

TWINNING FINAL REPORT



EUROPEAN COMMISSION

TWINNING PROJECTS FINAL REPORT

Project Title: “Further Support to Legal Education Reform”

Partners: German Foundation for International Legal
Cooperation (IRZ)

Center for International Legal Cooperation, The
Netherlands (CILC)

Kosovo Justice Academy (KJA)

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Section 1: Project data

Twining Contract Number	KS 14 IB JH 02
Project Title:	Further Support to Legal Education Reform
Twining Partners (MS and BC)	<p>Member State Countries (MS):</p> <ul style="list-style-type: none"> • German Foundation for International Legal Cooperation (Deutsche Stiftung für internationale rechtliche Zusammenarbeit - IRZ) • Center for International Legal Cooperation (CILC) <p>Beneficiary Country (BC):</p> <ul style="list-style-type: none"> • Kosovo Judicial Institute (KJI) / Justice Academy (KJA)
Period covered by the report:	01.02.2016 – 31.07.2018
Duration of the project:	30 months implementation period
Rapporteur:	Christine Jacobi, German Project Leader Valon Kurtaj, Kosovo Project Leader

LIST OF ABBREVIATIONS

BC	Beneficiary Country
CC	Criminal Code
CPC	Criminal Procedure Code
CCEJ	Consultative Council of European Judges
CEPEJ	European Commission on the Effectiveness of the Judiciary
CILC	Center for International Legal Cooperation
CMIS	Case Management Information System
CoE	Council of Europe
CPC	Criminal Procedure Code
CBT	Case Based Training
CTP	Continuous Training Program
CW	Calendar Week
DB	Database
EC	European Commission
EJTN	European Judicial Training Network
EQAVET	European Quality Assurance in Vocational Education and Training
ERA	European Reform Agenda
EROL	Effective Rule of Law
EULEX	European Union Rule of Law Mission in Kosovo
FIRAC	Facts, Issues, Rules, Application, Conclusion
HERAS	Higher Education, Research and Applied Sciences Project
IACA	International Association of Court Administrators
ICT	Information and Communication Technology
IPA	Instrument for Pre-Accession Assistance
IRZ	German Foundation for International Legal Cooperation
ITP	Initial Training Program
JPL	Junior Project Leader
JSSP	Justice System Strengthening Program
KCA	Kosovo Chamber of Advocates
KIPA	Kosovo Institute of Public Administration
KJA	Kosovo Justice Academy
KJC	Kosovo Judicial Council
KJI	Kosovo Judicial Institute
KPC	Kosovo Prosecutorial Council

KOSEJ	Strengthening the efficiency and quality of justice in Kosovo
LCP	Law on Contested Procedures
LER	Legal Education Reform
LLJL	Life Long Judicial Learning
LRM	Legal Review Mechanism
MEI	Ministry of European Integration
MoEST	Ministry of Education, Science and Technology
MoJ	Ministry of Justice
MoPA	Ministry of Public Administration
MS	Member State of the EU
NCSC	National Center for State Courts
OECD	Organization of Economic Cooperation and Development
OSCE	Organization of Security and Cooperation in Europe
PAR	Public Administration Reform
PECK	EU/CoE joint Project against Economic Crime
PL	Project Leader
PO	Prosecution Office
REPJ	Regulation on the Evaluation of Performance of Judges
RoLAS	Rule of Law Assistance Strategy
RTA	Resident Twining Advisor
SAA	Stabilization and Association Agreement
SATURN	Study and Analysis of judicial Time Use Research Network
SIGMA	Support for Improvement in Governance and Management
SPO	State Prosecutors Office
SPRK	Special Prosecution Office of the Republic Kosovo
SSR	Dutch Study Center for the Judiciary
STE	Short Term Expert
TCM	Training Cycle Management
TNA	Training Needs Assessment
ToT	Training-of-Trainers
TWP	Twining Project
UNDP	United Nations Development Program
UNMIK	United Nations Interim Administration Mission in Kosovo
USAID	United States Agency for International Development
VET	Vocational and Educational Training

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2A – EXECUTIVE SUMMARY

Herewith the final report of the EU financed Twinning project “Further Support to Legal Education Reform” is presented. The reporting period covers the time from 01.02.2016 until 31.07.2018. The project duration was 30 months.

The overall objective of the project was is to strengthen the rule of law through improving the legal education in Kosovo, especially to further increase capacities of the relevant institutions as well as inter-institutional cooperation in the Justice sector.

It was the particular purpose of the project to increase the Justice Sector capacities through strengthening the capacities of the Kosovo Judicial Institute (KJI) and accompany the transformation from KJI to the Kosovo Justice Academy. The Kosovo Justice Academy (KJA) has become an integral and essential part of Kosovo’s judiciary. With its training programs for various target groups the KJA contributes essentially to the entity, coherence and efficiency of the judiciary as it is stipulated in Art. 102 of the Kosovo Constitution: “The judicial power is unique, independent, fair, apolitical and impartial and ensures equal access to the courts.”

Partners involved

From side of the MS a consortium was established, consisting out of the German Foundation for International Legal Cooperation (Deutsche Stiftung für internationale rechtliche Zusammenarbeit - IRZ) and the Dutch Center for International Legal Cooperation (CILC).

The main beneficiaries of the Twinning project were directly and primarily the KJI/KJA, but also the Judiciary of Kosovo, particularly the Council of Judges (KJC) and the Council of Prosecutors (KPC), furthermore judges and prosecutors themselves, particularly in their role as judicial trainers. The KJA was the main direct beneficiary institution of the project, and focal point for all parties in the project, coordinating all relevant training activities in the judiciary of the BC.

The two Councils, KJC and KPC, were directly involved into the project implementation with regard to training policy issues. Courts and prosecution offices were directly involved in the project as well, particularly in various training events, when judges and prosecutors contributed as judicial trainers or participated in trainings, workshops or roundtables.

Scope of action

Activities of the Twinning project comprised

- (1) establishing the project implementation structures referring primarily to a functioning cooperation and coordination base with the project beneficiaries, comprising the management levels of KJI/KJA and the two Councils, KJC and KPC. First of all, this cooperation was necessary with regard to shared responsibilities for finalizing the legislation process with the Law on KJA. On this cooperation basis the further institutional understanding of the KJA and the work sharing between the two Councils (training policy issues) and KJA (training capacity building) could be advanced.

- (2) setting the stage for implementing measures of training capacity building (project component 1) and institutional capacity building (project component 2) with the direct project beneficiary, the KJI/KJA. These activities comprised the elaboration and discussion of implementation plans for project activities, particularly of implementation steps of project activities, detailed terms of reference (ToR) for project experts and start up workshops for relevant activities in the judicial training field.
- (3) building of work teams with the beneficiary for training and curriculum development (e.g. trainer working group) as well as for institutional capacity development (e.g. working group on strategic planning and organization) in order to enable continuous work with sustainable partners from the beneficiary side.
- (4) advisory meetings, roundtables, steady and periodic workshops in all relevant capacity development areas (e.g. ToT, judicial competences, curriculum development, strategic planning, training cycle management and coordination of training policies with HRD requirements) with all relevant beneficiaries and donor organizations in order to
 - enhance the awareness of relevant judicial stakeholders of the role and importance of an autonomous judicial training institution like the Justice Academy,
 - contribute to the increased perception of a shared responsibility between the Justice Academy, the two Councils (KJC/KPC) and courts and prosecution offices for efficient training and sustainable human resources development in the judiciary,
 - elaborate a new Strategic Plan together with the management of the Justice Academy and including the opinions of relevant judicial stakeholders,
 - lay the foundations for a common understanding of competency based, modular training in the judicial sector,
 - to promote the introduction and appreciation of case based training, especially in the ITP, as a key element for a more efficient education of judicial professionals with higher practice and work place orientation,
 - draft a new modular training program for administrative staff of courts and prosecution offices,
 - develop proposals for increased use of KJA's database for facilitating and improving training management,
- (5) implementation of various training pilots, particularly for training of trainers, training of mentors and training of administrative staff,
- (6) elaborating practical publications as there are the Handbooks on Case Based Training and on Training Cycle Management, KJA's Strategic Plan 2018-2020, the Report on "Training Needs Assessment, Evaluation and KJA's Database" and the Expertise on "Judicial Independence and Vocational Training",
- (7) conducting study visits to Germany with visit of judicial institutions which are in charge with planning and implementing of vocational training, specifically with the initial training of judges and prosecutors.

Assessment of cooperation

Project experience and joint conduct of work with the beneficiaries were very positive. The project implementation structures could be established with the beneficiary and provided a solid basis for cooperation.

The joint perception of MS project partners and the project beneficiary with regard to the primacy of policy issues concerning the transformation from KJI into KJA led to common implementation priorities, which were not reflected as such in the project work plan. In this context it was especially important that the cooperation between KJI and the two Councils, KJC and KPC was enforced during the first two project quarters, so that the legislation process of the Law on KJA was pursued mutually. After the Law on KJA passed the Assembly in January 2017, MS partners and beneficiary agreed within the project steering committee to synchronize the project activities with the needs of the new Justice Academy and the actual requirements of judicial training in Kosovo as far as possible at the time.

Following this implementation approach it turned out that the relevance of various project activities had changed. For instance the training needs assessment (TNA), which had been a contentious issue between the KJI and the KJC in the past, was not an arena of controversy after the erection of the KJA anymore. The TNA issue had changed into a information and coordination problem which needed technical IT and organizational solutions between the two Councils, the Justice Academy, and courts and prosecution offices. Similarly the TWP's activities related to so-called orientation programs were focused on the important target group of administrative staff of courts and prosecution offices, because improving the administrative and technical support of judges and prosecutors turned out to be of high importance for decreasing the backlog of cases in Kosovo's judiciary (for details see QR 5 page 17-19 and QR 6 page 16-18).

The Training Strategy of the KJI could not be assessed, as it was foreseen in the TWP work plan, because there was no strategy in place. Since the Strategic Plan of the new Justice Academy was regarded of outmost importance by the beneficiary as well as by the MS partners, more project resources were invested into the elaboration of a new Strategic Plan. Also a study visit was conducted for relevant stakeholders of the judiciary to German Justice Academies (for details see QR 5 page 19-23).

Facing the question how to contribute sustainably to the vocational training system of Kosovo's judiciary, the project steering committee decided to focus the training of trainers measures and the curriculum development activities on introducing and promoting the case based training methodology particularly for KJA's initial and but also for the continuous training program. Emphasize was laid on the initial training, because this seemed to be quite academic, fragmented and overloaded with 50 training modules for young judges and prosecutors within one year. Hereby the TWP followed a bottom-up approach, in consent with KJA's management, to work with a group of selected trainers on the case based training method which had to be fine-tuned for Kosovo conditions by using real local cases. In 9 workshops, roundtables and trainings the case based approach was introduced, discussed and practised with a working group of KJA trainers and managers (for details see QR 4 page 11-15, QR 9 page 14-16).

Altogether 58 workshops, roundtables and other meetings accompanied the project implementation process (see annex 4 to this report), what can be regarded as an indicator of interest and cooperation from the beneficiary's side. 98 stakeholders from various beneficiary and donor institutions were involved into the TWP expert missions in personal meetings, roundtables, trainings or workshops (see annex 3 to this report).

Apart from the KJA Trainer Working Group another KJA Working Group on Strategic Planning and Organization was established (for details see Section 2C, page 27), which contributed to KJA's Strategic Plan as well as to other project activities.

Achievement of mandatory results

The overall project objective was "to strengthen the rule of law through improving the legal education in Kosovo, especially to further increase capacities of the relevant institutions as well as inter-institutional cooperation in the Justice sector."

It is too early to draw final conclusions about the achieved degree how far this TWP could contribute to strengthening the rule of law in Kosovo. However, the transformation of the KJI to the KJA was not only successfully accompanied by this TWP, the project also played its part that the law on KJA became effective and that the Justice Academy was established. This represents already a considerable project success under the given circumstances when the project was inaugurated. It indicates specifically that the Councils of Judges and of Prosecutors recognized the value and importance of an autonomous judicial training institution, and that they became ready to cooperate with this Academy.

The project purpose "to increase the Justice sector capacities through strengthening the capacities of the Kosovo Judicial Institute (KJI) / Justice Academy (KJA)" was definitively fulfilled, namely enhancing training skills (result 2), contributing to the development of training curricula and orientation programs (result 3+4) as well as to strategic planning capacities (result 5). The TWP also contributed "to the further development of professional capacities and skills of KJI's Management and staff with regard to the transformation into an Academy of Justice" (result 6), particularly when obligatory secondary legislation had to be drafted after the law on KJA entered into force. The TWP participated in up-dating and supplementing the current KJA's database with additional modules/tools (result 7) by elaborating a Report on TNA, Evaluation and KJA's Database (annex 8). However, the last project result, to "implement relevant trainings for KJI's staff" (result 8), needs further observation, because status and legal embedding of the KJA are not yet finalized. As long as KJA's management and staff are assigned to state administrative law regarding to their statutory and financial regulations a migration of workforce to better paid judicial institutions may jeopardize the personnel stability of the Justice Academy. This problem is enhanced by a drastically increased work load for the existing staff. In this situation the TWP focused on a comparative overview of organizational structures of judicial training institutions in the Western Balkans with specific regard to legal status and human resources, published as expertise "Judicial Independence and Vocational Training" (annex 12).

All mandatory results of the project component 1 were achieved (for details see chapter 2D and annex 1 of this report).

Component 1

Mandatory result	Source of verification
<p>Result 1:</p> <ul style="list-style-type: none"> Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process under consideration of KJI's transformation into a Academy of Justice, 	<ul style="list-style-type: none"> "Assessment Report on Training System" as annex 6 to this report; see also QR 2 page 13-15.
<ul style="list-style-type: none"> Start-up workshop implemented and Action Plan drafted, Elaboration of a Competency Framework for the Judicial Sector in the Kosovo (judges, prosecutors and administrative personnel), 	<ul style="list-style-type: none"> Start-up workshop "Learning by Doing" 04.10.16: QR 3, pages 11-17 + annex 3+4; Action Plan: annex 19 to this report; Competency Framework: <ul style="list-style-type: none"> "Handbook on Case Based Training" as annex 9 of this report; see also QR 3 annex 6; KJI/KJA Initial Training Program 2016/17, chapter 5.2 page 9-14 (as annex 16 to this report).
<ul style="list-style-type: none"> TNA report elaborated, Training Plan with priority training fields and themes for the KJI/KJA drafted 	<ul style="list-style-type: none"> TNA report: "TNA Assessment Report" as annex 20 to this report, see also Handbook on TCM (annex 11 to this report), Report on TNA, Evaluation and KJA's Database (annex 8 to this report), and QR 4 page 11-15; Training Plan: KJA Continuous Training Program 2017 as annex 17 to this report; see also QR 9 annex 4 + 17 and QR 7, page 7.
<ul style="list-style-type: none"> Exchange program implemented 	<ul style="list-style-type: none"> Exchange program implemented under Result 2
<p>Result 2:</p> <ul style="list-style-type: none"> Assessment report with proposals for the standardization of trainer selection, employment and legal and pedagogical requirements, 	<ul style="list-style-type: none"> Assessment and proposals for trainer capacity requirements: <ul style="list-style-type: none"> Guidelines for Competency Based Judicial Training (annex 7 to this report) Handbook on Training Cycle Management (annex 11 to this report); Workshop results "Judicial Didactics": QR 4 annex 5, QR 5 page 13-15 + annex 6+7; Four formats for training of trainers designed: QR 4, page 17-19 + annex 7;
<ul style="list-style-type: none"> ToT-Training Package elaborated, including proposals for curricula, course plan, trainers' and participants' manual, PPT and exercises, 	<ul style="list-style-type: none"> Handbook on Case Based Training (annex 9 of this report);
<ul style="list-style-type: none"> ToT-seminars in the priority training fields implemented 	<ul style="list-style-type: none"> 8 ToTs with KJI/KJA implemented: <ul style="list-style-type: none"> June 2016 (Prishtina) see QR 2, page 16/17, September 2016 (Bogë) see QR 3, page 11-17 + annex 15, March 2017 (Milloshevë), QR 5, page 16/17, September 2017 (Milloshevë), QR 8 page 17, November 2017 (Gjilan), QR 8 page 18, March 2018 (Milloshevë), QR 9 page 16, May 2018 (Milloshevë), QR 10 page 15/16 + annex 3,

	<ul style="list-style-type: none"> - June 2018 (KJA); • 4 ToT Workshops implemented in 2018 (activity 1.2.3 in February, March, April and May), QR 9 page 14-16;
<ul style="list-style-type: none"> • Exchange program of Result 1 implemented 	<ul style="list-style-type: none"> • Exchange program to Germany “Initial Training in Germany” (19.-23.06.2018): QR 10 page 14 + annex 6+7 and SL 12 Article 1.1 (annex 15 to this report).
<p>Result 3:</p> <ul style="list-style-type: none"> • Manual on competency based, modular training design produced, 	<ul style="list-style-type: none"> • “Guidelines for Competency Based Judicial Training” (as annex 7 to this report); • “Handbook on Case Based Training” (as annex 9 to this report);
<ul style="list-style-type: none"> • at least 4 comprehensive Training Packages elaborated and piloted, e.g. in the fields of criminal law, commercial law, fiscal law and public procurement. 	<ul style="list-style-type: none"> • Elaboration of the “Handbook on Case Based Training” for criminal and civil procedure (annex 9 to this report) • 5 training pilots as workshops implemented in 2017 (activity 1.3.2 in May, September, October, November, December), QR 6 page 12-15, QR 7 page 14-16, QR 8 page 17-20.
<p>Result 4:</p> <ul style="list-style-type: none"> • Assessment report on Orientation Programs elaborated, • Training Program for target groups updated 	<ul style="list-style-type: none"> • Assessment report: annex 21 to this report ; see also QR 5 page 17-19 + annex 11, see also annex 1 to SL 6 • Training Program updated: annex 22-28 of this report; see also QR 6 page 16-18 + annex 12.

With regard to project component 2 not all mandatory results could be achieved with regard to result 8:

Component 2

Mandatory result	Source of verification
<p>Result 5:</p> <ul style="list-style-type: none"> • Assessment report on KJI’s Strategic Plan with view to the transformation into a Academy of Justice elaborated, 	<ul style="list-style-type: none"> • Assessment report on KJI’s Strategic Plan: QR 5 page 19-23 + annex 13, • Draft Strategic Plan 2018-2020 of KJA as annex 10 to this report, • Exchange program implemented: QR 5 page 19-23 + annex 16, and SL 6 Article 1.1 (annex 14 to this report).
<ul style="list-style-type: none"> • Manual on “Financial Planning” elaborated 	<ul style="list-style-type: none"> • Manual on “Financial Planning” as annex 13 to this report.
<ul style="list-style-type: none"> • Exchange program of Result 6 implemented 	<ul style="list-style-type: none"> • Exchange program to Germany “Vocational Judicial Training in Germany”, (13.-17.02.2017): QR 5 page 19-23 + annex 16 and SL 4 Article 1.1 (annex 39 to this report).

Result 6:	
<ul style="list-style-type: none"> Manual with guidelines on training cycle management with working templates and tools elaborated; 	<ul style="list-style-type: none"> Manual with guidelines: <ul style="list-style-type: none"> - Handbook on Training Cycle Management as annex 11 to this report, - "Guidelines for Competency Based Judicial Training" as annex 7 to this report
<ul style="list-style-type: none"> Exchange program implemented 	<ul style="list-style-type: none"> exchange program implemented under result 5
Result 7	
<ul style="list-style-type: none"> KJI's database updated and enlarged with "training management database", new e-learning modules and further cases and exercises for CMIS 	<ul style="list-style-type: none"> Training management database see "Report on TNA, Evaluation and KJA's Database" as annex 8 of this report
Result 8:	
<ul style="list-style-type: none"> HR development plan for KJI staff elaborated 	<ul style="list-style-type: none"> HR development plan see recommendations in the Expertise "Judicial Independence and Vocational Training" as annex 12 to this report.
<ul style="list-style-type: none"> Training packages for priority training modules elaborated; 	<ul style="list-style-type: none"> Priority training fields see annex 12 to this report.
<ul style="list-style-type: none"> Exchange program implemented 	<ul style="list-style-type: none"> exchange program implemented under result 5

Impact on the Beneficiary Country judiciary

The project can be considered as very successful. The practiced approach of integrating planned project activities with concrete needs of the beneficiaries in the course of the project implementation led to very cooperative working relations with local judicial stakeholders and has an impact on the Beneficiary Country's judiciary in at least four substantial respects:

- Methods of strategic assessment and strategic planning have been introduced and applied so that KJA management is enabled to use these techniques in the further process of training planning as well as in strategic planning processes related to IPA funds.
- The propagated principle of "shared responsibilities" in the judiciary was accepted as fundamental orientation by all relevant stakeholders of the judicial system and received a significant place in KJA's Strategic Plan. This principle refers to all aspects and layers of judicial training, particularly to needs assessment, recruitment of trainers, implementation of trainings and their evaluation, and it is connected to the human resources management and development policies of the two Councils KJC and KPC as well as to courts and prosecution offices. This institutional cooperation still needs to be further advanced by adequate information and data flows.
- Methods and tools for case based training have been introduced and practiced intensively with regard to the training of KJA trainers and applied to the fields of criminal and civil procedure. Also other donor organizations are elaborating with local partners of the judiciary on case based training, so that the ground is prepared for a more practice and work place oriented judicial training. The further pursuit of such a methodical-didactic reorientation facilitates fundamental

changes in the initial training of judges and prosecutors: it will become more practical, professional, efficient and effective. But last not least, a general training policy decision of the two Councils will be inevitably necessary to frame the essential institutional obligations and requirements for sustainable reforms in the training of judges and prosecutors.

- The newly introduced training program for administrative staff of courts and prosecution offices can be regarded as full success. It seems that a huge demand was met in the right moment: participation of legal officers, professional associates and other job categories in the offered training modules was very high. It will be crucial for the future success of this program that a high training quality can be maintained. This applies to the methodical-didactic aspects of the training (practical case orientation) as well as to requirements of training management. The target group is very differentiated and complex and the training program is still in a pilot phase, therefore KJA needs an increased workforce to manage the training cycle for this target group appropriately.

2B BACKGROUND

1. Starting Point

The judicial system is still at an early stage of preparation stated the European Commission's Kosovo Report 2015. A legislative "Four-Pack" in the judicial sector entered into force in 2013 and was supposed to providing a move forward towards the modernization of the justice system: the laws on Courts, on State Prosecution, on the Kosovo Judicial Council and on the Kosovo Prosecutorial Council. The court system and the prosecutorial structure underwent fundamental changes, but still these laws needed harmonization and further realization by necessary secondary legislation. The whole scope of challenges for personnel recruitment and training in Kosovo's judiciary takes shape if it is borne in mind that at the same time in 2013 comprehensive changes in the Criminal Code and the Criminal Procedure Code were introduced. The Civil Code is still in progress.

335 judges were working in 2013 at the seven Basic Courts, the Appeal Court and the Supreme Court, 1.437 administrative servants were supporting the work of the judicial system according to the Annual Report of the KJC for 2013. From the total of 885.677 registered cases and executions of decisions at the Basic Courts 50% were not completed (466.255) at the time. Although the majority of the pending cases at Basic Courts were minor cases, the backlog was and still is immense. The fact that thousands of criminal cases are pending for years is quite appalling for the erection of a sustainable rule of law, especially with regard to the right of access to a court. The manifold reasons for this case backlog are amplifying each other. The foundation and transformation process in state, economy and society is giving space to insecurity and illegality; the restructuring of the judicial sector created new institutions and norms which require new and enhanced competencies of the personnel.

The figures of the previous paragraph describe the complex and complicated starting point of the project, when the draft Law on the Kosovo Justice Academy (KJA) was adopted by the Government on 29 February 2016 and submitted to the Assembly by 18 May 2016, where it was being discussed in the Legislation Commission. Due to amendments of the judicial "Four Pack" legislation more responsibilities in the field of training policy were delegated to the two Councils KJC and KPC. The previous working balance between the training institution (KJI/KJA) and the judicial management organizations KJC and KPC was thus put into question. The institutional competencies had to be differentiated and redefined, without losing the view for shared responsibilities in the judiciary.

The 2016 Country Report of the EU Commission established three landmarks for the functioning of the judiciary: (1) the full implementation of the justice "Four-Pack", including the adoption of the remaining secondary legislation, (2) the strengthening of financial resources for the judicial sector and (3) continuing efforts to strengthen the capacity of judges, prosecutors and administrative support staff.

2. Objectives

According to the Twinning contract the **overall objective** of the project was

"to strengthen the rule of law through improving the legal education in Kosovo, especially to further increase capacities of the relevant institutions as well as inter-institutional cooperation in the Justice sector."

Considering the complex conditions of Kosovo’s judiciary and the contested role of the future Justice Academy the TWP focused on four core fields of measures in order to reach the overall project objective:

- stakeholder integration and enhancing the awareness of judicial stakeholders of the importance of an autonomous judicial training institution like the Justice Academy,
- institutional capacity building by elaborating a new Strategic Plan for the Justice Academy including the relevant judicial stakeholders,
- increasing the efficiency and effectiveness of legal education by reviewing and reforming judicial training towards professional, practice and work place oriented training, integrating competency and case based approaches,
- drafting a new modular training program for administrative staff of courts and prosecution offices in order to contribute to the decrease of case backlogs.

The **project purpose** (its specific objective) was

“to increase the Justice sector capacities through strengthening the capacities of the Kosovo Judicial Institute (KJI).”

Specifically, it was aimed (as indicators of success) to

- introduce a competency framework and competency based modularized vocational training;
- to elaborate the annual training plan of the KJI/KJA;
- to adopt training cycle management to the needs of KJI/KJA;
- to update KJI’s/KJA’s training programmes and methods and to implement training pilots;
- to train KJI’s staff;
- to increase and improve KJI’s trainer staff;
- to elaborate new training packages.

Project objective and purpose were embedded into Kosovo’s process of EU accession with all its complexities as described above. Nevertheless, the specific project aims could be reached particularly because of the TWP’s approach to synchronize the project activities with the needs of the new Justice Academy and the actual requirements of judicial training in Kosovo as far as possible at the time.

The project was divided in two components: component 1 was dealing with improvement of training capacity; component 2 was dedicated to institutional capacity building related KJA and other judicial stakeholders.

Mandatory results and benchmarks of the project components were as follows according to Annex 1, Article 3 of the Twinning contract:

Mandatory results and benchmarks of project component 1

Mandatory results	Benchmarks
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<ul style="list-style-type: none"> • Further develop training needs identification mechanisms (Result 1) • Further enhance the professional capacities and training skills of the trainers in the priority training fields and for administrative staff (Result 2) • Develop comprehensive curricula in the identified fields and for administrative staff (Result 3) • Further develop orientation programs of KJI (Result 4) 	<p>Result 1:</p> <ul style="list-style-type: none"> • Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process under consideration of KJI's transformation into a Academy of Justice (including determination of training priorities, selection of target groups and participants), • Start-up workshop implemented and Acton Plan drafted, Elaboration of a Competency Framework for for the Judicial Sector in the Kosovo (judges, prosecutors and administrative personnel), • TNA report elaborated, Training Plan with priority training fields and themes for the KJI drafted • Exchange program KJI management and representatives of KJC and KPC implemented <p>Result 2:</p> <ul style="list-style-type: none"> • Assessment report with proposals for the standardization of trainer selection, employment and legal and pedagogical requirements, • ToT-Training Package elaborated, including proposals for curricula, course plan, trainers' and participants' manual, PPT and exercises, • ToT-seminars in the priority training fields (see result 1.3) implemented <p>Result 3:</p> <ul style="list-style-type: none"> • Manual on competency based, modular training design produced, • at least 4 comprehensive Training Packages elaborated and piloted, e.g. in the fields of criminal law, commercial law, fiscal law and public procurement. <p>Result 4:</p> <ul style="list-style-type: none"> • Assessment report on Orientation Programs elaborated, • Training Program for target groups updated
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Mandatory results and benchmarks of project component 2

Mandatory results	Benchmarks
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<ul style="list-style-type: none"> • Assist KJI in developing and implementing its strategic planning (Result 5) • Further develop the professional capacities and skills of KJI's Management and staff with regard to the transformation into an Academy of Justice (Result 6) • Update and supplement the current KJI's Database with additional modules/tools (Result 7) • Implement relevant trainings for KJI's staff (Result 8) 	<p>Result 5:</p> <ul style="list-style-type: none"> • Assessment report on KJI's Strategic Plan with view to the transformation into a Academy of Justice elaborated, • Manual on "Financial Planning" elaborated <p>Result 6:</p> <ul style="list-style-type: none"> • Manual with guidelines on training cycle management with working templates and tools elaborated; • Exchange program implemented <p>Result 7</p> <ul style="list-style-type: none"> • KJI's database updated and enlarged with "training management database", new e-learning modules and further cases and exercises for CMIS <p>Result 8:</p> <ul style="list-style-type: none"> • HR development plan for KJI staff elaborated • Training packages for priority training modules elaborated; • Exchange program implemented
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The mandatory results of the project components are further detailed in the following list of mandatory results according to the activities of each project component as recorded in Annex 1, Article 3 of the Twinning contract. The results of project components are presented in annex 1 of this report, the required results according to project activities are presented here and evaluated against their benchmarks later in chapter 2D.

List of mandatory results (components) according to the activities of each component as mentioned in the work plan (Annex 1, Article 3 of the Twinning contract)

Component 0 – Project start-up and finalisation

<p>Activity 0.1</p>	<ul style="list-style-type: none"> • Information has widely been shared; • Awareness-raising with all relevant stakeholders conducted; • Work plan and time schedule presented; • Media informed about the start of the project; • Press conference; • Agreement of communication structure and milestones.
<p>Activity 0.2</p>	<ul style="list-style-type: none"> • Stakeholders, media and the public are informed about the project's achievements and the remaining challenges.

Component 1 - Advanced training capacities of the KJI

Activity 1.1.1	<ul style="list-style-type: none"> • Assessment report about the current legal sector training system elaborated considering the planned transformation of KJI into an Academy of Justice
Activity 1.1.2	<ul style="list-style-type: none"> • Start-up workshop implemented, • Action plan drafted
Activity 1.1.3	<ul style="list-style-type: none"> • Report with recommendations on a Competency Framework for the Judicial Sector in the Kosovo elaborated, including generic capabilities (knowledge, skills and attitudes) which are required for work performances of target groups in the judicial sector
Activity 1.1.4	<ul style="list-style-type: none"> • TNA prepared taking the planned transformation of the KJI into a Academy of Justice into account, • Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process (including determination of training priorities, selection of target groups and participants), • Manual and guidelines with recommendations for KJI's TNA methods elaborated, • Exchange program implemented
Activity 1.1.5	<ul style="list-style-type: none"> • TNA report elaborated, documenting interview guidelines and questionnaires, as well as a statistical analysis of the survey results
Activity 1.1.6	<ul style="list-style-type: none"> • Presentation workshop implemented, • Priority training fields defined, • Training Plan elaborated, comprising priority fields, objectives, target groups, time schedule and resources for future trainings, which are defined in this activity
Activity 1.2.1	<ul style="list-style-type: none"> • Workshop implemented, • Report elaborated, including recommendations for competency based modularized VET
Activity 1.2.2	<ul style="list-style-type: none"> • Competency framework for trainers in the judicial sector elaborated, • Guidelines with recommendations for standards of trainer selection and management elaborated, • Curricula of ToT including adult learning styles, guidelines, • ToT Training Package with curriculum, ppt, manuals and exercises elaborated;
Activity 1.2.3	<ul style="list-style-type: none"> • Four ToT seminars piloted, e.g. in the fields of criminal law, commercial law, fiscal law and public procurement
Activity 1.3.1	<ul style="list-style-type: none"> • Team of junior trainers established e.g. in the fields of criminal law, commercial law, fiscal law and public procurement, • KJI's "Faculty Handbook" for trainers updated with regard to "Training Packages"
Activity 1.3.2	<ul style="list-style-type: none"> • Training packages elaborated (comprising including training curriculum, trainers manual and presentation, participant handout, exercises and case studies) and implemented
Activity 1.4.1	<ul style="list-style-type: none"> • Assessment report with recommendations on <ul style="list-style-type: none"> - Program objectives and relation to other KJI training programs - Identification of acquired legal and interdisciplinary competencies - Training format and methods - Program duration
Activity 1.4.2	<ul style="list-style-type: none"> • Updated existing and elaborated new modules, • Training package developed including curriculum, session plan, manuals, ppt, exercises

Activity 1.4.3 • Training package implemented

Component 2 - Enhanced management of the KJI/KJA

Activity 2.1.1	<ul style="list-style-type: none">• Assessment report with recommendations elaborated, considering the Rule of Law Assistance Strategy in Kosovo 2016-2019 and the Draft Law on Justice Academy,• Manual on Strategic planning elaborated,• Exchange program implemented
Activity 2.1.2	<ul style="list-style-type: none">• Report with recommendations on “Financial Planning” elaborated, taking into account the Draft Law on Justice Academy.
Activity 2.2.1	<ul style="list-style-type: none">• Workshop implemented,• Manual on “Training Cycle Management” elaborated,• Organisational structure and operational processes of KJI with regard to the stations of the training cycle reviewed with regard to the planned transformation to a Justice Academy
Activity 2.2.2	<ul style="list-style-type: none">• Workshop implemented,• Standard templates for contracting of trainers elaborated,• Manual on “Evaluation of Training Evaluation” elaborated,• Standard templates for training evaluation elaborated
Activity 2.3.1	<ul style="list-style-type: none">• Templates for TNA and training evaluation for IT use adopted,• Database for participants, trainers and course modules updated
Activity 2.3.2	<ul style="list-style-type: none">• KJI’s developing Case Management Information System (CMIS) further updated with cases,• Selected training modules are transformed into e-learning modules
Activity 2.4.1	<ul style="list-style-type: none">• HR development plan for KJI staff elaborated, comprising specific training and coaching priorities for KJI’s staff members.
Activity 2.4.2	<ul style="list-style-type: none">• HRD and training measures defined, based on the HR Development Plan for KJI staff,• Exchange program realized

2C - IMPLEMENTATION PROCESS

The development of Kosovo's judiciary was embedded in the country's EU accession process, similarly to the other countries in the Western Balkan region.

Developments outside the project

Still political and institutional stability of the country was and is sensitive and occasionally volatile. On 27 October 2015, the EU signed a Stabilization and Association Agreement (SAA) with Kosovo. The EU Commission considered this as a milestone on Kosovo's path towards a European future, since the SAA constituted the first contractual relationship between the EU and Kosovo. The Stabilization and Association Agreement (SAA) with Kosovo entered into force on 1 April 2016.

The European Reform Agenda (ERA) was adopted between Kosovo and the EU in succession of the SAA in November 2016. This program aims to maximize economic and political benefits of the SAA. It is mainly targeting macroeconomic and fiscal reforms, but it comprises also implications for the judiciary referring to good governance and the rule of law - specifically in fighting corruption, ensuring transparency and accountability - and strengthening the capacities of the Economic Department of the Basic Court in Prishtina as well as the Special Prosecution Office.

A key challenge of the EU related political process in Kosovo was and still is the visa liberalization process, which was, apart from above mentioned RoL issues, connected with solving the border demarcation dispute with Montenegro and advancing in the Bruxelles Dialogue with Serbia and the Serbian community in Kosovo (e.g. establishing an Association of Municipalities with Serbian majority and integrating the northern Kosovo-Serbian judiciary into the Kosovo system). The European Commission proposed, after the SAA entered into force, on 4 May 2016 to the Council of the European Union and the European Parliament to lift the visa requirements for the people of Kosovo by transferring Kosovo to the visa-free list for short-stays in the Schengen area. The Assembly of Kosovo ratified two years later on 18 April 2018 the border demarcation agreement with Montenegro. A still highly controversial decision, after snap elections in June 2017 led to a government renewal, which brings the country a step closer to visa liberalization.

Projects assumptions

General project assumptions are pointed out in Article 3 of the project work plan:

- The government is committed and considers the EU accession process as top priority,
- The government maintains commitment to enforce implementation of justice sector reforms,
- The MoJ supports the role of KJI in the field of legal education and training.

Specific assumptions related to project components 1 and 2 according to Article 3 of the project work plan were quite similar:

- The government maintains its commitment to enforce the implementation of Justice reforms;
- Active participation and cooperation of all stakeholders

More detailed the TWP assumptions for successful project implementation comprised according to Article 5 Twinning Contract:

- continued commitment of all governmental bodies and public undertakings to the process of EU integration,
- legal sector reforms are continued,
- KJI management remains receptive to reform, including organisational change where applicable,
- adequate commitment and unconditional support from decision making level,
- KJI staff have sufficient time and resources to engage with project activities,
- effective management of expectations and reform efforts between relevant stakeholders,
- efficient cooperation and communication between beneficiary and partner,
- full cooperation and involvement of all stakeholders prior planned activities are implemented successfully

Although the political orientation towards EU accession was unrivaled this process had its own cycle periods with booms and recessions, and continuous political stability could not be secured. Alone the political conditionalities for visa liberalization formed a challenge for the political consensus in the country and led finally to a government withdrawal and snap elections in 2017. The initiative of Kosovo members of Parliament to abrogate the Specialist Chambers, which were established to prosecute Kosovo war crimes, and the assassination of a prominent Serbian-Kosovo politician overshadowed the relations of Kosovo to the EU and its Serbian neighbor, when the country prepared to mark the 10th anniversary of its independence in the winter 2017/18.

However, the European Commission reaffirmed that Kosovo is being part of the new EU Strategy of the Western Balkans, despite the expected dissent of the Spanish government for instance. The final adoption of the demarcation agreement with Montenegro after two years of vehement political quarrels with a government exchange in Kosovo proved at the same time the strong junction between Kosovo and EU policies. Continued political commitment of Kosovo's government to follow the EU accession path and to further promote justice sector reforms became tangible when another step was done integrating the judiciary of Kosovo's North with the overall judicial system. On 24 October 2017, the President of Kosovo appointed 40 judges and 13 prosecutors from the Kosovo-Serb community, marking the full implementation of an agreement signed in February 2015 in the framework of the Bruxelles Dialogue.

Project development

The project implementation was connected to the depicted external political developments. The fact that the EU accession forms an indispensable clamp for politics and policies in Kosovo is a safeguard for any EU project implementation, but not a guarantee for its success. There was no automatism between external advancements and project results. For the internal project development above all operationable implementation structures and joint cooperation with the beneficiaries (stakeholder integration) were finally decisive.

Starting point of the TWP was the law on KJA which was adopted by the government on 29 February 2016 and submitted to the Parliament (Assembly) in 18 May 2016. It became clear that one of the work priorities of the TWP would be supporting this legislation process so that the Justice Academy would find a legal base. Only after the legislative process would be completed the practical project

work would start with the clear perspective to accompany the transformation from KJI to KJA. This was the reason why the implementation of project activities was retarded in the first three quarters, always with a view on advancements in the KJA legislation process. The long lasting transitional period led to delays in implementation of project activities.

Putting emphasize on the legislative process was in line with the TWP's methodical approach (see Annex A1 of the Twinning Contract, work plan). Capacity building was regarded a multi-layered process, which is combining the *system level 1* (e.g. judicial, administrative, legal, political, socio-economic framework conditions) with the *organizational level 2* (performance, strategic planning and management of relevant organizations) and the *individual level 3* (personal competencies for setting and achieving objectives). The success of project implementation depends under these conditions on the permeability of the three capacity building levels. The "doors of intervention" can be chosen from any level. Projects can be implemented "top down" (starting with level 1) or "bottom up" (starting with level 3) depending on the discovered circumstances on the spot.

In the concrete starting situation of the TWP it turned out that the legislative process of the KJA was blocked in the Assembly because of heavy dissents between KJI and its stakeholders, especially the KJC. One focus of the dispute were the institutional responsibilities for training needs assessment (TNA) in the judicial sector. These responsibilities were contested between the KJC and the KJI. The dissent was primarily a political issue of inter-institutional assignment of guilt for previously incurred, home-grown deficiencies in the judiciary, identifying the KJI as one scapegoat. The relevance of training topics and the appropriateness of training methods were doubted, decreasing participation in some seminars was cited as evidence. However, after the second project Steering Committee Meeting (SCM) on 8 September 2016 a break of blocked structures was triggered due to a change of leadership within the KJC, when Mr Nehat Idrizi overtook the chair. In a meeting between the key stakeholders of legal training and education the chairs of KJC and KPC agreed with the KJI to establish a Working Group which would elaborate a jointly accorded amendment to the draft Law on Justice Academy and submit it to the Legal Committee of the Kosovo Assembly. This Working Group functioned well and the amendments were adopted. In October 2016 the revised and accorded draft Law on KJA was waiting for adoption by the Assembly, and the TWP could face the task to accompany the transformation of the KJI into the KJA.

The institutional blockade had caused delays in the project implementation. After the Law on KJA had passed the Assembly in January 2017, MS partners and beneficiary agreed within the Project Steering Committee to synchronize the project activities with the needs of the new Justice Academy and the actual requirements of legal education in Kosovo as far as possible at the time. Following this approach it turned out that the relevance of various project activities had changed. For instance the training needs assessment (TNA), which had been a contentious issue between the KJI and the KJC before, was not an arena of controversy anymore. The TNA issue had altered into an information and coordination problem which needed technical IT and organizational solutions between the two Councils, the Justice Academy, and courts and prosecution offices (for further details see also chapter 2D).

On the background of the new consent between KJI and the two Councils the project implementation went smoother and the TWP's project approach could be deployed broader on the organizational level 2 and on the individual level 3 as it is depicted in figure 2.

	WHOSE CAPACITY?	CAPACITY TO DO WHAT?	BREAKDOWN OF CAPACITY	HOW TO DEVELOP CAPACITY
ENVIRONMENTAL LEVEL	Constitution and other normative, political and economic conditions, EU and other donor institutions	To strengthen the rule of law in Kosovo, To contribute to legal harmonization, Policy Coordination	Judicial Sector Performance Assessment, Stakeholder & SWOT Analysis	
ORGANIZATIONAL LEVEL	KJI, KJC, KPC, MoJ and other relevant judicial sector institutions	Organizational mandates and coordination procedures, task distributions, working processes in the judicial sector	Stakeholder Integration: working group meetings, organizational assessments	
INDIVIDUAL LEVEL	Judges, Prosecutors and other Civil Servants	Human Resources Capabilities and Development (knowledge, skills, attitudes) to fulfill job requirements, legal skills, performance gaps	Needs Assessment: Interviews, Questionnaire Survey	

Figure 1: Capacity Development Matrix for KJI

With regard to **cooperation structures with external institutions** the project could establish well working connections with various partners, which were relevant for the delivery of project activities (for details see annex 3 and 4 to this report):

- steady project links to the Councils for Judges and for Prosecutors,
- continuous cooperation with various courts, particularly with the Basic Courts of Prishtina, Prizren and Gjakova, and with the Court of Appeal in Prishtina,
- good work relations with various donor organizations such as GIZ, USAID, KOSEJ, UNDP.

Key developments inside the project

The recruitment procedure of **project assistants** (one office and one language assistant) had started on 30 October 2015 with an advertisement published in the Koha Ditore local newspaper. The TWP received 17 applications for the position of Administrative Assistant and 12 applications for the position as Language Assistant. The RTA, in cooperation with the KJI, set up a shortlist of candidates based on mutually agreed criteria. Selection interviews were conducted on 23. and 24. November 2015. Mr Visar Meholli was selected as Administrative Assistant and Ms. Shqipe Çavdarbasha was selected as Language Assistant of the TWP. Both of them started to work on 1 February 2016.

The Project started on 1 February 2016 with the **project office** in the KJI building. The KJI provided sufficient office space, fully furnished, equipped and computerized, with telephone landline, internet access and e-mail accounts for three working places. Access to a printer with copy and fax function was also ensured.

Availability of **training rooms** and opportunities for smaller meetings, roundtables and workshops was crucial and never a problem for the project implementation. The KJA premises provided enough space for such meetings, either in smaller training rooms or in the library.

A **common understanding of project implementation** was fostered after consent with judicial stakeholders (KJC, KPC) was reached about the relevance about the Justice Academy as autonomous training institution of the judiciary in September 2016 (see “Project Development” above). From that time on **stakeholder integration** functioned well in workshops and training seminars provided by the TWP.

The preterm conducted **Study Visit** “Vocational Judicial Training in Germany” (13.-17.02.17) was crucial for the further stakeholder integration, increased acceptance and support to the transformation process of KJI into KJA and the commitment to elaborate a Strategic Plan for KJA. Leading personnel of Kosovo’s judiciary participated in the preparation and implementation of the Study Visit like Mr Nehat Idrizi, Head of the KJC, Mr Blerim Isufaj, Head of the KPC, Mr Ymer Hohxa, President of KJI’s Managing Board, Mr Vaton Durguti, President of the Basic Court of Gjakova, Mr Lavdim Krasniqi, Administrative Director of the KPC, Mr Besim Morina, Acting Director of KJI and Alexander Lumezi, Chief State Prosecutor, who later became President of KJA’s Managing Board.

KJA appointed a **Working Group Strategic Planning and Organization** in January 2017 which was responsible for the first draft of KJA’s Strategic Plan (activity 2.1.1). The TWP conducted a series of small scale workshops “Strategic Planning” with this Working Group (28.02.17 / 21.03. / 18.04. / 20.04. / 25.04.17) for this purpose, in which vision, mission and goals of the Strategic Plan were discussed and elaborated. This laid the ground for further work on specific goals and activities of the KJA and to finalize the first Strategic Plan of the new Justice Academy in the course of this project. This Working Group was also supportive for the TWP’s considerations on training cycle management, to integrate structurally related project activities in one Handbook on Training Cycle Management like TNA (activity 1.1.5/1.1.6), training management (activity 2.2.2) and training toolkits (activity 2.3.1).

Although a **Trainer Working Group** was already nominated by the KJA directly after the implementation of the workshop “Judicial Didactics - Workplace Orientation, Training Methods and Quality Assurance” on 23. February 2017, a steady **Working Group on Case Based Training** was established only gradually. After two start-up workshops for didactic activities (“Judicial Didactics” on 23.02.2017 in activity 1.2.1 and “Court Management – Practical Challenges and Curriculum Development” for presidents of courts and heads of prosecutions offices on 10.03.2017 in activity 1.3.1) it became clear that judicial education which connects learning competencies and training curricula with professional *work duties/tasks* would go beyond typical ToT approaches where trainers were instructed how to define learning goals, contents and methods. The integration of classical didactic thinking with specific requirements of judicial education and training (e.g. case assessment, legal reasoning at courts) directed the project activities in this field to introduce the *case based training method* as integrated approach for both curriculum development and training of trainer measures. The “Sandwich Model”, introduced by the German STE Hansjörg Scherer in February 2017, became the reference point of further methodical-didactic considerations (for details see section 2D, activity 1.2.1/1.2.2). This case based approach was presented and agreed with Kosovo partners (KJA management and trainers) in a roundtable meeting at KJA on 30.05.2017. It was

namely a younger generation of judges and prosecutors who helped to overcome the lack of original court cases from Kosovo. These younger judicial professionals, who were also trainers at the KJA, formed the core of the Working Group on Case Based Training together with KJA's Programm Director, Mr Besim Morina, and KJA's Head of the ITP, Ms Valmira Pefqeli (who had become RTA counterpart on 22.08.2016, see SL 3). The steady cooperation included inspiring and occasionally controversial discussions between Working Group members and TWP experts and extended over 4 workshops on curriculum development (activity 1.3.2), 6 ToT measures and an exchange program to Germany "Initial Training in Germany" 19.-23.06.2018 (activity 1.2.3). At the end these efforts flowed into the Handbook on Case Based Training which provides a comprehensive and clearly arranged basis for training of trainers and developing further specified curricula in the civil and criminal field (see annex 9 to this report).

Although not explicitly mentioned as such the TWP developed a **Modular Training Program for Administrative Staff of Courts and Prosecution Offices** as Orientation Program which was highly appreciated by the target group and gave another impetus to donor support and coordination. With this training program another step of the transformation from KJI to KJA could be completed, since the training of administrative staff was a new task of the new Justice Academy according to Art. 6 para 2 of the Law on KJA.

Like a bolt out of the blue struck an **initiative of the Ministry of Public Administration (MoPA)** the KJA management and also most representatives of the judiciary to either transform the Kosovo Justice Academy (KJA) into an Executive Agency of the Ministry of Justice (MoJ) or to incorporate the KJA into the Kosovo Judicial Council (KJC). This initiative was part of a bigger process of PAR pursuing to redirect the competences for independent executive agencies, which are currently under the responsibility of the Assembly to the Government. For this purpose the MoPA started a public consultation in July 2018 with the purpose to "inform the public and to receive along the process a feedback through written comments." To classify KJA as an "administrative agency" in a public consultation process was jeopardizing and might even reverse the main efforts of this TWP, namely supporting KJA's transformation to an equal partner in the judiciary.

Members of the **Working Groups** were:

Working Group Strategic Planning and Organization

Valmira Pefqeli	Head of Initial Training Program
Melihate Rama	Head of CTP and Training Development
Luljeta Hetemi	Head of Research Program
Xhevdet Pllana	Head of IT
Faton Fethosi	Senior expert for budget and finances
Ramadan Gashi	Permanent Trainer at KJI)
Islam Sllamniku	Permanent Trainer at KJI)
Visar Morina	Legal Advisor UNDP

Working Group on Case Based Training

Admir Shala	Head of the Basic Prosecution Prizren
Albert Zogaj	Judge at the Court of Appeal
Afrim Shala	Judge at the Court of Appeal
Valon Totaj	Judge at the Court of Appeal
Besim Morina	KJA Program Director
Valmira Pefqeli	KJA Head of ITP

Members of the TWP's Steering Committee:

Christine Jacobi	MS Project Leader
Eva Erren	MS Junior Project Lleader
Valon Kurtaj	KJA Director
Besim Morina	KJA Acting Director and BC project leader
Julia Jacoby	EU Office, Project Officer Rule of Law & Fundamental Rights
Aleksandar Lumezi	Chief State Prosecutor and President of KJA's Managing Board
Valmira Pefqeli	KJA, Head of the Initial Training and RTA Counterpart
Klaus Erdmann	RTA
Ruzhdi Osmani	MoJ, Head of the Division for EU Integration
Shkelzen Maliqi	KJC, Administrative Director
Lavdim Krasniqi	KPC, Administrative Director
Rita Tenhaft	IRZ, Project Manager
Afërdita Smajli	Legal Advisor, USAID Justice Sector Strengthening Program (JSSP)
Kenare Bektashi	Counterpart, Ministry of European Integration, Rule of Law Unit
Reyes Charles Cuellar	EU Office, Legal Advisor
Edita Kusari	EU Office, Legal Advisor
Cezary Michalczuk	EU Office, Head of Rule of Law and Legal Section
Maria Emanuella Guerra	RTAs TWP "Strengthening efficiency, accountability and transparency of the judicial and prosecutorial system in Kosovo"
Roberto Amorosi	RTA TWP "Strengthening Policy Formulation and Legal Drafting"
Ulrich Hermanski	RTA TWP "Strengthening Policy Formulation and Legal Drafting"
Romana Masecic	EULEX Advisor at the KJC

Yordan Sirakov	EULEX Advisor at the KJC
Yolanta Christova	Project Team Leader “National Centralized Criminal Register of Kosovo (NCCR)”

The reporting system of the Project was organised in the manner that the RTA held regular contact with the PL through written and oral reports, and that the RTA communicated directly with the STE in order to plan their missions on a quarterly basis. The PL submitted regular quarterly reports to the EUO in Kosovo. These reports were agreed by the Steering Committee before final delivery to the EUO. STEs produced written reports about their missions in respective activities.

Project visibility

In any stage of the TWP the EC visibility guidelines were applied using the electronic templates. The EU logo was displayed prominently in all actions related to the programme (in meeting rooms, on letters, leaflets, documents, agenda, reports, etc.). Besides that, the fact that the TWP was funded by the EU was mentioned in all activities.

A coloured Project Flyer describing details of the project was printed and distributed in the Kosovo Judiciary and to participants of workshops, conferences and meetings. For the Opening Conference (05.04.16), also for the Start-up Workshop “Learning by Doing” (04.10.16) and for the Closing Conference (23.07.18) a coloured flyer was produced and distributed in the Judiciary and to the workshop participants.

Although the impact of visibility is not easily to be assessed, it can be assumed that the project was well known among senior officials of the judiciary and other stakeholder organizations. Conducting 58 workshops (see annex 4 to this report) with participants from all levels of the judiciary and other state bodies and personal meetings with 98 representatives from different institutions of the judiciary, state bodies and other donor organizations (see annex 3 to this report) did contribute to the project visibility.

Event	Purpose	Media Coverage
Opening Conference on 05.04.2016	to present the Twinning Project to the public	TV channels, newspapers, KJI's website
Start-up Workshop “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector” on 4.10.2016	to present the TWP's Action Plan for further support to legal education	Leaflet for Advertising produced, KJI's website and other judicial stakeholder's websites
Presentation workshop “From Judicial Institute to Justice Academy – Strategic Planning for Legal Education of Kosovo's Judiciary” on 28.04.17	to present the strategic framework of KJA's Strategic Plan and to integrate the judicial public into the discussion	KJA's website

Public Consultation Event “Strategic Plan of KJA” on 21.03.2018	to present the final draft Strategic Plan to the judicial public and to invite for suggestions and recommendations	draft Strategic Plan produced, KJA’s website
Public Presentation 13.06.2018 of the Handbooks on Case Based Training and on Training Cycle Management	to make the judicial public familiar with the purposes and contents of the Handbooks, including the proposal of a renewed TNA process	draft Handbooks produced, KJA website
Closing Conference on 23.07.2018	to present the project results to the public	Leaflet for Advertising and publication “Judicial Independence and Vocational Training”, Websites of KJI and Chief State Prosecutor

Apart from these events the TWP’s *publications* with EU logo and references to the financing by EU will sustainably contribute to the projects and the EU’s visibility. The following publications have been produced and published for the KJA at a printing house in Prishtina:

Title	Target Groups	Edition
Handbook on CBT	all KJA trainers and senior officials of the judiciary	250 Albanian, 50 Serbian, 50 English
Handbook on TCM	KJA, KJC, KPC, MoJ, courts and prosecution offices	150 Albanian, 50 Serbian, 50 English
Strategic Plan 2018-2020 of KJA	KJA, KJC, KPC, MoJ, courts and prosecution offices	150 Albanian, 50 Serbian, 50 English
Expertise “Judicial Independence and Vocational Training”	KJA, KJC, KPC, MoJ, EUO and donor organizations	50 Albanian, 20 Serbian, 30 English
Report on TNA, Evaluation and KJA’s Database	KJA	20 Albanian, 10, Serbian 10 English

2D - ACHIEVEMENT OF MANDATORY RESULTS

This part of the report contains the description to which extent each of the **mandatory results, measured against the benchmarks** agreed in the working plan (annex 1, article 3 of the Twinning contract), was achieved.

Firstly, the two project components with all included activities and their benchmarks are described. A list with mandatory results of both project components and their achievements is added as annex 1 to this report.

Secondly, each activity is assessed against its benchmarks in this chapter.

For description regarding the overall objective and the project purpose impacts (according to the twinning template) see below 2E – Impact.

Project start-up and finalisation

Benchmarks

Activity 0.1: Information has widely been shared; Awareness-raising with all relevant stakeholders conducted; Work plan and time schedule presented; Media informed about the start of the project; Press conference; Agreement of communication structure and milestones.

Activity 0.2: Stakeholders, media and the public are informed about the project's achievements and the remaining challenges.

Component 1 - Preparation/drafting of NDP for implementation of the Strategy

Benchmarks

Activity 1.1.1: Assessment report about the current legal sector training system elaborated considering the planned transformation of KJI into an Academy of Justice.

Activity 1.1.2: Start-up workshop implemented, Action plan drafted.

Activity 1.1.3: Report with recommendations on a Competency Framework for the Judicial Sector in the Kosovo elaborated, including generic capabilities (knowledge, skills and attitudes) which are required for work performances of target groups in the judicial sector.

Activity 1.1.4: TNA prepared taking the planned transformation of the KJI into a Academy of Justice into account; Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process (including determination of training priorities, selection of target groups and participants); Manual and guidelines with recommendations for KJI's TNA methods elaborated; Exchange program implemented.

Activity 1.1.5: TNA report elaborated, documenting interview guidelines and questionnaires, as well as a statistical analysis of the survey results.

Activity 1.1.6: Presentation workshop implemented, priority training fields defined; Training Plan elaborated, comprising priority fields, objectives, target groups, time schedule and resources for future trainings, which are defined in this activity.

Activity 1.2.1: Workshop implemented, Report elaborated, including recommendations for competency based modularized VET.

Activity 1.2.2: Competency framework for trainers in the judicial sector elaborated, Guidelines with recommendations for standards of trainer selection and management elaborated, Curricula of ToT including adult learning styles, guidelines, ToT Training Package with curriculum, ppt, manuals and exercises elaborated.

Activity 1.3.1: Team of junior trainers established e.g. in the fields of criminal law, commercial law, fiscal law and public procurement, KJI's "Faculty Handbook" for trainers updated with regard to "Training Packages"

Activity 1.3.2: Training packages elaborated (comprising including training curriculum, trainers manual and presentation, participant handout, exercises and case studies) and implemented

Activity 1.4.1: Assessment report with recommendations on program objectives and relation to other KJI training programs, identification of acquired legal and interdisciplinary competencies, training format and methods, program duration

Activity 1.4.2: Updated existing and elaborated new modules, Training package developed including curriculum, session plan, manuals, ppt, exercises

Activity 1.4.3: Training package implemented

Project implementation was retarded because of the pending legislation process of the Law on KJA and the institutional controversy about it.

Activity 1.1.1: "assessment of the legal and institutional setting of the current training and qualification system with regard to the erection of an Academy of Justice", was carried out by the MS PL, Ms Christine Jacobi, and MS JPL, Mr Eric Vincken in June 2016. Their Assessment Report on Training System is attached as annex 6 to this report.

Their main recommendations referred to the continuous training (CTP), initial training (ITP), the contested TNA process, trainer selection, the draft law on KJKA, and are summarized in table 1.

CTP <ul style="list-style-type: none"> • Course offer should be more demand driven, concentrate on (practice) relevant issues and include more variety of forms (e.g. roundtables) for an interactive exchange of experiences among judges and prosecutors; • systematic linkage between vocational training and further career development of judges and prosecutors should be established.
ITP <ul style="list-style-type: none"> • appointment as judge or prosecutor should only follow after the successful passing of the ITP with an assessment at the end; • drastic reduction of currently 50 ITP modules by systematic structuring (e.g. thematic, professional); • introduction of qualification oriented, competency based training with view to real professional needs.
TNA <ul style="list-style-type: none"> • TNA should be competency oriented on the practical work requirements of judges and prosecutors; • the entire TNA process including stakeholder competencies and cooperation steps (KJI, KJC and KPC) should be regulated in the draft KJA Law and the Laws on KJC and KPC. • Separation between policy related, strategic issues (KJC/KPC) and operative tasks for TNA conducting (KJA).
Trainers <ul style="list-style-type: none"> • Selection process of trainers should be reorganized including an assessments system so that best experts for specific topics will indeed be involved at KJI as a trainer. • KJI should take a more active role in instructing trainers to tailor courses to each individual group of trainees; • training of trainers should focus on methods of training and training instruments.
Draft Law on JA <ul style="list-style-type: none"> • Draft Justice Academy Law should be revised before final adoption, considering the policy paper submitted by the experts at the end of June 2016, and containing suggestions with regard to <ul style="list-style-type: none"> - structure and bodies of the future Judicial Academy; - training Needs Assessment; - target groups of the future Justice Academy; - appointment of judges and prosecutors.

Table 1: Recommendations of the Assessment Report on Training System (activity 1.1.1)

As long as the legislative process was still pending Twinning experts suggested to separate *training policy* from *operative training matters* in order to downsize the impacts of institutional competition between KJI and the two Councils for the TWP and to move onwards with implementation of project activities. The TWP initiated together with UNDP Kosovo and in accordance with the KJI management a workshop on operative elements of training implementation with KJC and KPC, primarily with regard to the fact that the next ITP delivery for judges and prosecutors was standing in front of the door and to find a practical solution for future training needs assessments. The meeting, held on 2 August 2016, did not lead to the expected joint solutions.

After the second Steering Committee Meeting (SCM) on 8 September 2016 the swift negotiations of the Administrative Director of the KPC, Mr. Lavdim Krasniqi, triggered a break of blocked structures. A meeting between the key stakeholders of legal training and education in the Kosovo took place joint by TWP RTA Mr Klaus Erdmann and STEs Mr Martin Groß and Mr Leon Plas. In this meeting Mr Nehat Idrizi, Chairman of KJC, Mr Blerim Isufaj, Head of the KP and, Mr Besim Morina, Acting Director of the KJI agreed in the presence of Mr Ymer Hoxha, President of the KJI's Managing Board and Mr. Lavdim Krasniqi, Head of the KPC Secretariat, to establish a Working Group which would elaborate a jointly accorded amendment to the draft Law on Justice Academy and submit it to the Legal Committee of the Kosovo Assembly. This Working Group submitted the envisaged amendment timely before the relevant session of the Legal Committee, where the amendments were adopted. By end of September 2016 the revised draft Law on KJA was waiting for adoption by the Assembly, main amendments are depicted in table 2:

Responsibilities of the Justice Academy (Art.6)	<ul style="list-style-type: none"> organization of trainings, but also the compilation of the training programs (para 1.1), Determination of training needs assessment process based on the requests of the KJC and the KPC (para 1.2); obligatory training of administrative staff (para 1.3)
Competencies of the Governing Board (Art. 10)	<ul style="list-style-type: none"> approving the criteria for the selection of trainers and mentors (para 1.1)
Responsibilities of the Program Council (Art. 16)	<ul style="list-style-type: none"> takes part in the compiling instead of drafting the training program (para 1.1)
Director's competencies (Art. 17)	<ul style="list-style-type: none"> Increased responsibilities also for the management, general administration of the Academy's work (para 1.2), proposes the budget (para 1.5) and the training program (para 1.7), approves the list of trainers (para 1.8)
Appointment and dismissal of the Director (Art. 18)	<ul style="list-style-type: none"> judicial requirements strengthened: law diploma obligatory (para 1.2), professional experience as judge or prosecutor for at least five years (para 1.5) or at least five (5) years of managerial experience (para 1.6), possibility to return in his previous occupation as judge or prosecutor, when the term as KJA Director is finished (para 2).
Initial Training Program (ITP) (Art. 19)	<ul style="list-style-type: none"> obligatory assignment of trainers and mentors to theoretical and practical phases (para 2), structure and content settled by a regulation of the KJA's Governing Board instead of the KJC/KPC (para 3), results of trainees during the ITP published and taken into account for the final assessment (para 3 and 4), possibility for additional training participants, who have failed to adequately conclude the ITP (para 5).
Continuous Training Program (CTP) (Art. 20)	<ul style="list-style-type: none"> principle statement of voluntariness of CTP, but opening for the introduction of mandatory trainings (para 2)
Training for Advancement (Art. 21)	<ul style="list-style-type: none"> newly introduced (like Art. 22/23 on research and library)
Trainers and Mentors (Art. 26, former Art. 23)	<ul style="list-style-type: none"> Permanent Trainers of the KJA can only be proposed by the KJC/KPC, and they must be approved by the JA's Governing Board (para 2), obligation for Permanent Trainers to participate also in train-of-trainer seminars (ToT) (para 5), selection of trainers and mentors determined by a special regulation of the Governing Board (para 6)

Table 2: New amendments to the draft KJA law in October 2016

Some of these amendments could not only be considered as progress for the judicial training and education, but also as important steps ahead for the work of this TWP, if the renewed draft law were adopted by the Assembly. Especially the regulation of training needs assessment (Art. 6, 1.2), the enhanced responsibilities of the KJA and its Director for the design and compilation of training programs (Art. 6, 1.1; Art. 17, 1.7) and the more detailed regulations concerning trainers (Art. 10, 1.1; Art. 17, 1.8; Art. 26, para 2, 5-6) as well on ITP (Art. 19) and CTP (Art. 20) opened good possibilities for future implementation of the TWP.

Activity 1.1.2 comprised basically the very important start-up workshop “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector” (04.10.2016) on which a respective Action Plan was supposed to be presented as orientation for all future project activities in the field of training capacity development. The Action Plan was elaborated by the TWP STE Mr Rainer Hornung and Ms Ineke van de Meene during their first mission in this activity in September 2016 (see annex 19 of this report). Shortly after accordance was achieved between the KJI and the two Councils and the revised draft Law on KJA was submitted to the Assembly the envisaged workshop was conducted under the title “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector” on 4 October 2018. STEs Ms Ineke van de Meene and Mr Rainer Hornung participated also actively as trainers in a ToT during their first

mission from 14. to 15.09.2016. This provided a valuable opportunity to collect hands-on experiences on the spot and to get directly acquainted with training delivery of the KJI. Both STEs elaborated during this mission a basic outline of a “Life Long Judicial Learning” (LLJL) Concept, which was functioning as reference frame for the envisaged Action Plan and baseline for the following workshop in October 2016. To take into account the entwinement between the strategic policy level (KJC/KPC) and individual qualification development (KJI/KJA) was the essential starting point *to develop a consistent and coherent overall strategy for the LLJL*. The LLJL process comprises all professional stages in the judicial system from the selection of candidate judges / prosecutors to initial training and induction training to continuous training including leadership & management training for senior judicial or prosecutorial officials. In this pattern of LLJL the levels of training policy and training implementation needed to be distinguished as it is pointed out in figure 10.

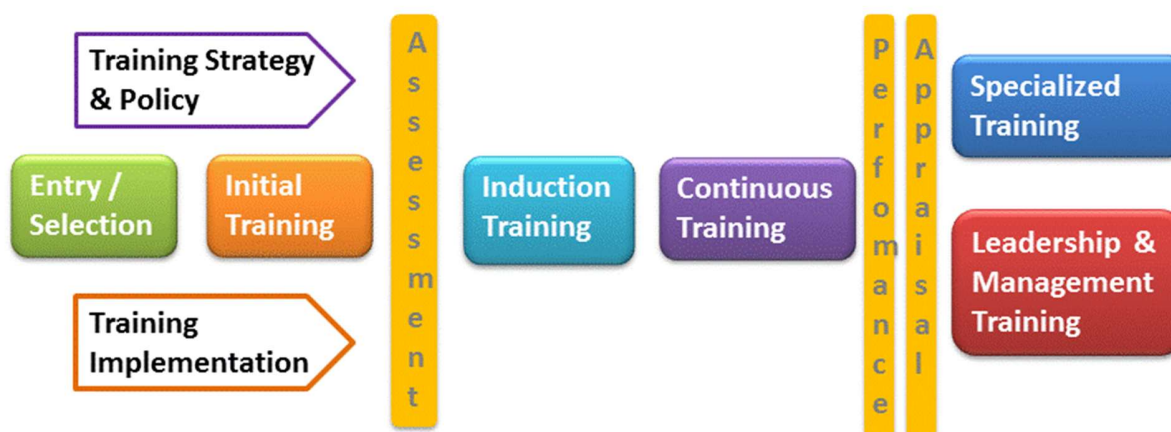


Figure 2: LLJL timeline

During the second mission in October 2016 the envisaged start-up workshop for trainings capacity building in the judiciary was implemented under the title “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector”. According to the previously elaborated LLJL-based Action Plan the main goals of the workshop were:

- to promote the *understanding of competencies* as essential connection between work place related job profiles and professional training in the judicial sector;
- to identify essential cornerstones for a *strategic framework* securing sustainable initial and continuous training for judges and prosecutors;
- to *foster cooperation and coordination* between relevant stakeholders in the judicial training sector

The Workshop results had a considerable impact on the future project implementation, since it provided clear orientations for all project activities and results.



Figure 3: Workshop "Learning by Doing"

Project **activity 1.1.3** was dedicated to the better understanding of competencies as basis for training design (short term), and to the establishing a set of competencies (competency framework) which are related to the professional qualification profile of judges and prosecutors (mid-term). Such a Competency Framework needs, last not least, supposed to be officially recognized as reference for future training curricula for judges and prosecutors (long term). The implementation of this activity began in June 2016 after two preparatory meetings with KJA management had been carried out.

The first meeting with BC PL and Acting Director, Mr Besim Morina, the RTA Counterpart, Mr Valon Jupa, and the RTA Klaus Erdmann was about the general role of competency based training in vocational training and the implementation of related project activities (20.04.16). The second meeting – with Ms Valmira Pefqeli (Head of the ITP), Mr Valon Jupa (RTA Counterpart) and the RTA Klaus Erdmann was dedicated specifically to competencies and competency framework for the ITP of judges and prosecutors (13.05.16). The first expert mission took place with Mr Rainer Hornung, who assessed the role of competences on the background of the deadlocked situation between the KJI and the two Councils at that time. Since *competencies* are not only playing a role in training provision, but are also crucial indicators for the work performance of judges and prosecutors Mr Hornung assessment went beyond the review of the initial training program and included also requests for the two Councils.

The first and second expert missions were connected with active participation of TWP STE Mr Hornung in a ToT in Prishtina in June (22./23.06.16) and, together with STE Mr Martin Groß, in another one in Bogë in September (14./15.09.2016). This provided a valuable opportunity for the STEs to collect hands-on experiences with colleagues from the Kosovo on the spot and to get directly acquainted with training delivery of the KJI.

During the September mission – STE Mr Plas (12.-13.09.16) and STE Mr Groß (12.-15.09.16) – both STEs assessed the new initial training program for prosecutors and stated a considerable improvement compared to previous versions. Especially the *framework of competencies* which was proposed by the TWP was included and taken as basis for the training program. More difficult seemed to connect this competency framework specifically with training modules in the ITP. The number of 39 learning modules in the theoretical part seemed questionable. Certain topics did not really appear demand-driven from the viewpoint of practical work requirements of judges and prosecutors. On this background the STEs suggested as a preferable approach trying to *improve the modular structure of the ITP*, decreasing fragmentation, and to give more particular attention to the *methods of training*, with interactive elements (case studies, working groups, simulations).

Furthermore both STEs, Mr. Groß and Mr. Plas, had the opportunity to witness as representatives of the TWP the breakthrough meeting between KJI, KJC and KPC in the premises of KJC on 13 September 2016. On this date the sharing of responsibilities for the new Justice Academy and for judicial training was agreed.

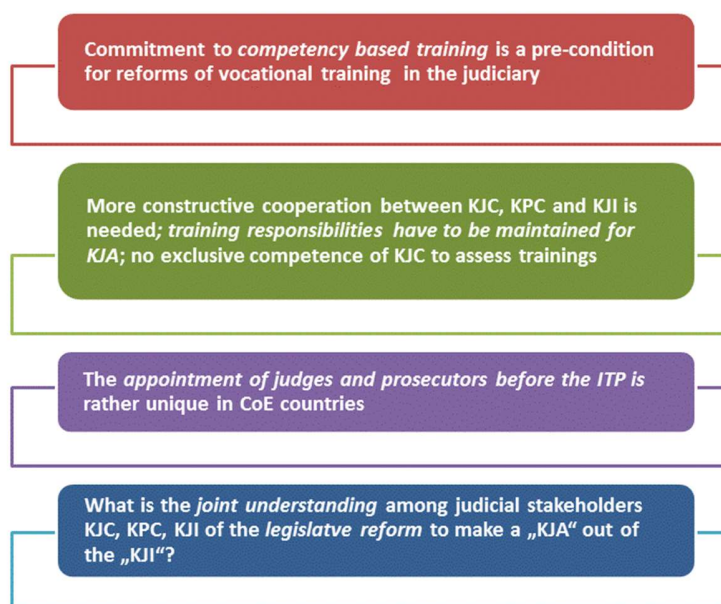


Figure 4: Assessment Results on Competency based Training

For the purpose of ITP review the STE suggested the development of specific formats for ITP modules, which defines certain parameters as duration, preferred training methods, testing procedures, the relation to other modules and to practical job requirements. STE Stephan Engelhorn concluded in his mission (03./04.10.16) that *theoretical and practical parts* of the ITP should be closer *entwined with each other*. The theoretical part should complete the training-on-the-job-part rather than preparing the latter. Therefore theoretical instructions could be reduced to once a week and the practical work in courts or prosecution offices should be increased. This intrinsic connection between training design, training methods and structure of the initial training comes up with activities 1.3.2 and 1.2.3 again, when curriculum development and training of trainers are focused.

The connection of **activity 1.1.4** - training needs assessment (TNA) in the judicial sector – with the transformation from KJI to KJA was primarily a political issue of inter-institutional assignment of guilt for previous sectoral deficiencies. The responsibilities for TNA in the judicial sector were contested between the Councils of Judges and Prosecutors (KJI/KPC) and the Judicial Institute (KJI). In the draft Laws on Justice Academy (KJA) regulations on TNA were included and abolished. The final draft which was submitted to the Legal Committee of the Assembly in October 2016 found a compromise: the KJA “develops training needs assessment process through mechanisms set up by the Academy and based on the requests of the Kosovo Judicial Council, Kosovo Prosecutorial Council” states Art. 6 para 1.2 of the KJA law. The controversy about competency for TNA measures was fueled by the conviction of judicial stakeholders (especially the KJC), that KJI’s training had become ineffective. Relevance of training topics and the appropriateness of training methods were doubted, decreasing attendance of participants seemed to prove the critique. Although the KJI delivered more than 50 training seminars with more than 1.000 participants in the first half of 2016, the interest in the seminars was rather unevenly distributed. However, the relevance of TNA as institutional rivalry decreased once the KJA law entered into force and the Justice Academy was erected. As soon as the two Councils agreed with the KJI in September 2016 to follow a cooperative approach (see activity 1.1.1 above) the competency for TNA lost its institutional competitive character and turned into an issue of data flow and information exchange. After the TWP’s Start-up Workshop “Learning by Doing” was conducted in order to inaugurate further measures in the field of training capacity building (see activity 1.1.2 above) the necessary differentiation between training policy and operative training implementation was better embraced.

The Training Needs Assessment (TNA) process carried out by KJI did not yet take competencies, job requirements or even job profiles into consideration. The TNA was based on using 14 mechanisms of collecting information from different sources and stakeholders. The main filter for weighting the collected information is the experience of trainers who are selected to participate in an assessment workshop. Topics are collected here as proposals and wishes from target groups, without any visible and specific relation to the professional needs and performance gaps.

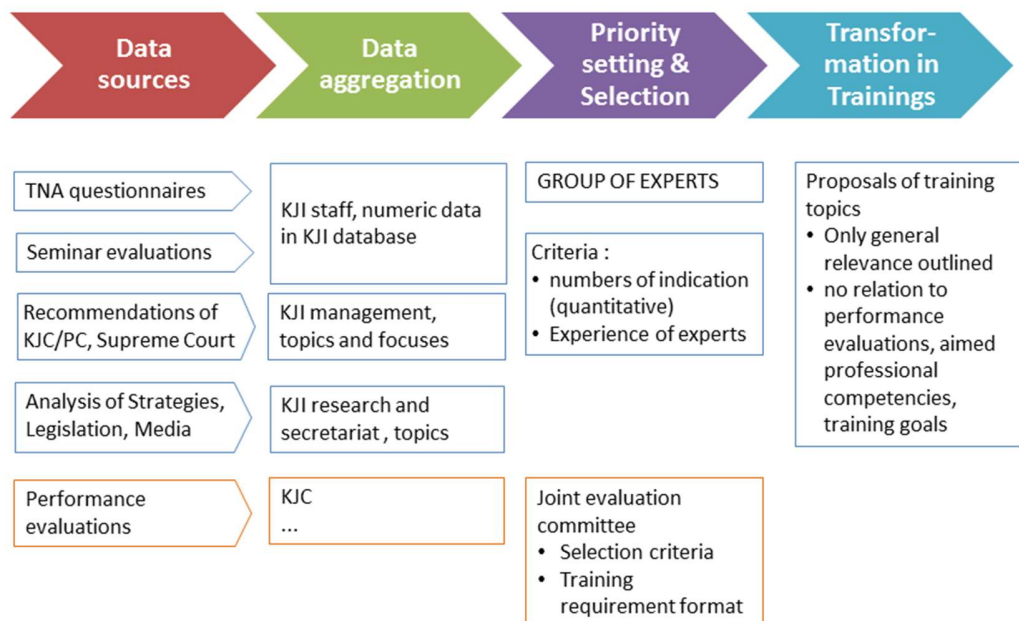


Figure 5: TNA Process at KJI

The training needs assessment, the way it was conducted, is afflicted with several deficiencies. The evaluation of training seminars was more backwards oriented by mainly assessing delivered trainings through questionnaires the participants filled in after the course was completed. Instead of assessing the effectiveness of training measures, KJI tried to provide trainings encompassing all legal fields and all donor offers. Impact and efficiency of training were thus hardly captured. Necessary steps for TNA improvement would have to include and consider (1) the real practical, professional needs and competencies of judges and prosecutors, (2) the (competency based) performance appraisals of judges and prosecutors by courts and prosecution offices and (3) the general and specific strategic goals of relevant judicial institutions.

The situation in activity 1.1.3 had already indicated that the competency approach did not yet permeate profoundly the judicial training in Kosovo. The introduced competency framework lacked concrete linkages to professional tasks or job profiles of trainees, which would have been part of training policy regulations of the two Councils. The weak connection between capacity building level 1 (legislation) and level 2 (organization and stakeholder integration) had led to what is commonly called an “implementation deficit”. Improvements of the TNA mechanisms needed to be seen as a part of joint governance processes between the Justice Academy and other stakeholders like KJC und KPC.

On this background the TWP focused in **activity 1.1.5** on improving the TNA process through enhanced cooperation between stakeholders and promoting sustainable working mechanisms between them. Consequently, instead of sharing in the improvement and application of laborious needs assessment mechanisms, the project focused on organisational advancements of the TNA process with stakeholders like KJC and KPC (external setting). This led to regarding the TNA issue as integral part of the training cycle, connected to other steps like quality assurance and evaluation of trainings (internal setting at KJA). Under these premises the whole organizational coordination process between the stakeholders in the judicial training sector (two Councils, Justice Academy,

Courts and Prosecution Offices) moved into the focus, of which preparation and implementation of TNA was a part of the whole training cycle management process (see also under activity 2.2.2). However, institutionalizing a Working Group with judicial stakeholders, as it was envisaged in the ToR for activities 1.1.4 and 1.1.5, proved to be hardly possible, partly because the TNA problem had lost its institutional status value after the KJA was established. Moreover, relevant training policy regulations of the two Councils would have to be produced firstly, e.g. on how and by whom to use work appraisals of judges and prosecutors and to transform them into training requests. Only in autumn 2017 the KJC started elaborating on a training regulation, which was predominantly concerned with the introduction of obligatory trainings for judges though. Neither the question of TNA preparation and implementation was touched nor other pending issues like the role of trainers, or basic features of the ITP. The two Councils started to establish Training Committees at the same time. However, these Committees were supposed to be represented by judges and prosecutors and not by a continuously working Council administration.

Under these premises the TWP decided to design the necessary data sources and proceedings for collecting and configuring sufficient information about existing training needs, engaging various stakeholders of the judiciary. Thus TNA (activities 1.1.4 to 1.1.6) became part of the broader picture of a whole training cycle management process at KJA (represented in activities 2.2.1 to 2.3.2). Consequently TWP STEs Josef Schiffer and Zlatislava Mihailova recommended in their missions in November 2017 to integrate findings and recommendations about TNA into the envisaged *Handbook on Training Cycle Management*, which was supposed to supplement KJI's "Faculty Handbook" from 2012. The Handbook was elaborated in order to contribute practical approaches and tools for managing the training process (for further details on the Handbook see activity 2.2.2). Additionally the TWP produced a separate Report on "TNA, Evaluation and KJA's Database" which includes a proposal for a slimmer TNA process determining a set of various data sources that can be used independently. The fundamental idea of restructuring the TNA is to break the process into different blocks which can be implemented more or less independently by referring to specific stakeholders and sources.

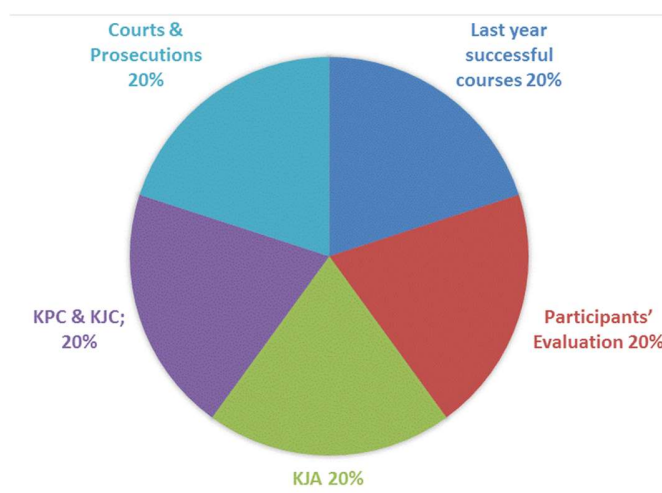


Figure 6: TNA Blocks

By including other stakeholders into the process - like the two Councils as well as presidents of courts and heads of prosecution offices – KJA's responsibility will focus more on the aggregation of delivered data on training needs. Thus a TNA process, composed out of various inputs from different

stakeholders and sources, including the institutional capacities of the two Councils, can utilize concrete professional results reflected in appraisal interviews within courts and prosecution offices as well as the knowledge of trainers and training managers of the KJA. Last but not least the direct evaluation of trainings would also be part of the process by including the previous year's best performing courses. This approach is incremental but in this way it delivers an almost 360-degree feedback. In other words, TNA is a learning process that is based on past performances and adapts partly to changes in the environment. The implementation of this TNA approach appears feasible, and more effective since a variety of data are already collected by KJA's database. This TNA approach might be considered in the currently ongoing process of database updating by an external IT company.

Activity 1.1.6: The proposal of a renewed TNA process was presented and discussed on the TWP's Public Presentation (13.06.2018), when also the Handbooks on Case Based Training (CBT) and on Training Cycle Management (TCM) were introduced and discussed.

The differentiation between "judicial didactics" and "legal skills" in the title of **activity 1.2.1** expressed the competency based and work place related training approach of the TWP. Judicial didactics go beyond the academic capability of subsuming matter of facts under legal norms. Judicial didactics are connected with the professional tasks and work place requirements of a judge or prosecutor. The envisaged workshop in this activity built on the results of the Workshop "Learning by Doing" from 4 October 2016 (Working Group 4 „Training Methods and Tools“, see also below "Mandatory results, measured against the benchmarks of each activity of the 2 components"). The workshop was prepared and implemented by a mission of STE Stephan Engelhorn (22.-24.02.2017), supported by parallel missions of STEs Zlaty Mihailova, Bert Baks and Hansjörg Scherer in activity 1.2.2. The Kosovo Academy of Public Safety (KAPS, Ms. Vähäkoski, Twinning RTA and Mr Uka, Training Manager) and the Kosovo Program for Support of the Efficiency of Courts (KOSEJ, Ms Stefanie Lefeuvre) contributed also to the workshop topics. The workshop delivered extraordinarily good results. Especially STE Mr. Scherer exemplified the intertwining of theoretical and practical parts in different learning and working phases and opened useful didactic perspectives with an induction training block "From Classroom to Courtroom" where he presented his "Sandwich Model" of judicial training (see als activity 1.2.2 below).

Activity 1.2.2 did start already in December 2016. In these missions the STEs Ms Mihailova and Mr Baks developed three different ToT formats for beginners, advanced and specialized trainers and mentors (see also below "Mandatory results, measured against the benchmarks of each activity of the 2 components"). The mission in February 2017 brought both experts together with STEs Mr Stephan Engelhorn and Mr Hansjörg Scherer, who were both experienced judicial trainers, with the goal to connect the ToT formats with specific requirements of judicial training. STE Scherer presented his judicial curriculum "From Classroom to Courtroom" for ITP candidates which applied exemplarily the required didactic features like work-place orientation and case based training. Didactic-methodical elements of the "Sandwich Model" are depicted in figure 5. This model was selected as reference design for the integration of judicial elements into ToT-formats.

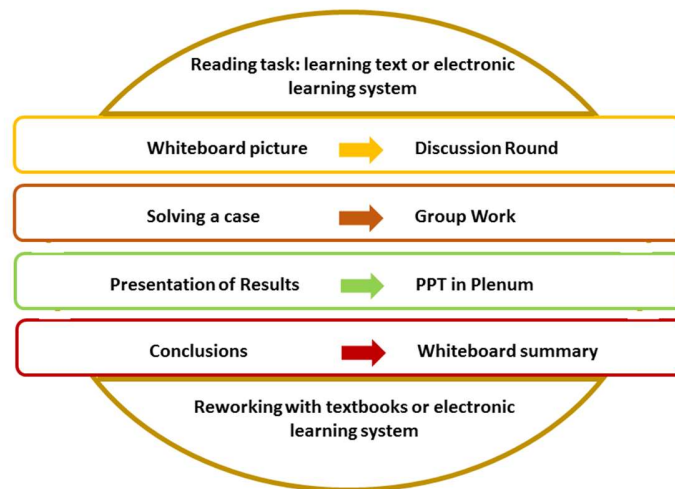


Figure 7: The Sandwich Model

However, the integration of these judicial elements into the ToT-formats needed further expertise from judicial trainers of MS as well as of the BC. Firstly integrating more practical experiences from case based training in the initial training programs of Germany and the Netherlands would bring more substance into the training model, secondly real court cases from Kosovo would be needed together with the professional and didactical experience of local trainers. Out of this reason more project resources were reallocated to activity 1.2.3 and 1.3.2., and the implementation order of these two activities was modified. Instead of piloting ToT formats (activity 1.2.3) which were not yet adapted to the real situation in the BC, the TWP decided *to start with the curriculum development* (activity 1.3.2) in order to collect enough substance in terms of concrete cases and understanding of judicial specifics of the BC. As useful and multifaceted topic for curriculum development appeared “court management” with its personal, social, professional and methodical dimensions. It was expected that the curriculum development cooperation with local trainers should have positive impacts and facilitate to finalize the ToT format and implement ToT pilots.

After having conducted four roundtables on case-based curriculum development in the second half of 2017 (see activity 1.3.2 below), the TWP went to apply these experiences on the field of ToT with **activity 1.2.3**. Practical ToT pilots with real and fictitious cases would also deliver further practical insights and inputs for the envisaged *Handbook on Case Based Training*, which was supposed to integrate curriculum development and ToT activities (see also activity 1.3.2 below). Subject of the case based ToTs were the main stations of civil and criminal procedures, which have been elaborated in activity 1.3.2 in detail. Another series of workshops, training pilots and an exchange program were planned together with the Trainer Working Group for 2018 within this project activity:

Date	Topics	Results	STE
01.03.18	ToT Workshop 1: discussion of goals, selection of case, material for a ToT	<ul style="list-style-type: none"> • draft session plan of a joint exemplary ToT agreed • draft curriculum plan elaborated • new case (“Old Lady”) introduced • methodical tools for case assessment elaborated 	Stephan Engelhorn, Kai Hecheltjen, Paula Borowska

22.03.18	ToT Workshop 2: discussion of the curriculum plan for the ToT	<ul style="list-style-type: none"> • Curriculum steps and role of TWP experts and Trainer Working Group agreed • “Taxi Driver” Case included into the curriculum • training package for ToT started 	Stephan Engelhorn, Paula Borowska
24.04.18	ToT Workshop 3: preparation of exchange program: - content and technical issues	<ul style="list-style-type: none"> • goals and stations of the exchange program presented 	Klaus Erdmann
01./02.05.18	ToT pilot 1	<ul style="list-style-type: none"> • ToT implemented successfully 	Stephan Engelhorn, Kai Hecheltjen,, Klaus Erdmann
15.05.18	ToT Workshop 4: overview and use of various case formats in the ITP	<ul style="list-style-type: none"> • ITP in Germany and The Netherlands and different formats and use of cases discussed • Training Package with Curriculum Plan, Session plan, PPT and case files for ToT prepared 	Hansjörg Scherer, Leon Plas
12.06.18	ToT pilot 2	<ul style="list-style-type: none"> • ToT implemented successfully 	Klaus Erdmann
19.-23.06.18	Exchange Program “Case based Initial Training in Germany”	<ul style="list-style-type: none"> • Exchange Program successfully implemented at the Higher Regional Court of Koblenz and the District Court of Mainz with concrete participation in the ITP 	Stephan Engelhorn, Klaus Erdmann

Table 3: Workshops, Training Pilots and Exchange Program within activity 1.2.3

The main goal of the ToT pilots (May and June 2018), making participants acquainted with case based training and to promote this methodical approach for initial and continuous training at the KJA, was fully achieved. The proposed standard procedure for case based training – the “Sandwich Model” – was applied within the ToT pilots with great success. The ToTs delivered useful practical insights for the finalization of Handbook on CBT. The Handbook’s structure itself became more case oriented by starting with concrete cases before didactical instructions (“Sandwich Model”) and concrete training tools along the civil and criminal procedure for practical use of trainers are presented. The Handbook was reviewed by TWP experts with regard to practicality and usefulness for Kosovo trainers. It was positively accentuated that, in addition to clear instructions on case design and application, also extensive case file material is available in the annex, especially from Kosovo’s Judiciary. Having provided case material and exemplary methodical advices to KJA trainers, the concrete and systematic implementation of case based training in the initial training will be a next crucial step for the future for KJA together with KJC and KPC. A landmark decision for future training implementation will be needed now by the management of KJA in coordination with KJC and KPC. The exchange program on “Initial Training in Germany”, implemented from 19th to 23rd June 2018, was the cherry on the cake in the field of case based training for the Trainer Working Group, where they could witness the practical implementation case based training including simulation games in the ITP.

Activity 1.3.1: In January 2017 presidents of courts were newly appointed in the Kosovo. The Workshop “Court Management – Practical Challenges and Curriculum Development”, conducted on 10 March 2017, provided the opportunity to discuss and elaborate with the newly appointed or re-

appointed judges and heads of prosecution offices relevant issues of court management from practitioners' point of view, which would also be relevant for future training modules in "Court Management". The workshop was co-implemented by the CEPEJ program (Ms. Stefanie Lefeuvre, European Commission for the Efficiency of Justice). STE Mr Stephan Engelhorn presented the Manpower Requirements and Calculation System (MRCS) at German Courts, Ms Marina Naumovska-Milevska (CEPEJ) gave a presentation of the work guidelines and tools for court management (SATURN guidelines). The workshop revealed the importance of data management, IT competencies and statistical analysis for effective management in the judiciary. During the workshop also basic elements of modules on "court management" and "management of prosecution offices" were compiled. These results also suggest that workshops and meetings for court presidents and heads of prosecutions might be developed on a regular base. Although these results appeared useful because practice oriented, the future development showed, that it would be quite arduous to include them for further elaboration in project activities 1.3.2 (curriculum development for the ITP) and 1.2.3 (training of trainers).

Activity 1.3.2: The "Sandwich Model" (activity 1.2.2) as reference point for curriculum development was presented as *case based approach* to the participating Trainer Working Group at the first workshop at KJA on 30. May 2017. This workshop was conducted by the TWP STEs Mr Kai Hechteltjen, Mr Martin Groß, Mr Leon Plas and Mr Hansjörg Scherer. Their recommendation for further curriculum development with regard to the ITP:

1 To leave the general structure of the ITP as it is, and to modify possibly the numbers of sessions and the amount of teaching hours. Reason: the division in larger modules (e.g. criminal law, criminal code, civil law etc.) seems well workable. Only the assignment of sessions and teaching hours to modules should be reconsidered.

2 Instead of selecting single modules in this stage find a joint didactic approach to *combine competency-based with case-based training*. For this purpose a local case (case file) needs to be selected, chunked into different, relevant steps of the civil or criminal procedure which can be exercised.



Figure 8: relevant stations of a civil case

3 Following the *competency-based approach* it would be necessary to define the relevant competencies for each station, based on detailed proposals by STE Plas.

4 The *case-based approach* shall be underlaid with the "sandwich model", which can be applied (in varied forms) on almost all stations of a case, so that training of relevant competencies can be designed and developed within this model.

One essential premise for the further pursuit of this jointly agreed case based approach was the availability of real court case files from Kosovo. The provision of such court files for common assessments and discussions between TWP experts and local trainers seemed to be a sensitive

matter, because both sides had to overcome anticipatory reserve originating from different judicial systems and different professional experiences and identities. It was a member of the Trainer Working Group, Judge Valon Totaj, at that time from the Basic Court of Prizren, who supplied the TWP with the first case. In several expert missions this case was assessed and discussed, internally within the project, and also with Judge Totaj, by STEs Ms Ineke van de Meene and Mr Guido Christensen in June 2017 and STEs Paula Borowska and Stephan Engelhorn in July 2017. The types of cases and conditions of court procedures in a transitional justice system like in Kosovo are essentially deviating from consolidated Western democracies. A difference, which could cause retention and caveat between both sides, experts and trainers from the BC and from the MS. Therefore one main goal of the TWP during this phase was to direct the orientation of STE from assessing the correctness of a court decision to determining the path of how to use and integrate the court decision (and the story behind it) into the “Sandwich Model”. STE Paula Borowska and Stephan Engelhorn proposed a series of two folded workshops for (1) case collection and preparation and (2) their didactic transformation. This included extensive preparatory work with a case (e.g. considering the FIRAC method) and the transposition of the case into the “Sandwich Model” with all didactical requirements (lesson and curriculum plan considering relevant substantial law and stages of the criminal/civil procedure, linkages to data collections and published court decisions). In consequence of this proceeding curriculum development and ToT activities of the project were closely intertwined. Curriculum development meant under these circumstances concretely to collect cases, to assess their suitability technically (tasks of a judge/prosecutor in different stages of the civil/criminal procedure e.g.) and didactically (competencies of a judge/prosecutor, learning goals, methods e.g.). Training of trainers comprised in this regard to explain and to enable trainers to apply the case based approach on their different training topics and modules.

METHODOLOGICAL APPROACH TO THE ANGINA PECTORIS CASE	
Summary of the complaint	<ul style="list-style-type: none"> prepared and distributed by the trainer
Summary of the response	<ul style="list-style-type: none"> prepared and distributed by the trainer
Acquiring the case: reading task - single work	<ul style="list-style-type: none"> One trainee should read the case loudly
Acquiring the case: underlining key words – single work	<ul style="list-style-type: none"> All trainees shall underline the key words which are meaningful for the admissibility of the claim
Relating the facts - group work	<ul style="list-style-type: none"> Building several groups of at least two and at the most 5 trainees Every Group shall re-read the case in order to bring out the undisputed and the disputed facts One Group shall present the results at the flipchart The other group(s) shall critic the presentation The trainer shall interfere whenever he thinks it necessary
Presentation and summary of the results - trainer	<ul style="list-style-type: none"> The trainer shall present the related facts he had prepared in advance
Further work with the case	<ul style="list-style-type: none"> Which steps are to be taken by the judge in the pre-trial and in the trial phase, e.g. to cope with procedural timeline of the LCP?
Inventing procedural problems	<ul style="list-style-type: none"> Definition of learning goals (trainer) Identifying training methods (trainer) Collecting ideas: procedural alterations influencing the way of treating the case, e.g. new substantial claims or new facts (group)

Figure 9: Methodical Design of a Case

As an example for the integration of technical/professional and didactic elements in case based curriculum development shall serve the work on the “Angina Pectoris” case which was introduced as real case file from Kosovo in October 2017, depicted in figure 14.

The proximity between curriculum development (activity 1.3.2) and training of trainers (activity 1.2.2/1.2.3) led to the joint conclusion to integrate the results of both activities in a *Handbook on CBT* within the ITP. A series of combined curriculum development/ToT workshops with focus on curriculum development (activity 1.3.2) was implemented in the second half of 2017:

Date	Topics	Results	STE
21.09.17	<ul style="list-style-type: none"> • Joint planning of the activity, • Introduction into the case based approach, • Presentation of “Sandwich Model” as didactical method, • Presentation and discussion of a German case (“Alpha Romeo”), • Presentation of the draft Handbook structure 	<ul style="list-style-type: none"> • time plan for follow-up workshops agreed, • case based training as new methodical concept accepted, • elaboration of two Handbooks (civil+criminal) proposed, • “Sandwich Model” needs further explanation, • provision of two new Kosovo cases: “Angina Pectoris” (civil) and “Taxi Driver” (criminal) 	Paula Borowska, Kai Hecheltjen Hansjörg Scherer
11.10.17	<ul style="list-style-type: none"> • Discussion of the draft handbook structure, • Overviews of civil and criminal procedure steps according to Kosovo law (LCP, CPC) presented and discussed, • Assessment and didactical conclusion of the civil and criminal case 	<ul style="list-style-type: none"> • relevant procedural problems on the basis of provided cases discussed, • different phases of the LCP and CPC could be used as modules in the ITP, • didactic instructions and more material/tools for different steps of the procedures needed 	Paula Borowska, Kai Hecheltjen, Martin Groß & Stephan Engelhorn
16.11.17	<ul style="list-style-type: none"> • Selection and use of cases with regard to training goals: <ul style="list-style-type: none"> - what is a good case and how can it be used? - Real cases and fictitious cases – how to deal with? 	<ul style="list-style-type: none"> • real problems with applying the civil and criminal procedure should be included (e.g. in the investigation phase exceeded time frames or uncomplete procedures, insufficient indictments and verdicts), • selection, creation and design of cases need to be further practiced 	Paula Borowska, Guido Christensen, Ineke van de Meene
06.12.17	<ul style="list-style-type: none"> • How to design and prepare a case for training? • Conclusions for the Handbook 	<ul style="list-style-type: none"> • methodical design of the “Angina Pectoris” case exemplified, • smaller fictitious cases with variations according to learning goals presented and discussed, • recommendations for the Handbook elaborated 	Paula Borowska, Stephan Engelhorn, Leon Plas

Table 4: Workshops within activity 1.3.2

The collection of cases from Kosovo as well as from MS, discussion of their design and didactical use after these workshops at the end of the year 2017 provided a good basis for preparing and implementing ToT pilots and finalizing the envisaged Handbook on CBT in 2018.

The Assessment of KJI's Orientation Programs in activity 1.4.1 was conducted by STEs Zlatislava Mihailova and Astrid Lang in March 2017 (for details see QR 5, annex 11). The Orientation Program covers various purposes, which can be classified into two groups: (1) trainings for newly appointed judges and prosecutors and (2) trainings for judges and prosecutors who change position. In the first case it would be an *induction training* which might be installed as obligatory workplace related training after the Initial Training Program (ITP) is completed. As for the second case it remains unclear how far changes in position can be standardized as training programs (which positions and which institutions?) and how big the demand in such training is. At least no orientation training has been held in the last couple of years, so that it might be questionable how far such courses will be needed. Mentoring/coaching on the job might be more appropriate in such cases. Orientation programs were obviously developed with the goal to prepare trainees for change and to adopt to new work places. In the concrete given situation it was the new *obligatory* target group "administrative staff" of courts and prosecution offices which needed an orientation program by the the newly established Justice Academy (according to Art. 6 para 3 of the new law on Justice Academy). The TWP decided to face the new challenge by focusing activity 1.4.2 on this new target group, which was of particular importance, since the judicial staff is considered to be the backbone of the judiciary (see for this purpose also SL 6 attached as annex 14 to this report). During their meetings at courts and with the secretariats of KJC and the KPC the TWP STE collected job descriptions of more than 30 different positions administrative staff. According to information the Twinning experts received the whole so-called administrative staff comprises 1.167 persons (847 at courts, at prosecution offices 320).

Activity 1.4.2: A joint meeting between KJA, TWP and GIZ (which also considering the target group of *administrative staff* in cooperation programs with the KIPA) was held on 3 July 2017 in order to determine the relevant job categories of the target group ("judicial staff") to be trained at the KJA. It was agreed to have a pilot assessments of the following job categories (1) Head of Office for case Management, (2) Head of Office for Common Services, (3) Assistant to the Administrator of the Court Branch, (4) Professional Associate, (5) Officer for Information and Monitoring of Media, (6) Executive Clerk, (7) Senior Clerk, (8) Legal Officer, (9) Judicial Secretary. During their following missions in July 2017 the two TWP STE Zlatislava Mihailova and Astrid Lang assessed the selected job categories, identified main work duties and competencies by taking also into consideration international practice (e.g. International Association of Court Administrators IACA). On the basis of this assessment a modular program was designed by the TWP with learning goals and indications of main contents, comprising the following modules: (1) Kosovo judicial system, (2) Work management in the judicial system administration, (3) Legal and judicial skills, (4) Case file management in the judicial system, (5) Communications and public relations, (6) Integrity and ethical behavior, (7) Soft skills (see also activity 1.4.2 below).

The program was submitted to the two Councils KJC and KPC by KJA, which adopted the proposal in summer 2017. Donor organisations were considerably high interested to also support this training program. The USAID Justice Sector Strengthening Project, the KOSEJ Project supported by the CoE, the EU/CoE joint Project against Economic Crime (PECK) and this TWP joined together for preliminary consultations at GIZ premises on 18.09.17. Expectations with regard to rules and modes of coordination, particularly contract based employment of local training developers and trainers in this field, varied considerably between donors and turned out to restrict joint cooperation. A Start-up

Coordination Workshop with donor organizations and representatives from KJA, KJC and KPC was organized by GIZ on 26/27.09.17 in Peja in order to distribute the modules between donor organizations (as supporters of specific modules) and to assign local trainers to the modules for further elaboration and implementation. This TWP presented the methodology of needs assessment for compiling the proposed training structure and explicated the proposed modular format (following the design presented in activity 1.2.2). The module 3 “Legal and Judicial Skills” was assigned to the TWP at this meeting, a topic which was of high importance especially for professional associates and legal officers and which fitted well to the TWP’s activities in curriculum development.

TWP STEs Zlatislava Mihailova and Dijana Mandić collaborated in their missions in February 2018 with KJA managers and the responsible KJA trainer for Module 3, Judge Albert Zogaj, for the further design of module 3. A textbook on “Legal Writing and Legal Reasoning”, was already in place written by judges and KJA trainers Albert Zogaj and Bashkim Hyseni (see annex 26 to this report). Main contributions of the TWP were expected on the didactic-methodical field. On this basis the two STE developed the a comprehensive training curriculum for this module, designed sub-modules (including two additional sub-modules Legal Documents and Legal Research), elaborated the training work plan for each of these modules, and drafted a proposal of a session plan (see annex 18 of this report). The draft session plan for the sub-module “Legal Research” was supposed to be piloted together with a ToT. For this purpose the TWP experts also developed a draft curriculum plan for a case based ToT on the whole Module 3 (annex 23 to this report, see also QR 9, page 16/17 + annex 15).

Activity 1.4.3: The envisaged training pilot on “Legal Research” was implemented on 11.06.18. It was highly frequented, 34 participants registered and participated. The seminar was conducted by TWP STEs Zlaty Mihailova and Dijana Mandić together with TWP STE Christian Happe, who had experience through a previously delivered training at KJI organized by the GIZ in 2014. From Kosovo side Mr Valon Jupa (KPC), the designated trainer of this sub-module, contributed to this training pilot.

Component 2 - Institutional capacity development

Benchmarks

Activity 2.1.1: Assessment report with recommendations elaborated, considering the Rule of Law Assistance Strategy in Kosovo 2016-2019 and the Draft Law on Justice Academy, Manual on Strategic planning elaborated, Exchange program implemented.

Activity 2.1.2: Report with recommendations on “Financial Planning” elaborated, taking into account the Draft Law on Justice Academy.

Activity 2.2.1: Workshop implemented; Manual on “Training Cycle Management” elaborated; Organisational structure and operational processes of KJI with regard to the stations of the training cycle reviewed with regard to the planned transformation to a Justice Academy.

Activity 2.2.2: Workshop implemented; Standard templates for contracting of trainers elaborated; Manual on “Evaluation of Training Evaluation” elaborated; Standard templates for training evaluation elaborated.

Activity 2.3.1: Templates for TNA and training evaluation for IT use adopted; database for participants, trainers and course modules updated.

Activity 2.3.2: KJI’s developing Case Management Information System (CMIS) further updated with cases; selected training modules are transformed into e-learning modules.

Activity 2.4.1: HR development plan for KJI staff elaborated, comprising specific training and coaching priorities for KJI’s staff members.

Activity 2.4.2: HRD and training measures defined, based on the HR Development Plan for KJI staff; Exchange program realized.

Activity 2.1.1: The last strategic document of the KJI was the Strategic Plan 2008-2011. The work on the draft Strategic Plan 2015-2017 ended unfinished in December 2014. So there was no Strategy which could be assessed by the TWP. Nevertheless, a strategic document was definitively necessary in order to present the self-understanding of the new Justice Academy as part of the judiciary, and to point out principles, future goals and directions (under consideration of the law on KJA) to accomplish the first stage of the transformation from the KJI to the KJA. It was agreed with the beneficiary that the TWP would support and contribute to the elaboration process of a new Strategic Plan. The respective project activities were organized on different layers as depicted in table 9:

internal	external
Constitution of a KJI/KJA Working Group for Strategic Planning and Organization (January 2017)	Workshop “Visions of a Justice Academy” with high ranking stakeholders of the judiciary who participate in the study visit (07.02.17)
Small scale workshops “strategic planning” (28.02.17 / 21.03. / 18.04. / 20.04. / 25.04.17)	Study Visit “Vocational Judicial Training in Germany” (13.-17.02.17)
and elaboration of the strategic framework with vision, mission, values, main goals and elements of a SWOT analysis	Presentation workshop “From Judicial Institute to Justice Academy – Strategic Planning for Legal Education of Kosovo’s Judiciary” (28.04.17) with stakeholders from the judiciary
Completing the Strategic Plan in collaboration with TWP experts during monthly missions from September to December 2017	Public Presentation Event “Strategic Plan of KJA” (21.03.2018) with stakeholders from the judiciary

Table 5: Development of KJA's Strategic Plan

The KJA Working Group consisted out of eight members, 5 Heads of Departments, 2 Permanent Trainers of KJA and 1 UNDP legal officer (list of names see section 2C page 27 of this report) and met in five small scale workshops about strategic planning to elaborate the strategic framework of the KJA from February to April 2017. The result was presented and discussed in the workshop “Visions of a Justice Academy” (07.02.17) conducted by TWP STEs Rosa Jansen and Rainer Hornung with stakeholders of the judiciary who were going to participate in the Study Visit to Germany. Thus the workshop functioned also as preparation of the Study Visit. The participants of the Study Visit comprised eight high ranking members of the judiciary: Mr Nehat Idrizi (Head of the

KJC), Mr Blerim Isufaj (Head of the KPC), Mr Ymer Hohxa (President of KJI's Managing Board), Mr Vaton Durguti (President of the Basic Court of Gjakova), Mr Lavdim Krasniqi (Administrative Director of the KPC), Mr Besim Morina (Acting Director of KJI), Mr. Fejzullah Hasani (President of the Supreme Court) and Alexander Lumezi (Chief State Prosecutor), the latter becoming later President of KJA's Managing Board. The Study Visit "Vocational Judicial Training in Germany" (13.-17.02.17) offered a unique opportunity for the participants to receive first-hand information about the initial training for judges and prosecutors from practitioners, to gather own impressions on the role of training and learning culture at Justice Academies and to exchange with colleagues from Germany about human resources policies at courts and prosecution offices.



Figure 10: "Shared Responsibilities" in the Judiciary

During their second mission in April 2017 the TWP STE Rosa Jansen and Rainer Hornung conducted the Workshop "From Judicial Institute to Justice Academy – Strategic Planning for Legal Education of Kosovo's Judiciary" (28.04.17) with participation of representatives of the two Councils, the new Managing Board of the KJA and other judges and prosecutors. The most important result of the workshop was the elaboration of the idea of "Shared Responsibilities", which was regarded as constitutive for successful vocational education and training in the judicial sector (see figure 10). This was at the same time an important contribution to the further elaboration of KJA's Strategic Plan. Additionally Ms Jansen and Mr Hornung did perform a roundtable "Judiciary as Profession" organized by Mr Visar Morina, legal UNDP advisor at the KJA at that time, with his students at the Law Faculty of the State University Prishtina on 27.04.17.

TWP STEs Zlislava Mihailova and Dijana Mandić completed during their missions from September to December 2017 the draft Strategic Plan. The elaboration was accompanied by regular exchange and discussions with KJA management, which included modifications until the final draft could be demonstrated for public consultation in the Public Presentation Event "Strategic Plan of KJA" on 21.03.2018. Numerous representatives of the judiciary from both Councils, courts and prosecution offices attended and principally acknowledged the document in a vivid discussion process, which was fuelled by the public announcement of Ministry of Public Administration (MoPA) representative in TV that the Justice Academy might be moved under the MoJ.

Expert missions in financial planning, foreseen in **activity 2.1.2**, were implemented belated because the originally envisaged TWP expert dropped off unexpectedly. However, when STE Mr Ädwin Rotscheid stepped in and conducted two missions on financial planning this topic received surprising topicality. The financial situation mirrors the complex legal embedding of KJA. Although part of Kosovo's judiciary, the KJA is financially regarded as institution of public administration and so far subordinated to the Ministry of Finance (MoF) and the MoPA. This has implications for the status of employees (civil servants under MoPA rule) as well as for the funding of the KJA (negotiated with the MoF). On one side salaries at the KJA are lower than at the two Councils for comparatively similar occupations, on the other side budget allocations for KJA decreased according to the Yearly Report 2016 although the number of conducted trainings did not. This complexity is even increased by the role of international organizations, whose donations are apparently not integrated into the regular budgeting. Questions rising about budget criteria, determination of salaries, budgeting of international donations and their impact on training programs were supposed to be addressed in the expert's missions.

However, the missions' context had changed in June 2018, when the MoPA issued a "Draft Concept Document" proposing to either transform the KJA into an Executive Agency of the MoJ or to incorporate it into the KJC. This initiative was part of a bigger process pursuing to redirect the competences of independent executive agencies, which were currently under the responsibility of the Assembly, to the Government. Apart from the KJA eight divers administrative agencies were affected like the Memorial Complex Management Agency, the Council for Cultural Heritage, the Free Legal Aid Agency, the Independent Commission for Mines and Minerals, the Property Comparison and Verification Agency, the Privatization Agency, the Civil Aviation Authority and the Transmission, System and Market Operator. For this purpose the MoPA started a public consultation process in July 2018 with a clearly uttered preference to shift responsibilities from the Assembly to the Government by an umbrella law that introduces necessary changes into the existing agencies' laws. This preference was due to the fact that the Kosovo Government had signed an agreement with the European Commission about Sector Budget Support for Public Administration Reform (PAR) comprising a total of 25 million Euro financial assistance to Kosovo until 2021, which stipulates the transfer of the first financial tranche of 5 million Euro under the condition that at least seven independent agencies of executive nature are transferred from the Assembly to the Government by the end of 2018. In fact, both options presented by the MoPA – subordination under the MoJ or integration into the KJC - would completely reverse the TWP's efforts of saving the autonomy of the new KJA and contributing to "shared responsibilities" in Kosovo's judiciary. This undertaking endangered and put the TWP's results at stake, even contradicting EU judicial standards like the recommendation of the CCEJ from 2007 "Judiciary at the Service of Society" (no. 65). During a meeting of the TWP RTA Klaus Erdmann with the EU RoL and PAR Teams about this issue and the future status of the KJA in the EUO on 09.07.18 another solution was considered, although the RTA insisted to take KJA from the PAR list of executive agencies. The KJA should keep its autonomous status and become reportable to the two Councils KJC and KPC, comparable to the Disciplinary Committee of the two Councils.

The Manual on Financial Planning, written by TWP STE Ädwin Rotscheid after his missions in June and July 2018 (see annex 13 of this report), presents considerations about a financing model that would fit for the future of the KJA under a mixed funding from MoF and the two Councils. The basic

idea is to introduce a cost price model in which the costs are determined per course, distinguishing between the direct costs (e.g. trainer, training material) paid by the two Councils and indirect costs (training organization and management by KJA) provided by the MoF. In this way the currently practiced principle of lump-sum financing (MoF) would be supplemented by the concept of output financing (KJC/KPC), which establishes a more direct relation between the performance of the organization and the method of financing. A better coordination between demand and supply of trainings would be established and the interlinkage between KJA, KJC, KPC (and courts and prosecutions) would be intensified by adding financial relations between KJA on the one hand and KJC and KPC to the other. If KJA would be able to calculate the cost price per participant of training, the costs per participant could be charged to the customer organizations. For this purpose additional annual agreements between KJA, KJC and KPC on the basis of training plans would be necessary in order to fix the total of training courses which the Councils would “purchase” from KJA. Such a cost price model of training provision would also apply for the training of free legal professions, and it would regulate budget allocations for a KJA which is reportable to the KJC and KPC.

The direct context of **activity 2.2.1** was the transformation of KJI into the Justice Academy KJA. A Start-up “Workshop on the future” had been conducted with TWP STE Ms Zlatislava Mihailova and Mr Bert Baks together with the KJA Working Group on Strategic Planning and Organization on 31.01.2017. Goal of the workshop was to identify strengths and weaknesses of the training management at KJI with regard to resources and organization of work processes, and to develop recommendations how capacity and efficiency could be enhanced in the light of the transformation to the KJA. After the workshop both TWP STE conducted individual meetings with KJI staff members to discuss in more detail the possible improvements of training management based on semi-structured interviews. The scope of exploration comprised the whole training cycle. Identified problems were the lack of realistic and adequate training needs assessment, of permanent and specialized trainers and assessment of trainers, inefficient training resources in Albanian language, and insufficient planning and cooperation with KJC/KPC. Work conditions were hampered by uneven distribution and overcharging with work, lack of staff and space. However, before these critical aspects could be further pursued the TWP had to tackle with a legal issue with activity 2.2.2 which was also determining the transformation process.

Activity 2.2.2: A basic legal request concerning the transformation process was set by the Law on KJA which stipulated an immediate timeframe in Art. 29 para 6, that “within six (6) months after the entry into force of this law, shall be issued sub-legal acts foreseen by this law.” The relevant sub-legal Regulations to be drafted were the following: (1) Selection of the new Director of the Academy, (2) Managing Board of the KJA, (3) Program Council, (4) Selection of Trainers, (5) Mentors, (6) Tariffs-Fees of Training, (7) Regulation of the Work Plan of the Academy, (8) Internal Organization and Systematization of Working Positions. The law did enter into force on 24. February, so the legal structure of the KJA had to be completed by 24. August 2017. Seven of these eight regulations were drafted until June 2017. The Regulation on Internal Organization and Systematization of Working Positions was still pending.

On this background TWP STE Mr Kęstutis Vaškevičius conducted a mission in early July 2017 in order to contribute to the pending Regulation on Internal Organization and Systematization of

Working Positions so that capacity and efficiency of the new KJA could be enhanced. The existing organizational structure of KJI/KJA was assessed, meetings with KJA management and with the Acting Director, Mr Besim Morina, conducted and the needs for improvements were discussed in detail. Finally STE Mr Vaškevičius elaborated a new draft KJA structure (organogram see activity 2.2.2 below). His detailed explanations including also descriptions of the various functions of departments and units could be used for completing the remaining Regulation on Internal Organization and Systematization of Working Positions (annex 38 to this report, see also QR 6, annex 14).

After KJA's organizational setting was assessed, and a draft organogram was designed, the impact of KJA's environment on operational training management processes of KJA moved into the focus, particularly the role of KJC and KPC. Continuous coordination between the two Councils and the Academy would be essential for an overall coherent training cycle management. TWP STE Mr Christian Happe and Mr Karl-Heinz Volesky conducted two missions in this respect in September and November 2017. They concluded that KPC and KJC bear also responsibility for training of the judges and prosecutors. They should find a common way to fulfil their expectations by defining their training policies which are not determined yet. Without a functioning training department and the necessary work force a fruitful cooperation of both Councils with their different stakeholders appears very difficult. The judicial training cycle should be developed as to enable KJA to gather, analyse and systematize data within both, courts and prosecution systems, on the training needs of judges and prosecutors, on the relevance, importance and necessity of training programmes, and to conduct surveys of judges and prosecutors on the quality of implemented trainings and thus play a coordinating role in the implementation of the Strategic Plan (see Article 6 of the Law on Academy of Justice). For example, a newly established Research and Analysis Department of KJA should bear the responsibility of above mentioned functions.

With regard to the training management function of KJA the STE Mr Happe and Mr Volesky recommend that KJA should take a closer look into the training seminars, particularly on the content. In order to assess the practical value of training measures KJA actually would need either a judge or a prosecutor as a staff member, which would be feasible according to KJA Law Art. 24 para 2. The disproportion of salary scale and inadequacy between different state institutions in the judiciary constitutes a structural barrier to sustainable human resources development at the KJA. The current general legislation on public administration, i.e. Regulation No. 05/2012 on Classification of Jobs in Civil Service (Law No. 03/L-147 on Civil Servants Salaries) defines the lower salary scale for KJA personnel than for the other institutions in the judiciary. The status of KJA, functions and the position in the system of judiciary of Kosovo should grant the same level of all social guarantees, including relevant salaries. This can be regarded as pre-condition for long term affiliation of personnel and avoidance of fluctuation. In view of this, it is recommended, in accordance with the legislation on the relevant procedures, to address this situation to the Councils.

Taking into account the ongoing process of strategic planning for KJA, it was reflected in the TWP how far recommendations about training cycle management should be included into KJAs Strategic Plan. Considering that an integration of both fields, strategic planning and training management, would overload the Strategic Plan it was decided to elaborate a separate *Handbook on Training Cycle Management* in this project activity, which would comprise all steps of the training cycle including also the TNA from activity 1.1.4 to 1.1.6 (see QR 8, page 14 and 22, and annexes 3+4). The envisaged Handbook on Training Cycle Management was supposed to supplement the existing

“Faculty Handbook” of KJA. It did not seem necessary to reinvent or modify substantially existing training templates, e.g. for TNA or training evaluation, since they are within the state of art. More relevant and improvable was the use of existing tools and templates and their processing with regard to the training cycle particularly an KJA’s database. This was particularly tackled in activity 2.3.1.

Activity 2.3.1 was dedicated to design and elaborate of a computer based “Training Management Toolkit”, which meant to develop templates for TNA and seminar evaluation which can be used on KJA’s database. It seemed not necessary to reinvent or modify existing training templates, since they are within the state of art. More relevant and improvable was the use of these existing tools and templates and their processing on KJA’s database which functioned at that time as historical storage place and less as a source of information for future decisions on training. Statistical reports were generated on separate excel files by staff members rather than automatically configured reports produced by the IT system. Following each training, the supervising KJA staff member produced a short descriptive report without further review or analysis being conducted. Evaluation forms are entered into the database, where they remain isolated. However, KJA should have an interest in measuring success and improving performance, both for internal, as well as for external reasons. A working database exists, and it was in an renovation and updating process during the project implementation. It is a relational database which keeps data of participants, of trainings, of trainers and which can proceed needed data for statistical analysis and reports related to training cycle management, for instance on training needs, trainers, participants and training seminars which reflect opinions about future needs and quality of training delivery.

The proposed reports can be generated by the database fully automated with the information already existing or collected regularly with the KJA’s evaluation templates. The data need to be configured, collated and analyzed. For this purpose TWP STEs Mr Josef Schiffer, Mr Sandi Valentic, Mr Christian Happe and Ms Zlatislava Mihailova elaborated a proposal for aggregated training statistics based on given evaluation sheets of the KJA in their missions during February and March 2018. They designed exemplary templates for (1) “participant overview”, (2) TNA data collection and (3) “trainer overview”, which are depicted and explained in the Report Training Needs Assessment, Evaluation and KJA’s Database (annex 8 of this report).

TWP activities in **activity 2.3.2** “Elaboration of e-learning modules” were reduced to a great extent, because other project activities received higher priority in the transformation process from KJI to KJA. Project resources were reallocated to component 1 (curriculum development activities 1.2.3, 1.3.2, 1.4.2) and to the elaboration of KJA’s Strategic Plan (activity 2.1.1). TWP STE Mr Christian Happe, performed the mission together with STE Mr Sandi Valentinc in June 2018. Mr Happe had been already involved in the preceding TA Project at KJI, where he contributed e-learning modules to KJI’s database. They came to the conclusion that KJA’s e-learning platform has been changed to a very basic version compared to the former structure. The use could be intensified. Materials for courses in initial and continuous training need to be uploaded again. The language files need attention in the sense that English and Serbian translations are partly missing. The e-learning materials from the previous TA project were not online anymore. Missing were e.g. the modules on Stress Management, Convention on Human Rights, Anti-Corruption, IT, English Language and Office Management.

With **Activity 2.4.1** priority human resources development fields of KJI staff were supposed to be identified. Human resources, as backbone of any organization, and quality assurance of public services in the judiciary need continuous efforts to modernizing work processes and developing human capacities. In a volatile environment which does not ensure stable job positions and adequate motivating factors (payment, organizational culture, management for growth etc.) human resources development has different requirements. It goes beyond keeping files on pays and leaves of employees, and aims at building competences for increasing performance and at motivating and rewarding employees in order to keep a stable organizational structure. This activity could partly build on results of activity 2.2.1, in which deficiencies of HRM at the KJA had been collected. General issues of HRM/HRD at KJA were (1) blurred work division within the Program Department so that staff members need to help out wherever needed, (2) overloading of management and staff with ad hoc tasks, and (3) lack of available time for retraining and for cooperation and supervision of trainers. However, the still ongoing PAR process impeded any concrete HR plannings and measures, it even increased uncertainties for KJA management and staff.

The currently ongoing PAR process (see also under activity 2.1.2) consists out of package of three laws, including the Law on Public Officials, the Law on Salaries and the Law on the Organization and Functioning of the State Administration and Independent Agencies. All three laws are concerning the KJA, its institutional status as well as the status, remuneration and career perspectives of its personnel if the Justice Academy would be classified as “administrative agency”. The unclear situation and possible impacts on KJA like subordination to the MoJ, new system of job positions, new standards for organization, recruitment and management of human resources, decrease of salaries made the elaboration of HR development plans at that time hardly reasonable. On this background TWP STE Dijana Mandic focused her mission in May 2018 on the crucial question of the future status of KJA by elaborating a comparative overview of status and organizational structures of judicial training institutions in the Western Balkan. This overview is part of the Expertise “Judicial Independence and Vocational Training” (see annex 12 to this report). This expertise gives an overview of the judicial training institutions of Macedonia, Montenegro and Croatia. The conclusions comprise recommendations about the preferable status of judicial training institutions and proposals for KJA’s human resources policies.

Activity 2.4.2 was not implemented out of afore mentioned reasons.

Mandatory results, measured against the benchmarks of each activity of the 2 components

Regarding to which extent each of the mandatory results, measured against the benchmarks of **each activity** of the 2 components agreed in the working plan (annex 1, article 3 of the twinning contract), was achieved see below:

Component 0 – Inception and Final Phase

Activity 0.1, Opening event

Benchmarks: - Information has widely been shared;

- Awareness-raising with all relevant stakeholders conducted;
- Work plan and time schedule presented;
- Media informed about the start of the project;
- Press conference;

Targeted group: project stakeholders, interested public
Project month: 3
Place: Prishtina, Kosovo

The official launch of the project took place in the premises of the KJI, Pristina on 5 April 2016. Around 50 participants from Kosovo's judicial sector - including Supreme Court, Court of Appeal, Basic Courts, Vice Chief State Prosecutor, Appeals Prosecution Office, Basic Prosecution Offices, KJI's Managing Board, Ministry of Justice –, from the Ministry of European Integration, from the EU Office in Kosovo, EULEX, from international organizations - GIZ, UNDP, OSCE - and representatives of other organizations and projects attended the launch. The event was opened by the Head of KJI's Managing Board, Mr. Ymer Hoxha, followed by Mr. Christof Stock, Head of Cooperation at the EU Office in Kosovo, KJI's Acting Director, Mr. Besim Morina, MS PL, Ms. Christine Jacobi, and the MS Junior PL, Eric Vincken. The event was well received by the participants. The organization of the kick-off meeting was a good start into a smooth and trustful cooperation between the Twinning project team and the beneficiaries from KJI.



Figure 11: Opening Conference

Activity 0.2, Closing event

Benchmarks: Stakeholders, media and the public are informed about the project's achievements and the remaining challenges.

Targeted group: project stakeholders, interested public
Project month: 30
Place: Prishtina, Kosovo

The Closing Conference took place in the premises of Hotel International Prishtina on 23.07.2018. Opening statements were delivered by Chief State Prosecutor Alexander Lumezi, Ms Katarina Grbesa (EU Office), Mr Valon Kurtaj (KJA Director and BC PL)), Ms Christine Jacobi (MS PL) and

Ms Eva Erren (MS JPL). Main results of the TWP were presented by Mr Klaus Erdmann (RTA), Mr Stephan Engelhorn (TWP STE) and Ms Zlatislava Mihailova (TWP STE). Public interest was high.

Component 1 -

Activity 1.1.1 Assessment of the legal and institutional setting of the current training and qualification system with regard to the erection of an Academy of Justice

Benchmark: Assessment report about the current legal sector training system elaborated considering the planned transformation of KJI into an Academy of Justice

Targeted group TWP Steering Committee, TWP team

Project month 5

Place Prishtina

The mission for this activity was conducted by Ms Christine Jacobi (MS PL) and Mr Eric Vincken (MS JPL) directly after the first SCM. They elaborated an *Assessment Report on the Training System*, which is attached as annex 6 to this report. Their main recommendations were:

CTP
<ul style="list-style-type: none"> • Course offer should be more demand driven, concentrate on (practice) relevant issues and include more variety of forms (e.g. roundtables for an interactive exchange of experiences among judges and prosecutors); • Systematic linkage between vocational training and further career development of judges and prosecutors should be established.
ITP
<ul style="list-style-type: none"> • Appointment as judge or prosecutor should only follow after the successful passing of the ITP with an assessment at the end; • Drastic reduction of currently 50 ITP modules by systematic structuring (e.g. thematic, professional); • Introduction of qualification oriented, competency based training with view to the needs of judges at Basic Courts and prosecutors at Basic Prosecution Offices.
TNA
<ul style="list-style-type: none"> • TNA should be competency oriented and take into consideration the practical work requirements of judges and prosecutors; • The entire TNA process including competent jurisdictions and cooperation steps of relevant stakeholders in this process (KJI, KJC and KPC) should be regulated in the draft JA Law and the Laws on KJC and KPC; • Separation between policy related, strategic issues (responsibility of KJC/KPC) and the operational level, with full responsibility of KJI/JA for conducting of the TNA.
Trainers

<ul style="list-style-type: none"> • Selection process of trainers should be reorganized including proper assessments so that best experts for specific topics will indeed be involved at KJI as a trainer;
<ul style="list-style-type: none"> • KJI should take a more active role in instructing these trainers to tailor the courses to each individual group of trainees;
<ul style="list-style-type: none"> • Training of trainers should focus on methods of training and training instruments.
Draft Law on JA
<ul style="list-style-type: none"> • Draft Justice Academy Law should be revised before final adoption, considering the policy paper submitted by the experts at the end of June 2016, and containing suggestions with regard to <ul style="list-style-type: none"> - structure and bodies of the future Judicial Academy; - training Needs Assessment; - target groups of the future Justice Academy; - appointment of judges and prosecutors.

Table 6: Assessment Report on Training System

Activity 1.1.2 Qualification and training development in the judicial sector, definition of development priorities

Benchmark: Start-up workshop implemented, Action plan drafted

Targeted group KJA Management and Trainers, KJC and KPC, Presidents of Courts and Heads of Prosecution Offices

Project month 5-9

Place Prishtina

The outlined “Life Long Judicial Learning” (LLJL) Concept, which was specifically adapted to Kosovo conditions, functioned as reference frame for the elaborating the Action Plan and as a baseline for the Start-up Workshop “Learning by Doing” in October 2016. The entwinement between strategic policy level and individual qualification development was regarded as essential starting point to develop a consistent and coherent *Action Plan*.

As adequate *policy-level instruments* for a coherent system of LLJL in Kosovo were exemplarily identified:

- (1) *Job profiles* with performance criteria, skills, for all different job categories in the judicial system, which are essentially to be developed by KJC and KPC, and then to be communicated to KJI / JA as the major training stakeholder;
- (2) *Proper regulations* with criteria for the selection and appointment of (candidate) judges and prosecutors (entry exams, interviews etc.), as to the best possible sequel of initial training and induction training, and as to adequate performance appraisal at suitable points of this probationary phase; these regulations should be developed essentially by MoJ, KJC and KPC, but with support from the KJI / KJA;
- (3) *Strategic personnel development (HR) plans* both for the entire judiciary and the entire prosecution service, containing concrete numbers as to necessary judges and prosecutors (quantitative planning), criteria which make a good judge / a good prosecutor (qualitative

planning), criteria for the advancement / promotion of judges and prosecutors (evolutionary planning).

A methodologically modern, needs-oriented and thus tailor-made judicial training program sets the following landmarks for training capacity development at the KJA from the view of both STE:

- initial training: the current totally overburdened and in many parts way too technical (black-letter law-loaded) modules will have to be thoroughly cleared out / cut down.
- initial training which blends several-day sequels of small-group lessons (on basic procedural rules, but also on important capacities, competencies and skills), and face-to-face mentoring inside the courts / prosecution offices,
- introduction of tailor-made induction training immediately after initial training, the induction training's objective being to prepare the young judges / prosecutors for their concrete first deployment,
- Further technical knowledge - especially for the training managers - as concerns continuous training sessions' descriptions (including target group, main content, methodology, and learning goals),
- Further technical knowledge - especially for *trainers* themselves - as concerns proper *methodology and interactivity* in all kinds of training formats (residential training courses, web-based training, training at the workplace, etc.).

These considerations on LLJL were groundbreaking for the elaborated Action Plan for Training Activities. It comprises proposals for (1) "Enhancement of a Policy-Steered *Grand Strategy* for the Life Long Judicial Learning" and (2) "Organizational, Infrastructural and Methodological Implementation of the *Grand Strategy* for Courts' Development and Prosecution Service Development by the Relevant Training Provider(s)". In the first part concrete requests to the training policy of the two Councils are formulated (e.g. determination of judicial job profiles, criteria for the selection and appointment of (candidate) judges and prosecutors, standards of initial training and performance appraisals). The second part concludes various principles for training methodology, an training formats of intial and continuous training.

The Action Plan is attached to this report as annex 19 to this report.

The Start-up Workshop's results and their impact on further project implementation are depicted in table 6:

Working Group results	Impacted Project Fields
Working Group 1 Strategic Human Resources Development and Job Profiles	
Requirements to future offices and staff (IT equipment, formal, non-formal and informal training)	Mandatory Result 7: Update and supplement the current KJI's database with additional modules/tools
Need of an overall training strategy for the judiciary (job profiles, quantitative and qualitative development of human resources, financial needs)	Mandatory Result 5: Assist KJI in developing strategic planning

Training policy decisions (recruitment requirements for judges and prosecutors, review of the Competency Framework, more practice oriented Initial Training, introduction of an Induction Training)	Mandatory Result 4: Further develop orientation programs of KJI
Working Group 2 Selection of Judges and Prosecutors – ITP and Induction Training	
General Assessment of the candidates (newly appointed judges and prosecutors)	Mandatory Result 2: Further enhance the professional capacities and training skills of the trainers in the identified fields and for administrative staff
Multidisciplinary training	
Training at the working station (deputy judge and deputy prosecutor)	
Selection of mentors from a group of experienced judges and prosecutors – constant supervision	
Working Group 3 Training Needs Assessment	
Mechanisms of TNA (Definition of relevant topics - priority setting, criteria for the choice of TNA methods, “Cascade Model” of TNA: presidents of courts/PO collect and monitor the TNA process in their institutions)	Mandatory Result 1: Further Develop Training Needs Identification Mechanisms
Institutional responsibility of TNA (consideration of different levels of assessment: individual work performance – strategic priorities, appropriate assessment criteria: e.g. regulations on performance evaluation (= competencies), how to transform performance evaluations to training needs formulation?)	Mandatory Result 6: Further develop the professional capacities and skills of KJI's Management and staff
Working Group 4 Training Methodologies	
Importance to identify relevant competencies for different job duties (collecting and considering facts of material Law, Court’s Decisions, Facts of procedural Law, compiling facts, writing down a decision, work techniques (file management/leading a hearing, stress management), moderating a hearings, dealing with masses of files/to make a good use of time)	Mandatory Result 3: Develop comprehensive curricula in the identified fields of criminal and civil law
Main learning contents and methods (knowledge of facts, of the law, ability to apply knowledge, explaining issue, mock trial, writing a scientific article on a norm, leading and moderating a discussion, teaching colleagues, simulation of a scenario, designing a road map(a blueprint) on how to treat a submission/ to calm a situation, being able to differentiate between urgent and other files, trying to work in self-given timetables for certain files, e.g. maximum period of time to prepare a hearing).	Mandatory Result 2: Further enhance the professional capacities and training skills of the trainers in the identified fields and for administrative staff

Table 7: Impacts of the Start-up Workshop "Learning by Doing"

Activity 1.1.3 Elaboration of a competency framework for the judicial sector

Benchmarks: Report with recommendations on a Competency Framework for the Judicial Sector in the Kosovo elaborated, including generic capabilities (knowledge, skills and attitudes) which are required for work performances of target groups in the judicial sector

Targeted group KJA management and trainers, KJC and KPC

Project month 5-9

Place Prishtina

The competency framework and its role for judicial training is included in the TWP's Handbook on Case Based Training (attached as annex 9 to this report), and the new Initial Training Program with the competency framework is attached as annex 16 to this report. Chapter 5 of the Handbook on CBT "Work Place Orientation and Competencies" (page 67-72) explains the general meaning and use of competencies in education and training, introduces a popular competency model (personal, social, professional and methodical competencies) and three main dimensions of competencies (knowledge, skills, attitudes) before specifics of judicial competencies are elaborated. It is noteworthy that competencies constitute job profiles and are used as performance indicators. This is further detailed in Art. 12 of the Regulation 11 / 2016 on "Performance Evaluation of Judges", issued by the Kosovo Council of Judges (KJC) on 31. August 2016 and with exemplary job profiles for judges and prosecutors in the Handbook. The detailed competency framework is presented as annex 1 of the Handbook on CBT, its basic structure comprises the elements depicted in figure 12.



Figure 12: Judicial Competencies

This Competency Framework was well appreciated by KJA and included into the Initial Training Program for 2017/18 as mentioned above.

Activity 1.1.4 Training needs assessment (TNA) in the judicial sector

- Benchmarks:
- TNA prepared taking the planned transformation of the KJI into a Academy of Justice into account,
 - Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process (including determination of training priorities, selection of target groups and participants),
 - Manual and guidelines with recommendations for KJI's TNA methods elaborated,
 - Exchange program implemented.
 - Targeted group KJA management

Project month 10-12
Place: Prishtina

The TNA Assessment Report is attached as annex 20 to this report. Improvement of legal regulations and institutional responsibilities are recommended in chapter 2 „Shared Responsibility “- Cooperation and Coordination with Stakeholders” of the Handbook on TCM (annex 11 to this report). These recommendations were also part of TWP’s practical contributions to the legislative process of the Law on KJA as described under activity 1.1.1, 1.1.3 and 1.1.4 above. Recommendations for technical implementation of the training planning and programming process are included in chapter 4 “Training Needs Assessment” of the Handbook of TCM and, more specifically, in the chapter “The TNA Algorithm” of the Report on Training Needs Assessment, Evaluation and KJA’s Database (annex 8 to this report).

As described in the TNA Assessment Report KJI uses a challenging high number of 14 different assessment mechanisms, which all have to be carried out by the KJI itself. The main weaknesses of this TNA process are also described in QR 7 (page 13/14):

- Lack of reliable responses to TNA questionnaires and seminar evaluations,
- Lack of specificity and prioritization of training needs in available institutional documents (plans, strategies e.g.),
- No availability of performance evaluations of judges and prosecutors,
- Lack of continuous data collection and of IT-based evaluation systems,
- Lack of evaluation criteria and indicators.

The basic new idea suggested in chapter “The TNA Algorithm” of the Report on Training Needs Assessment, Evaluation and KJA’s Database is to relieve KJA from carrying the total burden of data collection for TNA by chunking the whole process into five different building blocks with different data and information providers like the two Councils, courts and prosecutions offices and KJA managers for instance. The data provided by these different sources should be fed into KJA’s database. Statistical data about training consist so far out of a few quantitative parameters like the number of trainings, their distribution between the various training programs and legal fields, the number of participants and their professional category (judge, prosecutor, other) and gender. The important step would be to describe how intended summary statistics, e.g. for training needs assessment, could be computed from collected data. In this context it seems necessary to find solutions about connecting and integrating available data, for instance with appropriate evaluation indicators.

The computation of summary statistics and the compilation of training needs heavily bear on the usage and the planned reengineering of the Academy’s data-base with appropriate considerations about needed statistical reports. The STEs will provide proposals for useful tools and templates in order to generate significant reports. This context is further followed up under activity 2.2.1/2.2.2

Activity 1.1.5 TNA implementation and evaluation

Benchmark: TNA report elaborated, documenting interview guidelines and questionnaires, as well as a statistical analysis of the survey results

Targeted group KJA management

Project month 20-22

Place: Prishtina

Assessment and recommendations for improvement were delivered by TWP STEs Zlaty Mihaiolova and Hans Rieger with the TNA Assessment Report attached as annex 20 to this report. Weaknesses of the current TNA process were identified in the exceeded numbers of TNA sources (“mechanisms”), the lack of internal assessment and correlation of the provided data and the lack of inter-institutional coordination between judicial stakeholders in exploring training needs, particularly courts and prosecution offices. The TNA Assessment Report elaborates different tools and elements for improvement during specific stages of the TNA process which are depicted in figure 13:

documentation	After the completion of the training, the TNA work continues. Training should be properly documented – from audience expectations to the assessment of how much of those was met, what is the level of satisfaction
evaluation	<ul style="list-style-type: none">- evaluation of quality of training, trainer and venue ex-post; anonymous, can be used for quantitative analyses and for quality measure of trainers.- qualitative evaluation of participants wishes and needs in future, can be used separated from the first part and can also be non-anonymous.- trainer interviews with feedback from their perspective
statistics	<ul style="list-style-type: none">- KJI statistics about topics, number of participants and trainers are available. Relevant “mass”-topics can be identified from evaluation sheets. These topics are qualified to be on the list of offered based trainings.- key success indicators should be established and measured
database	<ul style="list-style-type: none">- extension of the existing database of KJI in order to create a participant profile:- record for every participant with information about training- possibility to create specialized training offers:· “friendly reminder: you have not attended a training for the last 3 years. We want to offer you...”
impact assessment	Retention survey: trainer meets with selected trainees 3 to 6 months after completion of training and discusses results, after 6-12 months training specialist meets with manager(s) of trainees to discuss behavior or job performance improvement. This could be tied to the performance evaluation reviews conducted by KPC and KJC.
presentation of TNA results	<ul style="list-style-type: none">- Seminars, Conferences, Lunch meetings, Debates, In-house trainings

Figure 13: Management tools for TNA

The TWP did not elaborate and implement a classical TNA based on interviews and questionnaires with the goal to prepare a comprehensive training plan for KJA’s CTP. Focus of project activities were, according to the political and institutional weight of this topic, structural and organizational aspects of training needs assessment, e.g. integration of TNA in the competency based approach in order to connect it with job profiles and performance indicators, distribution of institutional responsibilities for providing necessary regulations on procedures and standards for data and information gathering and processing. These thematic fields are elaborated in the chapters 2 „Shared Responsibility “- Cooperation and Coordination with Stakeholders” and 4 “Training Needs Assessment” of the Handbook on TCM (see annex 11 to this report). As far as statistics are concerned the chapter “The TNA Algorithm” of the Report on Training Needs Assessment, Evaluation and KJA’s Database (see annex 8 to this report) is relevant.

Activity 1.1.6 Presentation of TNA results and conclusions about priority training fields and elaboration of a Training Plan for KJI

Benchmarks: presentation workshop implemented
priority training fields defined
training Plan elaborated, comprising priority fields, objectives, target groups, time schedule and resources for future trainings, which are defined in this activity

<u>Targeted group</u>	KJA Management and Trainers, KJC and KPC, Presidents of Courts and Heads of Prosecution Offices
<u>Project month</u>	26
<u>Place</u>	Prishtina

The Presentation Workshop was combined with the presentation of the Handbook on TCM on 13.06.2018 (see QR 10 page 19/20). Training priority fields were not elaborated because the TWP did focus on case based training for civil and criminal procedure in the ITP. The Training Plan for continuous training was elaborated timely by KJA with support of the TWP (comprising objectives, target groups, time schedule) and is attached as annex 17 to this report. The initial training program is attached as annex 16.

Activity 1.2.1 “Judicial Didactics” and “Legal Skills” - Comparative good practices in the EU and in the Western Balkan countries for judges and prosecutors

Benchmark: Workshop implemented
Report elaborated, including recommendations for competency based modularized VET

<u>Targeted group</u>	KJA Management and Trainers, KJC and KPC, Presidents of Courts and Heads of Prosecution Offices
<u>Project month</u>	11-13
<u>Place</u>	Prishtina

The Workshop “Judicial Didactics” was implemented on 23.02.2017 with the contributions of TWP STE Hansjörg Scherer, Stephan Engelhorn, Zlatislava Mihailova, Bert Baks.

The workshop program is depicted in figure 14:

**“Judicial Didactics” - Workplace Orientation, Training Methods and Quality Assurance
23. February 2017**

	Opening of the Workshop
10.00	Context and goals of the workshop: (1) transformation of KJI into KJA, (2) new design of Initial Training for judges and prosecutors and (3) the role of trainers
	Acquiring the Future - Introduction of the Working Group Topics
10.15	<ul style="list-style-type: none"> • Integration of Theory and Practice – Presentation of Mr. Emin Uka, the Kosovo Academy of Public Safety (KAPS) • Role of Trainers in the Initial Training Program – Presentation of Mr. Hansjörg Scherer, judge and Twinning project expert
12.30 – 14.30	Parallel Working Groups
	Working Group 1 - Integration of Theory and Practice workplace orientation in the initial training program and continuous training
	Working Group 2 – Training of Trainers (ToT) new ToT formats, training methods and materials
	Working Group 3 – Quality Assurance recruitment and qualification models for trainers
14.30	Plenary Session and Evaluation <ul style="list-style-type: none"> • Rendition of the working group results • Conclusions and recommendations for the future

Figure 14: Program of the Workshop “Judicial Didactics”

Managers of KJA, judges and prosecutors as well as representatives of other organizations like KAPS and KOSEJ participated as depicted in table 8.

	Name	Position	Institution
1.	Admir Shala	Prosecutor	Special Prosecution
2.	Albert Zogaj	Judge	Court of Appeal
3.	Fejzullah Rexhepi	Judge	Court of Appeal
4.	Skender Çoçaj	Judge	Basic Court of Prizren, Member of KJC
5.	Valdet Gashi	Prosecutor	Basic Prosecution Prishtinë
6.	Ikramije Bojaxhiu	Prosecutor	Basic Prosecution Prishtinë
7.	Stefanie Lefeuve	Project Manager	KOSEJ (CoE)
8.	Ritva Vähäkoski	Twinning RTA	KAPS
9.	Emin Uka	Training Manager	KAPS
10.	Isa Shala	Judge	Court of Appeal
11.	Vaton Durguti	Judge	Basic Court of Gjakovë, Court President
12.	Valon Totaj	Judge	Basic Court of Prizren
13.	Islam Sllamniku	Permanent Trainer	KJA
14.	Ramadan Gashi	Permanent Trainer	KJA
15.	Valmira Pefqeli	Manager, Head of ITP	KJA

16.	Luljete Hetemi	Manager, Head of Research and Publication	KJA
17.	Melihate Rama	Manager, Head of CTP	KJA

Table 8: Participants of the Workshop "Judicial Didactics"

Integrating results of working group 1 ("Integration of Theory and Practice") with working group 2 ("Training of Trainers") delivered groundbreaking results for the further development of capacity building activities in component 1. Particularly the training concept of TWP STE Hansjörg Scherer "From Courtroom to Classroom" with the "Sandwich Model" of training were further adapted and introduced in activities 1.2.2/1.2.3 and 1.3.2. Report and recommendations are integrated in chapter 2.2 ("Judicial Learning") of the "Guidelines for competency based judicial training" (annex 7 to this report). The "Sandwich Model" and its use is presented and explained in chapter 3 ("How to Train with a Case") of the Handbook on CBT (annex 9 to this report).

Activity 1.2.2 Development of a standard Train-the-Trainer (ToT) seminar for selected priority fields in cooperation with KJI staff

Benchmark:	Competency framework for trainers in the judicial sector elaborated
	Guidelines with recommendations for standards of trainer selection and management elaborated
	Curricula of ToT including adult learning styles, guidelines
	ToT Training Package with curriculum, ppt, manuals and exercises elaborated;
<u>Targeted group</u>	KJA Management and Trainers
<u>Project month</u>	9-13
<u>Place</u>	Prishtina

The TWP STEs Zlatislava Mihailova and Bert Baks elaborated three different formats for the training of trainers with respective competency requirements (see figures 15 to 17 below). A basic format for the first instruction and orientation of trainers into their tasks, so that an own ToT can be designed and delivered by them. An advanced format for upgrading trainers competencies specifically in methodical competencies and working with groups. The specialized ToT format is focusing on legal writing and judicial decision making, which are particularly important competencies in the civil and criminal procedure.

Recommendations for standards of trainer selection and management are included in chapter 5 ("Modular Training Design") of the "Guidelines for competency based judicial training" (annex 7 to this report) and in chapter 5.8 ("Recruitment and qualification of trainers") and 5.9 ("Practical Considerations") of the Handbook on TCM (annex 11 to this report).

ToT curricula and the ToT package with exemplary curricula and exercises are comprised in the Handbook of CBT in chapter 3 ("How to Train with a Case") and 4 ("Training Tools") which is attached as annex 9 to this report.

Modul	Title "TOT Basic Level"	Comments
Study period (scheduled time)	2 days	
Module coordinator / mentor	N.N.	
Workload <ul style="list-style-type: none"> • Instructional time • Self-learning time 	Instruction: 16 hours Self-learning: 4 hours	Handbook for TOT
Acquired competencies	<ul style="list-style-type: none"> • Didactical Knowledge and Skills • Methodological competency • Professional Commitment • Professional Conduct • Managerial Responsibility • Leadership 	<ul style="list-style-type: none"> - Self-confidence - Authenticity as a trainer - Fair commitment - Independence and integrity - Design and develop efficient TOTs - Use work-related topics and tools.
Qualification goals	<ul style="list-style-type: none"> • Participant is willing and committed to increase professional capacities for designing, developing and conducting efficient TOTs. 	Confident trainers ready to deliver TOT seminars to future KJI trainers.
Learning contents	<ul style="list-style-type: none"> • From competences to modules (CBT model) • Training cycle • Instructional design • Learning by doing • Learning Objectives • Didactical elements • Training Activities • Training Packages 	Provide the Handbook for TOT as a preliminary reading material
Learning intensities	1. – 4. Knowledge and understanding 5. to be able to apply	Bloom's taxonomy
Learning methods	Instruction with demos, Big and small group discussions, practical exercises Presentations and case study	A variety of training methods used and practiced
Testing (format)	Initial and final questionnaire	Session design and presentation

Figure 15: Basic ToT Format

Modul	Title "TOT Advanced Level"	Comments
Study period (scheduled time)	2 days	
Module coordinator / mentor	N.N.	
Workload <ul style="list-style-type: none"> • Instructional time • Self-learning time 	Instruction: 16 hours Self-learning: 4 hours	Handbook for TOT Handouts on specific techniques
Acquired competencies	<ul style="list-style-type: none"> • Didactical Knowledge • Skills for application of training methods • Methodological competency • Professional Commitment • Managerial Responsibility • Leadership 	<ul style="list-style-type: none"> - Self-confidence in demonstration the application of modern training techniques - Authenticity as a trainer - Independence and integrity - Design and develop efficient TOTs - Use work-related topics and tools.
Qualification goals	<ul style="list-style-type: none"> • Participant is committed to excell in professional capacities for designing, developing and conducting efficient TOTs. 	Mastering training techniques and tools application. Confident trainers ready to deliver TOT effective and efficient seminars to future KJI trainers.
Learning contents	<ul style="list-style-type: none"> • Group dynamics • Presentation and facilitation skills • Discussion and debate • Case Studies design and reflections • Handling difficult situations • Simulations, role play, mock trail • Practical workshop 	Provide the Handbook for TOT as refresher, send out handouts on specific advanced training techniques as a preliminary reading material. Practice advance training techniques.
Learning intensities	Knowledge & understanding to being able to apply	Bloom's taxonomy
Learning methods	Instruction with demos, discussions, practical exersises Presentations, role play and case study	A variety of training methods used and practiced
Testing (format)	Initial and final questionnaire Feedback on demonstrated training techniques	Session presentation using advanced training techniques

Figure 16: Advanced ToT Format

Modul No.	Title "TOT Specialized"	Comments
Study period (scheduled time)	2 days	
Module coordinator / mentor	N.N.	
Workload	Instruction: 16 hours	Case description and Moot Court basics sent in advance
Acquired competencies	<ul style="list-style-type: none"> • Didactical Knowledge • Methodological competency • Professional Commitment • Analytical skills • Professional Conduct • Managerial Responsibility • Leadership 	<ul style="list-style-type: none"> - Self-confidence in designing and conducting Moot Court - Professional Conduct and performance - Authenticity as a trainer - Fair commitment - Independence and integrity - Adopt different perspectives - Interpret complex legal issues.
Qualification goals	<ul style="list-style-type: none"> • Participant is committed to practice simulations for efficient judicial training delivery. 	Effective and confident use of legal writing and simulation techniques.
Learning contents	<ul style="list-style-type: none"> • Building arguments • Legal Drafting • Writing indictments and decisions • Moot Court – key aspects, legal problems, signposting, building positions and strategies • Moot Court Simulation -Practical workshop 	Templates of legal drafts Simulations
Learning intensities	Knowledge and understanding to being able to apply	Bloom's taxonomy
Learning methods	Instruction with simulations	Building a moot court exercise
Testing (format)	Evaluation of moot court participation and performance	Moot court simulation

Figure 17: Specialized ToT Format

Activity 1.2.3 Implementation of at least four ToT-seminars

Benchmark: Four ToT seminars piloted, e.g. in the fields of criminal law, commercial law, fiscal law and public procurement

Targeted group KJA Management and Trainers

Project month 22-28

Place Prishtina

ToT seminars were conducted by the TWP (1) on request by KJI/KJA as obligatory trainings for KJI/KJA trainers before their employment as trainers in the ITP or CTP, (2) as induction trainings for KJI/KJA mentors in the ITP, (3) as ToT workshops on case based training with the project's Trainer Working Group and (4) as ToT pilots on case based training. All implemented ToT are listed in table 9 below.

	Date	Act	Topic	Implemented by	Target Group
1.	22./23.06.16, Prishtinë	2.2.1	ToT in Prishtinë	Klaus Erdmann & Rainer Hornung	KJI trainers – judges, prosecutors, administrative managers of courts and KPC/KJC
2.	14./15.09.16, Bogë	1.1.2	ToT in Bogë	Klaus Erdmann, Rainer Hornung, Martin Groß, Ineke van de Meene	KJI trainers – court presidents, judges, prosecutors
3.	07.12.16, KJA	1.2.2	ToT for ITP trainers	Klaus Erdmann	KJA trainers for criminal procedure
4.	28.09.17, Milloshevë	1.2.3	ToT for KJA mentors in the criminal field	Klaus Erdmann, John Ferry	Judges and Prosecutors working as mentors in KJA's ITP

5.	17.11.17, Gjilan	1.2.3	ToT for KJA trainers in the criminal field	Ineke van de Meene, Guido Christensen, Christian Happe, Klaus Erdmann	Judges and Prosecutors working as trainers in KJA's ITP
6.	01.03.18, KJA	1.2.3	Workshop "ToT on Case Based Training"	Kai Hecheltjen, Paula Borowska, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
7.	22.03.18, KJA	1.2.3	Workshop "ToT on Case Based Training"	Kai Hecheltjen, Paula Borowska, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group
8.	27.03.18, Milloshevë	1.2.3	ToT for Mentors in the Initial Training Program	Stephan Engelhorn, John Ferry	KJA Mentors in the civil field
9.	24.04.18, KJA	1.2.3	Workshop "ToT on Case Based Training"	Klaus Erdmann	KJA trainer working group
10.	02./03.05.18, Milloshevë	1.2.3	TOT on case based initial Training	Kai Hecheltjen, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group and KJA trainers
11.	15.05.18, KJA	1.2.3	Workshop "ToT on Case Based Training"	Hansjörg Scherer, Leon Plas, Karl-Heinz Volesky, Klaus Erdmann	KJA trainer working group
12.	12.06.18, KJA	1.2.3	ToT on Case Based Training	Klaus Erdmann	KJA trainers

Table 9: List of TOT implemented

Preparation and implementation of these seminars and workshops were based on the previous results of curriculum development activities (1.3.2) with the same Trainer Working Group. These results as well as the ToT approach and materials (activity 1.2.2/1.2.3) are collected and integrated in the Handbook on CBT (see annex 9 to this report). Common denominator and reference point was the case based training approach. Table 10 under activity 1.3.2 below depicts the didactic structure of the Handbook with its references to both activities.

Activity 1.3.1 "Curriculum development" and "course design" in the priority judicial qualification fields, e.g. of criminal law, commercial law, fiscal law and public procurement

Benchmark: Team of junior trainers established e.g. in the fields of criminal law, commercial law, fiscal law and public procurement

KJI's "Faculty Handbook" for trainers updated with regard to "Training Packages"

Targeted group KJA Management and Trainers

Project month 14

Place Prishtina

A Start-up Workshop was also conducted under activity 1.3.1 for the envisaged project activities of curriculum development. The Workshop "Court Management – Practical Challenges and Curriculum

Development”, conducted on 10.03.2017, addressed to newly appointed or re-elected judges and heads of prosecution offices in order to elaborate on relevant issues of court management (see table 10). The workshop was co-implemented by the CEPEJ program (Ms. Stefanie Lefeuvre, European Commission for the Efficiency of Justice).

Court Presidents and Chiefs of Prosecution			
	Name	First Name	Institution, position
1.	Shala	Hasan B.	Head of Court of Appeals
2.	Bytyci	Aferdita	Head of the Basic court, Prishtine
3.	Radoniqi	Kreshnik	Head of the Basic court, Peja
4.	Hoxha	Ymer A.	Head of the Basic court, Prizren
5.	Shala	Afrim	Head of the Basic court, Gjilan
6.	Kutllovci	Ali	Head of the Basic court, Mitrovica
7.	Hyseni	Bashkim H.	Head of the Basic court, Ferizaj
8.	Durguti	Vaton	Head of the Basic court, Gjakova
9.	Derguti	Haxhi	Chief Prosecutor, Appellate Prosecution
10.	Beka	Imer	Chief Prosecutor, Basic Prosecution Prishtina
11.	Kurmehaj	Agim	Chief Prosecutor, Basic Prosecution Peja
12.	Shala	Admir	Chief Prosecutor, Basic Prosecution Prizren
13.	Maloku	Jetish	Chief Prosecutor, Basic Prosecution Gjilan
14.	Jashari	Shukri	Chief Prosecutor, Basic Prosecution Ferizaj
15.	Selimaj	Ali R.	Chief Prosecutor, Basic Prosecution Gjakova
16.	Syla	Shyqri	Chief Prosecutor, Basic Prosecution Mitrovica

Table 10: Newly Appointed or Re-elected Presidents of Courts and Chiefs of Prosecutions

The Trainer Working Group was established by the KJA directly after the implementation of the workshop “Judicial Didactics - Workplace Orientation, Training Methods and Quality Assurance” on 23. February 2017. But a steady Working Group on Case Based Training was established only gradually, particularly after case based approach was presented and agreed with Kosovo partners (KJA management and trainers) in a roundtable meeting at KJA on 30.05.2017. The members of the Working Group are presented in section 2C, page 27.

Instead of updating KJI’s Faculty Handbook a completely new Handbooks on CBT and TCM were elaborated comprising all necessary elements for curriculum development and training cycle management. The understanding and use of “training packages” is also detailed in chapter 6 (“Training Packages”) of the “Guidelines for competency based judicial training” (annex 7 to this report).

Activity 1.3.2 Structuring, elaboration and piloting of training packages in the priority qualification needs in the fields of criminal, commercial and administrative law

Benchmark: Training packages elaborated (comprising including training curriculum, trainers manual and presentation, participant handout, exercises and case studies) and implemented

Targeted group KJA Management and Trainers

Project month 16-22

Place Prishtina

The training packages are comprised in the Handbook on CBT, which provides all elements of training packages for course development and for training of trainers in civil and criminal procedure with focus on the case based approach. Table 11 gives an overview:

Topic	Handbook on CBT (chapter)
Manual for trainers	Introduction (1.)
Instructions	What to do with cases? (2.) Case example: Lumbar Puncture (2.1) How to select and design cases (2.2) How to design a small case (2.4)
Curriculum development	What to do with cases? (2.)
Criminal Procedure	A real criminal case (2.5.1)
Civil Procedure	Real civil cases (2.5.2)
ITP	Case files in Initial Training (2.6)
Training of Trainers (ToT)	How to train with cases ? (3. – 5.) Judicial Learning and Training (3.1) Teaching Style (3.3) Training Methods (3.4) Training tools (4.) Work place orientation and competencies (5.)
Lesson plan	Lesson plan (4.8)
Curriculum plan	Curriculum plan (4.9)
Training material	Annexes
civil and criminal procedure	civil and criminal procedure (annex 2)
criminal procedure	Taxi Driver (annex 4, case 5) “Old Lady” (annex 4, case 6)
civil procedure	“Alpha Romeo” (annex 4, case 7) “Angina Pectoris” (annex 4, case 8)
Exercises	Examples of small cases (2.3.)
criminal procedure	Case 1a “Lumbar Puncture” modified (2.3)
civil procedure	Case 2 “Telephone Book” (2.3) Case 3 “Sales Contract” (2.3)

Table 11: Didactic Structure of the Handbook on CBT

The Handbook is the common result of both activity lines, developing training packages in civil and criminal procedure (activity 1.3.2) and elaboration of ToT formats and a training package (activity 1.2.2/1.2.3). Local case material, collected and discussed with the Trainer Working Group, is substantially included.

Activity 1.4.1 Assessment of the Orientation Programs

- Benchmark:
- Assessment report with recommendations on
 - Program objectives and relation to other KJI training programs
 - Identification of acquired legal and interdisciplinary competencies
 - Training format and methods
 - Program duration

<u>Targeted group</u>	KJA Management and Trainers, KPC, KJC, Court Presidents and Heads of Prosecution Offices
<u>Project month</u>	14
<u>Place</u>	Prishtina

The assessment of KJI/KJA's Orientation Programs was part of the mission report of STE Zlatislava Mihailova and Astrid Lang (see QR 5, annex 11), and is attached as annex 21 to this report. However, the TWP focused on the target group *Administrative Staff of Courts and Prosecution Offices*. The training needs assessment for this group became the main content of implementing activity 1.4.2. The respective Assessment Report "Training Needs of Administrative Staff" is attached as annex 22 to this report.

Activity 1.4.2 Further development of the Orientation Programs

- Benchmark:
- Updated existing and elaborated new modules
 - Training package developed including curriculum, session plan, manuals, ppt, exercises

<u>Targeted group</u>	KJA Management and Trainers, Administrative Staff of Courts and Prosecution Offices
<u>Project month</u>	18-20

Place Prishtina

A new training program for Administrative Staff of Courts and Prosecution Offices was to be developed.

First step was an inventory of all job positions, which might be relevant for this training program. These were more than 30 as the overview in table 12 shows.

Second step was to identify which job positions were of judicial character and so to be trained at the KJA. This question was dealt and decided in close collaboration with KJA - the following job categories were selected: (1) Head of Office for case Management, (2) Head of Office for Common Services, (3) Assistant to the Administrator of the Court Branch, (4) Professional Associate, (5) Officer for Information and Monitoring of Media, (6) Executive Clerk, (7) Senior Clerk, (8) Legal Officer, (9) Judicial Secretary (see also page 46/47 above).

Third step was a training needs assessment for this target group, implemented by TWP STE Zlatislava Mihailova and Astrid Langn through in-depth analysis of job descriptions and interviews with representatives of the target group at the Court of Pristina. The Assessment Report Report "Training Needs of Administrative Staff" is attached as annex 22 to this report.

Table 12: Job Positions of Administrative Staff

Function	Grade	Function	Grade
1 Head of the office for case management	6	17 Legal officer 1	10
2 Head of the office for common services	6	18 Administrative Officer	10
3 Assistant to the Administrator	6	19 IT Officer	10
4 Professional associate	8	20 Logistics officer	10
5 Certification Officer	8	21 Treasurer	12
6 Senior officer for budget and finance	8	22 Administrative assistant	12
7 Officer for information and monitoring of media	9	23 Language Assistant	12
8 Personnel Officer	9	24 Technical operator	12
9 Senior archivist officer	9	25 Clerk	12
10 Executive Clerk	9	26 Assistant of the executive Clerk	12
11 Translator	9	27 Judicial secretary	12
12 Senior clerk	9	28 Receptionist	12
13 Finance (Revenue) officer	9	29 Archivist	12
14 Procurement Officer	9	30 Driver	12
15 Statistics Officer	9	31 Delivery Clerk	13
16 Finance (Expenditure) Officer	9	32 Maintenance (Storage) worker	14
		33 Security guard	14

Fourth step was the elaboration of a draft Modular Training Program by the TWP, which is depicted in figure 18 and 19, and to distribute the responsibilities for specific modules between donor organizations and KJA trainers. TWP overtook the supervision for module 3 “Legal and Judicial Skills”. Training material for the sub-modules “Legal research techniques” and “Legal writing and reasoning” already existed, so the TWP delivered in accordance with the responsible KJA trainers the methodic-didactical design for implementation of this module, as well as developing further sub-modules and elaborating training plans for the whole module (see annex 18).



Figure 18: Training Modules for Administrative Staff

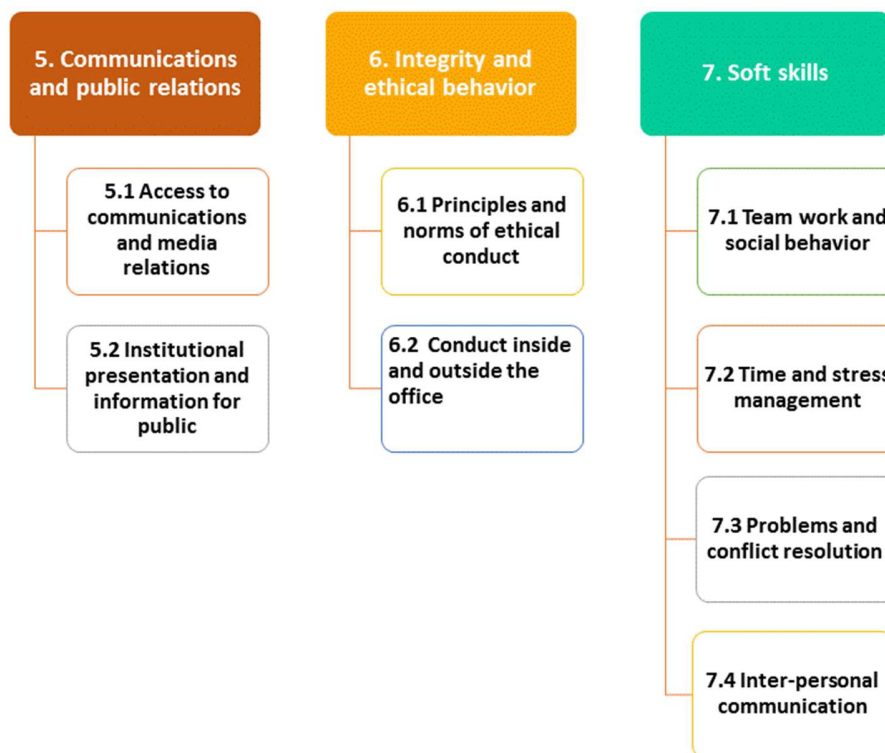


Figure 19: Training Modules for Administrative Staff

Fifth and last step was to produce a training package for the implementation of a training pilot on Module 3 focusing on the sub-module “Legal Research” by the TWP, meanwhile KJA trainers Albert Zogaj and Afrim Shala conducted a training on “Legal Writing and Reasoning”. The training package comprises a curriculum plan (annex 23 to this report), lesson plans (annex 24 and 25 to this report), a textbook (annex 26 to this report), a report (annex 27 to this report), and a power point presentation (annex 28 to this report).

Activity 1.4.3 Training pilot of the updated Orientation Program

Benchmark: Training package implemented

Targeted group KJA Management and Trainers, Administrative Staff of Courts and Prosecution Offices

Project month 28-29

Place Prishtina

The training package on sub-module “Legal Research” was implemented by TWP STEs Zlatislava Mihailova and Christian Happe together with KJA trainer Valon Jupa at KJA on 11 June 2018. The training program is depicted in annex 25 of this report. The demand was high, 19 legal officers and professional associates of various courts and prosecution offices participated.

Component 2

Activity 2.1.1 Assessment of KJI's strategic development plans with regard to the planned transformation to the Academy of Justice

Benchmark:	Assessment report with recommendations elaborated, considering the Rule of Law Assistance Strategy in Kosovo 2016-2019 and the Draft Law on Justice Academy, Manual on Strategic planning elaborated, Exchange program implemented.
<u>Targeted group</u>	KJA Management and Trainers, KPC, KJC, Court Presidents and Heads of Prosecution Offices
<u>Project month</u>	12-23
<u>Place:</u>	Prishtina

There was no strategic development in place, the last strategic document of the KJI was the Strategic Plan 2008-2011. Since a strategic document was definitively necessary for the new Justice Academy to accomplish the first stage of the transformation from the KJI to the KJA, it was agreed with the beneficiary that the TWP would support and contribute to the elaboration of a new Strategic Plan.

First step was the implementation of five preparatory small scale workshops together with the KJI/KJA Working Group on Strategic Planning and Organization (see above under activity 2.1.1). For this purpose a Manual on Strategic Planning was elaborated, consisting out of a session plan (annex 29 to this report), an introductory power point presentation with explanations (annex 30 to this report) and exercise sheets (annex 31 to this report).

Second step was the preparation and implementation of an exchange program to Germany. For this purpose the workshop "Visions of a Justice Academy" was conducted on 7 February 2017 by TWP STE Rosa Jansen and Rainer Hornung (results see annex 32). The exchange program was implemented successfully as Study Visit, the program is attached as annex 33 to this report. For the report of the Study Visit see annex 34 of this report.

Third step was the elaboration of KJA's Strategic Plan 2018-2020 during the second half of 2017. The Strategic Plan comprises a commitment to the European principles of LLJL and to the standards of VET as well as to the essential orientation of "shared responsibilities" for Kosovo's judiciary. The elaboration of strategic and specific objectives is based on a SWOT analysis. An Action Plan for the implementation of 29 measures in 11 fields completes the Strategic Plan, which is attached as annex 10 to this report.

Activity 2.1.2 Financial Planning of trainings

Benchmarks: Report with recommendations on “Financial Planning” elaborated, taking into account the Draft Law on Justice Academy.

Targeted group KJA Management, KPC, KJC

Project month 29-30

Place: Prishtina

The problematic linkage between this project activity and the ongoing PAR process is described under 2.1.1 in the previous sub-chapter. The Manual on “Financial Planning” was elaborated by TWP STE Ädwin Rotscheid and is attached as annex 13 to this report. The basic idea of his report is to introduce more market principles of supply and demand into the judicial training process. For this purpose a cost price estimation of training seminars would be needed. KJA would remain under the MoF as far as indirect training costs (e.g. infrastructure) are concerned. Direct costs for trainings (e.g. trainers and material) would be covered by “purchases” of the Councils. For this latter cost field KJA could be managed and financed by a joint board of the KJC and the KPC. The interrelatedness of KJA, KJC, KPC and courts and prosecutions would be intensified by adding financial relations between KJA on the one hand and KJC and KPC to the other. If KJA is able to calculate the cost price per participant of a training, the costs per participant can be charged to these organizations. Implications of such a regulation would be considerable, it would be an incentive for both Councils to motivate as many people as possible to follow a training at KJA. After all, the indirect costs have already been paid for by both councils. Furthermore the cost price model could also be applied on trainings for free legal professions.

Activity 2.2.1 Assessment of Training Management at KJI

Benchmarks: Workshop implemented

Manual on “Training Cycle Management” elaborated

Organisational structure and operational processes of KJI with regard to the stations of the training cycle reviewed with regard to the planned transformation to a Justice Academy

Targeted group KJA Management, KPC, KJC

Project month 13-21

Place Prishtina

The Manual on Training Cycle Management is supposed to deepen KJA’s managers’ and staffs’ understanding of the different steps of the training management and how they are intertwined. It is produced with the Guidelines on Competency Based Judicial Training (annex 7 to this report) which complements the Handbook on TCM (annex 11 to this report). A start-up workshop to this activity was conducted by TWP STE Zlatislava Mihailova and Bert Baks on 31.01.2017 with the method “Working on the future” (workshop program see annex 35 to this report). A concept paper on the workshop method “Working on the Future” is attached as annex 36 to this report, and the results are

depicted in annex 37 to this report. The results of the workshop are also summarized in figure 20 below.



Figure 20: Results of the Start-up Workshop “Working on the Future”*

*yellow cards = personal job problems, green card = organizational problems, blue cards = possible solutions.

The main results of the workshop indicated that work conditions at KJI/KJA were hampered by uneven distribution and overcharging with work, lack of staff and space. However, dealing with these deficiencies and exploring possible improvements was at the time not mainly a question of work organization and operational procedures. The transformation process from KJI to KJA had firstly to be legally completed as it is described under 2.2.1 above. As last step of the legal transformation the Regulation on Internal Organization and Systematization of Working Positions had to be finalized.

For the purpose to assess KJI's organizational structure and to contribute to the pending Regulation on Internal Organization and Systematization of Working Positions TWP STE Mr Kęstutis Vaškevičius conducted a mission in early July 2017. He analyzed the existing organizational structure of KJI/KJA, conducted meetings with KJA management and with the Acting Director, Mr Besim Morina, and discussed the needs and possibilities for improvements in detail. Finally Mr Vaškevičius drafted a new organigram of KJA (see activity 2.2.2 below). His detailed explanations including also descriptions of the various functions of departments and units contributed to completing the remaining Regulation on Internal Organization and Systematization of Working Positions (see annex 38 to this report).

Activity 2.2.2 Supporting the training cycle management at KJI

Benchmark: Workshop implemented

Standard templates for contracting of trainers elaborated

Manual on “Evaluation of Training Evaluation” elaborated

Standard templates for training evaluation elaborated

Targeted group KJA Management and Staff, KPC, KJC

Project month 18-29

Place Prishtina

TWP STE Mr Kęstutis Vaškevičius started his mission in July 2017 without start-up workshop. He elaborated during his mission a proposal for KJA’s new organizational structure. Main new elements are (1) streamlining the Program Department, (2) introduction of a Public Relations Officer, (3) separation of human resources and financial functions with the direct subordination of the HRM Officer to the Executive Director of KJA. The detailed description and justification for this proposal in attached as annex 38 to this report.

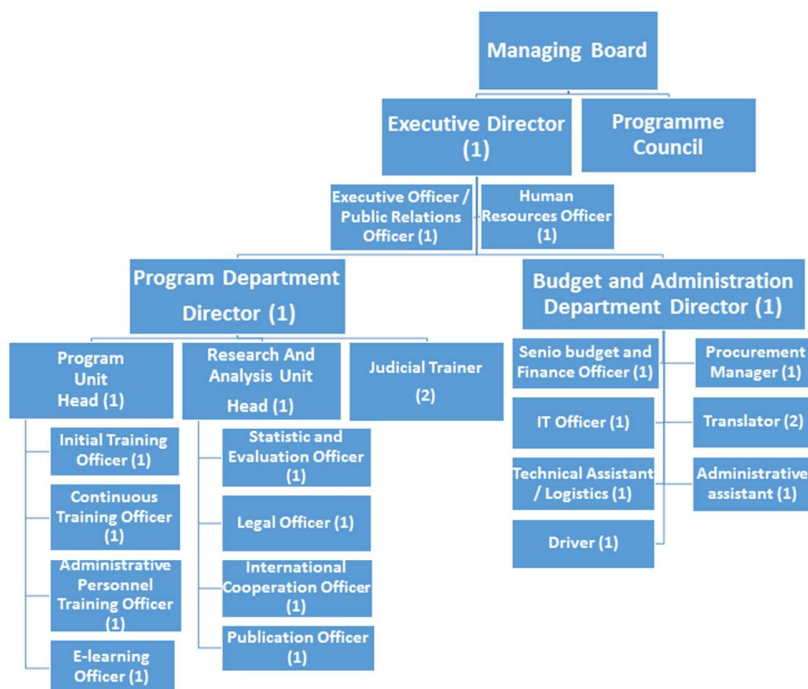


Figure 21: Proposal for new organizational Structure of KJA

Instead of a Manual on “Evaluation of Training Evaluation” the TWP STEs Zlatislava Mihailova, Dijana Mandić, Christian Happe, Sandi Valentinc and Josef Schiffer compiled a Handbook on Training Cycle Management (TCM) which supplements the existing “Faculty Handbook” of KJI. There was no need to draft new templates, because the templates in the Faculty Handbook were up

to date, but to elaborate and exemplify the different stations of the training cycle and the corresponding requirements for training managers. The Handbook provides a general introduction into the training cycle and training management and goes through each step of the cycle (cooperation with stakeholders, needs assessment, course design, selection of participants, recruitment and qualification of trainers, course delivery and administration, evaluation) with theoretical and practical considerations and proposing tools for practical use. The Handbook is attached as annex 11 to this report.

Activity 2.3.1 Design and elaboration of a computer based “Training Management Toolkit”

Benchmark:	Templates for TNA and training evaluation for IT use adopted
	Database for participants, trainers and course modules updated
<u>Targeted group</u>	KJA Management and Staff
<u>Project month</u>	25-28
<u>Place</u>	Prishtina

KJA disposes over a relational database which keeps data of participants, of trainings, of trainers and which can proceed needed data for statistical analysis and reports related to training cycle management, for instance on training needs, trainers, participants and training seminars which reflect opinions about future needs and quality of training delivery. The proposed reports should be generated by the database fully automated with the information already existing or collected regularly with the KJA's evaluation templates.

TWP STE Josef Schiffer and Zlaty Mihailova elaborated a Report on “Training Needs Assessment, Evaluation and KJA's Database” which contains

- (1) a proposal for a new system of training needs assessment breaking the TNA process into different blocks which can be implemented more or less independently by referring to specific stakeholders and sources (see activity 1.1.5 above)
- (2) a proposal of evaluation templates for (1) “participant overview”, (2) TNA data collection and (3) “trainer overview”. The data collected in these templates would enable further statistical operations – by linking, correlating – in order to receive the automated reports about the quality of training delivery and management.

The exemplary templates for data collection, related indicators and statistical operations – focusing on arithmetic means of proposed indicator values – are depicted and explained in the Report “Training Needs Assessment, Evaluation and KJA's Database” (annex 8 of this report).

Activity 2.3.2 Elaboration of e-learning modules

Benchmarks:	KJI's developing Case Management Information System (CMIS) further updated with cases
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selected training modules are transformed into e-learning modules.

Targeted group KJA Management and Staff

Project month 29

Place Prishtina

This activity was reduced to a great extent, because project priorities were adapted to the requirements of the transformation process from KJI to KJA. Considerable project resources have been reallocated to component 1 (curriculum development activities 1.2.3, 1.3.2, 1.4.2) and, in component 2, to the elaboration of KJA's Strategic Plan (activity 2.1.1).

A functioning Case Management Information System (CMIS) was not yet available at KJI/KJA. Court decisions have been stored on KJI/KJA's database but without retrieval system. Therefore further updating was not requested.

TWP STE Mr Christian Happe took stock of KJA's platform with regard to e-learning modules. He was already involved in the preceding TA EU Project at KJI, where he contributed e-learning modules to KJI's database. He performed his mission together with STE Mr Sandi Valantinc in June 2018. Both came to the conclusion that KJA's e-learning platform did alter to a very basic version compared to the former structure, and the use could be intensified. Materials for courses in initial and continuous training need to be uploaded again. The language files need attention in the sense that English and Serbian translations are partly missing. The e-learning materials from the previous TA project were not online anymore. Missing were e.g. the modules on Stress Management, Convention on Human Rights, Anti-Corruption, IT, English Language and Office Management.

Activity 2.4.1 Identification of priority HR development fields of KJI staff

Benchmarks: HR development plan for KJI staff elaborated, comprising specific training and coaching priorities for KJI's staff members.

Targeted group KJA Management and Staff

Project month 28

Place Prishtina

The currently ongoing PAR process with the "three law package" - the Law on Public Officials, the Law on Salaries and the Law on the Organization and Functioning of the State Administration and Independent Agencies – was directly impacting the KJA as described under 2.4.1 in the previous sub-chapter (institutional status; status, remuneration and career perspectives of personnel) because of the attempt to classify the KJA as "administrative agency". Under these unclear circumstances (new system of job positions, new standards for organization, recruitment and management of human resources, decrease of salaries) the TWP abstained from elaborating on HR development plans. TWP STE Dijana Mandic focused her mission in May 2018 on the possible future status of KJA by elaborating a comparative overview of status and organizational structures of judicial training institutions in the Western Balkans. This overview is part of the Expertise "Judicial Independence and Vocational Training" (see annex 12 to this report). This expertise gives a

comparison of the judicial training institutions of Macedonia, Montenegro and Croatia, their legal status and organizational structures. The conclusions comprise recommendations about the preferable status of judicial training institutions and proposals for KJA's human resources policies.

Activity 2.4.2 Design and implementation of trainings / coachings in relevant priority fields for KJI staff members

Benchmarks: HRD and training measures defined, based on the HR Development Plan for KJI staff

Exchange program realized

Targeted group KJA Management and Staff

Project month not implemented

Place

As described under activity 2.4.1 instead of elaborating HRD plans for KJA the TWP focused on contributing to the continued existence of KJA as equal part of Kosovo's judiciary.

2E - IMPACT

A valid and significant impact assessment of this TWP will only be possible after a time distance of at least half a year. However, impact estimations are possible using the classical assessment criteria of effectiveness, efficiency, consistency, coherence, benefits and sustainability of project results. Taking into consideration a partly volatile political situation and a not very stabile institutional and socio-economic environment a more differentiated picture of project outcome and impact may arise during the future development of Kosovo's judiciary.

Overall Objective

Benchmarks:

- enhanced system of developing training curricula and delivering the trainings

TWP's orientation of curriculum development and training of trainers on the *case based training approach* provides a very easy applicable and work related basis for judges and prosecutors who are trainers at the KJA to make their trainings more effective and efficient. Furthermore the case based approach can form an expandable starting point for future structural reforms of the initial as well as of the continuous training. Particularly the initial training for judges and prosecutors can become more work place related. Under a case based approach the excessive high number of training topics and modules can be streamlined and focused on criminal and procedural issues. The delivery of training modules will focus on real cases and use case files for practical exercises. This will also strengthen the connection between practical and theoretical parts of the initial training. For this purpose the Handbook on Case Based Training (CBT) provides an excellent basis for trainers of any judicial training field to design cases, curricula and sessions with interactive training methods. At the same time the Handbook on CBT can be used to train further trainers on this approach.

However, such following up with structural reforms needs a landmark decision of KJA and probably also of the two Councils to introduce the case based approach as a principal training method for initial training.

Project purpose

- Benchmarks:
- Competency framework and competency based modularized vocational training introduced;
 - Annual training plan of the KJI elaborated;
 - Training cycle management adopted to KJI's needs;
 - KJI's training programmes and methods updated and training pilots implemented;
 - KJI's staff trained;
 - KJI's trainer staff increased and improved;
 - New training packages elaborated.

Effectiveness measures the degree of goal attainment. The law on KJA entered into force, the KJA is erected. The competency framework was overtaken into KJA's initial training program for 2017/18, and the ITP is arranged in training modules. Also the annual training plan for 2018 has been elaborated in time. The training cycle management at KJA functions, but it absorbs too many resources. An adaption to KJA's needs requires streamlining of operative processes, mainly through the enhanced use of IT and an updated database. For these purposes the Handbook on TCM and the Report on TNA, Evaluation and KJA's Database were drafted. Apart from these planned benchmarks the TWP elaborated the draft Strategic Plan 2018-20 for the KJA and trained KJA managers in strategic planning. KJA's training programs and methods are updated with the case based training approach and detailed with training packages for trainers in the Handbook of CBT. Altogether 12 training of trainers and various seminars on other training topics were implemented. A complete new modular training program for administrative staff of courts and prosecution offices was launched, and a new module on "judicial and legal skills" was provided and piloted as training package. In total, the TWP was very effective.

Efficiency is a measure for the cost-benefit relation of project results. Returns-on-investment are hard to predict in volatile environments. But since it is not possible to "purchase" capacity or institutional stability the parameters of project efficiency cannot be not only monetary. Especially deploying experienced judges and prosecutors as Twinning experts contributed extraordinarily to achieving the project benchmarks. Their professional experience and reputation combined with necessary understanding and empathy opened doors and minds for successful and appropriate implementation. This indication applies also for the whole project approach synchronizing the implementation mode with the actual needs of the beneficiary and the real institutional situation. Therefore it can be stated that this TWP was not only effective, it was also efficient.

The criteria of "*consistency*" requires in this context that the different project's benchmarks are achieved in their entirety, with their high intertwining and building gradually on each other. Institutionally the transformation from KJI to KJA delivered a consistent reference frame for project implementation. In this context the new Strategic Plan of KJA (2018-20) was elaborated and KJA's

staff was trained in strategic planning. The internal preconditions for transposing the Strategic Plan into practice are laid with an effective and efficient training cycle management. For this purpose serves the new Handbook on Training Cycle Management (TCM) which was elaborated by the TWP. The KJA was well able to elaborate annual training plans like it was done the years before under the KJI. However, the linkage of this training plan with the real needs of the clients is an issue of coherence.

As far as training capacity is concerned, the competency framework was presented and smoothly overtaken into the ITP 2017/18. The concept of competency based modularized vocational training was introduced in various ToT seminars. It was not completely new to the KJA, however, it will need further time and inputs until the idea of competencies permeates training development and design as principal orientation. The introduction of the case based training approach supplemented the new orientation on competencies, because it implies training with real cases taken from the practice of courts and prosecution offices. As already stated above, the Handbook on CBT is an excellent source with instructive drafts of training curricula and sessions with interactive training methods.

The criteria of “*coherence*” addresses to the compatibility between interventions (project activities) and environment with regard to the benchmarks of the project. How far were TWP’s measures in line with the interests of KJA and of other judicial stakeholders? One indicator for this issue is the degree of internal (KJA) and external stakeholder integration. The formation of the KJA Working Group on Strategic Planning and Organization went fast and the sessions on strategic planning were smoothly implemented. It took much longer to establish a functioning Trainer Working Group, to introduce and develop the case based training approach. On one side, judicial trainers, particularly judges, seem to be more individualized; on the other side judicial training is a well divided district whose owners tend to protect their assets. Case based training was an innovative and overarching topic which could comprise incentives and advantages for the future. Once the Trainer Working Group was consolidated it worked steadily with great effect. External stakeholders from other judicial institutions (e.g. the two Councils) could only be integrated for very selective measures like the groundbreaking agreement between KJI, KJC and KPC to finalize the legislaton process on the Law on KJA in September 2016, or the Study Visit to Germany in February 2017. The lack of external stakeholder integration complicates a coherent training policy.

Benefits of the project can be measured in different directions. Since the TWP was aiming to synchronize its implementation as far as possible with the actual needs of KJI/KJA possible connecting points with KJA management were established. The direct benefit for KJA was to be relieved of some obligations which the TWP overtook like conducting several ToTs on request of KJA, and to elaborate the Strategic Plan for KJA. However, the mid-term benefit for KJA management lays in a quite intensive occupation with new innovative training methods (e.g. case based approach) which offer versatile use in ITP and CTP. The Study Visits amplified this understanding with direct experiences of structure and implementation methods during initial training in Germany. This was particularly beneficial for the participating KJA trainers (judges and a prosecutor) and KJA managers, because they have been introduced before into the context by numerous workshops and specific preparations. The Handbook on CBT and the new training pograms and packages (also for administrative staff of courts and prosecution offices) increase available training sources in Albanian language and will have a positive effect in the longer run.

One way of securing *sustainability* of project results is to support competency transfer through training. In a “life-long-learning” process this is by far not only achieved through formal learning.

Informal and non-formal transfer of knowledge and skills takes place in spontaneous meetings and exchanges during work phases. In the case of this TWP a total of 58 workshops, roundtables, conferences and other meetings about various aspects of training were arranged and conducted which have been well participated and appreciated. Apart from training the TWP performed quite intense publishing activities releasing five publications in Albanian, Serbian and English language with an edition up to 250 exemplares. The Handbooks on CBT and on TCM, the Strategic Plan 2018-2020 of KJA, the Expertise “Judicial Independence and Vocational Training” and the “Report on TNA, Evaluation and KJA’s Database” are targeting a broad audience within Kosovo’s judiciary. The pre-conditions for sustainable project results are set.

2 F - FOLLOW-UP AND SUSTAINABILITY

One essential benchmark was underlying the whole project implementation without being explicitly mentioned, namely accompanying and contributing to the successful transformation of the Kosovo Judicial Institute (KJI) into the Kosovo Justice Academy (KJA). After the inter-institutional controversies about the continued existence and even survival of a judicial training institution, which encountered the TWP in the starting period, were reconciled, it can be regarded as a big success that KJA was established and continued with an even expanded scope of activities.

In order to safeguard not only the TWP results but also European standards for Kosovo's judiciary the Justice Academy needs to be protected against the impacts of the ongoing public administration reforms (PAR) in Kosovo. The classification of the KJA as executive state agency in order to subordinate it to the MoJ or to integrate it into the KJC means not only to reverse the TWP results. It would also undermine previous and current EU activities to strengthening the rule of law, and particularly jeopardize long lasting and costly efforts of "legal education reform". It seems that the coherence of the judiciary and necessary advancements of stakeholder integration in this field require a *Judicial Systems Act* as it was implemented in Bulgaria (Judiciary System Act Promulgated, State Gazette No. 64/7.08.2007 amended and supplemented, SG No. 50/ 3.07.2012) or in Albania (Law no. 115/2016 on Governance Institutions of the Justice System). Such a legal fundament could contribute to better stakeholder integration and operative work relations between them.

Regarding project results as depicted in chapter 2D and the impact assessment of chapter 2E project results should be followed up and further accomplished according to following activities:

- (1) to clarify the status of KJA mingling between judiciary and public administration (e.g. budget allocation, position and salaries of employees) in order to
 - a. safeguard the institution KJA completely for the judiciary and to enhance stakeholder integration with a Justice Systems Law;
 - b. create a homogenous job position system in the judiciary with clear employment rules (e.g. salaries);
 - c. bring necessary training policy regulations on the way (e.g. secondary legislation for competency based training, for standards of initial training, for trainer qualification);
- (2) to establish human resources development plans at KJA and to provide training and exchange programs in training management (including statistical and IT abilities) in order to increase the management efficiency;
- (3) to continue and use the renovation of judicial training methods (e.g. introduction of case-based training) including structural reforms in the judicial training system with regard to
 - a. reviewing and streamlining the initial training with stronger work place orientation and better integration of theoretical and practical phases in order to produce an adequate secondary law on this topic;
 - b. improve case file management and legal reasoning capabilities;
 - c. develop and make available more practical learning and training material in Albanian language.

2G CONCLUSIONS

The broader assessment of the project impact against programme objectives shows that the project results, as mandated by the Twinning contract, have been matched considerably well. The project did not confine to half-hearted ticking off mandatory results and benchmarks. It also opened new accesses to legal education for a younger generation of judges and prosecutors who are interested in and feel committed to further developing their capabilities as judicial trainers. The new methodical approach of case based and competency based training is actually more than just another way of delivering trainings. If it is introduced systematically as educational standard (by necessary legal regulations of the Councils) it has the potential for a fundamental turn in judicial training: initial training may then even start in the courtroom or prosecution office with real cases; job profiles and performance appraisals can be directly linked with training needs; qualifications standards of trainers will become more practice related.

The new training approaches were introduced bottom-up. That means the TWP took advantage of an open situation to adapt a new approach to specific conditions in Kosovo with the aim that possible changes can be inducted by official measures and regulations. The next step following should be top-down: future projects on legal education need to take the two Councils into the boat, at least their newly established Training Committees, so that necessary regulations standardizing the training cycle and initial training are rendered as obligatory.

At the same time the TWP managed to implement measures also top-down, when the common interests of beneficiary and stakeholders were sufficient. The Law on KJA and the transformation process from KJI to KJA provided certain opportunities in this respect. The KJA Law stipulated the training of administrative staff of courts and prosecution offices as new obligatory task of the new Academy. This was a welcome chance of cooperation with the TWP and also with other donors. Once the TWP had elaborated the modular structure of the new training program it was adopted by the Councils in a narrow time frame. A bigger problem was the coordination between the KJA and donor organisations, which were invited to jump in. Finally KJA overtook the ownership of this coordination process and then the further development and implementation worked out well. Similar was the experience with KJA's Strategic Plan as far as top-down approaches are concerned. There was a definitive need for the new Academy to come up with an own strategy, and the management clearer pushed this issue to the TWP. Although the elaboration of this strategy was not explicitly foreseen in the terms of reference of the TWP it would have been damaging for the mutual cooperation if the TWP would have rejected this opportunity. The Strategic Plan was completed and presented to the judicial public and is ready now for adoption by KJA's Managing Board.

The case of elaborating a new training program for administrative staff illuminated all problems of donor coordination in a country which is densely populated by donor organisations. Rules, standards and areas of interest are differentiating considerably between the donors so that the consistency of capacity building measures in one policy area (e.g legal education) is almost always at stake. Not to mention the coherence between different policy areas like legal education reforms and public administration reforms. Here the EU runs the risk that achievements acquired in one sector over years are ruined with a stroke of the pen, as the debate over the status of the KJA in the currently ongoing PAR in Kosovo shows.

2H – RECOMMENDATIONS and LESSONS LEARNED

1. The time factor plays a crucial role when projects are implemented in a volatile environment. If project fiches have been issued three years before the work plan is written, the real circumstances might have changed considerably at the time when the implementation starts:
 - a more extensive inception phase should upstream the project implementation in order to capture the actual situation on the spot and to prepare implementation structures in advance,
 - well working implementation structures are essential for the project success, and their establishment takes more time than expected. Therefore, a sufficient timeframe for complex (Twinning) EU projects should be provided,
 - Project duration of 30 months was a big help to develop enough mutual understanding and trustful relations with the beneficiary.
2. Implementation structures like Working Groups for specific purposes need to be officially legitimated by the heads of organizations or by groups of stakeholders in order to function well. This needs preparatory time especially if specific regulations by judicial or governmental institutions are required. Otherwise cooperation might be blocked by reference to lack of official legitimation.
3. Twinning projects are very restrictive with financial compensations for cooperation with and expertise of beneficiary side as far as compensations of local experts are concerned. This diminishes possibilities to find local support and should be rethought.
4. Coordination of project activities between EU projects in one field like the judiciary is already difficult enough. Coordination structures (e.g. reporting line and modes, support requests) should be established in advance on the level of project management organizations. Single projects are overburdened with this task; coordination via project steering committees leads to overcrowded meetings. Coordination between projects of different donor organisations is even more complicated. It appears sometimes that each local beneficiary has its own donor “watchdog” in case of quarrel with other local beneficiaries.

Lessons learned:

- Synchronize project implementation with actual needs of the beneficiary and give enough space for adequate interpretation of the project’s terms of reference;
- Focus future project activities in the judiciary on stakeholder integration in order to strengthen their awareness for shared responsibilities;
- Coordination between EU projects and with other donor organisations in one policy sector (e.g. judiciary) is a crucial issue for coherence and sustainability of projects.

Section 3: Expenditure

Overview of costs

EU Code: KS 14 IB JH 02

Project Title: "Further Support to Legal Education Reform"

See separate financial annex "Expenditure"

This Final Report for Twinning Contract KS 14 IB JH 02 has been jointly prepared and duly submitted.

Date: Oktober 25, 2018

Date: Oktober 25, 2018

Mrs. Christine Jacobi
German Project Leader

Mr. Valon Kurtaj
Kosovo Project Leader

2I – ANNEXES

Annex 1: Achievement of Mandatory Results Against the Benchmarks of Project Components

Results and indicators of achievement	State of achievement/problems encountered
Result 1: Further develop training needs identification mechanisms	
<p>Indicator of success (according to project plan)</p> <ol style="list-style-type: none"> 1. Assessment report about the current legal sector training system elaborated considering the planned transformation of KJI into an Academy of Justice, 2. Start-up workshop implemented and action plan for result 1 drafted, 3. Report with recommendations on a Competency Framework for the Judicial Sector in the Kosovo elaborated, 4. TNA prepared taking the planned transformation of the KJI into a Academy of Justice into account, 5. Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming, 6. Manual and guidelines with recommendations for KJI's TNA methods elaborated 7. Exchange program implemented 8. TNA report elaborated, 9. Presentation workshop implemented and priority training fields defined 10. Training Plan elaborated. 	<ol style="list-style-type: none"> 1. Assessment report elaborated (activity 1.1.1, mission 1, 14.-17.06.2016, annex "Assessment Report"); 2. Start-up workshop "Learning by Doing" implemented (04.10.16, activity 1.1.2, mission 1, 13.-17.09.16, mission 2, 04.-05.10.16); 3. Work on the competency framework finalized, framework elaborated and applied in the official ITP 2016/17 (annex 16 to this report); 4. TNA process of KJI for CTP 2017 reviewed and recommendations elaborated in TNA Assessment Report (annex 20 to this report, see also activity 1.1.4, mission report 1, 07.-11.11.2016 and mission report 2, 16.-20.01.2017) 5. Organizational assessment and recommendations for KJA's training cycle management in the Handbook on Training Cycle Management included (activity 1.1.5, mission 2, 22.-24.11.17) 6. see Report on TNA, Evaluation and KJA's Database (annex 8 to this report) 7. Exchange implemented under result 2 (see point 6. under result 2) 8. See point 6. 9. Presentation integrated with the public presentation of the Handbooks on TCM and CBT (see QR 10, pages 19/20) 10. Training Plans for CTP and ITP elaborated by KJA (see annex 16+17 to this report)
Result 2: Further enhance the professional capacities and training skills of the trainers in the identified fields and for administrative staff	
<ol style="list-style-type: none"> 1. Workshop implemented and report about Judicial Didactics elaborated, 2. Competency framework for trainers in the judicial sector elaborated, 3. Guidelines with recommendations for standards of trainer selection and management elaborated, 4. Curricula of ToT elaborated, 5. ToT Training Package with curriculum, ppt, manuals and exercises elaborated; 6. 4 ToT seminars piloted 	<ol style="list-style-type: none"> 1. Workshop "Judicial Didactics" implemented; Report Judicial Didactics see "Guidelines for competency based judicial training" (annex 7 to this report, see also activity 1.2.1, mission 2, 22.-24.02.17; activity 1.2.2, mission 2 22.-24.02.17; QR 4, Annex 5) 2. Competency framework for trainers see ToT formats designed: basic, advanced and specialized (see QR 4, page 17-19 + annex 7);

	<ol style="list-style-type: none"> 3. see “Guidelines for competency based judicial training” (annex 7 to this report) and Handbook on TCM (annex 11 to this report); 4. ToT Curricula integrated in the Handbook on CBT (annex 9 to this report); 5. ToT package is included in the Handbook on CBT (annex 9 to this report); 6. - 6 official ToTs for KJI/KJA implemented in June 2016 (Prishtina), September 2016 (Bogë), March 2017 (Milloshevë), September 2017 (Milloshevë), November 2017 (Gjilan), March 2017 (Milloshevë); - 5 ToT Workshops in 2017 (activity 1.3.2 in May, September, October, November, December) and 3 ToT workshops in 2018 (activity 1.2.3 in February, March, April); - 1 further ToT workshop implemented in May (15.05.) and 2 official ToT on casated based training conducted in May (02./03.05., Hote Amazon, Milloshevë) and June (12.06.18, KJA); - Exchange program to Germany “Initial Training in Germany” (19.-23.06.2018, Higher Regional Court Koblenz, District Court Mainz) for 6 training manager and trainers of the KJA implemented (see QR 10, pages 14-16 + annex 6+7.)
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Result 3: Develop comprehensive curricula in the identified fields of criminal, civil, fiscal and commercial law

<ol style="list-style-type: none"> 1. Team of junior trainers established e.g. in the fields of criminal law, commercial law, fiscal law and public procurement 2. KJI’s “Faculty Handbook” for trainers updated with regard to “Training Packages” 3. Training packages elaborated (comprising including training curriculum, trainers manual and presentation, participant handout, exercises and case studies) and implemented 	<ol style="list-style-type: none"> 1. Trainer Working Group established (see QR 5 page 11-13 + annex 7); 2. see “Guidelines for competency based judicial training” (annex 7 to this report) and Handbook on TCM (annex 11 to this report); 3. see Handbook on CBT (annex 9 to this report);
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Result 4 : Further develop orientation programs of KJI

<ol style="list-style-type: none"> 1. Assessment report with recommendations on <ol style="list-style-type: none"> 1.1. Program objectives and relation to other KJI training programs 1.2. Identification of acquired legal and interdisciplinary competencies 1.3. training format and methods 1.4. program duration 1.5. Updated existing and elaborated new modules 2. Training package developed including curriculum, session plan, manuals, ppt, exercises 3. Training package implemented 	<ol style="list-style-type: none"> 1. Assessment Report Orientation Programs (see annex 21 to this report) and Assessment Report Training Needs Administrative Staff (see annex 22 to this report); 2. Training package see annex 23-28 of this report; Training Plan Module 3 see annex 18 of this report; 3. Training pilot for module 3 (see QR 10, page 16/17)
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Result 5 : Assist KJI in developing strategic planning

<ol style="list-style-type: none"> 1. Assessment report with recommendations elaborated, considering the Rule of Law Assistance Strategy in Kosovo 2016-2019 and the Draft Law on Justice Academy, 2. Manual on Strategic planning elaborated, 3. Exchange program implemented 4. Report with recommendations on “Financial Planning” elaborated, taking into account the Draft Law on Justice Academy. 	<ol style="list-style-type: none"> 1. - KJA Working Group for Strategic and Organizational Planning established, 4 workshops on strategic planning implemented (activity 2.1.1, QR 5, section 2C page 19-23) - Strategic Plan of KJA drafted (see annex 10 to this report); - public presentation of the Strategic Plan conducted on 21.03.2018 (see QR 9, page 18 + annex 13/16); 2. - Manual Strategic Planning elaborated (session plan, introductory power point presentation, exercise sheets) and attached as annexes 29-31 to this report; 3. Exchange program implemented as Study Visit to Germany for relevant stakeholders of the judiciary; Program and Report see annex 33+34 to this report (see also activity 2.1.1, QR 5, section 2C page 19-23); 4. Manual “Financial Planning” attached as annex 13 to this report.
<p>Result 6 : Further develop the professional capacities and skills of KJI’s Management and staff</p>	
<ol style="list-style-type: none"> 1. Manual on “Training Cycle Management” elaborated 2. Organisational structure and operational processes of KJI with regard to the stations of the training cycle reviewed with regard to the planned transformation to a Justice Academy 3. Standard templates for contracting of trainers elaborated 4. Manual on “Evaluation of Training Evaluation” elaborated 5. Standard templates for training evaluation elaborated 	<ol style="list-style-type: none"> 1. Manual elaborated as Handbook on TCM (see annex 11 to this report); 2. Review of organizational structures and operational processes attached as annex 38 to this report; 3.-5. These results are integrated in the Handbook on TCM (annex 11 to this report) and in the “Report on TNA, Evaluation and KJA’s Database” (annex 8 to this report).
<p>Result 7 : Update and supplement the current KJI’s database with additional modules/tools</p>	
<ol style="list-style-type: none"> 1. Templates for TNA and training evaluation for IT use adopted 2. database for participants, trainers and course modules updated 3. KJI’s developing Case Management Information System (CMIS) further updated with cases 4. selected training modules are transformed into e-learning modules 	<ol style="list-style-type: none"> 1.-2. Results included in the “Report on TNA, Evaluation and KJA’s Database” (annex 8 to this report); 3. not implemented 4. not implemented.
<p>Result 8 : Implement relevant trainings for KJI’s staff</p>	
<ol style="list-style-type: none"> 1. HR development plan for KJI staff elaborated, comprising specific training and coaching priorities for KJI’s staff members. 2. HRD and training measures defined, based on the HR Development Plan for KJI staff 	<ol style="list-style-type: none"> 1. see Expertise “Judicial Independence and Vocational Training as annex 12 to this report; 2. not implemented;

3. Exchange program realized	3. implemented under result 2.
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ANNEX 2: Planned Benchmarks under Project Activities and their State of Achievement

Activity	Benchmarks	timeframe / state of implementation
Component 0: Project start-up and finalisation		
Activity 0.1 Kick-off meeting	Benchmarks 0.1 <ul style="list-style-type: none"> Information has widely been shared; Awareness-raising with all relevant stakeholders conducted; Work plan and time schedule presented; Media informed about the start of the project; Press conference; Agreement of communication structure and milestones. 	April 2016 / benchmark achieved
Activity 0.2 Closing Conference	Benchmarks 0.2 <ul style="list-style-type: none"> Stakeholders, media and the public are informed about the project's achievements and the remaining challenges. 	July 2018 / benchmark achieved
Component 1: Advanced training capacities of the KJI		
Activity 1.1.1 Assessment of the legal and institutional setting of the current training and qualification system with regard to the erection of an Academy of Justice	Benchmarks 1.1.1 <ul style="list-style-type: none"> Assessment report about the current legal sector training system elaborated considering the planned transformation of KJI into an Academy of Justice 	June 2016 / benchmark achieved
Activity 1.1.2 Qualification and training development in the judicial sector, definition of development priorities	Benchmarks 1.1.2 <ul style="list-style-type: none"> Start-up workshop implemented, Action plan drafted 	June - October 2016 / benchmarks achieved
Activity 1.1.3 Elaboration of a competency framework for the judicial sector	Benchmarks 1.1.3 <ul style="list-style-type: none"> Report with recommendations on a Competency Framework for the Judicial Sector in the Kosovo elaborated, including generic capabilities (knowledge, skills and attitudes) which are required for work performances of target groups in the judicial sector 	June – Oct. 2016 / benchmark achieved
Activity 1.1.4	Benchmarks 1.1.4 <ul style="list-style-type: none"> TNA prepared taking the planned transformation of the KJI into a Academy of Justice into account, 	Nov. 2016 – Jan. 2017 /

Training needs assessment (TNA) in the judicial sector	<ul style="list-style-type: none"> • Assessment report with proposals for the improvement of legal regulations, institutional responsibilities and technical implementation of the training planning and programming process (including determination of training priorities, selection of target groups and participants), • Manual and guidelines with recommendations for KJI's TNA methods elaborated • Exchange program implemented 	benchmarks achieved
Activity 1.1.5 TNA implementation and evaluation	Benchmarks 1.1.5 <ul style="list-style-type: none"> • TNA report elaborated, documenting interview guidelines and questionnaires, as well as a statistical analysis of the survey results 	Sept. – Nov. 2017 / Benchmark achieved
Activity 1.1.6 Presentation of TNA results and conclusions about priority training fields and elaboration of a Training Plan for KJI	Benchmarks 1.1.6 <ul style="list-style-type: none"> • Presentation workshop implemented • priority training fields defined • Training Plan elaborated, comprising priority fields, objectives, target groups, time schedule and resources for future trainings, which are defined in this activity 	June 2018 / Benchmarks achieved
Activity 1.2.1 “Judicial Didactics” and “Legal Skills” - Comparative good practices in the EU and in the Western Balkan countries for judges and prosecutors	Benchmarks 1.2.1 <ul style="list-style-type: none"> • Workshop implemented • Report elaborated, including recommendations for competency based modularized VET 	Feb 2017 / Benchmarks achieved
Activity 1.2.2 Development of a standard Train-the-Trainer (ToT) seminar for selected priority fields in cooperation with KJI staff	Benchmarks 1.2.2 <ul style="list-style-type: none"> • Competency framework for trainers in the judicial sector elaborated • Guidelines with recommendations for standards of trainer selection and management elaborated • Curricula of ToT including adult learning styles, guidelines • ToT Training Package with curriculum, ppt, manuals and exercises elaborated 	Oct. 2016 – Feb. 2017 / Benchmarks achieved (after implementing activity 1.2.3)
Activity 1.2.3 Implementation of at least four ToT-seminars	Benchmarks 1.2.3 <ul style="list-style-type: none"> • Four ToT seminars piloted, e.g. in the fields of criminal law, commercial law, fiscal law and public procurement 	Dec. 2017 – May 2018 / Benchmark achieved
Activity 1.3.1 “Curriculum development” and “course design” in the priority judicial qualification fields, e.g. of criminal law, commercial law, fiscal law and public procurement	Benchmarks 1.3.1 <ul style="list-style-type: none"> • Team of junior trainers established e.g. in the fields of criminal law, commercial law, fiscal law and public procurement • KJI's “Faculty Handbook” for trainers updated with regard to “Training Packages” 	March 2017 / Benchmarks achieved (update of Faculty Handbook in connection with activity 2.2.2)

<p>Activity 1.3.2</p> <p>Structuring, elaboration and piloting of training packages in the priority qualification needs in the fields of criminal, commercial and administrative law</p>	<p>Benchmarks 1.3.2</p> <ul style="list-style-type: none"> • Training packages elaborated (comprising including training curriculum, trainers manual and presentation, participant handout, exercises and case studies) and implemented 	<p>May – Dec. 2017 / Benchmark achieved</p>
<p>Activity 1.4.1</p> <p>Assessment of the Orientation Programs</p>	<p>Benchmarks 1.4.1</p> <ul style="list-style-type: none"> • Assessment report with recommendations on <ul style="list-style-type: none"> - Program objectives and relation to other KJI training programs - Identification of acquired legal and interdisciplinary competencies - training format and methods - program duration 	<p>March 2017 / Benchmark achieved</p>
<p>Activity 1.4.2</p> <p>Further development of the Orientation Programs</p>	<p>Benchmarks 1.4.2</p> <ul style="list-style-type: none"> • Updated existing and elaborated new modules • Training package developed including curriculum, session plan, manuals, ppt, exercises 	<p>July 2017 – April 2018 / Benchmarks achieved</p>
<p>Activity 1.4.3</p> <p>Training pilot of the updated Orientation Program</p>	<p>Benchmarks 1.4.3</p> <ul style="list-style-type: none"> • Training package implemented 	<p>June 2018 / Benchmark achieved</p>
<p>Component 2: Enhanced management of the KJI/KJA</p>		
<p>Activity 2.1.1</p> <p>Assessment of KJI's strategic development plans with regard to the planned transformation to the Academy of Justice</p>	<p>Benchmarks 2.1.1</p> <ul style="list-style-type: none"> • Assessment report with recommendations elaborated, considering the Rule of Law Assistance Strategy in Kosovo 2016-2019 and the Draft Law on Justice Academy, • Manual on Strategic planning elaborated, • Exchange program implemented. 	<p>Jan. – Dec. 2017 Benchmarks achieved</p>
<p>Activity 2.1.2</p> <p>Financial Planning of trainings</p>	<p>Benchmarks 2.1.2</p> <ul style="list-style-type: none"> • Report with recommendations on “Financial Planning” elaborated, taking into account the Draft Law on Justice Academy 	<p>June – July 2018 Benchmarks achieved</p>
<p>Activity 2.2.1</p> <p>Assessment of Training Management at KJI</p>	<p>Benchmarks 2.2.1</p> <ul style="list-style-type: none"> • Workshop implemented • Manual on “Training Cycle Management” elaborated • Organisational structure and operational processes of KJI with regard to the stations of the training cycle reviewed 	<p>Jan. – Oct. 2018 Benchmarks achieved (continued partly under activity 2.2.2)</p>

	with regard to the planned transformation to a Justice Academy	
Activity 2.2.2 Supporting the training cycle management at KJI	Benchmarks 2.4 <ul style="list-style-type: none"> • Workshop implemented • Standard templates for contracting of trainers elaborated • Manual on “Evaluation of Training Evaluation” elaborated • Standard templates for training evaluation elaborated 	July 2017 – June 2018 Benchmarks partly achieved
Activity 2.3.1 Design and elaboration of a computer based “Training Management Toolkit”	Benchmarks 2.5 <ul style="list-style-type: none"> • Templates for TNA and training evaluation for IT use adopted • database for participants, trainers and course modules updated 	Feb. – May 2018 Benchmarks achieved
Activity 2.3.2 Elaboration of e-learning modules	Benchmarks 2.6 <ul style="list-style-type: none"> • KJI’s developing Case Management Information System (CMIS) further updated with cases • selected training modules are transformed into e-learning modules. 	June 2018 Benchmarks not achieved
Activity 2.4.1 Identification of priority HR development fields of KJI staff	Benchmarks 2.6 HR development plan for KJI staff elaborated, comprising specific training and coaching priorities for KJI’s staff members.	May 2018 Benchmarks only partly achieved
Activity 2.4.2 Design and implementation of trainings / coachings in relevant priority fields for KJI staff members	Benchmarks 2.6 <ul style="list-style-type: none"> • HRD and training measures defined, based on the HR Development Plan for KJI staff • Exchange program realized 	activity not implemented exchange program implemented under activity 1.2.3

ANNEX 3: List of Institutional Contacts and Persons Met during Expert Missions*

	Name	Institution	Position	Date
1.	Ms Henriette Kötter	German Embassy	Head of Development Cooperation	01.04.16
2.	Mr Andrey Esin	CoE, Support to the Implementation of European Human Rights Standards	Projct Manager	13.04.16
3.	Mr Emrush Ujkami	CoE	E-Learning trainer	15.04.16
4.	Mr Malte Kirchner	GIZ – Legal Reform Project	Team Leader	18.04.16
5.	Ms Tea Blakaj	UNDP	Legal Expert for KJC	14.06.16
6.	Mr Visar Morina	UNDP	Legal Expert for KJI	14.06.16
7.	Mr Fisnik Korenica	Group for Legal and Political Studies	Expert	15.06.16
8.	Mr Albert Zogaj	Court of Appeal	Judge & KJA Trainer	15.06.16
9.	Mr Nehat Idrizi	KJC	Chair	16.06.16
10.	Mr Albert Avdiu	KJC	Administrative Director	16.06.16
11.	Mr Lavdim Krasniqi	KPC	Administrative Director	16.06.16
12.	Mr Blerim Isufaj	KPC	Chair	16.06.16
13.	Mr Ymer Hoxha	Basic Court Prizren; KJI Managing Board	President of the Court and KJI's Managing Board	13.09.16
14.	Mr Vaton Durguti	Basic Court Gjakova,	President of the Court Gjakova and KJI Trainer	04.10.16
15.	Mr Mahir Tutuli	Court of Appeal	Judge, KJI Trainer	04.10.16
16.	Mr Fejzullah Rexhepi	Court of Appeal	Judge, KJI Trainer	04.10.16
17.	Mr Bajram Miftari	Basic Court Prishtina	Judge at the Economic Department	04.10.16
18.	Mr Zyhdi Haziri	Basic Court Gjilan	President of the Court	04.10.16
19.	Mr Bashkim Hyseni	Basic Court Ferizaj	Judge, KJI Trainer	04.10.16
20.	Ms Pepa Laleva	EU-funded Technical Project "Support to Free Legal Professions and the Bar Association"	Project Leader	04.10.16
21.	Ms Katrien Witteman	EULEX	Judge, Mobile Unit, Basic Court Level	06.10.16
22.	Mr Werner Kannenberg	EULEX	Judge at the Supreme Court	10.10.16
23.	Mr Clemens Mueller	EULEX	Anti Corruption Advisor	10.10.16
24.	Mr Andres Moreno	EULEX	Mobile Monitor	10.10.16
25.	Mr Skender Çoçaj	Basic Court Prizren & KJC & KJI Managing Board	Judge at Serious Crimes Department, Member of KJI Managing Board and KJC	18.10.16
26.	Mr Gjimshit Galushi	Basic Court Prizren & KJC	Judge & Head of the Normative Committee	18.10.16
27.	Mr Islam Thaçi	Basic Court Gjilan	Judge	19.10.16
28.	Mr Valdet Gashi	Basic Prosecutorial Office of Prishtina	Prosecutor	20.10.16
29.	Mr Ramadan Gashi	KJI / KJA	Permanent Trainer of KJI/KJA	20.10.16
30.	Mr Islam Sllamniku	KJI / KJA	Permanent Trainer of KJI/KJA	20.10.16
31.	Mr Astrit Hoti	KJC	Senior Legal Officer	09.11.16
32.	Ms Laura Liguori	Twinning Project "Strengthening Efficiency, Accountability and Transparency of the Judicial and Prosecutorial System in Kosovo"	RTA at KPC	09.11.16
33.	Ms Maria Cristina Dicocco		RTA at KJC	09.11.16
34.	Mr Yordan Sirakov	Eulex	Legal Officer at KJC	08.12.16

35.	Mr John Ferry	USAID, JSSP	NCSC Judicial Reform Advisor	08.12.16
36.	Ms Jennifer Seel	Eulex	Judge	08.12.16
37.	Mr Christopher Thompson	CHECCHI Contract Law Enforcement Program	Chief of Party	13.12.16
38.	Mr Ardi Shita	CHECCHI CLE Program	Senior Legal Advisor	13.12.16
39.	Ms Ritva Vähäköski	Public Safety Academy Vushtrri	RTA of the Twinning project "Further Support to Public Safety Education"	14.12.16
40.	Mr Ahmet Kasumi	UNDP	Legal Officer at KPC	17.01.17
41.	Ms Blerta Hajra	KJA	Statistics Specialist	18.01.17
42.	Ms Stephanie Lefevre	CoE	KOSEJ program manager	01.02.17
43.	Mr Xhevdet Pllana	KJA	Head of IT	01.02.17
44.	Ms Luljeta Hetemi	KJA	Head of Research and Publications	02.02.17
45.	Mr Faton Fethosi	KJA	Acting Head of Administrative Services	03.02.17
46.	Mr Vatton Durguti	Basic Court Gjakova	President of the Court	24.02.17
47.	Mr Mentor Bajraktiri	Basic Court Gjakova	Judge	24.02.17
48.	Mr Shpresa Ibrahim	Iliria College	Vice Dean Law Faculty	24.02.17
49.	Mr Hasan B. Shala	Court of Appeals	President of the Court	10.03.17
50.	Ms Aferdita Bytyci	Basic Court Prishtine	President of the Court	10.03.17
51.	Mr Kreshnik Radoniqi	Basic Court Peja	President of the Court	10.03.17
52.	Mr Afrim Shala	Basic Court Gjilan	President of the Court and KJA trainer	10.03.17
53.	Mr Ali Kuttlovci	Basic Court of Mitrovica	President of the Court and KJA trainer	10.03.17
54.	Mr Haxhi Derguti	Appelate Prosecution	Chief Prosecutor	10.03.17
55.	Mr Imer Beka	Basic Prosecution Prishtina	Chief Prosecutor	10.03.17
56.	Mr Agim Kurmehaj	Basic Prosecution Peja	Chief Prosecutor & KJA Trainer	10.03.17
57.	Mr Admir Shala	Basic Prosecution Prizren	Chief Prosecutor	10.03.17
58.	Mr Jetish Maloku	Basic Prosecution Gjilan	Chief Prosecutor	10.03.17
59.	Mr Shukri Jashari	Basic Prosecution Ferizaj	Chief Prosecutor	10.03.17
60.	Mr Ali R. Selimaj	Basic Prosecution Gjakova	Chief Prosecutor	10.03.17
61.	Mr Shyqri Sylla	Basic Prosecution Mitrovica	Chief Prosecutor	10.03.17
62.	Mr Vahid Limani	KJC	Head of Administration	14.03.17
63.	Mr Osman Kelmendi	KJC	Head of Human Resources Department	14.03.17
64.	Mr Agim Bytyqi	Basic Court Prishtinë	Head of Human Resources Department	15.03.17
65.	Mr Valon Totaj	Basic Court Prizren	Judge & KJA Trainer	30.05.17
66.	Ms Afërdita Smajli-Kalaja	USAID JSSP	Legal advisor	30.05.17
67.	Mr Ertan Sejfullahu	KJA	Officer for HR	03.07.17
68.	Ms Yllka Pajatizi,	GIZ - Legal and Administrative Reform Project (LARP)	Legal Advisor	03.07.17
69.	Mr Peter Ertl	GIZ - Legal and Administrative Reform Project (LARP)	Legal Expert	03.07.17
70.	Ms Pranvera Reçica	USAID - JSSP	Deputy Chief of Party (DCOP)	12.09.17
71.	Mr Nehat Keka,	Basic Court of Prishtina	Senior Personnel Officer	13.09.17
72.	Ms Myrvete Halilaj	Basic Court of Prishtina	Personnel Officer	13.09.17
73.	Mr Karl Weber	GIZ - Legal and Administrative Reform Project (LARP)	Team Leader	18.09.17
74.	Ms Vlora Marmullakaj	PECK	Senior Projct Officer	18.09.17

75.	Mr Flakron Sylejmani	Chief State Prosecution	Head of the Cabinet	21.09.17
76.	Mr Zyhdi Haziri	Basic Court of Gjilan	Criminal judge and KJA trainer	17.11.17
77.	Mr Ismet Ukshini	Basic Prosecution Gjilan	State Prosecutor and KJA trainer	17.11.17
78.	Mr Xhevdet Abazi	Court of Appeal	Judge in the Serious Crimes Department and KJA trainer	17.11.17
79.	Mr Hashim Çollaku	Court of Appeal	Judge in the General Department - Criminal Division and KJA trainer	17.11.17
80.	Mr Artan Xhakaj	Court of Appeal	Legal officer, Civil Department	30.01.18
81.	Mr Penparim Zeha	Court of Appeal	Professional associate, Criminal Department	30.01.18
82.	Mr Artan Çollaku	Ministry of European Affairs	Legal Advisor	28.02.18
83.	Ms Nertila Gojani	Ministry of European Affairs	Legal Advisor	28.02.18
84.	Mr Rinor Hoxha	Western Balkans Associates	Lawyer	28.02.18
85.	Mr Aqim Emurli	Ministry of Education, Science and Technology	Team Leader of the HERAS project	28.02.18
86.	Mr Jeton Bytyqi	Constitutional Court	Legal Advisor	28.02.18
87.	Mr Adil Bytyqi	Ministry of Trade and Industry	Advisor	28.02.18
88.	Mr Ardian Hajdaraj	Basic Prosecution Peja	State Prosecutor	02./03.05.18
89.	Mr Ismet Ukshini	Basic Prosecution Gjilan	State Prosecutor	02./03.05.18
90.	Mr Besim Kelmendi	Special Prosecution Office	Special Prosecutor	02./03.05.18
91.	Mr Burim Qerkini	Basic Prosecution Ferizaj	State Prosecutor	02./03.05.18
92.	Mr Sulltan Dobraj	Basic Court of Peja in Deçan	Civil Judge	02./03.05.18
93.	Mr Drita Rexhaj	Basic Court of Prishtina	Civil Judge	02./03.05.18
94.	Anja Blecky	German Embassy	Head of Development Cooperation	16.05.18
95.	Cezary Michalczuk	EU Office, RoL and Legal Section	Head of Section	09.07.18
96.	Malgorzata Skocinska	EUO PAR Cooperation Section	Programme Manager	09.07.18
97.	Naser Shamolli	MoPA	Haed of the Legal Department	09.07.18

*not all meetings are notified, only first meeting date is indicated

ANNEX 4: List of Workshops, Roundtables and other Meetings during the Implementation of Twinning Project Activities

	Date	Act	Topic	Implemented by	Target Group
2016					
1.	05.04.16	0.1	Kick-off Conference		
2.	20.04.16	1.1.2	project activities coordination meeting	Besim Morina, Valon Jupa, Klaus Erdmann	project team & KJI/KJA management
3.	12.05.16	1.1.2 / 1.2.2	round table about ToT	Melihota Rama, Valon Jupa, Klaus Erdmann	project team & KJI/KJA management
4.	13.05.16	1.1.2 / 1.2.2	preparatory round table about ITP and judicial competences	Valmira Pefqeli, Valon Jupa, Klaus Erdmann	project team & KJI/KJA management
5.	13.06.16	6.	1. Steering Committee Meeting		
6.	22./23.06.16	2.2.1	Implementation of a ToT in Prishtinë	Klaus Erdmann & Rainer Hornung	KJI trainers – judges, prosecutors, administrative managers of courts and KPC/KJC
7.	08.09.16	6.	2. Steering Committee Meeting		
8.	14./15.09.16	1.1.2	Implementation of a ToT in Bogë	Klaus Erdmann, Rainer Hornung, Martin Groß, Ineke van de Meene	KJI trainers – court presidents, judges, prosecutors
9.	04.10.16	1.1.2 / 1.2.2	Start up-Workshop “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector”	Klaus Erdmann, Rainer Hornung, Ineke van de Meene, Leon Plas, Stephan Engelhorn	management of KJI / KJA, representatives of KJC / KPC and MoJ, court presidents, judges, prosecutors
10.	18.10.16	1.1.2	Roundtable to the topic “Own Experiences with Judicial Training and Requirements to Judicial Trainers”	Zlatislava Mihailova, Bert Baks, Klaus Erdmann	management of KJI / KJA, representatives of KJC / KPC, court presidents, judges, prosecutors
11.	01.12.16	6.	3. Steering Committee Meeting		
12.	07.12.16	1.2.2	Implementation of a ToT for ITP trainers	Klaus Erdmann	KJA trainers for criminal procedure
13.	08.12.16	1.1.2	Roundtable on KJI/KJA’s new ITP	Stephan Engelhorn, Klaus Erdmann	Yordan Sirakov, John Ferry, Ardi Shita, Tea Blakaj
14.	17.01.17	2.1.1	roundtable about previous KJI activities in strategic planning	Rainer Hornung & Ineke van de Meene	UNPD legal officers at the KJC, KPC and KJI/KJA
15.	30.01.17	2.2.1	“Training Management - Workshop on the Future” with KJA working group	Zlatislava Mihailova, Bert Baks, Klaus Erdmann	KJA Working Group on training management
16.	07.02.17	2.1.1	Workshop “Visions of a Justice Academy”	Rosa Jansen, Rainer Hornung	high ranking stakeholders of the judiciary who participate in the study visit to Germany
17.	08.02.17	2.1.1	Workshop on strategic planning	Rosa Jansen	KJA Working Group on Strategic Planning and Organization
18.	08.02.17	2.1.1	Participation in KJA’s Managing Board Meeting	Rosa Jansen, Klaus Erdmann	KJA’s Managing Board
19.	13.-17.02.17	2.1.1	Study Visit to Germany	Klaus Erdmann	high ranking stakeholders of the judiciary
20.	23.02.17	1.2.1	Implementation of the workshop “Judicial Didactics” - Workplace Orientation, Training Methods and Quality Assurance”	Stephan Engelhorn, Hansjörg Scherer, Zlatislava Mihailova, Bert Baks, Klaus Erdmann	members of KJC & KPC, judges, prosecutors, representatives of the Kosovo Academy for Public Safety (KAPS) and KOSEJ
21.	28.02.17	2.1.1	Workshop on strategic planning	Klaus Erdmann	KJA Working Group on Strategic Planning and Organization
22.	09.03.17	6.	4. Steering Committee Meeting		

23.	10.03.17	1.3.1	Workshop “Court Management – Practical Challenges and Curriculum Development”	Stephan Engelhorn, Klaus Erdmann, Stephanie Lefeuve, Marina Naumovska-Milevska	Presidents of Courts and Heads of Prosecution Offices
24.	21.03.17	2.1.1	Workshop on strategic planning	Klaus Erdmann	KJA Working Group on Strategic Planning and Organization
25.	20.04.17	2.1.1	Workshop on strategic planning	Klaus Erdmann	KJA Working Group on Strategic Planning and Organization
26.	25.04.17	2.1.1	Workshop on strategic planning	Klaus Erdmann	KJA Working Group on Strategic Planning and Organization
27.	27.04.17	2.1.1	Roundtable “Judiciary as Profession” with	Rosa Jansen, Rainer Hornung	Students at the Law Faculty of Prishtina State University
28.	28.04.17	2.1.1	Workshop “From Judicial Institute to Justice Academy – Strategic Planning for Legal Education of Kosovo’s Judiciary”	Rosa Jansen, Rainer Hornung, Klaus Erdmann	KJA Working Group on Strategic Planning and Organization
29.	30.05.17	1.3.2	Roundtable on case based training	Hansjörg Scherer, Martin Groß, Leon Plas, Kai Hecheltjen, Klaus Erdmann	KJA management, KJA trainers
30.	31.05.17	6.	5. Steering Committee Meeting		
31.	03.07.17	1.4.2	Coordination Meeting between KJA, GIZ and TWP on “Training of Administrative Staff”	Klaus Erdmann	Besim Morina, Peter Ertl, Yllka Pajaziti, Pranvera Ejupi-Hajzeraj, Valmira Pefqeli, Melihote Rama
32.	12.09.17	2.2.1 / 2.2.2	Roundtable with USAID-JSSP about training policy	Christian Happe, Karl-Heinz-Volesky, Klaus Erdmann	Pranvera Reçica, Mr John Ferry, Afërdita Smajli-Kalaja
33.	14.09.17	6.	6. Steering Committee Meeting		
34.	18.09.17	1.4.2	Preparatory Donor Coordination Meeting for the “Training Program for Administrative Staff of Courts and Prosecution Offices”	Karl Weber (GIZ), Stephanie Lefeuve (KOSEJ), Vlora Marmullakaj (PECK), Afërdita Smajli-Kalaja (USAID-JSSP), Klaus Erdmann	KJA Management and Trainers, KJC and KPC
35.	21.09.17	1.3.2	Roundtable “Curriculum development for case based training”	Paula Borowska, Leon Plas, Hansjörg Scherer	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Flakron Sylejmani, Besim Morina, Valmira Pefqeli
36.	26./27.09.17	1.4.2	Start-Up Coordination workshop “Training Program for Administrative Staff of Courts and Prosecution Offices”	Zlatislava Mihailova, Dijana Mandic, Josef Schiffer, Klaus Erdmann	Management of KJA, KJC and KPC, KJA trainers and various Donor Organizations (KOSEJ, GIZ, USAID, CoE, EU)
37.	28.09.2017	1.2.3	Implementation of a ToT for KJA mentors in the criminal field	Klaus Erdmann, John Ferry	Judges and Prosecutors working as mentors in KJA’s ITP
38.	11.10.2017	1.3.2	Workshop “Curriculum development for case based training”	Paula Borowska, Kai Hecheltjen, Martin Groß & Stephan Engelhorn, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
39.	16.11.2017	1.3.2	Roundtable “Curriculum development for case based training”	Paula Borowska, Guido Christensen, Ineke van de Meene, Christian Happe	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
40.	17.11.2017	1.2.3	Implementation of a ToT for KJA trainers in the criminal field	Ineke van de Meene, Guido Christensen, Christian Happe, Klaus Erdmann	Judges and Prosecutors working as as trainers in KJA’s ITP
41.	23.11.2017	1.4.2	Roundtable on KJA’s draft “Training Program for Administrative Staff of Courts and Prosecution Offices”	Dijana Mandic, Zlatislava Mihailova, Josef Schiffer, Klaus Erdmann	Patrick Wujcik (USAID-JSSP), Stephanie Lefeuve (KOSEJ), Julia Jacoby (EUO), Ms Afërdita Smajli-Kalaja (USAID-JSSP), Valon Kurtaj, Besim Morina

42.	06.12.2017	1.3.2	Roundtable "Curriculum development for case based training"	Stephan Engelhorn, Leon Plas, Paula Borowska, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
43.	12.12.2017	6.	7. Steering Committee Meeting		
44.	01.03.18	1.2.3	Workshop "ToT on Case Based Training"	Kai Hecheltjen, Paula Borowska, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
45.	28.02.18	1.2.3	Roundtable about the academic situation in Kosovo, particularly in the legal and judicial field	Kai Hecheltjen, Paula Borowska, Stephan Engelhorn, Klaus Erdmann, Qiang Erdmann-Xin	Alumnis of the "Young Cells Scheme" of the judicial field
46.	08.03.18	6.	8. Steering Committee Meeting		
47.	21.03.18	2.1.1	Public Presentation Event "Strategic Plan of KJA"	Josef Schiffer, Zlatislava Mihailova, Sandi Valentinc, Christian Happe, Klaus Erdmann	KJA management and representatives of Kosovo's judiciary
48.	22.03.18	1.2.3	Workshop "ToT on Case Based Training"	Kai Hecheltjen, Paula Borowska, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
49.	27.03.18	1.2.3	ToT for Mentors in the Initial Training Program	Stephan Engelhorn, John Ferry	KJA Mentors in the civil field
50.	24.04.18	1.2.3	Workshop "ToT on Case Based Training"	Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
51.	02./03.05.18	1.2.3	TOT on case based initial Training	Kai Hecheltjen, Stephan Engelhorn, Klaus Erdmann	KJA trainer working group and KJA trainers
52.	15.05.18	1.2.3	Workshop "ToT on Case Based Training"	Hansjörg Scherer, Leon Plas, Karl-Heinz Volesky, Klaus Erdmann	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
53.	11.06.18	1.4.3	Training on the sub-module "Legal Research" within Module 3 of the Training Program for Administrative Staff	Christian Happe, Valon Jupa, Karl-Heinz Volesky, Zaltislava Mihailova, Dijana Mandić	Professional Associates and Legal Advisors of Courts and POs
54.	12.06.18	1.2.3	ToT on Case Based Training	Klaus Erdmann	KJA trainers
55.	13.06.18	1.2.3 / 2.2.2	Public Presentation of both Handbooks, on CBT and on TCM	Karl-Heinz Volesky, Simon Schuster, André Simon, Ädwin Rotscheid, Christian Happe, Zlatislava Mihailova, Sandi Valentinc	KJA Management and Trainers
56.	19.-23.06.18	1.2.3	Exchange Program to Germany "Initial Training in Germany"	Klaus Erdmann, Stephan Engelhorn	KJA trainer working group: Valon Totaj, Albert Zogaj, Afrim Shala, Admir Shala, Besim Morina, Valmira Pefqeli
57.	09.07.18	2.1.1 / 2.2.2	Meeting with the EU RoL and PAR Teams about the future status of the KJA	Klaus Erdmann	Cezary Michalczuk, Malgorzata Skocinska, Julia Jacoby, Naser Shamolli (MoPA) and other members of the EU teams
58.	23.07.18	0.2	Closing Conference		

Annex 5: Project Visibility

a) Opening Conference 05.04.2016



b) Workshop “Learning by Doing - Work Requirements, Job Profiles and Competency-based Training in the Judicial Sector” at KJA on 4.10.2016



c) ToT in Hotel Sirius, Prishtinë, 22./23. June 2016



d) ToT Workshop Hotel Sirius, Prishtinë, 16 November 2017



ToT on Case Based Training, Hotel Amazona, Milloshevë, 2./3. May 2018



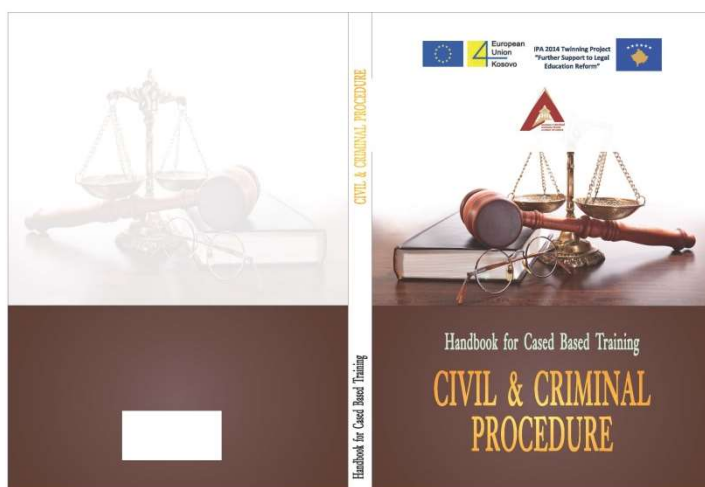
Publications



Leaflet Opening Conference



Leaflet Closing Conference



Handbook on Case Based Training

Annex 6 – 39 as separate pdf-file attachments