of his / her professional practice) have been successfully resolved in the old way. In these cases additional efforts should be made to clarify the reasons and the way of new solutions and procedures, and in some cases, completely different professional roles. This requires serious educational intervention, and we cannot reliance on independent, self-oriented learning.

Learning can be an individual and a collective (group) phenomenon. As an individual phenomenon, it appears within the individual and the learning effects can be concluded only on the basis of a demonstrated behavior. As a collective phenomenon, it can appear at the level of

the organization (learning organization) or at the level of the entire society (learning society). From the point of this document, what is particularly interesting is that organizational learning depends not only on educational activities that have taken place within the organization, but of the entire system to encourage the behavior of members of the organization to behave in a certain way and to apply what they have developed in educational activities.

In other words, the learning outcomes can be concluded only on the basis of individual or collective behavior, but behavior does not depend only on the level of development of competence, but also of the conditions under which it is realized. Sometimes individuals will not show a change in behavior even when they mastered a skill, because the institution doesn't force the new behaviors (institution tolerate previous way of behavior) or even actively promotes unwanted behaviors. This is a significant aggravating factor for evaluation of realized educational activities.

As to the collective learning, it is this document that should be an example of storage of the organizational learning through a description of the development of the procedure, and their performances to implement them (in this case the evaluation), which is supposed to be applicable irrespective of its author. In this sense, competence becomes collective, but still needs to develop individually in every expert who uses it.

The last characteristic of learning that we emphasize is the fact that not all people learn in absolutely identical way. What makes adult learners relatively similar in learning is the directedness and independence in learning; they have a range of experience that can help or aggravate the process; they are often forced to learn by their social roles and different developmental life tasks (e.g. the role of parents); they learn when they need some competence or part of it, but rarely learn something that "will be sometimes needed in the future"; as learners, they are focused on the problem. It is important to emphasize that people are differ in many of the characteristics that influence learning, such as individual motivation for learning; individual capacity for learning (including mental and physical condition); different experience with some phenomena; stimulation of the atmosphere (not) learning that prevails in the education group.

Differences among adult learners that are most common in andragogical literature are related to differences in the dominant learning styles. There are many theories about learning styles (Kolb's experiential learning theory, VAK learning styles - visual, auditory, kinesthetic)

which are constantly reviewed and updated, but all support the fact that there are different learning styles.

This means that the learning process should be designed to suit both people who primarily use visual cognitive channels, as well as those that prefer audiovisual, kinesthetic, and those who have a personalized combination of different learning channels. According to numerous authors, we remember only 10% of what we read; 20% of what we are hearing; 30% of what we see; 50% of what we see and hear; 75% of what we say and write and even 90% of what we do, while simultaneously watching, verbalizing, listening and reading. It is clear that education must thus be designed not to use at most one, possibly two channels (listening and watching), which is the case in traditionally understood lectures, but as many channels as possible, which relate to interactive teaching. This can be summed up to the Chinese wisdom: *“Tell me And I will forget; Show me and I will remember some of it. Include me and I will understand it! “* These facts can be taken into account when creating an educational curriculum, but also when designing an evaluation of learning and education.

2.2. Adult education

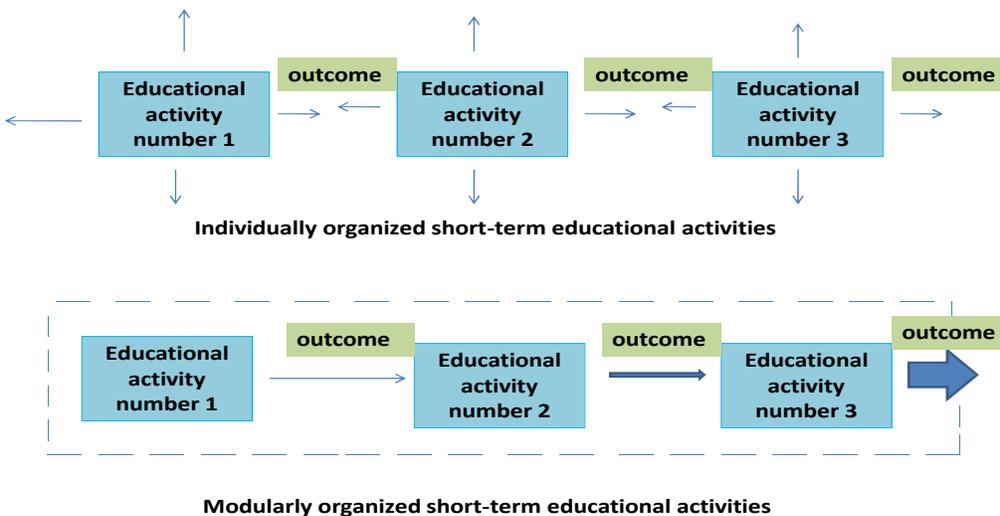
Education is an *organized* learning process.

All we have previously said about adult learning is to find an adequate place in the structuring of adult education as an organized process created with a clear goal: creating / improving certain predefined competences.

When organizing educational activities, we must pay attention to time, spatial, technical and human resources. As far as the time resources are concerned, they are very limited in the case of participants in the educational activities of the Judicial Academy, because they are people with very responsible and complicated functions.

On the other hand, it should be borne in mind that short time educational interventions such as lectures or one-day seminars have limited power and they are primarily aimed at informing the participants or smaller change in the domain of knowledge / skills / attitudes. This means that it is necessary to find the optimal measure between the available time for education and the educational goals that we want to achieve. The worst option that organizers of educational

activities can choose is that in planning education consciously determine less time for training, interpret it as a compromise and a guided thought thinking “something is better than nothing”. In this way, the desired educational outcomes will not be achieved, and the attendees will have the feeling of being complete, that is, they think they are competent now and will not be motivated for additional educational interventions on these topics. There are possibilities for the mentioned disadvantages to be reduced. In the case of short educational activities that are being implemented with different participants, we have several notable problems. Because each participant participates in different trainings, the lecturer must leave a part of the time to meet the participants and to create a atmosphere that suits for their mutual getting to know each others; must create a working atmosphere in which participants could freely express their opinions and that atmosphere must be rebuilt on every training. When something is achieved in that field of working atmosphere, training is already done. The lecturer cannot count on some impulse that is the result of the previous training when he/she planning and preparing future training. This problem could be overcome by grouping participants into groups with a constant composition, and training in similar groups by curriculum or connectedness of contents. In this way, the time for getting to know each other can be shorter, we can create a work-stimulating atmosphere which can last longer, and lecturers could together structure the curriculum and avoid overlapping content. Synergy between lecturers would result in a greater joint effect than it would be with individual trainings (scheme number 1).



Scheme number 1: Difference in the effects of short-term individual educational activities in relation to modularly organized short-term educational activities

It would be a great advantage if such a modular organization of each subsequent training could be used to enhance the effects of the previous one, and andragogically is familiar the principle of time and place of training when it comes to cyclically organized activities (e.g. participants will more easily accept training and adjust their time, if trainings are maintained at the same time, in the same place e.g. every second Wednesday from 10 am to 4 pm, at the Judicial Academy).

As far as spatial and technical conditions are concerned, it is certain that they contribute to the satisfaction of the participants, but they should not be considered essential for the success of the educational activity. Without the necessary and adequate spatial and technical conditions (lighting, temperature, and adequate space) it will not be possible to realize educational activity, but with their improvement it will not be proportional to increase the success of educational activities. By increasing the luxury of the building in which educational activities are maintained, the motivation for participation in educational activities (e.g. educational tourism) may be increased, but the nature of this motivation is often contrary to the motivation that promotes the success of educational activities.

As far as human resources in adult education are concerned, they can be considered as key resources, and especially in the case of educational activities implemented at the Judicial Academy. It is important to emphasize that the role of teachers¹ in (re) constructing knowledge is huge and that these roles should not be declaimed, as well as the entire educational process, because we cannot leave the development of some essential educational outcomes to free will of each individual, and hope for optimal learning outcomes. For the above reasons, independent learner will probably understand new information in the way in which they have already understood the whole process, and in some cases it is diametrically opposed to way we defined goals of learning activities.

¹ In this manual, the teacher is considered to be a generic term that includes, in addition to traditional teachers, trainers, coaches, facilitators, advisors.

We need to look at the characteristics of trainers in the context of the educational needs of the Judicial Academy from a few other aspects. Given that this is a professional improvement of specific professions related to the judicial system, the lecturers must be persons of reputation in professional circles, politically independent and above all competent for the content of lecture. It is certain that these characteristics of lecturers can have a positive influence to the motivation of the participants to participate in educational activities.

On the other hand, the criteria of expertise are extremely important, since lecturers are at the same time the creators of the educational content, and from the relevance of contents largely depends the level of educational outcomes realization. Special emphasis should be given to the didactic-methodical competence of the lecturer, since the professional competence in terms of contents does not guarantee the development of the competence of the participants. Since lecturers in the Judicial Academy do not often come from the field of adult education, they are often already expert in other aspects (mainly judicial), it is desirable to organize their initial training in the field of didactics, and if possible, their continuous improvement in this area.

All the analyzed resources of organizing educational activities must be considered exclusively in the light of the desirable educational outcomes, that is, the competences that we would like to develop / improve with the participants. In order to fully understand the model of evaluation that we will present in the second part of this document, the lines that follow we will dedicate to the concept of competence in the context of the work of the Judicial Academy.

2.3. Competencies in adult learning

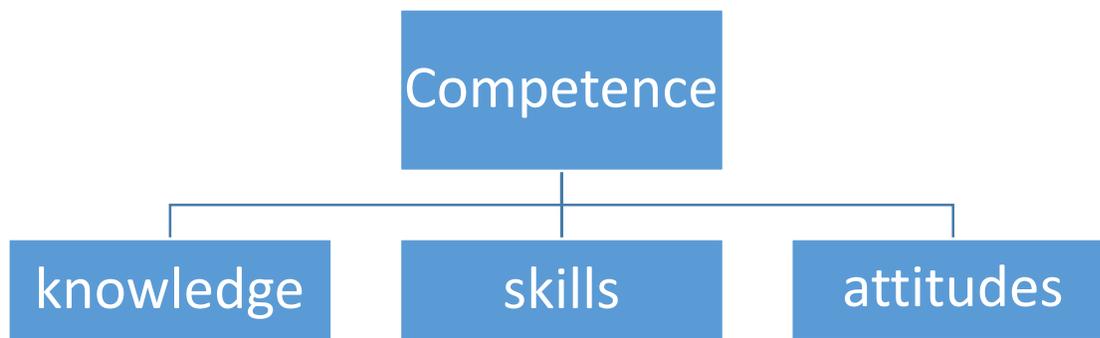
Creating or improving *professional competencies* of employees in the judicial system is, we can freely say, the mission of the Judicial Academy. Therefore, we consider it necessary to present the phenomenon that is at the heart of this institution's interest.

Competence can be seen in at least two perspectives: formal and succinct. According to the formal (in many works called sociological) perspectives to be competent for a job, it implies having the necessary level of professional qualifications from the relevant field. This criterion in all professions is one of the basic conditions for performing some function, or some professional activity. This is indispensable, but it is not a sufficient condition for the adequate implementation

of professional obligations. In the case of the Judicial Academy, attendants of the educational activities are, in most cases, highly educated experts in the field of justice who have satisfied formal educational criteria for dealing with the appropriate judicial profession.

According to a succinct perspective, being competent is to be able to adequately perform an activity, under certain conditions and for a certain time. This is actually a field of action of the educational activities of the Judicial Academy. Competence is a specific composite of knowledge, skills and attitudes (Scheme number 2.).

Scheme number 2: Structure of competence



Being competent means not just knowing something, or having information about something, as once prevailed by laity in the field of education. A competent judge or prosecutor has knowledge in the field of a justice, has developed skills (procedural, analytical, communication, etc.) and has a positive attitude towards the application of its knowledge and skills, as provided for by the job description (in an appropriate manner) and within a certain time limit. Lack of each of the three listed elements makes the person incompetent to perform a particular job. It is common case of neglecting the importance of the position in the above triad, and emphasizing the importance of knowledge and skills. Attitude must not be neglected in educational work. The work of a judge or prosecutor, with adequate knowledge and skills, but a negative / negligent attitude towards the case, leads to his statutory statute of limitation, that is, the inefficiency and ineffectiveness of the judicial system, and the manner of the expert in question to the incompetent.

The development of the full competence requires a longer period of time, while some additions (e.g.. in the field of knowledge) can be successfully carried out by shorter (one-day) educational activities. One of the major problems with short-term training is that people with a wealth of professional knowledge and experience create a feeling of knowing something. This feeling is actually deceptive, and it is caused by already mentioned networks of knowledge in which there are categorical terms that are already familiar to us. Given that in the event of educational interventions in the field of judicial content, at least 90% of the already known terms will be used, a sense of familiarity prevails, and the already formed networks of knowledge will try to solve the problem in the old way. In the case of short-term training, well-known concepts are activated, some content is processed at the level of short-term memory, but due to the low stimulation and, most often, verbal learning, these elements almost never exceed into long-term memory. If there is more time to apply the newly acquired competence over time than its acquisition, it is very likely that there will not be a real development of competence, nor will it be a desirable change in the behavior of the Judicial Academy's participants. In Figure 3, we can see the complexity of competent behavior in relation to memory or reasoning.

Short-term educational interventions, due to content constraints, educational methods and forms of work that can be used for a short period of time, are mainly focused on memory, that is, for switching information from short-term to long-term memory. To remember, the brain activates memory access, while for the activation of a competent behavior, the brain must activate and develop even nine different processes (of which memory is only one). What is important for the development of competences is the understanding that for their development, the activity of the participants is necessary, and that educational activity is often only an initial capsule for initiating interest in the problem and serving as the initiator of the learning process. Only after the independent work of the participant and on the basis of the feedback received from his / her teacher in relation to the activities he / she undertakes, the participant develops first the understanding, which will grow into reasoning, and this in the competence of solving a problem. It is also important to emphasize the importance of a social context in which competence develops or in which competence should be demonstrated, which can have a stimulating or inhibiting influence on the development and enhancement of competence.

Figure 3: Cognitive Complexity of Memory, Reasoning and Competent Behavior

	Remembering	Reasoning	Competence
Memory access			
Representation with own resources			
Connection with former knowledge			
Knowledge re-organisation			
Cognitive products			
Decision making			
Perceptual patterns			
Response patterns			
Response-oriented decision making			

3. Assessment of the Effectiveness of Educational Activities of the Judicial Academy on the Judicial System of the Republic of Serbia

It is quite logical that people, realizing various activities, including educational ones, ask themselves whether they could perform these activities more efficiently: to plan, organize and realize educational activities so that they learn more in a short (or same) time. The issue of educational efficiency is extremely important and the purpose of the evaluation is to provide us with data on which we can make the entire system more efficient. But before we deal with the effectiveness of educational activities, we consider that the still more important question is whether educational activities in general have any impact or effect on judicial practice in Serbia. Educational activities from which the participants come out happy and smiling, who do not change the way in which they act in professional activities, can never be considered effective, and the resources we have invested in them cannot be considered justified. So, whether training is short or long, whether it is repeated or not, whether or not interactive methods are used, they can have an effect on judicial practice, and the methods of detecting its existence and intensity are imposed as dominant.

The issue of the effectiveness of the institution work is considered much more important than the issue of its effectiveness, because the crucial question is whether an institution generally

contributes to the society that founded it, and whether it needs to exist at all or not, and can or cannot do some things with less resources or in high level of performance.

As far as the effectiveness indicators are concerned, it is certain that they are not unique and that several aspects of our educational activities can be a clear indication of whether the activity had an effect or not. These indicators can sometimes have high scores, and at the same time have a slight predictive value, and sometimes only a slight shift in their value is a kind of evidence of impact.

Some of the indicators of effectiveness will be listed, ranging from weaker to more reliable indicators. Those are:

1. The degree of satisfaction with educational activity is expressed immediately after the end of the activity;
2. The degree of feeling of knowing something immediately after the educational activity;
3. Knowledge demonstrated in a test or a similar test situation related to the content of the educational activity;
4. The degree of feeling of knowing something one year after the completion of the educational activity;
5. The level of feelings of knowing something is expressed two years after the completion of the educational activity;
6. Knowledge present in networks of knowledge;
7. Behavior of persons who participated in an educational activity after one or more years.

It is obvious that these seven indicators do not have the same significance in terms of the effects of educational activity, and that if we want reliable information on the impact of educational activity, we should strive for indicators from the second half of the list. In the research, and in the evaluation, whether educational activity has an effect on practice, we are directed, roughly speaking to two sources of knowledge: subjective and objective sources. Both sources have their advantages and disadvantages, as well as appropriate methodological designs, which we will present in the rows that follow.

3.1. Subjective assessment of the effectiveness of the Judicial Academy's educational activities on the judicial system of the Republic of Serbia

When we talk about subjective sources for obtaining performance-related evaluation data, it is mostly about teachers, participants or people who are in contact with a person who has attended educational activity (e.g. the 360-degree assessment method involves estimates of persons who are subordinate to the person who participated in educational activities, superiors, associates (the same hierarchical status), as well as clients). The benefits of such an assessment of effectiveness are its relative speed and simplicity, and in many cases this effectiveness assessment is much cheaper than the use of other methods. In the case of this evaluation, we construct an instrument for conducting the survey; the survey is simultaneously delivered to a potentially large number of e-mails and for a relatively short time we can obtain the necessary information. A second, slightly better variant is that the questionnaire is checked out on the appropriate online platform, that the respondents contact via e-mail and get a link through which they can access and complete the survey. This method of answering the questionnaire is easier for respondents, but also leaves an impression of anonymity (although the respondents probably know that there is a possibility to monitor any IP addresses). The advantage of this method is that just one competent evaluator is enough to implement this impact assessment. Another of the good sides of this method is that some important elements can be obtained only from the person who participated in educational activities (e.g. whether they feel more confident in performing their professional duties, or whether they use materials acquired during the realization of their educational activities).

Unfortunately, this method of assessing effectiveness is very problematic on many grounds. When we rely exclusively on introspection, especially in conditions when the respondent was not in a position to completely test newly formed competences, we can find faulty conclusions and, on the basis of them, draw wrong moves.

We have already emphasized that the big problem is the feeling of knowing something. This is not about a telling lie, but about the real strong feeling that we know something and that we can do something competent, when the need is shown. But, at the moment when appeared the

need to apply the competence which we felt that we have it, it often turns out that the competence is not complete and that we need to supplement it.

On the other hand, the memory is more reconstruction than reproduction. This means that we often remember only a few facts (and very selectively, in accordance with our perception and self-concept), and that the rest of the events logical links into a coherent whole. After some time after taking part in educational activities, we are no longer sure exactly what we knew about something before educational intervention, what we learned during educational intervention, and what we learned after an educational intervention (e.g. learning by trial and error, self-education, etc..). This greatly reduces the validity of respondents' responses.

It is worth mentioning the frequent problem when we rely on the subjective responses of respondents - giving *socially desirable answers*. Respondents, in accordance with their assessment of the anonymity of the research and the possible consequences of the responses they may have on their professional careers, can give answers that are not in accordance with their right assessment.

Another relatively frequent problem is giving *random answers* to the questions asked. This in fact represents a negligible attitude towards evaluation, with a deep conviction that nothing will change in the work of the institution, regardless of the result of the evaluation.

Judicial Academy must imply by all means and methods to all participants in the educational activities that the evaluation is an instrument for improving the work of the institution and that their answers will have an impact on the creation of the future educational practice of the Academy. On the other hand, it is recommended to include at least two control questions in each instrument, one of which is to be formulated in a negative sense. This recommendation was based on the results of the piloting of the Instrument for assessment of the midterm impact of the training in the Judicial Academy on the performance of the respondents.

The following is an illustration of the design of the instrument, with corresponding variables.

3.1.1. Description of Instrument no. 1 Variables: Assessment of the midterm impact of the training in the Judicial Academy on the performance of the respondents

Independent variable number 1: Work position of the respondents. This variable enables us to determine whether the assessment of the impact of the JA training on the work performance depends on the work positions of the respondents. We consider this variable justified in view of the heterogeneity of the participants (the same training can be attended by judges, court assistants, prosecutors, prosecutors' assistants ...) and the possibility that training has more impact on one target group than on other target groups participating in the training. This variable is investigated through Question 6. The question is of semi-open type, with multiple choices.

The dependent variable number 1: Assessment of retention of acquired competences (knowledge survivor).

Indicator 1 of dependent variable number 1: percentage of retention of the adopted theoretical skills developed by training (question number 2a)

Indicator 2 of dependent variable number 1: assessment of the retention of professional skills developed by training (question number 2b)

Indicator 3 of dependent variable number 1: assessment of retention of understanding of professional problems developed during training (question number 2c)

Indicator 4 of dependent variable number 1: assessment of retention of professional attitudes developed during training (question number 2d)

Indicator 5 of dependent variable number 1: assessment of retention of professional competencies developed by training (question number 2e). This question is also a control question for the dependent variable number 1. If the summarized arithmetic means of the first four indicators of dependent variable number 1 are more than 1 of the estimates different from the arithmetic mean of the indicators 5 of the dependent variable number 1, this would mean that the previous 4 variables should be considered, because it is possible that there is still some variables that influence the assessment of the retention of professional competences developed by training, and we did not appreciate it.

The dependent variable number 2: self-assessment of the effectiveness of training trainees

Indicator 1 of dependent variable number 2: assessment of the effect of training on the speed of performing professional obligations related to the training (question number 3a).

Indicator 2 of dependent variable number 2: assessment of the effect of training on the conscientiousness of performing professional obligations associated with training (question number 3b).

Indicator 3 of dependent variable number 2: assessment of the effect of training on the ease of performing professional obligations related to the training (question number 3c).

Indicator 4 of dependent variable number 2: assessment of the effect of training on the number of errors occurring during the performance of professional obligations related to the training (question number 3d).

Indicator 5 of dependent variable number 2: assessment of the effect of the training on the self-confidence of respondents found during the performance of professional obligations related to the training (question number 3e).

The dependent variable number 3. Assessment of the usefulness of educational material distributed during training

Indicator 1 of dependent variable number 3: assessment of the usefulness of the material, from the aspect of the frequency of its use, for performing professional obligations related to the training (question number 4a).

Indicator 2 of dependent variable number 3: assessment of the usefulness of the material, from the aspect of the coverage of its content, for performing professional obligations related to the training (question number 4b).

The dependent variable number 4. General opinion on the benefits / impact of training (question number 5).

Control variable: Number and gender structure of the lecturer. This is the only question of multiple choices, within which 4 possible answers are offered. Respondents' answers that differ from more than one offered category from the arithmetic mean of the group's answers to this question will not be considered (question number 1).

3.1.2. Analysis of Instruments characteristics and recommendation for future application

Instrument no.1 (see Attachment no.1) was designed to determine the mid-term impact of educational activity on the performance of the participants. This Instrument is optimally applied for a period of 3 to 6 months after the completion of the training. We believe that because of the flow of time and the obvious forgetting of the respondents, the Instrument does not make sense to use after this period.

We must notice that for complex competencies is required a certain period after an educational intervention so they can fully exemplify. If we did not have the opportunity to test the competence (e.g. we did not have any case in the area of educational activity), we cannot judge the benefits of training, and sometimes only one case is enough to test the entire competence. In the case of educational activities of the Judicial Academy, we believe that only after *two years* of educational intervention we could talk about its long-term impact.

But, the data obtained by determining the mid-term impact have certain relevance for making decisions, because in some cases, two years, or even one year, is too long period in order to wait the information on the basis of which it is possible to take interventions.

The first question in the Instrument is controlling and testing the participant's memory and reliability. Answers to those who do not give the correct answer were not taken into consideration due to their invalidity. Questions directed at determining the dependent variables 1, 2 and 3 required the respondents to estimate, in percentages from 0 to 100%, the possible increase in their own performance. Variable 4 was determined by using the 11-degree assessment scale.

The survey was conducted on a *sample* of 80 participants of the Seminar „Prevention of Domestic Violence“, organized by the Judicial Academy. The training was completed in a period of 3 months and less than 6 months after the test. Respondents received the instrument by e-mail. Only 8 respondents replied to the survey. This information indicates the inefficiency of this method for a number of reasons. The first one is obvious: lack of anonymity - they all received questionnaires on their e-mail addresses and they then sent completed questionnaires. This deficiency could be somewhat eliminated by completing the online questionnaire.

Variables / indicators	Mean	Min	Max	Std. Deviation	Cronbach's Alpha
Assessment of retention of acquired competences (knowledge survivor)	94,06%	75	100	11.014	
assessment of the retention of <i>professional skills</i> developed by training	92,5%	50	100	17.525	.868
assessment of retention of <i>understanding of professional problems</i> developed during training	98,75%	90	100	3.536	
assessment of retention of <i>professional attitudes</i> developed during training	93,75%	70	100	11.877	
percentage of retention of the adopted <i>theoretical skills</i> developed by training	91,25%	50	100	18.077	
assessment of retention of professional competencies developed by training (<i>control</i>)	91,25%	50	100	18.077	
Self-assessment of the effectiveness of training trainees	69%	12	100	36.457	
assessment of the effect of training on the <i>conscientiousness of performing</i> professional obligations associated with training	63,13%	0	100	46.517	.975
assessment of the effect of training on the <i>easiness of performing</i> professional obligations related to the training	69,38%	0	100	39.681	
assessment of the effect of training on the <i>number of errors</i> occurring during the performance of professional obligations related to the training	67,5%	10	100	36.936	
assessment of the effect of the training on the <i>self-confidence</i> of respondents found during the performance of professional obligations related to the training	76,25%	30	100	28.754	
assessment of the effect of training on the <i>speed of performing</i> professional obligations related to the training	68,75%	0	100	37.201	
Assessment of the usefulness of educational material distributed during training	79,38%	25	100	28.213	
assessment of the usefulness of the material, from the aspect of the coverage of its content, for performing professional obligations related to the training	83,13%	25	100	25.486	.850
assessment of the usefulness of the material, from the aspect of the frequency of its use, for performing professional obligations related to the training	75,63%	25	100	34.376	
General opinion on the benefits / impact of training	6,88	5	10	1.808	

Table 1: Results of pilot survey of Instrument No. 1

The second disadvantage is the high burden on our respondents with business obligations and a low motivation for answering, since almost half a year has passed since the training. This makes this method very inefficient, as it depends entirely on the will of the respondents to complete the instrument and deliver it to the evaluator. Regarding the professional structure of the respondents, the completed questionnaire was submitted by: one judge, two prosecutors and

five deputy public prosecutors. The whole instrument proved to be very versatile with a score of .904 (Cronbach Alpha).

These results can be deceiving, not just because of the number of respondents, but also because we need to take into account the answers of 3 participants who gave identical answers to all questions (100% of improvement in every aspect). This is the result of nonexistence of negative control question. Estimations of some respondents are very unreliable and little to be true that they can jeopardize the validity of the survey. When someone responds that their performance now is 100% better (100% less mistakes on the job), that means that they made mistakes before all the time. If we bring in the negative control question, the number of unreliable answers will be reduced or eliminated, but other weaknesses will remain as a problem to be solved. We can ask our self a question: can result like this become the base for corrective work and is it worth of investing time and human resources in it.

Although it has many flaws, this design also has some advantages. As we have already said, a two-year period is extremely long to wait with corrective educational activities, and a mid-term impact assessment, if the respondent's response is large, results may have a predetermined value.

It would be particularly important for decision-making, if assessment of 1st, 2nd and 3rd variables were extremely negative. If the first two variables were extremely small, it would mean that the educational activity should be repeated (with certain corrections, since it obviously did not get results), and if 3rd the variable received a low score, this would mean that the Judicial Academy should improve work educational material (handouts).

For this reason, a mid-term impact assessment can be recommended as an interim measure, in the case of training of special significance for the judicial system or the Academy. As a continuous measure for the entire educational offer of the Judicial Academy, it is not recommended, due to the unreliability of the assessment of the respondents, the small use value of the data obtained and, primarily, due to the burden on the system of the Judicial Academy with a large job that, in comparison with the invested, can bring not so much.

3.2.Objective assessment of the effectiveness of educational activities of the Judicial Academy on the judicial system of the Republic of Serbia

In the preceding chapter, we have already emphasized a whole series of problems that arise in the subjective assessment of the impact of educational activities on the performance of the respondents. In order to make important decisions and to examine the impact of the educational work of the Judicial Academy on the judicial system, we cannot rely exclusively on the self-assessment of respondents, but we need more objective sources of information. Under an objective assessment, we consider the one that is the result of an evaluation in the practice of demonstrated competence, according to pre-determined observation indicators and predetermined assessment criteria.

A model that we consider as more rational, more reliable and more cost-effective in every sense, is based on the performance discrepancy between a group of respondents who had participated in the educational activities of Judicial Academy and those who did not attend. It is to be expected that those who have had an educational experience have better work performance, that is, to be more efficient than those who did not have this experience.

In order for this model to be adequately implemented, it is necessary to have two parallel groups of respondents that are less distinctive among themselves, except in one characteristic: one was a participant in some educational program of the Judicial Academy, while others are not. The proposal is to equalize the groups according to the following criteria:

1. the function they perform,
2. the years of life,
3. the years of work on the function they are currently performing,
4. the similar volume of work (e.g. number of judgments (legal documents))
5. a similar number of subjects with training topics that one group had,
6. geographical unification (working in similar environments).

This is necessary to do in order to try to identify and isolate the impact of learning and education on the work activity of the respondents, from other factors that can affect the quality of the work performance of the respondents. It is recommended that it not should be left only on the

proposed criteria, but, depending on the specific characteristics of the respondents, to proposed criteria for supplementation.

The assessment will be based on a qualitative analysis of the products of the respondents work (e.g. judgment, prosecution and similar) according to predetermined criteria. Appraisers (evaluators) must be expert in the area of research, so it is proposed to establish a Commission for the Evaluation of the Effectiveness of the Judicial Academy's Work.

The work of the Commission must be absolutely independent and members must be persons of particular integrity and reputation in professional circles, politically independent and above all competent for the content to be evaluated. We think that it would be optimal for the Commission to have four members, including the judge, the prosecutor, the independent expert from the assessed area (e.g. professor at the Faculty of Law, a lawyer, an independent law expert), and as a fourth member, it would be desirable to be in the capacity of Commission President an international expert in the field. It would be ideal if an international expert came from a speaking area that is related to the Serbian language (Montenegrin, Bosnian, and Croatian) or if he/she have competence of Serbian language.

This would enable the President of the Commission to better understand the essential elements that would lose their original meaning in translation into another language. Members of the Commission would not have any insight into whether they were analyzing a document produced by a former Academy's participant, or who was not. The total number of documents analyzed should be at least ten (five documents created by the former Academy members and five created by their own matchups, that is, those who did not attend training). For each predetermined assessment indicator, members of the Commission will give a certain number of points (e.g. from 0 to 10), according to their own assessment of the level of achieved competence.

In this way, there will be a unique ranking list, for each analyzed document, according to the total sum of points of all the analyzed indicators. Upon completion of the document analysis, the Commission will be informed by the Judicial Academy on the authorship of the document. In the light of this information, the Commission analyzes the obtained overall ranking list and ranking the list of individual assessment indicators, and on the basis of this, assesses the

effectiveness of the educational work of the Judicial Academy on the topic / area to which the educational activity was directed.

The results of such an assessment would provide very reliable information that would be an excellent basis for making optimal decisions regarding the curricula of the Judicial Academy.

Approximately speaking, we can get three scenarios as evaluation results:

- a) Former participants have better performance than their matchups
- b) Former participants have identical performance like their matchups
- c) Former participants have inferior performance than their matchups.

In the first, optimal case, the Judicial Academy would justify its existence and had the right to expand its programs. By analyzing the difference in the estimation between individual variables, there could be an identification of the space for further progress on this issue.

In the second, worst case scenario, all analyzed documents were of identical quality and training did not have any effect on the performance of the former trainees. Such training should be abolished or radically changed to give results.

In the third, the least likely (but still possible) case, the former participants are worse than their matchups. Such cases should be approached very carefully in the analysis, since it is most likely to occur some of the parasitic variables that affect the decrease in performance. The reason for this can be the pressure and obstruction of the work of different types, systemic failures which do not allow the complete application of acquired competences and similar. Such cases deserve greater attention than what the Judicial Academy can offer to them, because it concerns the functioning of the judicial system.

As we could see, the proposed model of evaluation requires the professional engagement of several top experts and this is the most disadvantage of the model. On other issues, this model is superior because it can provide excellent information for assessing the effectiveness of the curriculum of the Judicial Academy. It is understandable that this model is recommended for assessing the effectiveness of longer forms of education, such as courses or modular cycles, training on a topic, since it is need a time to develop complex competencies. Indeed, in order to develop the competence of the participants, it is necessary for his / her active engagement in the creation and testing of competence, and this takes time.

This does not claim that shorter educational forms can not have an impact on judicial practice, but their impact cannot be properly measured with this model. It is worth pointing out that this model is especially recommended for educational activities that are frequently repeated with other participants (such as, for example, academic courses). With this assessment of effectiveness we can make a decision to abolish or change the course. In case it is a one-time educational form, we will get information about its effectiveness, but we can do a little bit with this, precisely because the program will not be repeated. For this reason, we do not recommend this form of assessing effectiveness for one-time educational forms.

At the end of this part of the document, it remains to us to specify more closely the indicators on the basis of which the Commission will perform the evaluation of the effectiveness. As to the evaluation of the effectiveness of any educational program, it is certain that this program will have some indicators that are only characteristic of it (primarily because of the specificity of the content of the work or the role to be taken by the participant), but it will also have some joint indicators. Central indicators for assessing the effectiveness of training of the Judicial Academy through the analysis of the produced documents are:

1. *Legal design of the document.* It is certain that when expert create the document, it is necessary to refer to the law. In this case, the score given to each reference should be different depending on its significance. For example, primary references could carry 5 points, secondary 3 points, while marginal yields 1 point.
2. *Ponderation the legal basis of the document.* Free quoting of legal regulations is not enough. If the regulation is significant, it should appear in the arguments and conclusions, which should be accompanied by a certain weighting, in accordance with its significance.
3. *Usage of content and procedures that have been the subject of educational activities.* It is logical that the specific content (concepts, procedures) that were the subject of educational intervention are also included in the evaluation of the documents to be analyzed. A list of the above concepts and procedures should be created by the person who designed the content of the educational activity. And within this activity, it is possible to attach various contents / concepts to different weight, that is, the number of points that carry with you.

4. *Coherent argumentation*. This indicator implies the correct use of acquired knowledge, with the correct use of concepts and procedures. The identified mistakes, ambiguities and omissions should be estimated through negative points.
5. *Expert Competence*. Expert competence to a certain extent goes beyond the limits of the content of educational activity. New educational content must be a coherent whole with the participant's knowledge network, and the entire evaluated document should be consistent and compact. This means that the final product of the analysis (document) must be a harmonious and unique, and not an eclectic mix of more access in which the elements changed under the influence of training can be seen, for example, the whole document is written from earlier positions, in the old spirit.

These are just suggestions of an assessment indicator. Each Commission should (if it does not evaluate the same aspects from a different temporal perspective) to further operationalize and concretize these elements in accordance with the goals that are placed before educational activities and with the outcomes that the educational activity should develop among the trainees.

4. Assessment of the efficiency of the educational activities of the Judicial Academy

As in the case of the evaluation of the Judicial Academy's educational activities effectiveness, at the very beginning of this chapter we have to ask ourselves the question of the meaning and reason of the educational activities' efficiency evaluation. The greatest potential of evaluation is precisely in obtaining information that can help us make decisions that will improve the educational activity. This means that we consider it almost meaningless to evaluate an educational form that is one-time event, and it is planned to be done one or several times in a short time interval. For example, we get information that the content was not relevant or that the participants were dissatisfied with the behavior of lecturers. If it was planned to repeat training (e.g. next year or half a year) with other participants, based on the received information, we could restructure content and improve competencies of lecturers, or even change lecturer. This

way, since the educational activity will not be repeated, with the data we cannot do almost anything.

However, the data thus obtained are not quite potential-free. In the case of project activities, they can serve as a means of justifying the already spent project funds or seeking additional means of re-training which have proven to be problematic. Also, in the event that the Judicial Academy makes a database (e.g. in the form of portfolios) of all of its associates (including lecturers), this information would be helpful when deciding on their engagement. Some questions related to the satisfaction of the material-technical conditions of educational work, if they are likely to give low scores, can be the basis for some sort of intervention.

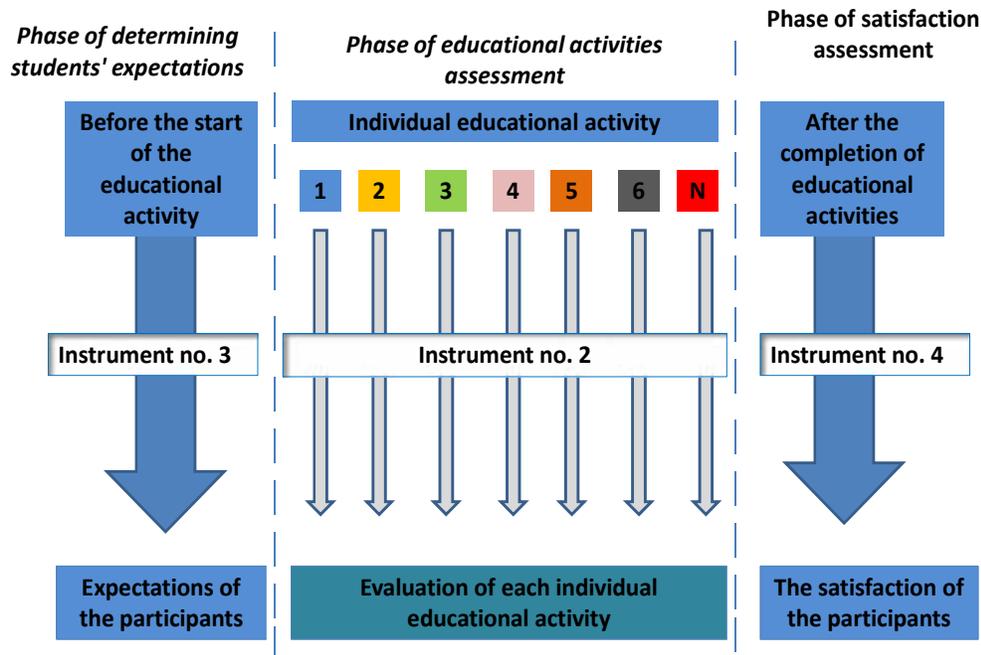
Despite this potential, we consider the benefits to be ephemeral in relation to the constant engagement of the work of the Judicial Academy staff in carrying out evaluation activities that cannot lead to more significant concrete improvements in educational activities, for the simple reason that they will not be repeated. In cases where the Judicial Academy will need to pay special attention to certain short-term training, Attachment 2 contains Instrument No. 2, which is designed to evaluate educational forms with a permanent membership of the participants (also used for evaluation). The characteristics of the Instrument itself will be described in the second part of this chapter.

An evaluation model that can be recommended to the Judicial Academy is related to educational activities that last in continuity or with minor interruptions for at least 6 months and where repetition is planned over the years.

This model has three complementary phases:

- 1) the phase of determining the expectation of participants from educational activities
- 2) the evaluation phase of the educational activity
- 3) the phase of determining the participants' satisfaction with educational activities (Scheme number: 2).

By implementing these phases, we can get sufficient quality and reliable information. Using that information we can make decisions in order to improve the educational activities.



Scheme number 2: Phases of the recommended evaluation model

4.1. The phase of determining the expectation of participants from educational activities

In practice, the usual procedure for evaluating educational activities is carried out by some type of participant's satisfaction assessment exclusively at the end of the educational activity. This practice has many drawbacks. For example, a participant on a scale of 0 to 10, with a score of 7 assessed his own satisfaction with educational material. What does this data tell us? Mostly nothing. But, if we had previously examined the expectations of the participants and got a grade of 10, then we could conclude that the educational material distributed during the training was significantly below the expectation of the participants. In which case the participant in his expectations from the educational material gave a grade 3, it would in fact mean that the material is excellent and should not be disturb because of the grade 7.

The assessment of participants' expectations has a higher function for the process of evaluating the Judicial Academy's educational activities effectiveness. In the first place,

evaluations are complementary to the subsequent assessment of the satisfaction of the participants. On the other hand, this is a way of checking the selection of the Judicial Academy attendees and their motivation and readiness for educational work.

Also, the determined level of expectation, if it is low, may suggest a lecturer to try to raise the degree of aspiration and motivation of the participant. Before we present the piloting results of Instrument No. 3: Participant's educational expectations from Judicial Academy, we will present the variables and indicators that we considered relevant for obtaining data of importance for improving the educational practice of the Judicial Academy.

4.1.1. Description of Instrument no. 3 Variables: Participant's educational expectations from Judicial Academy

Independent variable: Work position of the respondents. This variable enables us to determine whether are expectations of participants depends on the work positions of the respondents. This variable is investigated through question 18. The question is of semi-open type, with multiple choices.

The dependent variable: Participant's educational expectations from Judicial Academy.

Indicator no. 1 of the dependent variable: Participant's expectations from the organizational-technical aspects of educational activities at the Judicial Academy.

Dimension no. 1, indicator no. 1 of the dependent variable: participants' expectations from working conditions (space, temperature, lighting, etc.) at the Judicial Academy (question number 1)

Dimension no. 2, indicators no. 1 of the dependent variable: participants' expectations from time articulation of educational activities at the Judicial Academy (question number 2 and control question number 16)

Dimension no. 3 indicators no. 1 of the dependent variable: participants' expectations from informing about educational activities of the Judicial Academy (question number 3)

Indicator no. 2 of the dependent variable: Expectations of the Judicial Academy participants from themselves.

Dimension no. 1, indicator no. 2 of the dependent variable: participants' expectations related to the expansion of their professional theoretical knowledge (question number 7)

Dimension no. 2, indicators no. 2 of the dependent variable: participants' expectations related to improvement of their professional skills (question number 8)

Dimension no. 3, indicators no. 2 of the dependent variable: participants' expectations related to increasing their understanding of professional content (question number 9)

Dimension no. 4, indicators no. 2 of the dependent variable: participants' expectations related to developing their attitudes towards professional issues (question number 10).

Indicator no. 3 of the dependent variable: Participant's expectations from the lecturers in Judicial Academy.

Dimension no. 1, indicator no. 3 of the dependent variable: participants' expectations from professional competences of the lecturers of the Judicial Academy (question number 11).

Dimension no. 2, indicator no. 3 of the dependent variable: participants' expectations from the didactic-methodical competences of the lecturers of the Judicial Academy (question number 12).

Dimension no. 3, indicator no. 3 of the dependent variable: participants' expectations from the lecturers of the Judicial Academy related to respect and appreciation of the personality of the participants in mutual communication (question number 13).

Indicator no. 4 of the dependent variable: Participant's expectations from the content that will be studied in the Judicial Academy.

Dimension no. 1, indicator no. 4 of the dependent variable: participants' expectations from the relevance of the content that will be studied in the Judicial Academy for the realization of future professional roles (question number 14).

Dimension no. 2, indicators no. 4 of the dependent variable: participants' expectations from the content to be studied in the Judicial Academy regarding the repetition of content adopted during initial professional preparation - whether the content is updated in relation to the content of the initial preparation at the faculty (question number 15).

Indicator no. 5 of the dependent variable: Participant's expectations from educational materials that will be distributed at the Judicial Academy during educational activities.

Dimension no. 1 indicator no. 5 of the dependent variable: Participant's expectations from the educational material of the Judicial Academy in terms of its functionality for the realization of educational activities (question number 5).

Dimension no. 2, indicator no. 5 of the dependent variable: Participant's expectations from the educational material of the Judicial Academy in terms of how interesting it is (question number 6).

Dimension no. 3, indicator no. 5 of the dependent variable: Participant's expectations from the educational material of the Judicial Academy in terms of its usefulness for the realization of future professional roles (question number 4).

Control question (no. 17): General expectation from the Judicial Academy in terms of professional development. This question enables us to get concise overall expectations of respondents in one question, but at the same time it serves to compare whether arithmetic mean of all previous issues more or less coincides with the answer to this question. If the discrepancy between the above arithmetic means is large, this will indicate that we did not include all the relevant variables.

4.1.2. Analysis of the characteristics of the Instrument no. 3 with recommendations for its use

The instrument is composed of 18 questions, which is considered to be in the optimal range for this type of research (range between 10 and 20 questions is optimal). One question is a semi-open type (the professional function the respondent performs), while the remaining is eleven-step scales of expectation from different indicators. In order to increase the validity of the instrument, we have set up a series of control issues, of which three are formulated in a straightforward form (what we consider to be the key to the discrimination of the instrument), and one is a summative character.

The instrument was piloted in October 2017. on a random sample of 21 respondents who participated in two different educational activities of the Judicial Academy (12 respondents participated in one educational activity, while 9 participated in another educational activity). The research involved: 7 judges, 4 judicial assistants, 2 prosecutors, one assistant prosecutor, 3 lawyers, 2 trainees of the continuing training of the Judicial Academy and 2 members of the High Court Council.

The instrument proved to be reliable with a score of .760 (Cronbach Alpha). What proved to be problematic in the examination of the participants of the Judicial Academy is their negligent attitude towards the evaluation and its instruments, so from the 21 completed instrument only 3 (14.3%) were valid, while at the same time 18 questionnaires (85.7% were filled in a way that indicates that the instruments are filled that they are mostly uncritically rounded up the highest scores). Correctly filled instruments had one judicial assistant, one prosecutor and one lawyer. In this case, negatively formulated questions have proven to be an excellent method for discriminating and eliminating this way of responding.

It is recommended that this instrument be filled in by participants before the start of the educational activity, which should last at least 6 months. In this instrument, there is no control issue related to the accuracy of teachers (which can be found in some other instruments in this document), since participants at the time of filling in the instrument did not still have any experience with educational activity.

4.2.The evaluation phase of the educational activity

After determining the educational expectations of the participants, they have an option of choosing one or more educational activities organized by the Judicial Academy in a long period of time (minimum 6 months). As far as opportunities are concerned, the Judicial Academy may organize a course that lasts a semester or two, and then a modularly organized educational activity that will be a composite of various, but complementary content organized in the form of separate seminars, or it can be decided to design several courses in which participants will participate simultaneously. Regardless of the specific model of organization of educational activity, we can use Instrument No. 2 for evaluation (see Attachment 2). The difference in the

procedure concerns only the number of courses / seminars, that is, the number of educational activities that will be evaluated. In the case of one continuous course, we have only one use of this instrument, while in the case of multiple courses / seminars we will have as much evaluation as to how much we had separate courses / seminars. In the case of a modular organization of a course (a series of several separate thematic units, often with another lecturer), each module should be separately evaluated. Below is a description of the variables that led us in creating this Instrument.

4.2.1. Description of Instrument no. 2 Variables: Evaluation of the Judicial Academy's educational activities with permanent participants

Independent variable number 1: Work position of the respondents. This variable is investigated through question 6. The question is of semi-open type, with multiple choices.

The dependent variable number 1: Teacher competencies assessed by the participants.

Indicator 1 of dependent variable number 1: assessment of teachers' competence in terms of course content (question number 2.a).

Indicator 2 of dependent variable number 1: assessment of planning competencies of teachers (question 2b).

Indicator 3 of dependent variable number 1: assessment of the teacher's communication skills (question number 2.c).

Indicator 4 of dependent variable number 1: assessment of the didactic competencies of teachers in terms of structuring the balanced relation of theory and practice during the course (question number 2.d).

Indicator 5 of dependent variable number 1: control variable of teachers' communication skills (question number 2.e).

The dependent variable number 2: Educational content estimated by the participants.

Indicator 1 of dependent variable number 2: assessment of obsolescence of course content (question number 3.a).

Indicator 2 of dependent variable number 2: assessment of the relevance of the course content from the aspect of the current professional obligations of the participants (question number 3.c).

Indicator 3 of dependent variable number 2: assessment of the relevance of the course content from the perspective of future professional obligations of the participants (question number 3.e).

Indicator 4 of dependent variable number 2: assessment of the importance of educational content for improving the participant's understanding (question number 3.b).

Indicator 5 of dependent variable number 2: assessment of the importance of educational content for improving student's theoretical knowledge (question number 3.d).

Indicator 6 of dependent variable number 2: assessment of the importance of educational content for improving student's professional skills (question number 3.f).

Indicator 7 of dependent variable number 2: assessment of the importance of educational content for the further development of students' professional attitudes (question number 3.f).

The dependent variable number 3. Educational material distributed during the course assessed by the participants.

Indicator 1 of dependent variable number 3: assessment of the interest of educational material used and distributed during the course (question number 4.a).

Indicator 2 of dependent variable number 3: assessment of the amount of educational material used and distributed during the course (question number 4.b).

Indicator 3 of dependent variable number 3: assessment of the usefulness of educational material, which was used and distributed during the course, for mastering the teaching content (question number 4.c).

Indicator 4 of dependent variables number 3: assessment of the usefulness of educational material, which was used and distributed during the course, for application in the present or future professional practice of the participants (question number 4.d).

The dependent variable number 4. General satisfaction with the course. This variable, in addition to establishing general satisfaction with the course (satisfied students would recommend the course to other participants), serves as a control variable regarding the validity of selected assessment indicators. If the arithmetic mean of collecting all other questions differs greatly from the arithmetic mean of this variable, this would mean that there are some important aspects of the

course that affect the satisfaction of the learners, and they are not taken into consideration by the proposed variables (question number 5).

Control variable: Accuracy of the teacher. This is the only issue of multiple choice, within which five possible answers were given. Respondents' answers that differ from more than one offered category from the arithmetic mean of the group's response to this question will not be taken into consideration (question number 1).

4.2.2. Analysis of the characteristics of the Instrument no. 2 with recommendations for its application

Instrument number 2 contains a total of 19 questions, one is the closed question of multiple choice, one semi-open question of multiple choice, and 17 eleven-scale scales of assessment of individual indicators. By designing the instrument, 6 control questions were used: 2 affirmatively formulated, 3 negatively formulated, and one cumulative control question. The instrument proved to be reliable with a score of .914 (Cronbach Alpha). The piloting of the instrument was carried out in October 2017. on 98 respondents who participated in 5 separate trainings. Table 2 shows the structure of respondents by participating in individual trainings. From the given table we can see that in the case of all 5 trainings, there are an optimal number of participants (between 15 and 25 per training). As far as the structure of the respondents is concerned: 28 judges, 35 judicial assistants, 3 public prosecutors, 8 deputy public prosecutors, one deputy of the higher public prosecutor, 19 participants of the continuing training of the Judicial Academy and 4 persons who did not make a statement on the occasion .

Table 2: Number of respondents according to the trainings they participated in

Training	Responders
No.1	16
No.2	17
No.3	24
No.4	21
No.5	20
Total	98

As for the usability of the instruments, a similar problem appeared, as in the piloting of the Instrument for determining the expectation of the respondents: even 58 (59.2%) of the instruments were not usable for several reasons: either incomplete answering questions, or for giving identical answers to all questions, and even 23.5% of respondents were eliminated from the survey due to an incorrect control response about the teacher's accuracy. These points to the continued need to continue using control issues to separate usable instruments from those who are not. It is worth bearing in mind that it is more useful for us to analyze 10 honestly filled questionnaires than 100 questionnaires where respondents did not read questions, or they answered each with a maximum estimate of 10.

In Table 3 we can see the distribution of correct and defective instruments (that is, usable and useless) in relation to the function performed by the respondents.

Table 3: Relationship of the current function of the respondents and their validity of answering to questions

Structure of respondents / validity of completed instruments		
Unknown	Valid	1
	Invalid	3
Judge	Valid	5
	Invalid	23
Judge Assistant	Valid	21
	Invalid	14
Public Attorney	Valid	0
	Invalid	3
Deputy of Public Prosecutor	Valid	3
	Invalid	5
Deputy of High Public Prosecutor	Valid	0
	Invalid	1
Participants of PA continuing training	Valid	10
	Invalid	9

From Table 3, we can see that respondents in higher functions are to large extent unreliable sources of information for making decisions on interventions in the educational activities of the Judicial Academy. There are several possible interpretations for this phenomenon. Some of them are: that the majority of respondents in high ranking positions (from judges and prosecutors to top) have reached their real career in zenith, that they are aware of this and that they are not motivated to engage in further deliberation in the evaluation of the Judicial

Academy; it is possible that based on their previous experience (and they have more experience than respondents in the lower ranks), they think that it is not possible to influence the processes in the judiciary by fulfilling the questioners; it is possible to think it is absurd or impossible to change our judgment of the judiciary after many years of successful experience in professional activities, etc. Any reason for this state of things, indicates that if we want to obtain relevant information, the Judicial Academy must focus on low-level participants (assistants of judges, assistants of the prosecutor, participants of the continuing training of the Judicial Academy) in their evaluation work.

The results showed that their questionnaires are to a greater extent reliable than the questionnaires of more positioned respondents, and the logic tells us that it would be more cost-effective to invest in the younger staff, as new competencies will be used for a number of years, and these students are more than motivated because they have space for making a progress in hierarchy. Therefore, in the case that the Judicial Academy, for whatever reason, has to restrict its own work to a restrictive approach, the advice would be to focus on the assessments of lower-ranked respondents.

As regards for the implementation of the evaluation or the use of Instrument No. 2 for the provision of information on the basis of which we could make decisions, the instrument should be used at the end of the course / module realization, with additional clarification of the significance of the evaluation of respondents who will fill the instrument.

With regard to the information that can be obtained through this way, their full potential can be seen through the repeated use of the instrument over the years (minimum after two years). Given the selected variables of assessment (characteristics of teachers, content and educational materials), after the first year we receive information about them based on what we make some decisions. After two years, we can see if and to what extent the decisions made were functional, since on each individual indicator of each individual variable we can monitor the changes. When the variables are better analyzed, we can conclude that all three dependent variables are largely related to the teacher, so that mandatory monitoring is advised (e.g. in the form of portfolios) of teachers who are creators and implementers of educational activities that should be repeated. Each annual report on the work of individual lecturers should also include previous assessments of respondents with corrective measures taken each year. In this way the decision-making

process would be carried out based on clear assessment criteria, transparent and maximally simplified for use.

4.3.The phase of determining the participants' satisfaction with educational activities

This is the third phase of the evaluation of the Judicial Academy's educational work efficiency. After its implementation, we should obtain data that can provide us with a good basis for deciding on the improvement of its work. At this stage, the satisfaction of the participants with the educational elements is observed in the period of 6 months or a year. During this period, participants could have, maybe, only one continuous course, or, maybe, more courses simultaneously (such as at faculties). The assessment of satisfaction is related to the overall satisfaction of the participants with important didactic elements expressed in a period of time, and as such they (together with the participants expectations) represent a context in which the results obtained by the evaluation of each individual course.

The satisfaction of the participants is in theory a very controversial topic. When it comes to initial educational activities, the content of which the student has had no previous experience, the question is whether his/her competence provides the basis for a opinion on the adequacy of the content. This cannot be called into question at any time by the participants of the curricula of the Judicial Academy. These are experts in the field of justice, who are highly competent and to evaluate and express satisfaction with the lecturer, content or educational material. In this regard, the data obtained by assessing the satisfaction of the students with educational activities are largely obtained by weight.

Before moving on to further consideration of the significance of satisfaction testing in the context of the overall process of evaluating effectiveness, we will present the variables on the basis of which Instrument 4 is constructed: Participant's satisfaction with the educational aspects of the Judicial Academy.

4.3.1. Description of Instrument no. 4 Variables: Participant's satisfaction with the educational aspects of the Judicial Academy

Independent variable: Work position of the respondents. This variable enables us to determine whether are satisfaction of participants depends on the work positions of the respondents. This variable is investigated through question 18. The question is of semi-open type, with multiple choices.

The dependent variable: Participant's satisfaction with the educational aspects of the Judicial Academy.

Indicator no. 1 of the dependent variable: Participant's satisfaction with the organizational-technical aspects of educational activities at the Judicial Academy.

Dimension no. 1, indicator no. 1 of the dependent variable: satisfaction with working conditions (space, temperature, lighting, etc.) at the Judicial Academy (question number 1)

Dimension no. 2, indicator no. 1 of the dependent variable: satisfaction with adequate time articulation of educational activities (question number 2 and control question number 16)

Dimension no. 3, indicator no. 1 of the dependent variable: satisfaction with informing about educational activities of the Judicial Academy (question number 3)

Indicator no. 2 of the dependent variable: Judicial Academy participant's satisfaction with their own progress.

Dimension no. 1, indicator no. 2 of the dependent variable: s Participants' satisfaction with their own progress in the field of professional theoretical knowledge (question number 7)

Dimension no. 2, indicators no. 2 of the dependent variable: Participants' satisfaction with their own progress in the field of professional skills (question number 8)

Dimension no. 3, indicators no. 2 of the dependent variable: Participants' satisfaction with their own progress in the field of understanding of the professional content (question number 9)

Dimension no. 4, indicators no. 2 of the dependent variable: Participants' satisfaction with the development of their own attitudes on professional issues (question number 10).

Indicator no. 3 of the dependent variable: Participant's satisfaction with the lecturers of the Judicial Academy.

Dimension no. 1, indicator no. 3 of the dependent variable: Participants' satisfaction with the professional competencies of the lecturers in the Judicial Academy (question number 11).

Dimension no. 2, indicator no. 3 of the dependent variable: Participants' satisfaction with the didactic-methodical competences of the lecturers in the Judicial Academy (question number 12).

Dimension no. 3, indicator no. 3 of the dependent variable: Participants' satisfaction with the lecturers of the Judicial Academy related to respect and appreciation of the personality of the participants in mutual communication (question number 13).

Indicator no. 4 of the dependent variable: Participants' satisfaction with the content studied at the Judicial Academy.

Dimension no. 1 indicator no. 4 of the dependent variable: Participants' satisfaction with the relevance of the content studied at the Judicial Academy for the realization of future professional roles (question number 14).

Dimension no. 2 indicators no. 4 of the dependent variable: Participants' satisfaction with the innovativeness of the content studied at the Judicial Academy (question number 15).

Indicator no. 5 of the dependent variable: Participants' satisfaction with educational materials distributed to the Judicial Academy during educational activities.

Dimension no. 1 indicator no. 5 of the dependent variable: Participants' satisfaction with the educational materials of the Judicial Academy in terms of its functionality for the realization of educational activities (question number 5).

Dimension no. 2 indicator no. 5 of the dependent variable: Participants' satisfaction with the educational materials of the Judicial Academy in terms of how interesting it is (question number 6).

Dimension no. 3 indicator no. 5 of the dependent variable: Participants' satisfaction with the educational materials of the Judicial Academy regarding its usefulness for the realization of future professional roles (question number 4).

Control question (no. 17): General satisfaction of the participants of the Judicial Academy in the field of personal professional development. This question allows us to obtain a concise overall satisfaction of the respondents in one question, and at the same time it serves to compare whether the arithmetic mean of all previous questions is more or less coincident with the answer to this question. If the discrepancy between the above arithmetic means is large, this will indicate that we did not include all the relevant variables.

4.3.2. Analysis of the characteristics of the Instrument no. 2 with recommendations for its use

18 questions were used in the instrument. One question is a semi-open type (the function performed by the respondent), while the remaining questions are eleven-scale scales of assessing the satisfaction of respondents with different indicators. There are two control issues in the instrument: one affirmative and one summative control question.

The instrument was piloted in October 2017. On a random sample of 23 respondents who participated in two different educational activities of the Judicial Academy (12 respondents participated in one educational activity, while 11 participated in another educational activity). The research involved: 6 judges, 7 judicial assistants, 2 public prosecutors, 2 deputy public prosecutors, 1 trainee of the continuing training of the Judicial Academy and 2 members of the High Court Council.

The instrument proved to be highly reliable with a score of .955 (Cronbach Alpha). In this case, there were more validly completed questionnaires: 17 (73.9%), while 6 (26.1%) respondents were not taken into consideration due to mistakes made on control issues. The difference in the number of significant and invalid questionnaires between the assessment of expectations and satisfaction (both filled in by the same respondents) can be attributed to the lack of a negatively formulated question. Since satisfaction and dissatisfaction are not the opposite sides of the same continuum, they can already be considered as separate phenomena, we are not inclined to recommend the introduction of a negatively formulated issue, but this lack of instrument can be eliminated by introducing a question that relates to the correctness of teachers (as a control question). Only if this measure does not prove to be sufficiently discriminatory

(there is still a difference between the number of correct questionnaires related to the satisfaction of the students), it is necessary to approach the introduction of a negatively formulated question, e.g. the examination of dissatisfaction in one single item.

In the end, it should be emphasized that data related to the satisfaction of students should not be interpreted in isolation. They are relevant in combination with data on students' expectations, and in their section there is information from the importance of further planning of educational activities.

5. Applications of statistic methods in evaluation of effectiveness and efficient of educational work in Judicial Academy

Instruments created for the purpose of evaluating educational work are just a means of obtaining rough information about a phenomenon that interests us. It is only the use of statistical methods (it is recommended to use the statistical data processing program SPSS) to provide qualitatively different decisions for more important data.

The use of statistical methods is conditioned by the goal that we want to achieve, which would mean that the evaluator needs to know which information he/her needs, in order to know which statistical method he/her will using. In the following lines, we will give a brief overview of the basic statistical methods that we think are necessary for analyzing correctly filled questionnaires.

Calculation of frequencies is one of the basic statistical descriptive methods. Frequencies give us a clear overview of the number / structure of individual elements (for example, how much different type of responders: judges, prosecutors, etc. was present in some educational activity).

The arithmetical mean also falls under the basic statistical procedures. It enables us to calculate the average values of some properties at the level of the entire sample. With arithmetic mean, it is a complementary concept of standard deviation, which shows the extent of variation of some response at the sample level.

Calculating reliability is necessary when we want to test the instrument. This information tells us how much data obtained is reliable, that is, whether they are consistent - in the sense that the

respondents would again give identical answers to identical questions. The maximum theoretical value of reliability is 1 Cronbach Alpha, and the score that would guarantee high reliability of the instrument would be a score over .700 Cronbach Alpha.

Regression analysis is a process that gives us data that has a higher predictive value. Let's focus, for example, to the satisfaction of the respondents with some phenomenon. Satisfaction can be extremely complex variable and can be affected by various factors such as: working conditions, teacher competence, didactic competence, quality of educational material. By calculating the regression analysis, we can measure each of the individual satisfaction levels and see that they do not participate equally in the satisfaction structure. Changing an individual item (e.g. technical conditions of work) will not increase the satisfaction of the respondents equally, as is, for example, the case with the teachers' performance. It is precisely the regression analysis that enables us to calculate how much the individual factor of a complex variable participates in its change. This kind of information, especially in the case of restrictive resources, tells us which aspects would be the most cost-effective way of investing resources, that is, by changing which part of the variable the respondent's assessment would have been higher.

The analysis of variance serves as an indication of whether there is a statistical difference between different groups (e.g. judges, prosecutors, attorneys) on the issue of some variables, but also as an indication of whether there is a difference in responses within the groups themselves (e.g. by age, place of work, etc.).

In obtaining the necessary information for making decisions, we can also use data obtained by calculating the *coefficient of contingency*. By this procedure we obtain information whether there is a statistically significant connection between the two variables and what the level of this significance is.

Whenever it is possible, statistical findings should be tabulated, or better graphically displayed. This is not only in the function of aesthetics, but it is also important to compare data for the decision-making itself, and the graphic possibilities in this sense have a great potential. As an example of the clear potentials that this data presentation method can have on decision-making, we have presented Figures 3 and 4. In both cases, on the basis of the perception of a few seconds, we fully understand the situation, instead of reading the results of twenty indicators.

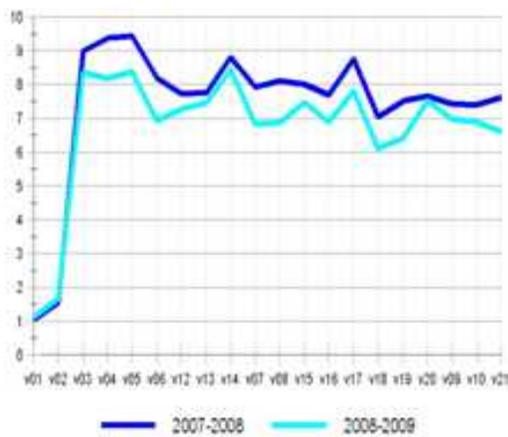


Figure 3: Illustration of the performance of one teacher for a period of two years

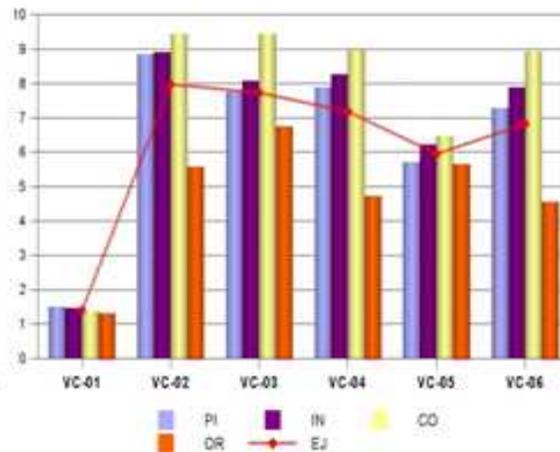


Figure 4: Illustration of performance of four teachers of the same course, based on one variable

It is important to emphasize that the statistics themselves do not indicate what actions to take in order to improve the educational activity. Therefore, the person in the role of the evaluator must, in addition to statistical analysis, understand the context in which the Judicial Academy operates, the nature of the educational process, and the possibilities / alternatives that can be used by Judicial Academy.

6. Summary

Evaluation of the Judicial Academy's work is being carried out with the aim of improving its educational work. By evaluating the effectiveness we determine whether the Judicial Academy has an influence on the judicial practice with its educational work and the direction of its influence. By evaluating efficiency, we determine whether different elements of the educational process are at a satisfactory level, which should be explored by the development of competences among the participants, and the adequate application of these competences in the judiciary is actually the main goal of the Judicial Academy. Since the goal of evaluation is the effectiveness

of educational activities, it is important that the activities / lecturers are repeated; otherwise we cannot improve the educational activity. From the aspect of improving the education, it is absurd to evaluate one-time educational forms, for the simple reason that they cannot be upgraded.

The determination of effectiveness with high level of certainty can be determined by analyzing the documents produced by two groups of respondents: those who had educational activities in the Judicial Academy and those who did not. Groups must be unified by all criteria except as indicated. The assumption is that acquiring adequate competence through educational work leads to better performance, and it has an impact on the professional activities of the respondents. The assessment of effectiveness is carried out by an independent Commission. If two groups (former participants and a control group) differ from one another, we can argue that the educational activities of the Judicial Academy have an impact on the judicial practice.

In some cases, it is necessary to carry out a performance estimate for a shorter period of time than what this model envisages or information is needed from the participants in the educational process. For this purpose Instrument No. 1 has been developed, which serves to determine the med-term impact, since it is only after the two year period after the end of the educational intervention that we can speak about the long-term impact. This procedure is much less reliable than the first one, but it can provide some relevant information and enable the making of some decisions already after 6 months from the realization of educational activity.

The developed efficiency evaluation model implies a two-year evaluation cycle, in which data are provided to enable comparisons of educational activity / lecturer within two years, and two different cycles. This model refers to long-term educational forms (minimum 6 months of educational work). Before start to undertaking educational activities, we should research the expectations of future participants from the Judicial Academy (Instrument number 3). After that, the respondents start their educational activities (this can be one course, but also several simultaneous courses of different duration).

After completing each educational activity (e.g. course), participants complete Instrument 2, which assesses the curriculum and its realization. Upon completion of their educational activities, students complete the Instrument No. 4 which measures their satisfaction with the realization of the overall educational activity. The data obtained by the evaluation of each individual course are considered in the context of the expectations and satisfaction of the

participants, and on the basis of the analysis, we should plan and realize activities aimed to improving the identified weaknesses or preserving the stated strengths.

7. Attachments

7.1. Instrument no.1: Assessment of the impact of the training in the Judicial Academy on the performance of the respondents

Respected,

We kindly ask you to help us to improve the quality of the educational work of Judicial Academy, by answering honestly to the 15 questions given below. Please, read each claim very carefully, due to the fact that not all of the claims are formulated in an affirmative way. Questions are related to the training _____ (enter the name of the training) that you attended on _____ (enter the date) in _____ (enter the city).

The first and the last question you will answer by rounding the answer that is closest to your judgment, that is, the factual state.

You will answer the second, third and fourth questions by entering the numerical amount on the offered line that represents your estimate of the offered property.

You will fifth question by rounding the number on the scale that represents **the level of your assessment** from the offered aspects, having in mind that 0 represents a complete absence of evaluated characteristics, while 10 indicates the maximum manifestation of characteristics evaluated.

1. Training _____ was realized by:

- a) One teacher (male)
- b) One teacher (female)
- c) Teachers and teachers
- d) Two teachers
- e) Two teachers
- f) More than two teachers / teachers

2. I estimate that, with regard to the content of the training, I can currently:

- a) reproduce _____% of the theoretical knowledge acquired by training;
- b) demonstrate _____% of professional skills I have developed by training;
- c) understand _____% of professional problems that I understood after training;
- d) show _____% of the professional attitudes I developed during the training;
- e) Demonstrate _____% of professional competencies developed during training.

3. Because of the training, I realize my professional obligations related to the content of training:

- a) _____% faster, compared to the period prior to training;
- b) _____% safer, compared to the period prior to training;
- c) _____% easier, compared to the pre-training period;
- d) with _____% less errors, compared to the pre-training period;
- e) with _____% greater security in self, compared to the period before the training.

4. Educational material (electronic/printed) received in training:

- a) I use in _____% of cases with topics related to the content of training;
- b) is in _____% of cases sufficient to solve training-related problems.

5. Please evaluate the usefulness of training for future learners.

0	1	2	3	4	5	6	7	8	9	10
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6. Please circle/enter the function you are currently in.

a) Judge b) Judge Assistant c) Prosecutor d) Assistant Prosecutor

e) _____ (enter the position, if different from the ones offered).

Thank you for your time and cooperation!

7.2. Instrument no.2: Evaluation of the Judicial Academy’s educational activities with permanent participants

Respected,

We kindly ask you to help us to improve the quality of the educational work of Judicial Academy, by answering honestly to the 6 questions given below. Please, read each claim very carefully, due to the fact that not all of the claims are formulated in an affirmative way.

The first question you will answer by rounding the answer that is closest to your judgment.

You will answer other questions by rounding the number on the scale that represents **the level of your assessment** from the offered aspects, having in mind that 0 represents a complete absence of evaluated characteristics, while 10 indicates the maximum manifestation of characteristics evaluated.

1. Lectures on this course lasted

- a) 15 and more minutes longer than planned
- b) Longer than planned, but not more than 15 minutes longer
- c) Shorter than planned, but not more than 15 minutes shorter
- d) 15 or more minutes shorter than planned

2. During the course, the lecturer had demonstrated:

- a) Expertise in terms of course content

0	1	2	3	4	5	6	7	8	9	10
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- b) Commitment to the preparation and planning of each individual class

0	1	2	3	4	5	6	7	8	9	10
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- c) Communication model appropriate to the teaching situation

0	1	2	3	4	5	6	7	8	9	10
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- d) Ability to support theory with practical examples

0	1	2	3	4	5	6	7	8	9	10
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- e) The desire to take into account the opinion of the participants

0	1	2	3	4	5	6	7	8	9	10
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3. I Assess the course content as

a) Obsolete

0	1	2	3	4	5	6	7	8	9	10
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b) Significant for improving my understanding of the topics discussed

0	1	2	3	4	5	6	7	8	9	10
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c) Not relevant to my current professional obligations

0	1	2	3	4	5	6	7	8	9	10
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d) Significant for the improvement of my theoretical knowledge on topics that were discussed

0	1	2	3	4	5	6	7	8	9	10
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e) Not relevant to my future professional obligations

0	1	2	3	4	5	6	7	8	9	10
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f) Significant for improving my skills related to the topics discussed

0	1	2	3	4	5	6	7	8	9	10
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g) Significant for the development of my attitudes related to the topics discussed

0	1	2	3	4	5	6	7	8	9	10
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4. Teaching material (electronic / printed) that was used and distributed during the course I considered

a) Interesting

0	1	2	3	4	5	6	7	8	9	10
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b) Enough to master teaching content

0	1	2	3	4	5	6	7	8	9	10
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c) Useful for mastering the educational content

0	1	2	3	4	5	6	7	8	9	10
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d) Useful for application in my present or future professional practice

0	1	2	3	4	5	6	7	8	9	10
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5. Please assess to what extent you believe that this course is useful for future students.

0	1	2	3	4	5	6	7	8	9	10
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6. Please circle/enter the function you are currently in.

a) Judge b) Judge Assistant c) Prosecutor d) Assistant Prosecutor

e) _____ (enter the position, if different from the ones offered).

Thank you for your time and cooperation!

7.3. Instrument no. 3: Participant's educational expectations from Judicial Academy

Respected,

We kindly ask you to help us to improve the quality of the educational work of Judicial Academy, by answering honestly to the 18 questions given below. Please, read each claim very carefully, due to the fact that not all of the claims are formulated in an affirmative way.

You will answer questions by putting the X sign next to the number on the scale that represents **the level of your expectations** from the offered aspects, having in mind that 0 means that you do not have any expectations from that aspect and 10 means the maximum expectation from the evaluated aspect.

1. Technical conditions of education at the Judicial Academy (space, temperature, lighting ...) will support the realization of educational activities in which I will participate.

0	1	2	3	4	5	6	7	8	9	10
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2. Time articulation of the educational activities of the Judicial Academy will be in line with my obligations.

0	1	2	3	4	5	6	7	8	9	10
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3. The Judicial Academy will inform me in a timely manner about relevant things related to the educational activities in which I intend to participate.

0	1	2	3	4	5	6	7	8	9	10
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4. The material (electronic / printed) that I will obtain from the Judicial Academy will be of use for the realization of the professional roles that I will take after the completion of educational activities in the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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5. The material (electronic / printed) I will obtain from the Judicial Academy will be useful for me for the realization of the educational activities in which I intend to participate.

0	1	2	3	4	5	6	7	8	9	10
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6. The material (electronic / printed) I will obtain from the Judicial Academy will be boring.

0	1	2	3	4	5	6	7	8	9	10
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7. By participating in educational activities of the Judicial Academy, I will upgrade my professional theoretical knowledge.

0	1	2	3	4	5	6	7	8	9	10
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8. By participating in educational activities of the Judicial Academy, I will upgrade my professional skills.

0	1	2	3	4	5	6	7	8	9	10
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9. By participating in educational activities of the Judicial Academy, I will upgrade the understanding of the professional field I plan to do.

0	1	2	3	4	5	6	7	8	9	10
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10. By participating in educational activities of the Judicial Academy, I will develop attitudes towards the elements of the professional field I plan to do.

0	1	2	3	4	5	6	7	8	9	10
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11. Lecturers engaged from the Judicial Academy are the best experts in their field in the Serbian speaking area.

0	1	2	3	4	5	6	7	8	9	10
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12. Lecturers at the Judicial Academy will use different forms and methods of educational work in their work.

0	1	2	3	4	5	6	7	8	9	10
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13. The communication of the lecturers with the participants will be characterized by an atmosphere of respect and collegiality.

0	1	2	3	4	5	6	7	8	9	10
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14. The content of educational activities of the Judicial Academy will be relevant for my performance of the professional roles I intend to take after the completion of the educational activities.

0	1	2	3	4	5	6	7	8	9	10
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15. The content of educational activities at the Judicial Academy will be identical to the content that was provided at the Faculty of Law during my studies.

0	1	2	3	4	5	6	7	8	9	10
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16. The timing of the educational activities of the Judicial Academy will not be in accordance with my other obligations.

0	1	2	3	4	5	6	7	8	9	10
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17. Please evaluate your general expectation of educational activities at the Judicial Academy, by the same principle.

0	1	2	3	4	5	6	7	8	9	10
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18. Please circle/enter the function you are currently in.

a) Judge b) Judge Assistant c) Prosecutor d) Assistant Prosecutor

e) _____ (enter the position, if different from the ones offered).

Thank you very much for your time and cooperation!

7.4. Instrument no. 4: Participant's satisfaction with the educational aspects of the Judicial Academy

Respected,

We kindly ask you to help us to improve the quality of the educational work of Judicial Academy, by answering honestly to the 18 questions given below. Please, read each claim very carefully, due to the fact that not all of the claims are formulated in an affirmative way.

You will answer questions by putting the X sign next to the number on the scale that represents **the level of your satisfaction with** the offered aspects, having in mind that 0 means that you do not have any expectations from that aspect and 10 means the maximum expectation from the evaluated aspect.

1. Satisfaction with the technical conditions of education at the Judicial Academy (space, temperature, lighting ...) in terms of their support for the realization of the educational activities in which I have participated.

0	1	2	3	4	5	6	7	8	9	10
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2. Satisfaction with the time articulation of the educational activities of the Judicial Academy in terms of its compatibility with your obligations.

0	1	2	3	4	5	6	7	8	9	10
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3. Satisfaction with the informing provided by the Judicial Academy on matters relevant to the educational activities in which you have participated.

0	1	2	3	4	5	6	7	8	9	10
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4. Satisfaction with the usefulness of educational material (electronic / printed) of the Judicial Academy for the realization of your future professional roles.

0	1	2	3	4	5	6	7	8	9	10
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5. Satisfaction with the educational material (electronic/printed) of the Judicial Academy in terms of its functionality for the realization of educational activities.

0	1	2	3	4	5	6	7	8	9	10
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6. Satisfaction with the educational material (electronic / printed) of the Judicial Academy in terms of how interesting it is.

0	1	2	3	4	5	6	7	8	9	10
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7. Satisfaction with your own progress in the field of professional theoretical knowledge through the realization of educational activities at the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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8. Satisfaction with your own progress in the field of professional skills through realization of educational activities at the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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9. Satisfaction with your own progress in understanding professional content through the realization of educational activities at the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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10. Satisfaction with the development of your own attitudes towards professional issues through the realization of educational activities at the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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11. Satisfaction with the expertise of the Judicial Academy lecturers.

0	1	2	3	4	5	6	7	8	9	10
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12. Satisfaction with the use of various forms and methods of educational work of the lecturers of the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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13. Satisfaction with respect and collegiality expressed in the communication of the lecturer with you.

0	1	2	3	4	5	6	7	8	9	10
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14. Satisfaction with the relevance of the content of educational activities at the Judicial Academy for performing the professional roles I intend to take after the completion of educational activities.

0	1	2	3	4	5	6	7	8	9	10
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15. Satisfaction with the innovation and freshness of educational content studied at the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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16. Satisfaction with the compatibility between the time organization of the educational activities of the Judicial Academy and your personal obligations.

0	1	2	3	4	5	6	7	8	9	10
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17. Please evaluate your overall satisfaction with the educational activities of the Judicial Academy.

0	1	2	3	4	5	6	7	8	9	10
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18. Please circle/enter the function you are currently in.

a) Judge b) Judge Assistant c) Prosecutor d) Assistant Prosecutor

e) _____ (enter the position, if different from the ones offered).

Thank you very much for your time and cooperation!