

**THE SCHOOL OF MAGISTRATES**

**EDUCATION PROGRAM**

**FOR THE INITIAL FORMATION**

**OF CHANCELLORS**

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**Introduction**

Law no. 98/2016, *on the organization of the judicial power in the Republic of Albania*, Law no. 115/2016, *on the organs of the management of the system of justice,* as well as Law no. 97/2016, *on the organization and the functioning of prosecution in the Republic of Albania,* organizes and develops the Program of Initial Formation of candidates for chancellor in courts and prosecution offices.

Concretely, the law anticipates that the School of Magistrates in cooperation with the High Judicial Council/High Prosecutorial Council/General Prosecution, Ministry of Justice, courts, prosecutions and other institutions accomplished the continuous formation of chancellors on duty, as well as prepares the curriculum for the initial formation for candidates for chancellor for a period of at least three months. The School of Magistrates approves more detailed rules for the initial formation and the continuous formation for chancellors.

1. **General framework**

The 14-week Program of Initial Formation of Chancellors will examine the complex nature of the administration and functioning of courts, prosecution offices and the general environment in which they perform their functions, as well as will serve as a framework for the analysis of courts, prosecution offices as complex systems with structures, functions, culture, values, actors (i.e judges, prosecutors, court staff, prosecution staff, court users and others) and relationships.

At the end of this program, participants will:

* Understand the method of the organization of courts, prosecution offices;
* Be able to identify the roles and responsibilities of the heads of these institutions ;
* Diagnose the strengths and weaknesses of the respective institution;
* Recommend appropriate treatments or interventions in order to improve the process and the product;
* Gain personal and managerial skills.

**Acquired skills**

* Providing a credible instrument that court and prosecution leaders can use to assess staff and colleagues in professional development needs and in education priorities.

* Reflection by current and potential leaders of courts, prosecution offices and by other actors of the judiciary and of the School of Magistrates, as a source of information, knowledge and perhaps, a better understanding of these institutions, their goals, processes, practices and the persons who lead them.

**Program description**

The primary goal of the program of initial formation of chancellors is:

* Establishment of a leaders team for the management of courts, prosecution offices, trained according to international management standards, providing a strong foundation of principles and practices of modern court and prosecution management, including an overview of the history and principles for the administration of the court, prosecution, as well as an understanding of the values ​​and characteristics of the functioning of the court, prosecution.

This program provides comprehensive guidance in the areas of functional responsibility related to court administration, prosecution, and the technical, interpersonal, and conceptual skills needed to lead court and prosecution reform.

In conclusion, the Program of Initial Formation of Chancellors aims to develop these leadership characteristics:

* *Leadership*: The ability and willingness to lead and manage others.
* *Technical competence*: Professional and up-to-date knowledge on working methods and procedures.
* *Strategic view:* The ability to collect and analyze information that provides a broader view of priorities, as well as that anticipates potential opportunities, needs and problems.
* *Balanced perspective*: A broad perspective that balances the needs of the present with those of the future.
* *Sensitivity to the environment*: Recognition of broad environmental trends and their impact on the workplace.
* *Flexibility*: Being open to new information and tolerant of stress and uncertainty in the work environment.
* *Action orientation*: Being determined, taking into account the risk and being motivated to complete initiatives.
* *Focus on the result*: Efforts to achieve the goal and determination to take the initiatives to the end.
* *Communication*: The ability to express oneself clearly and authoritatively, as well as to hear others clearly.
	+ *Interpersonal empathy*: Knowing oneself and being aware of how oneself affects others, being sensitive to the needs and weaknesses of others, and being able to fit in with others’ perspective.

**Matrix of the Program of Initial Formation of chancellors, that will attend it in the School of Magistrates and/or online, as follows:**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Program** | **Load**  |  |
| **1** | Purposes of the court  | (18 classes) | 3 days |
| **2** | Introduction to the administration of courts  | (18 classes) | 3 days |
| **3** | Purposes of prosecution and introduction to the administration of prosecutions | (18 classes) |  3 days |
| **4** | Leadership  | (30 classes) | 5 days |
| **5** | Ethics | (24 classes) | 4 days |
| **6** | Caseflow management  | (30 classes) | 5 days |
| **7** | Standards and performance measurements  | (18 classes) | 3 days |
| **8** | Human resources management  | (60 classes) | 10 days  |
| **9** | Education, training and development  | (18 classes) | 3 days |
| **10** | Budget and finance  | (24 classes) | 4 days |
| **11** | Information technology  | (30 classes) | 5 days |
| **12** | Management of activities  | (18 classes) | 3 days  |
| **13** | Public relations  | (18 classes) | 3 days  |
| **14** | Strategic planning  | (30 classes) | 5 days  |
|  | **TOTAL** | **354** classes | **59** days |

**1. EDUCATION PROGRAM**

**PURPOSES OF THE COURT**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

**1. General Framework**

**1.1** **Course description**

*Purposes of the court* gives the cause and the reasoning for other modules. Purposes provide legitimacy for the heads of courts and inform the strategic planning and orientation of practice for other more technical competences, strategic planning and orientation of practice for other more technical competences.

**The main questions that should be elaborated in this course are as follows:**

1. What is justice?

2. Why do we need an independent judiciary?

3. What are the purposes of courts in an independent judiciary?

4. How do courts function to achieve their purposes?

**1. 2 The main course objective**

The analysis of conceptual issues of justice and the necessity for an independent judiciary, by examining the structure and the values of the system of courts in Albania.

**2. The course**

**2.1 Teaching objectives**

At the end of this module, participants will be able:

*- To extend the notion on why courts should head the combined system of justice, why courts should be either independent or accountable and what are the ideals and values for which they account;*

*- to express the practical influence and the importance of purposes and the responsibility of courts in their jurisdiction, daily activities of the court and their work.*

**The course “Purposes of the court” intends to achieve the concrete teaching objectives:**

Systematically, teaching objectives intend to capacitate chancellors as follows:

1. **Understanding – Capacitation in the way of understanding:** The participant has the capacity:
* to understand, to explain, to identify, to classify and to discuss concepts, principles as well as to express clearly why exist the courts in general and their courts specifically;
* to expand and update knowledge on standards and historical references, such as: Constitution of Albania.

**2. Implementation – Capacitation in implementation:** The participant is able to use theoretical knowledge on concepts, principles and the main institutes in factual situations. At the end of the course, he/she will be able to:

* Interpret concepts, based on facts of a practical situation;
* Debate and respect the different opinions of colleagues;
* Work & function in group.

**3. Analysis - Capacitation in analysis:** The participant is able to identify the relevant facts; to analyze legal frameworks so that to create an opinion based on all relevant data. At the end of the course, he/she is going to be able to:

* to make the difference between the purposes of the management of the court and purposes of the court;
* to consider the influence of the dedication of the system of justice in the rule of law, equal protection and the fair process, related with the purposes of the court;
* to express the practical influence and the importance of purposes and responsibilities of courts in their jurisdiction, of daily activities of the court and of their work.

The above mentioned objectives capacitate participants in the following competences:

**Competence 1:** To express clearly why courts exist in general and their courts specifically.

**Competence 2:** To extend and update knowledge on standards and the main historical references, such as: Constitution of Albania. To make the difference between the purposes of the management of the court and the purposes of the court.

**Competence 3:** To assess the influence of the judicial system in the rule of law, the equal protection and the fair process, related with the purposes of the court.

**Competence 4:** To extend the notion on why courts should lead the intertwined system of justice, why courts should be independent and accounting.

**Competence 5:** To express the practical influence and the importance of purposes and responsibilities of courts in their jurisdiction, of the daily activity of the court in their work.

* 1. **Topics that will be elaborated in the course of “Purposes of the court” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Why do courts exist? Introduction to the purposes of courts.  | 1 class  |
| **2.** Two questions, Presentation of discussions in group.  | 1 class |
| **3.** Self-evaluation. Individual presentations and discussions in group. | 1 class  |
| **4.** Why do courts exist? The importance of the purposes in the administration of courts. Assignment for preliminary reading.  | 1 class and 30 min |
| **5.** Why is it important? Presentations in group and discussions.  | 1 class and 30 min |

**Day 2**

|  |  |
| --- | --- |
| **1.** A view on the Albanian judicial system. Assignment for preliminary reading: analysis of the system of justice. | 1 class and 30 min |
| **2.**  A round table of discussion with representatives of the High Judicial Council.  | 1 class and 30 min |
| **3.** Should chancellor make justice? Presentations in group and discussions.  | 1 class  |
| **4.** The displeasure with the administration of justice. Assignment for preliminary reading: an article by *Roscoe Pound.* |  2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Article by Roscoe Pound - presentation in group and in discussions  | 1 class and 30 min |
| **2.** The report between essential skills and the purposes of the court | 1 class and 30 min |
| **3.** Chancellor, as the guarantee of the purposes of the court | 1 class |
| **4.** The drafting of a motto for the judiciary  | 2 class |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 3 days***

 ***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 18*** *classes/week*

**2.** **EDUCATION PROGRAM**

 **INTRODUCTION TO THE ADMINISTRATION OF COURTS 2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

**1. General Framework**

**1.1** **Course description**

In it is included the new role of the chancellor in the judicial system, relationship with the chancellor and the head, the council of the court and the rest of judicial administration. The main role of the chancellor is to facilitate the administrative functions of the court, under the general leading of the head.

Together, they provide the court with an execution team of leadership capable to confront issues, to deal with much more complicated issues and to elaborate the necessity of the change and innovation that characterize a modern and evolutionary judicial system.

**2. The course**

**2.1 The main course objective:**

The purpose of this course is: the meaning of the concept of the administration of the court and its importance to make justice efficiently.

* **The course “*Introduction to the administration of courts*” intends to achieve relevant teaching objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**: after the end of this module, participants will be able to:

1. **Understanding – Capacitation in the way of understanding:** The participant has the capacity:
* to understand, to explain, to identify, to classify and to discuss concepts, basic competences foreseen by all and how they are combined with each – other.

**2. Implementation – Capacitation in implementation:** The participant is able to use theoretical knowledge on concepts. At the end of the course, he/she will be able to:

* Interpret concepts, principles and techniques, as well as to know how to implement them to courts.
* To distinguish the relation that exists between the management and the success of a court, as a public institution.

**3. Analysis - Capacitation in analysis:**

To make the analysis of specific components of the main actions of courts, including the management of the main actions of the courts, by including the management of the movement of the case, technology, strategic planning, safety, etc.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** Identify the different roles that the chancellor should play, by providing the objectives of the court and the necessities for an efficient system of justice.

**Competence 2:** Become agents of change to improve he capacity of the court to answer to requests and current expectancies as well as those possible in the future.

**Competence 3:** Create a new approach of cooperation, being transformed in leaders that bring the change in the way how is made justice in their courts, in their communities, in the relations with media, especially in the successful practices of the judicial administration in general.

**Competence 4:** Make the difference in the relation that exists between the management and the success to the court, as a public institution.

**Competence 5:** Recognize the important local, regional and global tendencies that exercise their impact on the courts in the way how courts respond to these tendencies.

**Competence** **6:** To understand the organizational evolution of the courts, from very little organized units, supported by the legislative and the executive authority, in a branch with equal right, that confronts the same administration and management challenges, as all complex public institutions.

**Topics that will be elaborated in the course of “*Introduction to the administration of courts*”** **are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** General description of the module. Good governing and the rule of law.  | 1 class and 30 min  |
| **2.** Fair and free– presentations in group and discussions.  | 1 class |
| **3.**Why is important the administration of courts?  | 1 class and 30 min |
| **4.** Principles of the administration of courts - presentations in group and discussions. Conclusions.  | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** The art of the administration of the court. | 1 class |
| **2.** The art of the administration of the court - presentations in group and discussions.  | 2 classes |
| **3.** The essential capacities of the court.  | 1 class |
| **4.** Efficient chancellors to the courts - presentations in group. Conclusions.  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** The history of the administration of courts in Albania. | 1 class |
| **2.** Round table on the rule of law in Albania, presentations in group and discussions. | 2 classes |
| **3.** The future of the administration of courts. | 1 class |
| **4.** Time to change – to create the court of the future, presentations in group and discussions. Conclusions.  | 2 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Teaching Load**

***The course is done in 3 days***

 ***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 18*** *classes/week*

**3.** **EDUCATION PROGRAM**

**PURPOSES OF PROSECUTION AND INTRODUCTION TO THE ADMINISTRATION OF PROSECUTIONS**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

**1. General Framework**

**1.1** **Course description**

In this course is included the new role of the chancellor in the system of prosecution, the relation of the chancellor with the head and the rest of administration. The main role of the chancellor is to facilitate the administrative functions of the prosecution, under the general leading of the head.

Together, they provide the prosecution with an execution team of leadership capable to confront issues, to deal with much more complicated issues and to elaborate the necessity of the change and innovation that characterize a modern prosecution system in development.

Module “Purposes of prosecution and introduction to the administration of prosecutions” provides a general reflection of the purposes of prosecution and the administration of prosecutions as profession. The module is structured in such a way as to examine a number of aspects of administration and precedes the other modules. While the purposes of prosecution provide legitimacy to the heads of prosecution and inform the strategic planning as well as orientation of practice for other technical capacities.

**The main issues that will be elaborated in this course are as follows:**

1. What is the rule of law?
2. Why do we need an independent prosecution?
3. What are the purposes of prosecution in an independent system of justice?
4. How do prosecution offices function to achieve their purposes?
5. What are the principles of the administration of prosecution?
6. What are the essential capacities of the administration of prosecution?

**2. The course**

**2.1 The main course objective:**

The purpose of this course is:

* The understanding of the concept of the administration of prosecution and of the importance of an independent, efficient and reliable prosecution;
* The understanding of the basic competencies foreseen by law and how they are combined with each – other;
* The expression of practical impact and of the importance of purposes and responsibilities of prosecutions in their jurisdiction, the daily acts of prosecution in their work;
* The analysis of specific components of the main actions of prosecutions, by including the management of the moving of the case, technology, strategic planning. safety, etc.;
* The identification of different roles that should play the chancellor, by providing the objectives of prosecution and the necessity for an efficient system of justice;
* Becoming promoter of the improvement of the capacity of prosecution (strong points, weak points, opportunities and threats) and to respond to the applications and current/possible expectancies in the future.
* **The course of “Purposes of prosecution and introduction to the administration of prosecutions” intends to achieve relevant teaching objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**:

1. **Understanding – Capacitation in the way of understanding:** The participant has the capacity:

to understand, to explain, to identify, to classify and to discuss concepts, basic competences foreseen by all and how they are combined with each – other;

- To express clearly why exist prosecutions in general and their prosecution in particular;

- To enlarge and refresh knowledge on the main historical references such as: The Constitution of Albania.

1. **Implementation – Capacitation in implementation:**

The participant is able to use the theoretical knowledge on concepts, main principles and factual states. At the end the participant is able to use theoretical knowledge on concepts, the main principles in factual states. At the end of the course, he/she will be able to:

* Interpret concepts, based on facts of a practical state:
* Debate and respect the different opinions of colleagues, work & function in group;
* Distinguish the relation that exists between management and success of a prosecution, as a public institution.
1. **Analysis - Capacitation in analysis**

The participant is able to identify the relevant facts and to analyze legal frameworks so that to create an opinion based on all relevant data. At the end of the course, he/she is going to be able to:

* to make the difference between the purposes of the management of prosecution and purposes of the prosecution;
* to consider the influence of the dedication of the system of prosecution in the rule of law, equal protection and the fair process, related with the purposes of the for the investigation of cases and criminal pursuit;
* to express the practical influence and the importance of purposes and responsibilities of prosecution in their jurisdiction, of daily activities of the prosecution in their work.
* To analyze the specific components of the main activities of prosecution, including the management of the flow of the case, technology, strategic planning, safety, etc.

The above mentioned objectives capacitate participants in the following competences:

**Competence 1:** To identify the different roles that should play the chancellor, by fulfilling the objectives of prosecution and the necessities for an efficient system of justice.

**Competence 2:** To become an agent of change to improve the capacity of prosecution to answer to the demands and current or possible expectancies in the future.

**Competence 3:** To distinguish the relation that exists between the management and the success of a prosecution, as a public institution.

**Competence 4:** To recognize the important local, regional and global tendencies that have an influence on prosecution and on the way how they respond to these trends.

**Competence 5:** To understand the organizational development of prosecution offices and to confront the administration and management challenges just like all independent institutions.

**Competence 6:** To explain clearly why exist prosecutions in general.

**Competence 7**: To enlarge and refresh knowledge on the main historical standards and references such as: Constitution of Albania. To make the difference between the purposes of the management of prosecution and its purposes.

**Competence 8:** Consider the influence that has the dedication of the system of prosecution in the rule of law, the equal protection and the fair process, all these related to its purposes.

**Competence 9:** To enlarge the notion on why prosecutions should be independent.

**Competence 10:** To show the practical influence and importance of purposes and responsibilities of prosecutions in their jurisdiction, of daily activities of prosecution and of their work.

**Topics that will be elaborated in the course of “Purposes of prosecution and introduction to the administration of prosecutions”** **are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** General description of the module. Good governing and the rule of law. | 1 class and 30 min |
| **2.** Fair and free - presentation in group and discussions.  | 1 class |
| **3.** Why do prosecutions exist? Purposes of prosecution.  | 1 class and 30 min |
| **4.** Table of discussions with representatives of the High Council of Prosecution and General Attorney on the purposes of prosecution.  | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** The art of the administration of prosecution. |  1 class  |
| **2.** Why is important the administration of prosecution? Principles – presentation in group and discussions.  |  2 classes |
| **3.** The essential competences of prosecution.  | 1 class |
| **4.** Very efficient chancellors of prosecutions – presentations in group.  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** The history of the administration of prosecution in Albania.  | 1 class |
| **2.** Round table on the rule of law in Albania. Presentations in group and discussions.  | 2 classes |
| **3.** The future of the administration of prosecution.  | 1 class |
| **4.** Time to change – to understand the prosecution of the future. Presentations in group and discussions**.** Conclusions.  | 2 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 3 days***

 ***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 18*** *classes/week*

**4.** **EDUCATION PROGRAM**

**LEADERSHIP**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

The module of leadership intends the recognition of different methods of the exercise of leadership, with their strong and weak points and with methods how we can work better with others, in the context of leadership.

1. **The course**
* **The main course objective:** To apply leadership capacities practically, that encourage the challenge of beliefs and its suggestions regarding the meaning of leadership. This module provides an inclusive examination of the issues and current points of view on leadership. The emphasis is imposed on the application of concepts in real situations and environments at courts/prosecutions.
* **The course of “Leadership” intends to achieve relevant teaching objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**

after the end of this module, participants will be able to:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts, theories on leadership.

* to explain some of the strategies for the improvement of the efficiency of leadership.
1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts, to analyze and apply the behaviors of leadership through a process of readings, self-discovery, monitoring in group and case studies.

* to draft a personal action plan for the continuous learning as well as to identify how to plan to keep balance.
1. **Analysis - Capacitation in analysis**

On the evaluation and personal development, values and ethics, motivation, authority and decision – making, excellent performance, as well as the process of change. Chancellors will identify, observe and analyze the styles of leadership and their influences in the institution; improve their capacities to think critically, to analyze different and complicated concepts, as well as to use reasoning, judgment and their imagination to create new opportunities in the situations of leadership.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** To describe the efficient leadership and to identify the relation between leadership and administration.

**Competence 2:** To consider issues of power and control of leadership.

**Competence 3**: To identify ways to use their role of leadership to move the court/prosecution forward and to take case of its employees.

**Competence 4**: To know the reason why courts/prosecutions with perfect performance need to have a clear vision and a clear communicated purpose.

**Competence 5**: To explore their personal values, ways how these values and the personal style influence on others who work at courts and with courts, and how the value and style determine the culture and the tone of the court.

**Competence** **6**: To understand their strong and weak points as leaders, chancellors and followers, and to develop their personal approach versus the practice of leadership.

**Competence** 7: To identify and describe the two main behaviors of leadership that are noticed within the group.

**Competence** 8: To identify some of the main factors of the situations that influence on leadership and explain how they influence in the performance of the group.

**Topics that will be elaborated in the course of “Leadership”** **are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Definition of leadership | 1 class and 30 min |
| **2.** What do you expect from your leaders? |  1 class and 30 min |
| **3.** The profile of leadership  | 1 class |

**Day 2**

|  |  |
| --- | --- |
| **1.** Theories on leadership  | 1 class and 30 min |
| **2.** Case studies on leadership according to the situation  | 1 class and 30 min  |
| **3.** Behaviors of efficient leadership  | 1 class |
| **4.** Temperament assessment  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Authority, influence and decision – making  | 1 class |
| **2.** Management network  | 2 classes |
| **3.** Wilderness survival | 2 classes |
| **4.** Authority, influence and decision – making (continuation) | 1 class |

**Day 4**

|  |  |
| --- | --- |
| **1.** Management of change | 2 classes |
| **2.** To work on a purpose | 1 class |
| **3.** Force field analysis  | 3 classes |

**Day 5**

|  |  |
| --- | --- |
| **1.** Leadership of the leading team  | 1 class |
| **2.**Characteristics of the efficient relationship head/chancellor court/prosecution  | 1 class and 30 min  |
| **3.** The personal plan of the development of leadership  | 1 class and 30 min |
| **4.** The personal plan of the development of leadership. Summary  | 2 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows :

1. Continuous evaluation
2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 5 days***

***Daily teaching load:* 6 classes/ day**

***Weekly teaching load: 30*** *classes/week*

**5. EDUCATION PROGRAM**

**ETHICS**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

Heads of courts/prosecutions should have a conduct of ethics to provide public confidence in the system of the judiciary/prosecution and the value of the rule of law.

1. **The course**
* **The main course objective:**

The purpose of this education module on ethics is to help:

* to think in more complex ways regarding the issues of ethics;
* to elaborate with more competence professional dilemmas;
* to accept the responsibility and to confront the consequences of their conduct;
* to be continually themselves; as well as
* to be engaged for objectives that go beyond their instant necessities.
* **The course of “Ethics” intends to achieve relevant teaching objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**

after the end of this module, participants will be able to:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts on professional dilemma. To know the limits of ethics.

1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he will be able to:

- to explain clearly how ethical behavior between judges and the personnel of the court influences on public confidence.

1. **Analysis - Capacitation in analysis**

To determine the organizational structure that is essential to draft and to apply the code of conduct.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1.** To explain clearly how the ethical conduct between judges, prosecutors, officers of the judicial police and the personnel of the court influence on public confidence.

**Competence 2.** To identify the amendments between the code of ethics of their court/prosecution and other courts/prosecutions, amendments with codes that are taken as examples and those of some specific courts/prosecutions as well as their implementation in practice.

**Competence 3.** To identify common standards and principles in the exercise with ethics of duties and responsibilities of the chancellors in courts and prosecution offices.

**Competence 4.** To describe and assess how efficient are the rules of ethics of their institutions.

**Competence 5.** To apply the rules of ethics in a number of situations and current problems that are related to ethics.

**Competence 6.** To assess the level of knowledge and the application of the code of ethics of the relevant court/prosecution, by the side of personnel and officials of courts/prosecutions.

**Competence 7.** To determine the organizational structure that is necessary to apply the code of ethics.

**Competence 8.** To understand the importance of the ethical model of the chancellor of the court/prosecution in the prevention and elimination of corruption.

**Topics that will be elaborated in the course of “Ethics”** **are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Introduction to ethics of judiciary and prosecution | 1 class and 30 min |
| **2.** Exchange of opinions  | 1 class and 30 min |
| **3.** To understand ethics  | 1 class |
| **4.** How to discover clearly our values  | 1 class |
| **5.** Scenarios of the behavior of the servants  | 1 class and 30 min |

**Day 2**

|  |  |
| --- | --- |
| **1.** Scenarios (continuation)  | 1 class |
| **2.** Case studies  | 2 classes |
| **3.** Discussion in group on case studies | 1 class |
| **4.** To write an original case study on ethics  |  2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Ethics and leadership  | 2 classes |
| **2.** Test of confidence  | 1 class |
| **3.** Allegory of Sadu  | 1 class and 30 min |
| **4.** “Ethics and leadership” (continuation). Assignment. Case study on corruption.  | 1 class and 30 min |

**Day 4**

|  |  |
| --- | --- |
| **1.** Corruption. Discussion on case studies on corruption.  | 1 class and 30 min |
| **2.** To draft and support the code of conduct  | 1 class |
| **3.** The draft of the code of conduct for servants  | 2 classes and 30 min |
| **4.** Presentation and discussion regarding the drafting of a code of conduct. Conclusions.  | 2 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

1. Continuous evaluation
2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 4 days***

***Daily teaching load:* 6 classes/ day**

***Weekly teaching load: 24*** *classes/week*

**6.** **EDUCATION PROGRAM**

**CASEFLOW MANAGEMENT**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**
	1. **Course description**

This course lays the foundations even though the caseflow management is the center of the administration of the court/prosecution. Participants will assimilate the basic ideas of the caseflow management by defining the concept and by examining the certified practices and verified principles, such as: leadership (management) and judicial dedication, the monitoring of the progress of issues by the court/prosecution, standards and purposes, systems of information and monitor, credible planning of the dates of the trial and the control of postponements.

Participants will gain knowledge based on the analysis of the flow of work through the identification of the existing phases of all kinds of cases of the courts/prosecutions. They will be able to identify factors that make a case to be “complex” or that contribute in the procedural complexity of the elaboration of the case, as well as its factors that may allow “simpler and faster” elaboration to improve as soon as possible the efficiency of the court and the increase of public opinion trust, simplified procedures for the solution, as well as the development of investigations and the criminal investigation in the system of prosecution.

The module provides a summary of the types of statistics and of the data that are used for a better management of the workload at courts/prosecutions, as well as makes a presentation of the systems of information for the caseflow management (CMIS), that support the caseflow management. Participants will be presented with the systems of calendar planning and of the classification of cases and will be able to identify positive and negative sides of these systems.

**2. The course**

* **The main course objective:**

This course intends to make a definition of the caseflow management, of principles and certified practices.

* **The course of “Caseflow Management” intends to achieve the relevant education objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**

after the end of this module, chancellors will be able to:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts, purposes of courts and their direct influence on caseflow management.

1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he will be able to:

* Plan and create a system of caseflow management so that to bring changes to the court.
1. **Analysis - Capacitation in analysis**

To know and map the caseflow management from the point of view of the system. To integrate the caseflow management and domestic legal culture.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** To identify the characteristics of strong leadership in the entire system and its influence on the caseflow management.

**Competence 2:** To use the standardized measure of performance regarding caseflow management.

**Competence 3:** To use the data of caseflow management for the analysis of performance.

**Competence 4:** To implement the principles of caseflow management in the planning of calendar, hearings and courts.

**Competence 5:** To plan and create a system of caseflow management so that to bring changes to their courts.

**Topics that will be elaborated in the course of “Caseflow Management” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Module summary. Why is important the caseflow management?  | 1 hour and 30 min |
| **2.** Self-evaluation of the essential elements of the caseflow management. | 1 hour and 30 min |
| **3.** Principles of the caseflow management. | 1 hour |
| **4.** The enforcement of one of the principles of the caseflow management at my court.  | 2 hours |

**Day 2**

|  |  |
| --- | --- |
| **1.** Analysis of work flow  | 1 hour  |
| **2.** The caseflow map  | 2 hours  |
| **3.** The determination of case complexity  | 1 hour |
| **4.** The determination of case complexity  | 2 hours |

**Day 3**

|  |  |
| --- | --- |
| **1.** Systems of calendar planning and of case classification  | 1 hour |
| **2.** The evaluation of positive and negative sides of the systems of the classification of cases in Albania  | 2 hours |
| **3.** The culture of the court and access to the court  | 1 hour |
| **4.** The culture of my court in the caseflow management  | 2 hours |

**Day 4**

|  |  |
| --- | --- |
| **1.** Statistics, data and systems of information  | 2 hours |
| **2.** Data analysis  | 1 hour |
| **3.** Deadline standards  | 1 hour |
| **4.** Analysis of delayed cases  | 2 hours |

**Day 5**

|  |  |
| --- | --- |
| **1.** The preparation of a plan for the caseflow management  | 1 hour |
| **2.** Acting plan for my court  | 4 hours |
| **3.** Summary and conclusions  | 1 hour |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

1. Continuous evaluation
2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 5 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 30*** *classes/week*

**7. EDUCATION PROGRAM**

**STANDARDS AND PERFORMANCE MEASUREMENTS**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**
	1. **Course description**

The module of standards and performance measurements presents participants with some tools that come to help to the heads of the court/prosecution offices, to go from the measurement of performance to its management, based on these measurements.

1. **The course**
* **The main course objective**

This course intends the benefit of analytical competence to organize, collect and analyze the data, as well as of managerial capacities, focused on the implementation of knowledge received from the relevant data, intending work improvement, but also communication skills to transmit properly the information on performance.

* **The course of “standards and performance measurements” intends the achieve the relevant education objectives:**

Systematically, education objectives intend to make chancellors capable in the directions under the following structure:

**Teaching objectives**

after the end of this module, chancellors will be able to:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts that project and implement the performance metrics as well as to select data to support those metrics, that address the issue of the efficiency of the programs and of the procedures of the court and prosecution.

1. To understand ten essential values and to explain which of them is reflected in the traditions of courts/prosecutions, domestic legal framework, Constitution, as well as conventions and international acts.
2. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he will be able to diagnose the results of the measurement of performance and to implement the findings so that to improve the performance of the court/prosecution.

1. **Analysis - Capacitation in analysis**

To describe the three groups of intertwined elements, that compose the 10 values of IFCE and seven grounds of excellence and the continuous improvement of the quality.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** To evaluate the current performance of the court/prosecution, the metric of the management used by the court, as well as the accountability culture and the performance of the court/prosecution.

**Competence 2:** To describe the continuous cycle of its importance and quality, as an instrument of IFCE.

**Competence 3:** To explain five steps of the cycle for the continuous improvement of the quality.

**Competence 4:** To give examples of strategies in the grounds of IFCE for the excellence of the court, related to each of the steps of the cycle for the continuous improvement of the quality.

**Competence 5:** To explain the superiority caused by the use of standards and the measure of performance in the management of change.

**Competence 6:** To articulate how the seven grounds of excellence of IFCE, the measurement of performance and the continuous improvement of the quality are related to the values of IFCE, (for example, justice, transparency and accessibility), so that to form a stable conceptual and practical background towards excellency of the court/prosecution.

**Competence 7:** To explain three basic steps for the implementation of IFCE.

**Competence 8:** To understand how the list of control of judicial practices could be used as a basis for self-evaluation.

 **Competence 9:** Use the results of the IFCE questionnaire for the self-evaluation of the excellency of the court, so that to identify those specific grounds, where courts could benefit from the improvement.

**Topics that will be elaborated in the course of “**standards and performance measurements**” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Course description. Why should be measured the performance of the court/prosecution?  | 1 class and 30 min |
| **2.** Definition of the main terms  | 1 class and 30 min |
| **3.** What is the measurement of performance?  | 1 class  |
| **4.** Questions for discussion  | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** Models of standards for the measurement of the performance of the court/prosecution: TCpS, CEpEJ, IFCE | 2 classes  |
| **2.** Identification of proper metrics | 1 class  |
| **3.** Evaluation of courts/prosecutions  | 3 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Report by groups (continuation) | 1 class  |
| **2.** The implementation of standards and metrics of performance.  | 2 classes |
| **3.** The addressing of a problem through a process for the improvement of quality  | 3 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

1. Continuous evaluation

Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 5 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load:*** *18 classes/week*

**8. EDUCATION PROGRAM**

**HUMAN RESOURCES MANAGEMENT**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

This module provides a summary of the critical role of human resources at courts/prosecution offices, considering the fact that courts/prosecution offices are a government branch of high work intensity and of the providing of services. So that the court/prosecution office could accomplish its mission and vision, is very important for it to employ a competent personnel with high performance. Courts/prosecution offices need good people, competent, with updated capacities, professionals, with ethics and dedicated ones.

1. **The course**
* **The main course objective**

This course intends the efficient management of human resources, that influences not only on the facilitation of performance, but also boosts the morale and perception of servants related to justice and self-evaluation.

* **The course of “Human Resources Management” intends to achieve the relevant education objectives:**

Systematically, education objectives intend to capacitate chancellors in the directions according to the following structures:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts. To describe the unique aspects of human resources at courts. To identify the main legislation on human resources and its influence in the management of courts/prosecution offices.

1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he will be able to:

* Interpret concepts, principles and techniques of the implementation of a new program for the orientation of servants.
* To prepare documents after a disciplinary analysis.
1. **Analysis - Capacitation in analysis**

To analyze strategies to form and have efficient teams. To make analysis regarding the claims of servants. To plan and elaborate analysis for suspicious disciplinary actions.

The above mentioned objectives capacitate chancellors in the following competences:

**Teaching objectives**

After the end of this module, chancellors will be able to:

**Competence 1:** To identify the main tendencies of servants and their consequences on courts/prosecution offices.

**Competence 2:** To recruit, choose, interview and manage efficiently the new servants.

**Competence 3:** To identify strategies for the prevision, prohibition and resolution of problems that may become present through a diverse workforce.

**Competence 4:** To identify proper strategies for the treatment of common problems of servants, regarding work relations.

**Competence 5:** To describe the fundamental determinants of individual and work unit performance.

**Competence 6:** To accomplish efficiently efficient sessions on the feedback regarding the performance.

**Competence 7:** To identify and make the analysis of the problems of motivation.

**Competence 8:** To apply the model with seven steps for the analysis and resolution of the problems of servants, regarding the performance and conduct.

**Competence 9:** To choose the appropriate correcting measures during a problem in the relations with workers.

**Competence 10:** To develop and support policies that treat sexual harasment in the workplace.

**Competence 11:** To understand the different styles of communication and to demonstrate efficient communication capapcities.

**Topics that will be elaborated in the course of “Human Resources Management” are as follows:**

**First week**

**Day 1**

|  |  |
| --- | --- |
| **1.** Introduction to human resources management at courts/prosecution offices  | 1 class and 30 min |
| **2.** Team formation  | 1 class and 30 min |
| **3.** Introduction to human resources management at courts/prosecution offices (continuation)  | 1 class  |
| **4.** Human Resources Management self-evaluation |  2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** Workforce planning  | 1 class and 30 min |
| **2.** Test for work analysis  | 1 class and 30 min |
| **3.** Workfoce planning (continuation) | 1 class |
| **4.** Drafting of a work description  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Recruitment, interview and selection  | 1 class  |
| **2.** Case study for recruitment. Recruitment, interview and selection(continuation) | 2 classes and 30 min |
| **3.** The creation of a guideline for the interview  | 1 class and 30 min |
| **4.** Play roles for the interview  | 1 class and 30 min |

**Day 4**

|  |  |
| --- | --- |
| **1.** Things I have learned when I been a child. Diversity  | 1 class and 30 min |
| **2.** Case study based on a true event  | 1 class and 30 min |
| **3.** Relations with servants  | 1 class |
| **4.** Scenarios on the relations with servants  | 2 classes |

**Day 5**

|  |  |
| --- | --- |
| **1.** Orientation  | 2 classes  |
| **2.** The drafting of an orientation program for servants  | 1 class |
| **3.** Presentation in group. Summary of the week  | 3 classes |

**Second week**

**Day 6**

|  |  |
| --- | --- |
| **1.** Performance management  | 2 classes |
| **2.** The determination of the criteria of performance  | 2 classes |
| **3.** The realization of the evaluation of performance  | 2 classes |

**Day 7**

|  |  |
| --- | --- |
| **1.** Self-evaluation of leadership according to the situation  | 1 class and 30 min |
| **2.** Monitoring and motivation of servants | 1 class and 30 min |
| **3.** Monitoring and motivation of servants (continuation) | 1 class and 30 min |
| **4.** What makes someone an excellent superior? | 1 class and 30 min |

**Day 8**

|  |  |
| --- | --- |
| **1.** Sexual harassment  | 1 class  |
| **2.** Case studies on sexual harassment  | 2 classes |
| **3.** Servants discipline | 1 class and 30 min |
| **4.** What should a superior do?  | 1 class and 30 min |
| **5.** Case studies: Afrimi and Altea – preparatory time  | 1 class |

**Day 9**

|  |  |
| --- | --- |
| **1.** Case studies: Afrimi and Altea  | 3 classes  |
| **2.** Inventory of communication styles  | 2 classes |
| **3.** Efficient communication  | 1 class |

**Day 10**

|  |  |
| --- | --- |
| **1.** Virus  | 3 classes |
| **2.** The examination of the activity. Virus.  | 1 class |
| **3.** Team composition. Summary of the week  | 2 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

1. Continuous evaluation

Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 10 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 60*** *classes/week*

**9. EDUCATION PROGRAM**

**EDUCATION, TRAINING AND DEVELOPMENT**

 **2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

This module is designed in such a way as to provide participants with work knowledge on the foundations and bases of the education, training and development in the area of court/prosecution office. the main kompetences are covered in five main chapters, as follows:

* Education at courts/prosecution offices;
* Education and culture of the court/prosecution office;
* Theory of the education of adults;
* Development of curricula and of the education process;
* Leaders in judicial education.
1. **The course**
* **The main course objective**

This course intends to help participants to know, to understand the basic principles of education to observe efficiently the activities of education, training and elaboration in the judicial branch of the court and prosecution office.

* **The course of “Education, training and development” intends to achieve relevant education objectives:**

Systematically, the education objectives intend to capacitate chancellors in the directions according to the structure, as follows:

**Teaching objectives**

after the end of this module, chancellors will be able to:

1. **Understanding – Capacitation in the way of understanding**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts on education, training.

1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he will be able to:

* interpret concepts, basic principles of education to observe efficiently activities of education, training and their implementation at courts/prosecution offices.
1. **Analysis - Capacitation in analysis**

Proper analysis on education, training and progress of servants even with other processes of human resources.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** To understand the role of education, training and development within the purposes and general responsibilities of courts/prosecution offices.

**Competence 2:** To make the harmonization of the activities of education, training and development with the vision and strategic mission of their courts/prosecution offices.

**Competence 3:** To connect he importance of education, training and development with the performance of the system of justice.

**Competence 4:** To understand the potential of courts/prosecution offices as institutions where there is learning, as well as to inspire and support courts/prosecution offices as such institutions.

**Competence 5:** To understand and implement the basic principles of education to observe more efficiently the activities of education, training and development in the branch of the court/prosecution office.

**Competence 6:** To communicate clearly the relation that exists between education, training and development, with the performance of servants and with other processes of human resources.

**Topics that will be elaborated in the course of “Education, training and development” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Education at courts  | 1 class and 30 min |
| **2.** Decisions on education: work performance, professional development or institutional development  | 1 class and 30 min |
| **3.** Education and the culture of the court/prosecution  | 1 class  |
| **4.** What are the institutions of education? Assignment: Start to think on some training topics for courts/prosecutions. | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** The theory of the education of adults  | 1 class  |
| **2.** Opinions on the necessities of education in the future  | 2 classes |
| **3.** Development of curricula and the education process  |  1 class and 30 min |
| **4.** The making of a sample lecture – time for the preparation of groups  | 1 class and 30 min |

**Day 3**

|  |  |
| --- | --- |
| **1.** The elaboration of a sample lecture (continuation - presentation with groups | 4 classes |
| **2.** Leaders in the judicial education  | 1 class  |
| **3.** Personal strategies to lead education  | 1 class |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

1. Continuous evaluation

Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Study and teaching load**

***The course is done in 3 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load:*** *18 classes/week*

**10. EDUCATION PROGRAM**

**BUDGET AND FINANCE**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

This module treats the reality of the incomes and entry and exit sources, of different forms of budgeting, the achieving and preservation of the support for the budgets of courts/prosecutions, practices of accountability and the keeping of relevant registers for courts/prosecution offices, as well as of strategies related to the planning of reserves for fiscal, budgetary and source issues.

1. **The course**
* **The main course objective**

This course intends monitoring, administration and the use of the funds of courts/prosecution under the legislation in force and to consolidate their capacities to realise and accomplish purposes and priorities with available tools.

* **The course “Budget and finance” intends to achieve the relevant education objectives:**

Systematically, teaching objectives intend to train chancellors in the directions according to the structure, as follows:

**Teaching objectives**

after the end of this module, participants will be able to:

1. **Understanding – Capacitation in the way of understanding:** The participant has the capacity:
* to understand, to explain, to identify, to classify and to discuss concepts.
* to understand the process of the planning of the budget as a process where drafting, justification, presentation and coordination, are important elements.
1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he/she will be able to:

* Interpret new concepts of the financial management at courts/prosecution offices as well as to put them in practice at courts/prosecution offices.
* Know and exercise legal competences related to the collection and sharing of public funds.
1. **Analysis - Capacitation in analysis**

To make the justification of the budget for a new program, or for a budgetary necessity. To make the analysis, the identification of all sources of risk that hinder the efficient realization of the budget as well as to determine the necessary measures for risk management.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** to implement into practice the new concepts of financial management at courts/prosecution offices.

**Competence 2:** to know and implement the legal framework for the state budget.

**Competence 3:** to identify the best practices for the financial management, that could be applied or adapted in the case of Albania.

**Competence 4:** to know the role of every actor involved in the process of the preparation of the judicial budget and of the prosecution.

**Competence 5:** to understand the process of the planning of the budget as a process where drafting, justification, presentation and coordination are important elements.

**Competence 6:** to prepare the register of procurements, according to priorities.

**Competence 7:** to search for alternative sources of funds, or material sources to accomplish the budgetary necessities, in cases of insufficiencies in the accorded budget.

**Competence 8:** to draft a plan of measures for the management of financial crisis or the lack of funds.

**Competence 9:** to accomplish their obligations in the context of financial management, under the requirements for the integrity and ethics as well as to root an ethical behavior with dependants, regarding the management of the sources of the court.

**Topics that will be elaborated in the course of “Budget and finance” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Financial management at courts/prosecution offices | 1 class  |
| **2.** To understand management  | 1 class |
| **3.** The role of chancellor in the financial management of the court and prosecution  | 1 class and 30 min |
| **4.** Discussion on the role of chancellor  | 1 class and 30 min |

**Day 2**

|  |  |
| --- | --- |
| **1.** The basics of budgeting  | 1 class and 30 min |
| **2.** Scenario on the budget  | 1 class and 30 min |
| **3.** Planning and preparation of budget  | 1 class and 30 min |
| **4.** Scenario on the preparation of budget  | 1 class and 30 min |

**Day 3**

|  |  |
| --- | --- |
| **1.** Procurement  | 1 class and 30 min |
| **2.** Scenario on procurement  | 1 class and 30 min |
| **3.** Alternative sources for financing  | 1 class |
| **4.** Application for the financing of grants – Preparatory time  | 2 classes |

**Day 4**

|  |  |
| --- | --- |
| **1.** Application for the financing of grants – Presentations |  2 classes |
| **2.** Application, monitoring and reporting on the budget  |  2 classes |
| **3.** Risk management  |  1 class |
| **4.** Test for financial management  | 1 class |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Education Load**

***The course is done in 4 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 24*** *classes/week*

**11. EDUCATION PROGRAM**

**INFORMATION TECHNOLOGY**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

Technological instruments are vital for the modern heads of the court/prosecution in a number of contexts. They support wok activity, share information to monitor and administer the performance of the court/prosecution, facilitate fast, efficient and economic communication, between parts of interest of the system of justice, as well as provide dynamic and flexible service for users of the court. These classes on information technology are going to teach heads and managers of courts/prosecutions what they should know and to be capable to do to use with efficiency the technology in their courts/prosecutions.

**2. The course**

**The main course objective**

This course intends the personal development of NJSHA of IT (knowledge, habits, skills). The organization of courts to administer in a proper way the function of the information technology.

* **The course “Information Technology” intends to achieve the concrete teaching objectives:**

Systematically, teaching objectives intend to capacitate chancellors as follows:

**Teaching objectives**

At the end of this module, participants will be able:

1. **Understanding – Capacitation in the way of understanding:** The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts.
2. **Implementation – Capacitation in implementation**

The participant is able to use the theoretical knowledge on concepts. At the end of the course, he is capable to:

* Interpret concepts, to draft or change policies of the court to facilitate the most modern approaches for the commitment of the work.
1. **Analysis - Capacitation in analysis**

Make the analysis, elaborate applications and tests for the admission of a system of information in general, in the frameworks of the court/prosecution and of the system of justice.

The above mentioned objectives capacitate participants in the following competences:

**Competence 1:** To explain how technology assists courts/prosecutions to administer law, to provide order in society and to defend the rights of citizens.

**Competence 2:** To describe different alternatives of technology that are provided for the heads of the court/prosecution and relevant factors to make the right choice.

**Competence 3:** To organize the court/prosecution to administer properly the function of information technology. To administer work processes provided by technology.

**Competence 4:** To observe the management of the IT project as well as to understand the components and the main phases of the management of the project, as well as the roles of the main actors.

**Competence 5:** To explain how technology affects negatively in the activities and traditional balances in the system of justice.

**Competence 6:** Appreciate interactions of the IT with other home activities and other actors of the system of justice in the accomplishment of the essential mission of the judiciary.

**Competence 7:** Appreciate the current state of the IT of their court/prosecution and to identify the necessities of the institution. They are prepared for the administration of IT sources and capacities to organize the internal support and cooperation relations with parties of interest.

**Competence 8:** Cooperate with technical and non-technical executive staff in and out of the institution for IT. Articulate concepts and principles of IT governing in courts/prosecutions.

**Competence 9:** Interpret the Albanian legislation for IT policies at courts/prosecutions. They understand the key problems of policies in relation to public access, privacy, quality and integrity of the data, safety of the information and the planning for exceptional cases.

**Competence 10:** Explain systems of information in general and the manner how they are defined and combined in the judicial context.

**Competence 11:** Explain the role of the IT standards at courts/prosecutions. Understand and explain ethical issues of the IT in the judicial system/prosecutions. Express a practical and realistic vision for the future.

**Topics that will be elaborated in the course of “Information Technology” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Description of the module “Introduction to information technology” | 1 class |
| **2.** Why technology is important for the heads? Self-evaluation | 2 classes |
| **3.** Basic technology and IT systems at courts/prosecution offices.  | 1 class |
| **4.** Do you know these technologies?  |  2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** Selection of the right technology | 2 classes |
| **2.** Visit at courts/prosecutions | 2 classes |
| **3.** Technology at courts/prosecutions  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Presentations on technology at courts/prosecutions  | 3 classes  |
| **2.** Standards | 2 classes  |
| **3.** Coordination of purposes with the results of the TIK and data measurement | 1 class |

**Day 4**

|  |  |
| --- | --- |
| **1.** Governing and policies  | 1 class  |
| **2.** IrAC best practices  | 3 classes |
| **3.** Consequences of policies. Management of project.  | 1 class  |
| **4.** Hidalgo Court  | 1 class  |

**Day 5**

|  |  |
| --- | --- |
| **1.** Presentation of Hidalgo Court and discussions | 1 class  |
| **2.** Courts of the future  | 1 class  |
| **3.** The foreseeing of the future  | 1 class  |
| **4.** Conclusions  | 1 class |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Teaching load**

***The course is done in 5 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 30*** *classes/week*

**12. EDUCATION PROGRAM**

**MANAGEMENT OF ACTIVITIES**

 **2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**

**1.1 Course description**

The course of the management of the activities is going to assist the administrator of the court/prosecution to understand the responsibilities for supporting services as part of general services provided or claimed by the court/prosecution. This module represents the basic concepts for judges/prosecutors, managers of courts and the staff of servants of the court/prosecution, who are responsible for the development or purchase, the administration or the observation of activities or services that support judicial functions of the court/prosecution.

Management of the activities includes environments or instruments of the court/prosecution, communication, safety of the court/prosecution, as well as the transport of the defendants in and out of the court building. Existence, location, regulation, efficiency and use of the spaces of the court/prosecution affects considerably the level and quality of the services of the court/prosecution, as well as on the efficiency of the personnel of the court/prosecution. Another important aspect of spaces is the physical access.

1. **The course**

**The main course objective**

This course intends the conception, management and evaluation of the activities that are in harmony and support the purpose and the role of the judiciary/prosecution.

* **The course “Management of activities” intends to achieve the concrete teaching objectives:**

Systematically, teaching objectives intend to capacitate chancellors as follows:

**Teaching objectives**

At the end of this module, participants will be able:

1. **Understanding – Capacitation in the way of understanding**

The participant is able to understand explain, identify, classify and discuss concepts. To have knowledge on the possibility of the projecting of the spaces of the court/prosecution and the influence of these environments on public perception, access, performance of the court/prosecution, the move of people, continuity of workflow and the efficiency of personnel.

1. **Implementation – Capacitation in implementation**

The participant is able to use the theoretical knowledge on concepts. At the end of the course, he is capable to:

* Interpret concepts, principles and techniques of strategic planning, as well as how to implement them at courts/prosecutions.
* To organize and plan the steps that should be taken.
1. **Analysis - Capacitation in analysis**

The analysis and draft of an action plan to include a list of priorities of the elements of the management of the activities that will help the heads of the court to elaborate and/or monitor the implementation or the improvement.

The above mentioned objectives capacitate participants in the following competences:

**Competence 1:** To have knowledge on competences in the context of the management of the activities and to identify the individual necessities of learning on the elements of these competences.

**Competence 2:** Manage the activities to promote values of law, as independent and impartial judicial decisions, the fair process, equal defense, fair treatment, continuity and predictability. **Competence 3:** Consider the activities of the court/prosecution that have priority or are critical and are necessary if there is an interruption of the work or case of emergency and rank steps and preliminary actions which are essential for work continuity.

**Competence 4:** Identify alternative work practices and physical modifications to improve the workspace of servants, safety, efficiency and performance.

**Competence 5:** Consider which measurements of performance are essential to document and report on the results of the work of the elements of the management of the activities.

**Competence 6:** Have knowledge on the roles, functions, activities and values of all agencies, programs and services that are offered to the court/prosecution and to recognize their influence on the performance of the court/prosecution and of its special activities.

**Competence 7:** Draft an action plan to include a list of priorities of the elements of the management of the activities that are going to assist the heads of courts/prosecution to elaborate and/or observe the implementation or improvement.

**Topics that will be elaborated in the course of “Management of activities” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** General view  | 1 class |
| **2.** To understand the management of the activities  | 2 classes  |
| **3.** Access  | 1 class  |
| **4.** Management of the planning of the judicial assistance  | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** Special services  | 1 class  |
| **2.** Special services  | 2 classes  |
| **3.** Direct services  | 1 class  |
| **4.** Services for users of the court  | 1 class |
| **5.** Infrastructure and support  | 1 class  |

**Day 3**

|  |  |
| --- | --- |
| **1.** Integrity of the files of the court/prosecution | 2 classes |
| **2.** Activities at the court hall  | 2 classes  |
| **3.** Infrastructure of the court/prosecution  | 2 classes  |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Teaching load**

***The course is done in 3 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 18*** *classes/week*

**13. EDUCATION PROGRAM**

 **PUBLIC RELATIONS**

 **2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**
	1. **Course description**

Public relations includes in and out efficient communication to improve the meaning for judicial proceses and the essential role of the court/prosecution to keep the rule of law.

The program of *public relations* is drafted to provide for the heads of courts/prosecution offices, instruments for the planning, development, implementation, administration and consideration of an inclusive plan of communication of a court/prosecution office, either a court/prosecution or a judicial system.

1. **The course**

**The main course objective**

* **The course “public relations” intends to achieve the concrete teaching objectives:**
1. **Understanding – Capacitation in the way of understanding**

The participant is able to understand, explain, identify, classify and discuss concepts; to understand the role of different media in the formulation of the opinion of an individual on the judicial and prosecution system.

1. **Implementation – Capacitation in implementation**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he/she will be able to interpret concepts, to draft education programs in community so that to be in accordance with necessities for covering.

1. **Analysis - Capacitation in analysis** of different factors that affect public perception for courts/prosecution offices. To create mechanisms of the presence in community to assess and understand domestic public perception for courts/prosecution offices.

The above mentioned objectives capacitate participants in the following competences:

**Teaching objectives**

At the end of this module, participants will be able:

**Competence 1:** To understand opinions, sentiments and knowledge of different public groups for the judicial and prosecution systems.

**Competence 2:** To make the analysis of dynamic structures of media, of the manner how they are used and could be changed in the near of far future.

**Competence 3:** To determine why we should be interested on public point of vies and the communication with public.

**Competence 4:** To adopt the six bases of communication for an efficient verbal and written communication: 1) positive message; 2) confidence; 3) honesty; 4) accessibility; 5) transparence and 6) understandability.

**Competence 5:** Know that people who have contact with courts have a more negative opinion for the judicial system than those who do not have contacts with it.

**Competence 6:** Make an “inventory of understandability” of procedures and judicial processes or investigation of issues for the ordinary citizen.

**Competence 7:** To know how technology and modern instruments of media could help that courts to be done more understandable, more accessible and easier to be used.

**Competence 8:** To have the capacity to consider the kind of the information that should be transmitted and for waht specific auditorium within the community. Learn how to share this information.

**Competence 9:** To have a basic understanding of the news of media, to determine how they function and to understand what they want and what media needs.

**Competence 10:** To draft proactive media plans and to improve the individual skills of relations with media. To create systems of evaluation. mechanisms of the implementation.

* 1. **Topics that will be elaborated in the course of “public relations” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** Introduction to public relations  | 1 class and 30 min |
| **2.** Improvement of public confidence  | 1 class and 30 min |
| **3.** Public opinion for courts/prosecutions | 1 class and 30 min |
| **4.** Priorities of communications with the community  | 1 class and 30 min |

**Day 2**

|  |  |
| --- | --- |
| **1.** Foundations of communication  | 2 classes  |
| **2.** Principles of communication. Control of understandability  | 1 class and 30 min |
| **3.** Basics of communication – Final discussion | 2 classes and 30 min |

**Day 3**

|  |  |
| --- | --- |
| **1.** To understand media  | 1 class |
| **2.** Understandability of media  | 2 classes  |
| **3.** The plan of media. Conclusions.  | 3 classes |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Teaching load**

***The course is done in 3 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 18*** *classes/week*

**14. EDUCATION PROGRAM**

**STRATEGIC PLANNING**

**2021 – 2022**

*(For the School of Magistrates)*

*(Academic Year 2021- 2022)*

*(For the Initial Formation of Chancellors)*

1. **General Framework**
	1. **Course description**

Participants will explore the strategic planning as an instrument that should be used for an efficient organizational management, reforming and efficient leading of courts/prosecutions. Participants will examine all the aspects of the process of strategic planning, including: the determining of a mentor mission, determination of the vision and values, recognition of tendencies and of issues under process, identification of strategic options, application of proper strategies, as well as the assessment of organizational performance.

1. **The course**

**The main course objective**

This course intend to assist the heads of court/prosecution to understand the nature of strategic planning, of its components and finally, how to implement a successful strategic planning.

* **The course “strategic planning” intends to achieve relevant teaching objectives:**

Schematically, teaching objectives intend to make chancellors able in the directions under the following sturucture:

**Teaching objectives**

after the end of this module, participants will be able to:

1. **Understanding – Capacitation in the way of understanding:**

The participant has the capacity to understand, to explain, to identify, to classify and to discuss concepts.

1. **Implementation – Capacitation in implementation:**

The participant is able to use theoretical knowledge on concepts. At the end of the course, he/she will be able to:

* interpret concepts, principles and techniques of strategic planning, as well as to know how to apply them in practice at courts/prosecution offices.
* organize and plan the steps that should be followed.
1. **Analysis - Capacitation in analysis**

To compose and accomplish a planning process that is proper for the court/prosecution, and that serves to compose a strategic plan, that will be used as a basic instrument to realise the preferred future of the court.

The above mentioned objectives capacitate chancellors in the following competences:

**Competence 1:** Identify mandates of the court and to consider their long-tern influence on the court/prosecution and the system of justice.

**Competence 2:** Consider the capacity of the court/prosecution (weak points, strong points, opportunities and risks) to answer to requests and current expectancies, as well as those of the future.

**Competence 3:** Articulate the purposes and responsibilities of the court/prosecution as well as to connect them with every initiative of change that should undertake the cinstitution of the court/prosecution.

**Competence 4:** Identify factors that could serve and affect the process of strategic planning as well as the strategic plan.

**Competence 5:** Know how to collect the data and to use them in the space of the court/prosecution, as well as to project and consider the important environmental tendencies for the court/prosecution.

**Competence 6:** Execute a process that harmonises the individual purposes of performance with the strategic plan.

**Competence 7:** Encourage and consolidate strategic and visionary thinking at courts/prosecution offices, as a precursor element of the strategic, and efficient decision – making as well as of the strategic planning.

**Competence 8:** Identify qualities and important role of leadership, especially in the contect of strategic planning, to combine conducts, structures, processes and sources as well as to be sure that they support the process of strategic planning and the final plan.

**Topics that will be elaborated in the course of “strategic planning” are as follows:**

**Day 1**

|  |  |
| --- | --- |
| **1.** General presentation of the course for participants. Strategic planning at courts/prosecutions.  | 1 class and 30 min  |
| **2.** The form of the mission, presentations and exchange of information in groups.  | 1 class and 30 min |
| **3.** Mission, vision and values.  | 1 class  |
| **4.** The form of vision and values. Presentations and exchange of information in groups.  | 2 classes |

**Day 2**

|  |  |
| --- | --- |
| **1.** Tendencies and environmental scan. | 1 class |
| **2.** The form of tendencies and environmental scan. Presentations and exchange of information in groups. | 2 classes |
| **3.** Organizational assessment.  | 1 class |
| **4.** The form of organizational assessment. Presentations and exchange of information in groups.  | 2 classes |

**Day 3**

|  |  |
| --- | --- |
| **1.** Identification of strategic issues.  | 1 class |
| **2.** The form of the identification of strategic issues. Presentations and exchange of information in groups. | 2 classes |
| **3.** The draft of the action plan.  | 1 class  |
| **4.** The form of purposes and objectives. Presentations and exchange of information in groups. | 2 classes |

**Day 4**

|  |  |
| --- | --- |
| **1.** Implementation  | 2 classes |
| **2.** The form of application, presentation and the exchange of information in groups  | 1 class |
| **3.** Monitoring and evaluation  | 1 class |
| **4.** Preparation of the strategic plan (presentation will be done the next day) | 2 classes |

**Day 5**

|  |  |
| --- | --- |
| **1.** Leadership and the management of change  | 1 class  |
| **2.** Presentation in group of strategic plans (continuation from day 4)  | 4 classes  |
| **3.** Conclusions  | 1 class  |

**3. Evaluation**

The evaluation at the end of module 1 is done in two forms, as follows:

* 1. Continuous evaluation
	2. Final evaluation, that is done by test and is realized at the end of 3 months. The test is done in the written form and is secreted.

The total of the valid points for the evaluation of candidates at the end of the 3-month initial formation will be 100 points in total:

1. 40 points will be the continuous evaluation;

2. 60 points will be evaluated the subject’s test.

During the continuous evaluation process, will be analyzed the course assignment, essays, projects given to be prepared in the written form, activation, the oratory or logics of the reasoning in the interactive discussion, etc.

This evaluation will be based in 4 components:

(i) 10 points – the evaluation of the trainer

(ii) 10 points – the evaluation of the members of the group for each – other organized in two parts: evaluation in class level and evaluation in work group level for the preparation of independent works in group.

(iii) 10 points – assignment in group

(iv) 10 points – individual assignment

For the final evaluation will be prepared the thesis, which is divided in two parts: first part evaluated with 20 points, has a theoretical quiz, that controls knowledge of the basic concepts of the Program of Initial Formation; the second part, evaluated with 40 points, has a case law/state of practice, with some questions that should have an answer in the meaning of the solution of the case.

**4. Teaching load**

***The course is done in 5 days***

***Daily teaching load:*** **6 classes/ day**

***Weekly teaching load: 30*** *classes/week*

**THE PROJECT FOR COURT/PROSECUTION IMPROVEMENT**

**INDEPENDENT ASSIGNMENT**

**Description**: The purpose of the project for the improvement of the court/prosecution intends to provide an opportunity for participants who have completed the Program of Initial Formation sot that to examine an existing problem at court/prosecution and to identify solutions for this problem, by composing or determining new proceures and systems.

In this independent assignment are consolidated the analytical capacities, of the writing and presentation of participants.

In a six-month period after the completion of the Initial Formation, participants will accomplish an independent study and research work on a function or main activity of the court/prosecution, prepare a scientific work regarding their findings, as well as to make a presentation of their findings in a concluding seminar.

At the end of the independent assignment, participants will have:

• The learning of the first phase to make meaningful questions and to make the propert research and scientific work, intending the selection of projects of improvement at court/prosecution in reality.

• To elaborate research capacities that make possible for them to come to the important information and confident sources.

• To concept and draft a project for the improvement of the court/prosecution and apply the right methodology for its elaboration.

• To communicate efficiently the findings and conclusions come out of the written research work and through a public presentation.

In the Initial Formation, participants will identify their project and present it for approval to the lecturers of the Program of Initial Formation by a written proposal.

Lecturers will meet chancellors to give them advices and to approve projects.

Participants will prepare a short presentation of about 10 minutes, where they will present their proposal to the lecturers and other participants that will be presented in the last day of the program of initial formation. The lecturer will nominate for each participant, a mentor to assist him in his project.

This section includes important and essential documents for the independent administration of the work, as follows:

• The form of proposal

• The form of the final assignment

**INDEPENDENT ASSIGNMENT**

**THE PROJECT FOR COURT/PROSECUTION IMPROVEMENT**

**THE FORM OF PROPOSAL**

**NAME**: .

**TITLE OF THE PROJECT**:

**DESCRIPTION OF THE PROBLEM**: (describe briefly the reason for the project)

**THE FORMAT OF THE FINAL ASSIGNMENT**

The following assignment provides guidelines for the writing of the report of the project. Generally, these guidelines are applicable; however the format and the specific style will be established in harmony with the nature of the project in discussion.

**Section 1: Introduction**

Introduction provides for readers a brief summary regarding the problem under examination, and should bring as consequence the definition of the problem. Definition of the problem is one of the most essential parts of the report, because it determines the direction and the framework of the rest of the report.

Definition of the problem is followed by two sub-sections:

• **The importance of the research:** This section elaborates the question “And?” regarding the study. Here is explained the possible value of the study and findings of the court. Consequently, this session should identify the auditorium of the study and how the results of the study will bring benefits for it.

• **The definition of terms**: This sub-title gives the definition of the specific terms, that are not seen largely, but that are used in this report.

**Section 2: Examination of the methodology of chosen/relevant literature**

Section 2 describes the specific steps used during the preparation of the study and an examination of the literature regarding the problem under examination. This section could have a historic summary of the problem, current tendencies and published important scientific works related to it.

**Section 3: Findings, conclusions and recommendations**

Section 3 provides a forum in which context the heads of the court/prosecution explore and try to find the findings and recommendations that are extracted from the project. Questions that need an answer include:

What kind of solution is necessary?

• What is the structure of the solution?

How to come to this solution?

• Which are the obstacles while achieving it?

• What are the needed sources?

• Whom we should convince?

• What are the needed information so that they may be convinced?

• What are the steps that should be undertaken to come to the desired result?

Implementation plan (Management of the project)

• Assignment/person – day analysis

• Necessary budgetary/fiscal and human resources

• The program of the project

Evaluation: How to measure the performance so that to determine if our choice is efficient?

Attached to the report

• **References**: The list of references that attends section 3 should include all the references that are quoted in the text of the report.

• **Annex**: The last parts of the report that are attached to the report, are annexes. Annexes have important materials (often additional ones) that do not have the sufficient importance, are not proper part of any special section of the text, or are too long to be included in the assignment text, but that may be of interest for some readers.