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SCUOLA SUPERIORE DELLA MAGISTRATURA

Research report
The medium-to
long-term
evaluation of the
initial and
continuous training
courses organised
by the Italian
School for the
Judiciary

Quaderno 28

Edited by the Board of Directors of the Italian School for the Judiciary
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School of the Judiciary, following the agreement signed with Luiss University
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The School and the *Quaderni* series

The Magna Carta of Judges, adopted by the Consultative Council of European Judges, endorsing a principle shared in the European legal systems, recognises training as “an important element to safeguard the independence of judges as well as the quality and efficiency of the judicial system” (point 8).

In this perspective, the Italian School of the Judiciary provides continuous training to judges and public prosecutors supported by the experience gained by the Superior Council of the Judiciary (*Consiglio Superiore della Magistratura* – CSM). According to the reform of the judiciary system (Legislative Decree no. 26 of 2006), the School has exclusive competence in this task.

The first Board of Directors took office on November 24th, 2011. On October 15th, 2012, the School offered the first seminar dedicated to trainees, and, in January 2013, it launched the first continuous training programme.

Today the School covers all areas of the judicial training: initial, continuous, decentralised, aspirants to managing positions, honorary, trainees, and international. In addition to the organisation and implementation of training sessions, legal documentation also represents a central issue in training activities.

The School’s website offers a rich online library for all Italian judges and public prosecutors. Equally fundamental is the teaching material used for the training sessions, available on the institutional website.

The *Quaderni* (Notebooks) series, realised in collaboration with the Italian Institute of Printing and Minting (*Poligrafico e Zecca dello Stato Italiano*), was conceived to extend the scope of use of training materials and the findings of the School’s research activity.

The series follows the steps of the training activities for judges and public prosecutors published by the CSM in the 1980s. At that time, the training activity fell within the scope of the Council. Users can consult the series volumes on the School’s website for free and in the virtual library containing official State publications.

INDICE

Foreword	9
Introduction	13
<i>Executive Summary</i>	17
1. The questionnaire on the <i>ex-post</i> evaluation of initial training by trainee ordinary magistrates	17
2. Focus groups for the <i>ex-post</i> evaluation of continuous learning courses	18
3. The feasibility of Level 2 and Level 3 <i>ex-post</i> evaluation according to the Kirkpatrick method	20
Analysis of data from the questionnaire on the <i>ex-post</i> evaluation of initial training by trainee ordinary magistrates	21
1. Introduction and summary of results	21
2. Questionnaire responses and background data	24
3. Overall assessment of the usefulness of initial training for judicial work	29
4. Generic traineeship evaluation	35
5. Evaluation of targeted training	38
6. Role perception assessment	46
7. Comments collected with the open-ended question	48
8. Bivariate analysis	50
9. Concluding remarks	66
Focus groups organised as part of the <i>ex-post</i> evaluation of continuous learning courses	67
1. Summary of focus group results	67

2. Focus groups and ex-post evaluation	68
3. The evaluation of content and method	69
4. Concluding remarks	70
5. Summary report of the focus group of the course P21076 ‘The trial office and the collaboration office of the public prosecutor, held from 4 to 6 October 2021	72
6. Summary report of the focus group of the P22021 course ‘Wiretapping’, held from 14 to 16 March 2022	75
7. Summary report of the focus group of the P22018 course ‘Open issues in family and personal law’, held from 7 to 9 March 2022	77
APPENDIX 1	
Comments on the MOT questionnaire (open question S10)	81
APPENDIX 2	
Questionnaire: The evaluation of initial training for magistrates	95

Foreword

I. - The Italian School for the Judiciary (*Scuola Superiore della Magistratura*, SSM) is committed to the elaboration and development of new and effective methodologies in the field of judicial training in order to improve the quality of initiatives in all areas of its work.

Besides face-to-face training, the last three years have witnessed the testing of distance learning in its various forms as never before. In addition to e-learning modules, already known in the past, there have been implemented fully online or hybrid format courses, mixed forms of didactics with synchronous and asynchronous modules, virtual classrooms for lifelong learning, as in the case of corporate crisis, in order to propose a continuous and capillary training offer, with new complementary tools for training and updating, both documentary and video.

This offer has been developed in the context of a European¹ and international dimension of continuous comparison with other judicial training institutions belonging, primarily, to the European Judicial Training Network (EJTN) and international organisations dealing with the training of magistrates, such as the European Union and the Council of Europe.

In the face of a constantly expanding and evolving training offer, a central issue arises, that of the evaluation of the activities carried out: are these initiatives actually useful, and do they contribute to enhancing and refining the professionalism of the participants? Did the chosen methodologies lead to the expected results? How to evaluate what has been achieved? The risk is to lose sight of the purpose of vocational training, namely that of achieving something concretely useful for those taking part and which can be applied in everyday work. This is why the subject of evaluating training programmes and events takes on a central role and is not just a tedious and pointless exercise in filling in questionnaires.

The evaluation serves to verify whether the goals initially set for training have been achieved and to what extent, considering both the immediate impact of the training and the medium- to long-term effects; at the same time, useful information can be drawn from the evaluation to define future training needs.

Over the last three years, the SSM has coordinated a sub-working group on evaluations in the context of the methodologies group of the EJTN. The fruit of this work is the updating of practices to facilitate the process of evaluating the

¹ EJTN, *Distance Learning Handbook*, at: <https://tinyurl.com/dctx746h>

effectiveness of judicial training events. A seminar coordinated by the SSM at the end of 2022 presented the best practices in this field offered by judicial training institutions in Europe.

II. - The theory of adequate evaluation of training is largely based on the studies carried out by Donald Kirkpatrick². His model, conceived in 1959 and revised in 1994, mainly proposes a self-assessment based on the comments of the various training recipients. Its value lies in the fact that it does not stop at the simple level of 'first reaction' but takes into account further levels, which are important for assessing whether the training objectives have been achieved in a sustainable manner.

The four levels of the model are:

1. reaction,
2. learning,
3. behaviour,
4. results.

Analysing each of them allows one to understand the degree of effectiveness of the training and how it can be improved in the future.

The first level examines the participants' reaction to the training and relates to their first perception of the training experience, i.e., their level of satisfaction.

The second level concerns the evaluation of the learning process and presupposes an adequate collection of data leading to the formulation of a more considered judgment on the training received once back at work. It is, in fact, a medium-term activity.

The third level considers the evaluation of behaviour in the workplace after the completion of a training programme or event and aims to verify whether the activity carried out actually affected the behaviour of the participating magistrates.

The fourth level relates to the evaluation of results, i.e., in the judicial field, the evaluation of the effect that the work of judges and prosecutors has on citizens and on the functioning of courts and Public Prosecutor's offices. This impact

² EJTN, *Guidelines for Evaluation of Judicial Training Practices*, at <https://tinyurl.com/mr4bmp88>; REFG, *Manuale REFG sulla metodologia della formazione giudiziaria in Europa*, in <https://tinyurl.com/42225j2h>. A. ROSA, *Il modello dei quattro livelli di Kirkpatrick per valutare la formazione continua: anelli e legami deboli di una "catena di evidenze"*, at *Lifelong, Lifewide Learning (LLL)*, in <https://tinyurl.com/yc69s8ev>. On formative evaluation, in general, see A. LO SCHIAVO, *Valutazione*, in *Enciclopedia Italiana*, VII Appendice, Roma 2007, at https://www.treccani.it/enciclopedia/valutazione_res-9e1966a6-9bca-11e2-9d1b-00271042e8d9_%28Enciclopedia-Italiana%29/.

can also be measured by noting the changes in results that have taken place in a given court or prosecutor's office since the training took place.

Critical issues arising from the use of this method include a large investment in time sometimes required to complete the evaluation procedures and the costs associated with the use of Level 3 and Level 4.

The main advantage lies in the fact that through such a model it is possible to try to evaluate training in a 'scientific' way.

III. - After the research carried out in 2021 on the first 10 years of SSM³ in cooperation with the Bologna branch of the Institute of Legal Informatics and Judicial Systems (IGSG-BO) of the National Research Council of Italy (*Consiglio Nazionale delle Ricerche*, CNR), the Steering Committee decided to verify the quality of the training provided through a study, carried out with the Bologna Institute, aimed at data processing and statistical analysis of the medium- to long-term evaluations of the initial training courses and permanent training courses organised by the School itself.

The research started from an analysis of the data obtained through the administration of a questionnaire for the mid- and long-term evaluation of courses for ordinary magistrates in training (*magistrati ordinari in tirocinio*, MOT) and the realisation of three focus groups for the mid-term evaluation of some permanent training courses, carried out with the participation of a selected number of trainees and the expert trainers. The aim was to verify whether the methods used allow an effective *ex-post* evaluation of the training activity according to the Kirkpatrick methodology (levels 2 and 3) and to enable the collection of useful information to improve the SSM's training offer after the training activities have been carried out.

The 'level 1' evaluation has always been the subject of data collection by the School at the end of each training course. The data were revised in the 10-year study of the SSM, and in the last year, the Steering Committee revised the evaluation forms. In relation to each lecturer, not only an overall assessment is requested, but also, separately, an assessment of the content, the methodology used and any teaching material provided. This allows a more precise analysis with reference to level 1, relying on the attention paid by the participants in filling out the relevant evaluation forms for the individual training contributions.

In the European panorama, the study carried out by the School in cooperation with the Institute of the National Research Council of Italy represents one of

³ SSM, *Ten years of the Italian School for the Judiciary (2011-2021)*, Notebook No. 12, at <https://tinyurl.com/3r3yc9ws>; SSM, *Ten years of the Italian School for the Judiciary (2011-2021)*, Notebook no. 12, at <https://tinyurl.com/4szz9wh9>.

the most comprehensive studies in the literature in the field of judicial training evaluation, in terms of the breadth of the data considered and the methodological rigour. The results of the research show positive feedback on the quality of training activities in the short and medium to long term, both in the field of initial and continuous training.

For the traineeship, there is a clear demand for more and more concreteness on the part of new magistrates, a need that has been met in recent years by expanding the opportunities for discussion and the presence of working groups. This need was felt above all in the so-called generic traineeship phase, prior to the choice of functions. The questionnaire tool has undoubtedly proved effective in assessing initial training and has revealed an interest among new magistrates in contributing to improving the quality of training proposals.

The continuing education courses under study offered positive feedback in terms of the quality of what had been achieved, and the focus group instrument proved to be particularly effective in verifying the work done. Here too, particular appreciation emerged for focus group discussions with the analysis of cases and concrete experiences.

The evaluation of initial and continuing training activities by means of questionnaires and focus groups should become periodic. This would make it possible to verify over time the quality of initial training and, as regards continuing training, a monitoring of a few courses selected annually on a rotation basis, with the aim of proposing a training offer always in line with the needs of the Italian judiciary.

The SSM Steering Committee

Research report

The medium-to long-term evaluation of the initial and continuous training courses organised by the Italian School for the Judiciary

Marco Fabri

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Introduction

In March 2022, a collaboration contract was signed between the Italian School for the Judiciary (SSM) and the Bologna branch of the Institute of Legal Informatics and Judicial Systems (IGSG-BO) of the National Research Council of Italy (CNR) for the collection, data processing and statistical analysis of the medium-to long-term evaluations of the initial training courses and permanent training courses organised by the School itself.

In agreement with the School, two main activities were carried out: 1) the preparation and subsequent statistical processing of the data obtained through the online administration of a questionnaire for the mid- and long-term evaluation of the School's training activities carried out within the framework of the courses for ordinary magistrates on traineeship (*magistrati ordinari in tirocinio* MOT), 2) the preparation and implementation of three focus groups for the mid-term evaluation of some permanent training courses identified by the School itself.

The objectives of the activity carried out were mainly two: a) verifying whether the methods used allow for an effective *ex-post* evaluation of the courses according to the Kirkpatrick methodology (levels 2 and 3) chosen by the European Judicial Training Network (EJTN) to evaluate the training activities carried out by the European Judicial Training Schools;¹ b) collecting useful information to improve the School's training offer some time after participation in the courses.

The methodology developed by Kirkpatrick comprises four levels of evaluation. Level 1 concerns the immediate evaluation of the course and the lec-

¹ European Judicial Training Network (EJTN), *Judicial Training Methods. Guidelines for Evaluation of Judicial Training Practices* EJTN, 2017, <https://tinyurl.com/mr4bmp88>.

turers (so-called 'reaction', react). The School, as is known, already carries out this evaluation through the completion of a questionnaire by the participants at the end of each course. Level 2 of the evaluation aims to measure whether the course enabled the acquisition of new competences, competences or attitudes (so-called 'learning'). The instruments suggested by the Kirkpatrick methodology to evaluate this type of learning are the questionnaire, self or group evaluation, focus groups, and individual interviews, evaluation by a superior, observation of activities before and after the course. Level 3 would like to measure whether and what kind of change took place in the workplace after the course (so-called 'change'). In this case, the evaluation instruments are similar to those of the previous level to which discussion and evaluation among colleagues (peer review or intervision) are added. Level 4 has the ambition to measure what the overall results were after the training activity ('results'). The applicable instruments are again the questionnaire, evaluation among colleagues, action plans, evaluation by external or internal experts, and a user satisfaction questionnaire.

Bearing in mind the objectives, resources and timeframe of the research activity, it was decided together with the School to proceed with an online questionnaire for the *ex-post* evaluation of the initial training courses for trainee ordinary magistrates, whereas the focus group method was preferred for the evaluation of the continuous vocational training courses.

The choice of the questionnaire seemed most appropriate for the evaluation of initial training courses because they are rather standardised courses, with training proposals that have been quite similar over the years, aimed at new magistrates and therefore at rather large groups with homogeneous characteristics. For these reasons, the questionnaire seemed to be the most suitable tool for the *ex-post* evaluation of initial training. The analysis of the data collected with the questionnaire was then the basis for a subsequent specific focus group with some MOTs, an activity that further enriched the indications provided by the questionnaire.

For the *ex-post* evaluation of vocational training courses, the focus group instrument was preferred due to the heterogeneity of the courses and participants. The courses usually see the participation of magistrates with a variety of experiences, with a significant number of participants but in any case, lower than those of the MOTs (never more than one hundred per course), and above all a variety which, in order to attempt to be evaluated, requires calibrating the collection of information on the individual course with a more qualitative and, to some extent, in-depth analysis.

This final report consists of three parts. An initial part summarises the main results of the activities carried out, also dwelling on the methodological aspects

aimed at verifying the usefulness and feasibility of the Kirkpatrick method suggested by the EJTN. The second part is the research report on the data analysis of the *ex-post* evaluation questionnaire of initial training. The third part collects the information gained from the focus groups for the evaluation of continuing training courses.

Executive Summary

1. The questionnaire on the ex-post evaluation of initial training by trainee ordinary magistrates

Four hundred twenty-nine (429) magistrates out of nine hundred thirty-seven (937) who participated in three training courses from 2018 to 2020 answered the questionnaire prepared by the CNR in cooperation with the School for the *ex-post* evaluation of trainee ordinary magistrates.

This is a significant number, with balanced values also in terms of magistrates' districts, gender, functions performed, and age. The sample of respondents is therefore solid and representative.

The average rating of the usefulness of initial training for judicial work, expressed on a scale of 0 to 10, was 7.5.

The average rating of the usefulness of the generic traineeship, again on a scale of 0 to 10, was 5.3.

The average evaluations of the usefulness of the four targeted traineeship courses were: 6.6 for the training of civil and labour judges; 6.5 for the training of criminal judges; 6.7 for the training of public prosecutors; 7.5 for the training of inmates surveillance magistrate (in the latter case, it should be noted that only 12 magistrates responded because the numbers of participants in this course are low overall).

The data analysis shows that overall the *ex-post* evaluation of the initial training is positive. There is, however, a certain overlap between the training activities carried out in the 'generic apprenticeship' and those of the 'targeted apprenticeship', which are, however, mainly appreciated for their operational content. The teaching materials made available by the School are also considered a useful aid.

Please refer to the following section of this paper devoted to the analysis of the questionnaire data for detailed evaluations of all the training activities that characterised the initial training programmes in the generic and targeted apprenticeship.

The analysis of the questionnaire data also brings out clearly some useful aspects for the design of future courses, which can be briefly summarised in this short list:

- The generic apprenticeship appears to be characterised by content that is too theoretical in relation to expectations and training needs.
- Training activities should be characterised by markedly practical and operational content.

- The topics to be explored during the apprenticeship should take into account the need to acquire specific competences related to the daily work to be performed.
- The topics that would need to be explored in greater depth with an operational slant are many, among them are certainly: case management, organisation of hearings, time management, management of adjournments, backlog management, drafting of documents, judicial statistics, and disciplinary aspects.
- Consistent with the call for more focus on ‘practical’ training, the preferred training methodologies are case analyses, simulations of real situations, writing workshops, exchange of information on organizational practices, small group discussions, practical exercises, participation in hearings, and on-the-job training with the foster magistrate.

These indications emerge clearly and consistently both from the analysis of the data in the questionnaire and from the comments of no less than 99 magistrates in the last open question, all of which are attached to the report and are very interesting and useful to read, as well as from the subsequent focus group that further confirmed the data that emerged with the questionnaire.

In particular, the focus group further highlighted the importance of foster magistrates in the initial training course. This is a fundamental aspect in the training of new magistrates on which the School should start reflecting precisely because of the decisive role that the assigned magistrate plays in the training course and which should be profitably integrated with the training activities proposed by the School.

It was also pointed out that it would be useful to have at least one meeting about a year after the end of the training course at the School in order to compare experiences and deepen certain issues such as those outlined above. On that occasion, it could also be proposed to fill in a similar, but shorter questionnaire to the one prepared on this occasion, for the *ex-post* evaluation of the training course attended.

Detailed analyses are available in the second part of this report specifically dedicated to the questionnaire for the *ex-post* evaluation of the initial training of MOTs.

2. Focus groups for the *ex-post* evaluation of continuous learning courses

The three focus groups to test the *ex-post* evaluation of continuous learning chosen by the School concerned the following courses: 1) ‘The trial office

and the collaboration office of the public prosecutor' (P21076) held from 4 to 6 October 2021, 2) 'Wiretappings' (P22021) held from 14 to 16 March 2022, 3) 'Open Issues in family and personal Law' (P22018) held from 7 to 9 March 2022.

The focus sessions lasted two hours. A limited number of magistrates, never more than eight of those who had attended the course, attended it. The sessions focused mainly on four aspects: 1) the evaluation of the course content, 2) the evaluation of the training methods used, 3) possible changes to be made in the design of a future course, 4) some methodological aspects relating to the evaluation of the course.

This part of the report summarises the main findings of the focus groups; for a more detailed analysis, please refer to the individual reports produced for each focus group in the third part of this work.

All the participants in the three focus groups evaluated the courses followed positively. Different nuances were represented on the quality of the individual courses, which can be gathered from a careful reading of the three summary reports, but overall, the evaluation was always positive, also taking into account the different training contents.

The practical and operational slant of the programmes offered by the School was also particularly appreciated in the case of continuing education courses, and especially for courses with a more technical-legal connotation such as those on wiretapping and family law.

Consistent with what has just been written, training through working groups, with the analysis of concrete cases, is the one most appreciated, precisely because it allows a greater in-depth study of the topics covered, a more active involvement of the participants, and an effective exchange of knowledge and application practices.

The participants in the three focus groups testified to a positive impact of the respective courses on their work, both in terms of the increase in specific knowledge and competences, and in terms of the concrete adoption of certain 'operational practices' learnt during the course, albeit with different nuances taking into account the necessarily different programmes and contents for each course.

The teaching materials made available by the School were appreciated, although the abundance of heterogeneous materials and the absence of effective indexing makes their retrieval somewhat complex and, therefore, the teaching materials are, in fact, used rather infrequently.

In the course of the focus groups, some specific suggestions for improving the content of the individual courses were given, which are indicated in the summary reports of the various focus groups in the third part of the report.

3. The feasibility of Level 2 and Level 3 ex-post evaluation according to the Kirkpatrick method

One of the objectives of the collaborative work between the SSM and the CNR was to field-test the feasibility of the *ex-post* evaluation of levels 2 and 3 of the Kirkpatrick method proposed by the EJTN.

Ex-post evaluations would presuppose an initial design of the course, in which the training objectives, knowledge and competences that the course is expected to provide are clearly spelled out analytically. Currently, the School's courses do not provide for such an analytical design, thus making *ex-post* evaluation more difficult.

For this work, an attempt was therefore made to carry out a subsequent reconstruction of the training objectives and expected results from the available documents, and then experimented with two different methods for collecting data for evaluation: the self-administered online questionnaire for initial training courses and focus groups for continuing education courses.

The work carried out, and documented here, shows how the *ex-post* evaluation obtained on levels 2 (*learning*) and 3 (*change*) on the scale proposed by Kirkpatrick is all in all feasible, even if it does not provide detailed data on the 'real learning' let alone on the 'real change processes' put in place. The questionnaire on initial training, with its very analytical content on the training activities carried out, having had a very good percentage of respondents and focusing on rather similar courses certainly provided some useful information on the perceived level of 'learning', while the indications on the level of 'change' achieved are very nuanced.

It seems deterministic and ineffective to think that one can measure a very complex and multifaceted phenomenon such as 'change', or perhaps it would be better to say the 'process of change', by basing it on the study of the training stimulus alone.

However, beyond the Kirkpatrick scale, this study has unequivocally shown how useful it is for the School to carry out an *ex-post* evaluation, using the techniques it deems most appropriate, to collect data on the training proposals. As this work makes clear, the information gathered *ex-post* on the training programmes was particularly rich and therefore potentially very useful for those who actually want to improve the training offer.

Analysis of data from the questionnaire on the *ex-post* evaluation of initial training by trainee ordinary magistrates

SUMMARY: 1. Introduction and summary of results. – 2. Questionnaire responses and background data. – 3. Overall assessment of the usefulness of initial training for judicial work. – 4. Generic traineeship evaluation. – 5. Evaluation of targeted training. – 6. Role perception assessment. – 7. Comments collected with the open-ended question. – 8. Bivariate analysis. – 9. Concluding remarks.

1. Introduction and summary of results

Within the framework of the collaboration agreement between the Italian School for the Judiciary (SSM) and the Bologna branch of the Institute of Legal Informatics and Judicial Systems (IGSG-BO) of the National Research Council of Italy (CNR) for the *ex-post* evaluation of training courses, a questionnaire was prepared to be administered online to ordinary magistrates on traineeship (MOT) who participated in initial training courses from 2018 to 2020.

The questionnaire questions were agreed with the SSM Steering Committee and uploaded onto an online questionnaire platform operated by the CNR. The School then sent an email with a link to the questionnaire to all the trainee magistrates (MOTs) who had attended the initial training courses from 2018 to 2020. These were, in fact, three courses, one of which was in-person (2018), one with the ‘generic training’ carried out in-person and the ‘targeted training’ carried out online due to the pandemic (2019), and the last one, in 2020, completely online.

The main objective of the questionnaire was the *ex-post* evaluation of the initial training courses, with particular reference to the actual usefulness of the training activity in relation to the daily work carried out by magistrates in the courts and public prosecutor’s offices. The data collected are useful for the evaluation of the training courses carried out so far, for the planning of future training interventions, and to verify the usefulness of the questionnaire tool for possible *ex-post* evaluation of the courses by the SSM.

The data collected were processed by the CNR using the Statistical Package for the Social Sciences (SPSS) software, obviously in aggregated and therefore anonymous form.¹

¹ We would like to thank Mr. Domenico Piscitelli for his collaboration in preparing the online questionnaire and analysing the data with SPSS and Mr. Luigi Cutrì of the Italian School for the Judiciary for his assistance in the various stages of the research. We would also like to thank the magistrates Mrs. Martina Grandi, Mr. Gianluca Polastri, Mrs. Roberta Riccio, Mrs. Evelina Ticchi, for their useful suggestions on the questionnaire.

This report presents the main results in a mainly descriptive manner. Further interpretation of the data is reserved for the School bodies.

There were 429 valid answers. Six respondents did not answer the questionnaire, citing lack of time as the main reason.

429 responses out of 937 MOTs to which the questionnaire was sent (347 MOTs of MD 7.02.2018, 333 MOTs of MD 12.02.2019, 257 MOTs of MD 18.07.2019 and MD 03.01.2020) represent 45.8% of the respondents of the entire population. This is a very high percentage compared to what is usually considered satisfactory for this type of self-administered instrument (15% to 20%).

The 429 respondents are well distributed among the Ministerial Decrees (MD) of appointment 147 for the 2018 MD, 150 for the February 2019 MD, and 132 for the July 2019 and January 2020 MD, respectively (Question 3, Q3).

The predominantly exercised functions (Q4) are also well represented, with a predominance of tutelary and family judges, and criminal judges.

All appeal court districts (Q5) are represented by respondents with the following geographical distribution (197 North, 43 Centre, 188 South).

The demographic age (Q6) was regrouped into three bands with 162 MOTs being between 30 and 33 years old, 161 between 34 and 36 years old, and 102 between 37 and 53 years old, of these 29 are 40 years and older. The average age of the respondents is 35. Four people did not indicate their year of birth.

270 women responded (63%), 150 men (35%), 6 MOT preferred not to declare their gender (Q7), 3 persons did not answer the question.

119 MOTs stated that they had no work experience in the legal field prior to entering the judiciary (Q8). 341, on the other hand, have had one or more work experiences (Q9), mainly in the legal field (44%) or as a trainee at the Article 73 courts (24%).

A good number of the MOTs that answered the questionnaire (78%) subsequently attended one or more continuing education courses organised by the School.

The average overall assessment of the usefulness of initial training for judicial work (Q11) is 7.5, on a scale of 1 to 10, with significantly higher scores in those training activities that stand out for providing practical guidance to new magistrates.

An overall assessment of the training offer is also provided by the Likert questions (Q12), from which it clearly emerges that the practical aspects of the magistrate's work, such as case management and case processing times, judicial statistics, need to be developed more than the 'traditional' legal aspects.

With regard to teaching methodology (Q13), there is a clear indication of a preference for interactive methods, with practical exercises preferably in the workplace, in particular by participating in hearings with the assistance of the training foster magistrate. Writing workshops are also appreciated. The prefer-

ence for the need for in-person training courses for MOTs is understood, although 20% of respondents partially or totally disagree with this indication, having evidently also appreciated the online mode.

The overall assessment of the generic apprenticeship (Q14) is rather low (5.3), with a considerable number of topics covered in the courses not reaching sufficiency. Particularly noteworthy are the low average evaluations on the competences acquired on judicial statistics (4.0) and on the management of the backlog and referrals (5.0) which, if read in the light of the other evaluations, do not indicate a poor quality of teaching, but rather the need to go into these topics in greater depth.

The evaluation of the four training courses of the targeted apprenticeship for civil and labour judge (Q16), criminal judge (Q17), public prosecutor (Q18), inmates surveillance magistrate (Q19) receives overall average evaluations significantly higher than those of the generic apprenticeship. Respectively 6.6 for civil and labour judge; 6.5 for criminal judge; 6.7 for public prosecutor and 7.5 for inmates surveillance magistrate, taking into account however that in the latter case there were only 12 respondents.

Overall, initial training had a significant impact on the perception of one's role (Q20), while opinions on the impact of initial training on the perception of independence and impartiality were more nuanced.

The bivariate analyses cross-referenced the so-called independent context variables (year of appointment, age, function performed, gender, etc.) with the answers given.

Evaluations on general and targeted apprenticeship receive slightly higher scores for higher age groups. Women always gave slightly lower evaluations than their male colleagues did. Judges practising in the North always gave slightly higher evaluations of training activities than their colleagues did from the Centre and the South. Conversely, prosecutors in the North gave a lower evaluation of almost one point on the specific targeted training than their colleagues in the Centre and 0.5 of those in the South.

Among the MOTs appointed in 2018, 2019 and 2020, it is reported that those in 2018 gave lower scores to the generic apprenticeship, despite the fact that it took place entirely in presence.

The 2018 MOTs appreciated more than the others the knowledge imparted on the practical aspects of the magistrate's work, which was carried out in presence, whereas for the 2019 and 2020 MOTs, the targeted training was carried out remotely. In general, however, too much theory is reported in the courses, there is a clear indication of providing more operational content in order to have more knowledge and competences compared to the work that one actually went on to do in the offices.

The open question, which was answered by 99 magistrates with very interesting comments and which we recommend reading, once again highlighted the demand for more concrete training that is attentive to the real training needs of new magistrates, which primarily concern the management problems of hearings, the role, the organisation of proceedings time, and a better knowledge of judicial statistics.

Briefly, the questionnaire proved to be a useful and methodologically correct tool to assess *ex-post* the usefulness of the initial training of trainee ordinary magistrates. A simplification of the questionnaire and its administration, for example, one year, or one and a half years, after the performance of duties should be considered.

The *ex-post* evaluation of the initial training course is overall positive with respect to its practical usefulness in judicial work. Some, also quantitatively significant, critical points emerge on the 'generic training', considered too theoretical. There is a very strong request for greater concreteness and practicality of the training, with more activities at the offices or with real situations of study, the expansion of opportunities for sharing experiences and information exchange also considering the different judicial realities in which MOTs are placed once the initial training course is completed.

The topics on which more training is constantly required are hearing management, case management, especially when a large backlog is 'inherited', time management of proceedings, judicial statistics, and disciplinary aspects. As can be seen from the data, this involves in-depth studies and training activities mainly on topics of judicial work organisation on case management, thus significantly reducing traditional legal training.

From the School, the new magistrates, on the basis of the experience gained after one or more years of work in the offices, ask for training that is 'not found in law books', practical and substantive, not present in university and post-graduate courses, and which is instead essential to carry out their work competently, in reasonable time and with satisfaction, indispensable elements for 'quality justice'.

2. Questionnaire responses and background data

There were 429 valid answers to the online questionnaire. There were also 117 magistrates who opened the questionnaire, but then decided not to fill it or forgot to 'close' it with the appropriate button and therefore the data were not recorded. Six people did not answer the questionnaire, citing lack of time as the main reason.

The following table presents the respondents broken down by Ministerial Decree of appointment and their percentages of the total (Q3).

As can be seen from the table, the number of magistrates who responded is well distributed among the various competitions considered in this analysis.

Table 1. Number of respondents per Ministerial Decree (MD)

MD Appointment	Frequency	Percentage	Total MOT	Percentage out of total
MD 7 February 2018	147	34%	333	44%
MD 12 February 2019	150	35%	257	58%
MD 18 July 2019 and 03 January 2020	132	31%	275	48%
Total	429	100%	865	50%

The next table presents the functions performed by the respondents. The distribution appears to be fairly balanced with respect to the functions assumed by the newly appointed magistrates (Q04). The total number is 529 compared to the 429 respondents, because a number of trainee magistrates (MOTs) indicated that they performed several functions simultaneously (61 two functions, 14 three functions, 3 more than three functions).

Table 2. Number of respondents by judicial function

Function	Frequency	Percentage
Labour Judge	36	7%
Judge in bankruptcy matters	34	6%
Execution Judge	34	6%
Business Judge	3	1%
Immigration Judge	9	2%
Guardianship or family judge	50	9%
Civil court judge (in none of the above functions)	95	18%
Juvenile judge	3	1%
Judge of the review court	16	3%
Pre-trial investigation judge – GIP	5	1%
Criminal Judge	160	30%
Inmates surveillance magistrate	12	2%
Prosecutor	61	12%
Juvenile prosecutor	3	1%
So-called ‘mixed’ functions	8	2%
Total	529	100%

The following table shows the districts to which the magistrates who answered the questionnaire belong. All 26 districts plus detached sections are present (Q5).

Table 3. Number of respondents per district

Districts	Frequency	Percentage
Ancona	8	1,9%
Bari	16	3,7%
Bologna	21	4,9%
Bolzano (detached section)	6	1,4%
Brescia	17	4,0%
Cagliari	12	2,8%
Caltanissetta	18	4,2%
Campobasso	5	1,2%
Catania	12	2,8%
Catanzaro	34	7,9%
Firenze	17	4,0%
Genova	13	3,0%
L'Aquila	12	2,8%
Lecce	2	0,5%
Messina	6	1,4%
Milano	38	8,9%
Napoli	22	5,1%
Palermo	17	4,0%
Perugia	9	2,1%
Potenza	7	1,6%
Reggio Calabria	22	5,1%
Roma	14	3,3%
Salerno	6	1,4%
Sassari (detached section)	4	0,9%
Taranto (detached section)	5	1,2%
Torino	40	9,3%
Trento	6	1,4%
Trieste	8	1,9%
Venezia	31	7,2%
Total	428	100%

The distribution of districts among the three geographical areas is also quite balanced.

Table 4. Number of respondents and their geographical location

Districts	Frequency	Percentage
North	197	46%
Centre	43	10%
South	188	44%
Total	428	100%

The following tables show the year of birth and a three-year regrouping of the responding the magistrates (Q6).

Table 5. Number of respondents by year of birth

Year of birth	Frequency	Percentage
1969	2	0,5%
1973	1	0,2%
1974	3	0,7%
1975	1	0,2%
1976	1	0,2%
1977	1	0,2%
1978	5	1,2%
1979	4	0,9%
1980	2	0,5%
1981	3	0,7%
1982	6	1,4%
1983	18	4,2%
1984	23	5,4%
1985	32	7,5%
1986	43	10,1%
1987	53	12,5%
1988	65	15,3%
1989	71	16,7%
1990	71	16,7%
1991	15	3,5%
1992	5	1,2%
Total	425	100%

Table 6. Number of respondents per age group

Age Classes	Frequency	Percentage
30 to 33 anni	162	38%
34 to 36 anni	161	38%
37 to 53 anni	102	24%
Total	425	100%

The average age of the magistrates who responded is 35.

The following table concerns the gender of the respondents. A balanced distribution emerges, with a clear predominance of women (Q7).

Table 7. Number of respondents by gender

Gender	Frequency	Percentage
Female	270	63%
Male	150	35%
I prefer not to declare it	6	1%
Total	426	100%

The figure concerning previous work experience in the legal field is interesting. 119 MOTs had no previous work experience; all others did (Q8).

As the next table shows, many MOTs stated that they had experience as a lawyer (44%) and as an Article 73 trainee (24%). The total is higher than the number of magistrates who responded to the questionnaire due to the fact that a number indicated more previous work experience, 72 indicated two, 13 indicated three (Q09).

Table 8. Number of respondents with previous legal experience

Previous legal work experience	Frequency	Percentage
Lawyer	207	44%
Researcher	32	7%
Art. 37 trainee	16	3%
Art. 73 trainee	111	24%
PA employee	49	11%
Activities at university (research fellow, PhD student, etc.)	21	5%
Forensic practice	15	3%
Other public	8	2%
Other private	7	2%
Total	466	100%

The magistrates were asked whether and how many courses organised by the School they had attended after entering the service. As can be seen from the table, 39% of the MOTs had subsequently participated in three or more courses and only 12% had not attended any courses.

Table 9. Number of respondents who attended other School courses

School attendance	Frequency	Percentage
No	52	12%
Yes (One)	110	26%
Yes (Two)	99	23%
Yes (Three or more)	167	39%
Total	428	100%

As can be seen from the table below, and as was intuitive to expect, the largest percentages of MOTs who participated in multiple courses are those who took up service in 2018.

Table 10. Number of respondents per Ministerial Decree (MD) and number of courses attended

	MD 7 February 2018		MD 12 February 2019		MD 18 July 2019 and 03 January 2020	
	Courses attended	%	Courses attended	%	Courses attended	%
None	8	5%	9	6%	35	27%
Yes (one)	8	5%	31	21%	71	54%
Yes (two)	21	14%	54	36%	24	18%
Yes (three or more)	110	75%	56	37%	1	1%
Total	147	100%	150	100%	131	100%

3. Overall assessment of the usefulness of initial training for judicial work

Question 11 asked for an overall assessment of the usefulness for judicial work of the various activities organised by the School as part of initial training. Evaluations were expressed with a mark from 1 to 10. The numbers relating to ‘frequencies’ (i.e., the numbers relating to the answers given to the question or statement) are different because not all the MOTs participated in all the training activities listed, e.g., internships in other organisations (Q11). As can be seen

from the table, the activities carried out in the offices with training foster magistrates obtain significantly higher average scores. Training activities that provide practical guidance to new magistrates are particularly appreciated.

The standard deviation, the last column on the right-hand side of the table, is a summary indicator of the dispersion of the assigned ratings compared to the overall average. The higher the value, the more distance there is between the marks awarded by individual respondents and the average mark shown in the table.

Table 11. Overall assessment of activity for judicial work

Q11 What is your overall assessment of the usefulness for judicial work of the various training activities in which you participated as MOT?	Frequencies	Average rating	Standard deviation
Activities carried out in court with foster magistrates	424	9,0	1,2
Activities carried out in court with the foster magistrates excluding those in court	417	8,9	1,3
Training activities carried out in judicial offices as part of the targeted traineeship	426	7,9	1,7
Courses attended at the school as part of the targeted traineeship	425	7,5	1,7
Overall assessment of the initial training received through courses at the school	425	7,3	1,5
Overall assessment of initial training received through work in offices	416	7,3	1,5
Training activities carried out in judicial offices as part of the generic traineeship	427	7,1	1,8
Courses attended at the school as part of the generic traineeship	428	6,7	1,8
Traineeship in other organisations	304	5,7	2,3
Overall average		7,5	

Question 12 asked for the degree of agreement or disagreement on 14 statements to evaluate the training course followed. The following tables summarise the answers by regrouping those who totally and partially agree or disagree.

As the table shows, the MOTs considered the initial training objectives clear and the legal knowledge acquired during the course useful. The targeted traineeship is appreciated, although some 37% of the respondents did not consider the practical aspects of the work to be thoroughly covered (Q12-5).

Almost 90% of the MOTs felt that more training on the management of the hearing scheduling was needed (Q12-10). The handling of case processing times is also reported as an activity that should be deepened. Judicial statistics are another topic that more than 70% of MOTs think should be deepened.

From a relational point of view, almost all of them stayed in touch with their training foster magistrates and also maintained a useful relationship with their colleagues after the course.

Table 12. Training pathway evaluation

S3.1 The Training Pathway (Q12)	Totally agree	Partially agree	Partially disagree	Totally disagree	Don't know/can't answer
The objectives of the initial training course were clear.	44,7	43,3	7,3	1,6	3,0
The training activities carried out at the School during the generic traineeship were on the whole not very useful.	11,7	29,4	32,2	25,2	1,4
The legal knowledge acquired during my initial training was very useful for my work.	32,2	47,7	15,5	3,8	0,9
My initial expectations of the initial training were disappointed.	7,3	28,5	33,4	28,7	2,1
The training gave me an in-depth insight into the practical aspects of working as a magistrate.	15,9	47,0	26,2	10,7	0,2
The targeted traineeship was useful for the work I then did in the office.	66,1	26,9	4,9	1,4	0,7
During the training at the school, I did not learn anything new.	2,1	8,7	29,0	57,8	2,3
The relationship that was built with colleagues was also useful to me after the course.	54,9	29,2	6,1	4,4	5,4
I maintained contact with the foster magistrates.	68,1	24,6	4,9	1,4	0,9
More training on managing the hearings scheduling would be necessary.	59,1	28,0	4,7	3,0	5,1

Segue: Table 12. Training pathway evaluation

S3.1 The Training Pathway (Q12)	Totally agree	Partially agree	Partially disagree	Totally disagree	Don't know/cannot answer
I had a very good training on case processing times.	14,5	34,9	30,0	13,1	7,5
It would be important to increase training on judicial statistics.	33,3	37,2	17,3	8,7	3,5
I lacked specific training on the day-to-day management of proceedings.	23,1	38,1	22,7	14,0	2,1

The next table joins the responses ‘in agreement’ and ‘in disagreement’ with the statement, offering a clearer picture of the indications provided by the respondents, which are also presented in the relevant graph.

Table 13. Joined training course evaluation

S3.1 The Training Pathway (Q12)	Tot. + partially agree	Tot. + partially disagree	Don't know/cannot answer
The objectives of the initial training course were clear.	88,1	8,9	3,0
The training activities carried out at the School during the generic traineeship were on the whole not very useful.	41,1	57,5	1,4
The legal knowledge acquired during my initial training was very useful for my work.	79,8	19,2	0,9
My initial expectations of initial training were disappointed.	35,8	62,1	2,1
The training gave me an in-depth insight into the practical aspects of working as a magistrate.	62,9	36,9	0,2
The targeted traineeship was useful for the work I then did in the office.	93,0	6,3	0,7
During my training at the school, I did not learn anything new.	10,8	86,9	2,3
The relationship built with colleagues was also useful to me after the course.	84,1	10,5	5,4
I maintained contact with the assigned magistrates.	92,7	6,3	0,9
More training on managing the hearings scheduling would be necessary.	87,1	7,7	5,1
I had a very good training on case processing times.	49,4	43,1	7,5
It would be important to increase training on judicial statistics.	70,5	26,0	3,5
I lacked specific training on the day-to-day management of proceedings.	61,2	36,7	2,1

The next set of questions concerned the methodological aspects of teaching (Q13).

As the data in the table show, the respondents' appreciation of practical activities with the assigned magistrate (Q13-4), discussions on concrete cases (Q13-7), or simulating concrete cases (Q13-10), the request for training in real hearings (Q13-16) and in small groups (Q13-3) once again emerges.

The materials distributed by the school and the presence of the tutor are considered useful. The writing workshops (Q13-14) were slightly less appreciated, but still positively evaluated. Consistent with the expressed need for 'more concreteness and practicality' in initial training, the face-to-face lectures and the 'theoretical focus' of both the generic and the targeted training were less appreciated (Q13-8, Q13-9).

Plenary discussions after working groups are not considered particularly useful (Q13-13), while more discussion with experienced magistrates is required (Q13-5).

The preference for the need for face-to-face training courses is obvious, although 20% of respondents disagree, partially or totally, with this indication.

Table 14. Evaluation of methodological aspects of teaching

S3.2 Methodological aspects of teaching (Q13)	Totally agree	Partially agree	Partially disagree	Totally disagree	Don't know/cannot answer
The training materials provided by the School were useful to me.	47,0	44,6	6,5	1,6	0,2
The lectures were mostly boring.	9,8	26,5	38,2	23,4	2,1
The work in small groups was very useful.	51,2	36,4	9,8	2,1	0,5
The activities carried out with the assigned magistrate were crucial.	87,1	87,1	87,1	87,1	87,1
It would have been necessary to have more space for debate with more experienced magistrates.	49,8	34,1	11,2	2,6	2,3
All courses for MOTs should be carried out only in presence.	52,7	23,9	14,3	6,6	2,6
The study of concrete cases and their discussion was a key learning moment.	73,1	23,8	2,6	0,0	0,5
The lectures during the general traineeship were too theoretical.	28,5	47,4	18,5	5,1	0,5
The lectures during the targeted traineeship were too theoretical.	11,0	44,2	29,2	15,0	0,7
The training activities simulating a real situation were very useful.	60,3	29,3	6,6	2,1	1,6

Segue: Table 14. Evaluation of methodological aspects of teaching

S3.2 Methodological aspects of teaching (Q13)	Totally agree	Partially agree	Partially disagree	Totally disagree	Don't know/cannot answer
The presence of the tutors was unnecessary.	6,3	9,6	18,5	63,5	2,1
The drafting of the measures in working groups was very educational.	40,0	37,4	13,6	6,3	2,8
The forms distributed for the drafting of deeds did not help me at work.	7,0	29,5	25,5	32,1	5,9
The plenary discussion of the group work was superfluous.	25,6	27,7	25,1	20,4	1,2
The measure writing workshops have been very useful for me in my daily work.	23,4	45,9	18,3	7,5	4,9
I would have preferred to have had more training opportunities in real hearings.	59,2	24,9	10,1	2,3	3,5
The training time at the offices was too short compared to the lessons at the school.	35,3	28,0	19,2	14,5	3,0

As before, the following table and graph join the responses 'in agreement' and 'in disagreement' with the proposed statements.

Table 15. Joined evaluation of methodological aspects of teaching

S3.2 Methodological aspects of teaching (Q13)	Tot. + partially agree	Tot. + partially disagree	Don't know/cannot answer
The training materials provided by the School were useful to me.	91,6	8,2	0,2
The lectures were mostly boring.	36,3	61,6	2,1
The work in small groups was very useful.	87,6	11,9	0,5
The activities carried out with the assigned magistrate were crucial.	97,4	1,9	0,7
It would have been necessary to have more space for debate with more experienced magistrates.	83,9	13,8	2,3
All courses for MOTs should be conducted in presence only.	76,6	20,8	2,6
The study of concrete cases and their discussion was a key learning moment.	97,0	2,6	0,5
The lectures during the general traineeship were too theoretical.	75,9	23,6	0,5

Segue: Table 15. Joined evaluation of methodological aspects of teaching

S3.2 Methodological aspects of teaching (Q13)	Tot. + partially agree	Tot. + partially disagree	Don't know/cannot answer
The lectures during the targeted traineeship were too theoretical.	55,1	44,2	0,7
The training activities simulating a real situation were very useful.	89,7	8,7	1,6
The presence of the tutors was unnecessary.	15,9	82,0	2,1
The drafting of the measures in working groups was very educational.	77,3	19,9	2,8
The forms distributed for the drafting of deeds did not serve me at work.	36,5	57,6	5,9
The plenary discussion of the group work was superfluous.	53,3	45,5	1,2
The measure writing workshops have been very useful for me in my daily work.	69,3	25,8	4,9
I would have preferred to have had more training opportunities in real hearings.	84,0	12,4	3,5
The training time at the offices was too short compared to the lessons at the school.	63,3	33,6	3,0

4. Generic traineeship evaluation

Question 14 consists of a plurality of more detailed questions, which gather the various training activities indicated in the generic traineeship programmes, in an attempt to assess the perceived usefulness of the various contents proposed by the MOTs later. Some activities not explicitly present in the programmes were introduced as control variables. The number of respondents is generally lower in each individual activity because they were instructed not to answer the question: 'In the event that your training did not cover some of the competences listed, or you have never used the competences acquired in the training course in your work practice'.

The data indicate an overall average of 5.3 on the scale from 1 to 10. 34 training activities do not reach the sufficiency mark, although it should be noted that some activities were not directly covered in the course programmes. Removing them from the list, however, the overall average rises slightly to 5.5.

Several low marks should be noted on various training activities. These include the one on 'competences acquired on judicial statistics' (4.0), and that on the 'management of the backlog and hearings' (5.0).

Table 16. Generic traineeship evaluation

Q14 Generic traineeship evaluation	Frequencies	Average rating	Standard deviation
Acquired competences on guarantees of impartiality and independence	407	7,3	2,1
Acquired competences on legal reasoning in judgments, orders, and decrees	408	7,1	1,9
Overall acquired competences on criminal law	376	7,0	1,8
Acquired competences on clarity and conciseness of deeds	414	7,0	2,0
Acquired competences in online regulatory and case-law research	416	6,8	2,2
Acquired competences on deontological and ethical principles	409	6,6	2,1
Acquired competences on the language of court orders	406	6,4	2,2
Overall acquired competences on the civil law	370	6,4	2,2
Acquired competences in relations with colleagues	382	6,1	2,5
Acquired competences in dealing with the parties to the proceedings	378	6,0	2,3
Acquired competences in dealing with lawyers	386	5,9	2,5
Acquired competences in the use of social networks	397	5,8	2,4
Acquired competences on management of hearings c	387	5,7	2,5
Acquired competences on the civil liability of the magistrate	396	5,6	2,2
Acquired competences in dealing with the registry office	381	5,6	2,6
Acquired competences on the role of the judge with Courts, Constitution and European Charters	359	5,6	2,3
Acquired competences on the disciplinary system	399	5,5	2,2
Acquired competences on the jurisprudence of the Court of Justice of the European Union	365	5,3	2,2
Acquired competences on the Pinto Law and the reasonable duration of proceedings	359	5,3	2,4
Acquired competences on the jurisprudence of the European Court of Human Rights	364	5,3	2,3
Acquired competences on media relations	358	5,2	2,5

Segue: Table 16. Generic traineeship evaluation

Q14 Generic traineeship evaluation	Frequencies	Average rating	Standard deviation
Acquired competences on backlog management	379	5,0	2,4
Acquired competences on incompatibilities	385	5,0	2,4
Acquired competences in the management of referrals	367	5,0	2,5
Acquired competences on the psychology of judging	365	4,9	2,5
Acquired competences in dealing with the head of the office	369	4,9	2,5
Acquired competences on professional evaluations	379	4,9	2,3
Expertise in incidental questions of constitutionality	372	4,8	2,4
Acquired competences on registry office services	374	4,8	2,3
Acquired hearing management competences through Teams	341	4,7	2,8
Acquired competences on the various international bodies dealing with justice	336	4,7	2,2
Acquired competences in dealing with middle managers	359	4,7	2,5
Acquired competences in relations with the Judicial Council	362	4,6	2,4
Acquired competences on reference for a preliminary ruling to the Court of Justice	363	4,6	2,4
Acquired competences on the court organisational schema (<i>tabelle</i>)	383	4,5	2,4
Acquired competences on work contexts and organisational well-being	364	4,5	2,3
Acquired knowledge on the associationism of the judiciary	355	4,3	2,3
Acquired competences on EUROJUST	322	4,1	2,3
Acquired competences on judicial statistics	354	4,0	2,3
Acquired competences on the organisational structure (<i>programma organizzativo</i>) of the public prosecutor's office	303	4,0	2,5
Acquired competences on Art. 37 DL 98/2011	323	4,0	2,4
Acquired competences on extrajudicial activities	366	3,7	2,3
Acquired competences on the European Public Prosecutor's Office (EPPO)	296	3,7	2,3
Overall average		5,3	

5. Evaluation of targeted training

Question 15 asked about the targeted traineeships carried out. As the table shows, the magistrates who answered the questionnaire participated in all four targeted traineeships with percentages that are probably (detailed data is not available) similar, proportionally, to those who participated in the various traineeships.

Table 17. Number of respondents per traineeship

Q15 Traineeship	Frequency	Percentage
Targeted for civil and labour judge	187	43,5
Targeted for criminal judge	167	38,8
Targeted for prosecutor	64	14,9
Target for inmates surveillance magistrate	12	2,8
Total	430	100

Question 16 is only addressed to the 187 MOTs who participated in the targeted traineeship for civil and labour judges.

In this case, the ratings are significantly higher than for the generic traineeship, with only a few training activities not reaching the sufficiency level. The lowest grade is given to 'acquired competences on the process office', an activity that was actually not directly included in the MOT training programmes.

It should be noted that core competences such as 'reasonable duration of proceedings' and 'priority of proceedings' have rather low marks around 6.

The standard deviation, the last column on the right, having rather high values, indicates a rather wide distribution of votes from 1 (lowest value) to 10 (highest value).

Table 18. Evaluation of targeted civil and labour court traineeships

Q16 Evaluation of targeted civil and labour court traineeships	Frequencies	Media	Standard deviation
Acquired competences on the online civil trial	181	7,7	1,8
Acquired jurisdiction on opposition to the injunction decree	171	7,5	1,9
Acquired competences on the decisional phase of ordinary civil proceedings	179	7,5	1,8
Acquired competences in the discovery phase of ordinary civil proceedings	181	7,4	1,8

Segue: Table 18. Evaluation of targeted civil and labour court traineeships

Q16 Evaluation of targeted civil and labour court traineeships	Frequencies	Media	Standard deviation
Acquired competences on the introductory phase of ordinary civil proceedings	181	7,4	1,8
Acquired competences on different procedures and jurisdictions	185	7,4	1,7
Acquired competences on legal reasoning techniques	174	7,3	1,8
Acquired competences on the pre-trial phase of ordinary civil proceedings	178	7,3	1,7
Acquired competences in the use of the digital application for civil judges	176	7,3	2,0
Acquired competences on drafting documents in civil proceedings	175	7,3	2,1
Acquired competences on the monitoring procedure	171	7,2	2,0
Acquired competences in pre-trial proceedings	175	7,0	2,0
Acquired jurisdiction on costs of litigation, reckless litigation and legal aid	174	7,0	2,0
Acquired competences on civil precautionary proceedings and	174	7,0	2,0
Acquired competences on techniques for assessing pecuniary and non-pecuniary damage	162	6,9	2,1
Acquired competences on e-filing	173	6,9	2,3
Acquired competences on mediation and conciliation	176	6,8	2,1
Acquired competences on notifications	178	6,7	2,4
Acquired competences on the nullity of acts	167	6,6	2,2
Expertise on the management of the proceedings in relations with parties, lawyers, chancelleries	166	6,5	2,3
Acquired competences on abuse of process	164	6,5	2,1
Acquired competences on chamber procedures	163	6,4	2,2
Acquired competences on the scheduling of hearings	172	6,4	2,2
Acquired competences in verbalisation methods	169	6,3	2,5
Acquired competences in family litigation and voluntary jurisdiction	132	6,2	2,7
Acquired competences on the reasonable duration of trials	154	6,0	2,1
Acquired competences in the field of labour litigation	116	6,0	3,0
Acquired competences on procedural priorities	163	5,9	2,5

Segue: Table 18. Evaluation of targeted civil and labour court traineeships

Q16 Evaluation of targeted civil and labour court traineeships	Frequencies	Media	Standard deviation
Acquired competence on the incidental question of constitutionality	147	5,6	2,1
Acquired competences in the bankruptcy and corporate sector	112	5,3	2,8
Acquired competences in the field of enforcement	112	5,3	2,7
Acquired competences on the European injunction	152	5,1	2,6
Acquired competences on the judge's assistant office (<i>ufficio per il processo</i>)	142	4,8	2,7
Overall average		6,6	

Question 17 elaborates the training activities carried out in the framework of the targeted traineeship for criminal judges.

The average grades are quite high, although there are some 'failures' here too.

There was a particularly low evaluation on the training activities carried out on the 'digital criminal process' (4.6) and a little higher, but still insufficient, on 'backlog management' (5.6) and 'restorative justice' (5.5).

Table 19. Evaluation of targeted criminal judge traineeship

Q17 Evaluation of targeted traineeship criminal judge	Frequencies	Average rating	Standard deviation
Acquired competences in criminal proceedings	159	7,7	1,5
Acquired competences in criminal law	161	7,6	1,5
Acquired competences on the drafting of the short decision	155	7,5	1,8
Acquired competences in criminal investigation	163	7,5	1,7
Acquired competences on sentence drafting techniques	160	7,5	1,6
Acquired competences on the formulas defining the judgement (acquittal, prescription, etc.)	157	7,5	1,8
Acquired competences on special procedures	161	7,4	1,6
Acquired competences on witness examination and cross examination	162	7,3	1,8

Segue: Table 19. Evaluation of targeted criminal judge traineeship

Q17 Evaluation of targeted traineeship criminal judge	Frequencies	Average rating	Standard deviation
Acquired competences in special proceedings (plea bargaining, abbreviated, immediate)	162	7,2	1,7
Acquired competences in evidential reasoning	156	7,1	1,9
Acquired competences on prescriptions	153	7,1	1,8
Acquired competences on the examination of defendants	159	7,1	1,9
Acquired competences on the management of precautionary measures	161	7,0	1,8
Acquired competences on imputation	153	6,9	1,9
Acquired competences on pathologies of acts in criminal proceedings	160	6,9	1,7
Acquired competences on the drafting of pre-trial orders	157	6,9	1,9
Jurisdiction over protective orders	162	6,9	1,7
Jurisdiction over exceptions raised before the trial judge	161	6,8	1,9
Acquired competences on trial deflation systems	158	6,8	2,0
Acquired competences on probation	157	6,7	1,9
Acquired competences on the admission and evaluation of scientific evidence	157	6,7	1,8
Acquired competences on the exercise of civil action in criminal proceedings	156	6,5	1,9
Acquired competences in dealing with the public prosecutor	151	6,5	1,9
Acquired competences in council chamber proceedings	155	6,5	1,9
Acquired competences on legal costs	156	6,4	2,0
Acquired competences on procedural priorities	148	6,2	2,0
Acquired competences on indictment	138	6,2	2,2
Expertise in criminal seizures and confiscations	159	6,1	1,9
Jurisdiction acquired on appeal against judgments of justices of the peace	153	5,7	2,3
Acquired competences on backlog management	147	5,6	2,3

Segue: Table 19. Evaluation of targeted criminal judge traineeship

Q17 Evaluation of targeted traineeship criminal judge	Frequencies	Average rating	Standard deviation
Acquired competences on the evidentiary incident	152	5,5	1,9
Acquired competences on the preliminary hearing	150	5,5	2,0
Acquired competences on restorative justice	144	5,5	2,2
Acquired competences on organised crime processes and the so-called 'double track'.	145	5,4	2,4
Acquired competences on wiretapping	153	5,4	1,9
Acquired competences on the issue of constitutionality	148	5,3	2,0
Acquired competences on preventive and patrimonial measures and related proceedings	143	5,2	2,2
Acquired competences on distance hearings	137	5,0	2,4
Acquired competences on digital criminal proceedings	140	4,6	2,3
Overall average		6,5	

The targeted traineeship for prosecutors is assessed by question 18. As the relevant table shows, the average scores tend to be higher than the marks for the targeted traineeships for civil and criminal judges.

It should be noted that the highest ratings were given to training activities that dealt with the 'drafting of documents' (precautionary measures, indictments, etc.).

The standard deviation has rather small values, so the votes cast are consistently distributed around the mean.

It should be noted that only among the MOTs of the 2019 Ministerial Decree, there is no data on the targeted traineeship for public prosecutors since no MOTs who responded to the questionnaire of that Ministerial Decree attended that traineeship.

Table 20. Evaluation of targeted public prosecution (PP) traineeship

Q18 Evaluation of targeted public prosecutor traineeship	Frequencies	Media	Standard deviation
Acquired competences in drafting documents (e.g., precautionary measures, indictments, etc.)	64	8,2	1,4
Acquired competences on the drafting of charges	64	8,1	1,5
Acquired competences on the techniques of drafting PP requests in pre-trial matters	64	7,9	1,4

Segue: Table 20. Evaluation of targeted public prosecution (PP) traineeship

Q18 Evaluation of targeted public prosecutor traineeship	Frequencies	Media	Standard deviation
Acquired competences in the field of personal and real protection	64	7,7	1,5
Acquired competences on delegated investigations	64	7,7	1,6
Acquired competences on the request for nolle prosequi	64	7,7	1,6
Acquired competences in handling crime reports	64	7,5	1,6
Acquired competences on prosecution (e.g., committal for trial, criminal decree, etc.)	64	7,4	1,7
Acquired competences in investigation techniques	64	7,3	1,6
Acquired competences on participation in the preliminary hearing	64	7,2	1,9
Acquired competences on cross-examination before the preliminary investigation judge (GIP)	62	7,2	1,9
Acquired competences on unrepeatable technical investigations	64	7,2	1,6
Acquired competences on the search for evidence	64	7,1	1,8
Acquired competences on technical counsel	64	7,1	1,7
Acquired competences in dealing with judges	63	7,0	2,0
Acquired competences in meetings with the judicial police	64	7,0	1,9
Acquired competences on time management of investigations (e.g., deadlines, extensions)	64	7,0	1,9
Acquired competences on the schedule of precautionary measures	64	6,9	2,0
Acquired competences on the coordination of investigations	64	6,9	1,9
Acquired competences on written and oral closing argument	64	6,9	2,0
Acquired competences in wiretapping management	63	6,9	1,8
Acquired hearing management competences	64	6,8	1,8
Acquired competences in criminal proceedings	64	6,8	1,7
Acquired competences in meetings with colleagues	64	6,8	2,0
Acquired competences in dealing with defence lawyers	64	6,7	1,9
Expertise in criminal seizures and confiscations	63	6,7	1,9
Acquired competences on so-called "serial work"	63	6,7	2,1
Acquired competences on interrogation	63	6,6	1,8
Acquired competences in meetings with heads of offices	63	6,5	2,2

Segue: Table 20. Evaluation of targeted public prosecution (PP) traineeship

Q18 Evaluation of targeted public prosecutor traineeship	Frequencies	Media	Standard deviation
Acquired competences on the discovery of documents at the investigation stage	64	6,5	2,0
Acquired competences in 'external' work (e.g., inspections, searches, etc.)	62	6,4	2,0
Acquired competences in dealing with the suspect	62	6,4	1,9
Acquired competences on the priority of proceedings	63	6,4	2,0
Jurisdiction over the order for compulsory indictment	63	6,3	2,1
Acquired competences on backlog management	63	6,1	2,1
Acquired competences on the statute of limitations	61	6,1	2,1
Acquired competences on drafting techniques for appeals	61	6,1	2,3
Acquired competences on appeal and the prosecutor's cassation appeal	61	5,9	2,3
Acquired competences on preventive measures and related proceedings	59	5,4	2,3
Acquired competences on participation in the hearing at a distance	53	5,3	2,9
Acquired competences on the search for evidence outside national borders	61	5,3	2,4
Acquired competences on penal enforcement	59	5,1	2,3
Acquired competences on the functions of the juvenile prosecutor	49	5,1	2,8
Overall average		6,7	

The initial training of the targeted traineeship also includes specific activities for inmates surveillance magistrates. Twelve MOTs participated in this traineeship and answered the questionnaire.

Grades are on average high, higher than all other targeted trainings, the assumption being that the specialisation of the training activity is particularly appreciated.

The dispersion of grades from the mean (standard deviation) is also rather low.

Table 21. Evaluation of targeted traineeship for inmates surveillance magistrate

Q19 Targeted Apprenticeship for inmates surveillance magistrate	Frequencies	Media	Standard deviation
Acquired competences on alternative measures	12	9,1	1,1
Acquired competences on the management of alternative or security measure files	12	9,0	1,0

Segue: Table 21. Evaluation of targeted traineeship for inmates surveillance magistrate

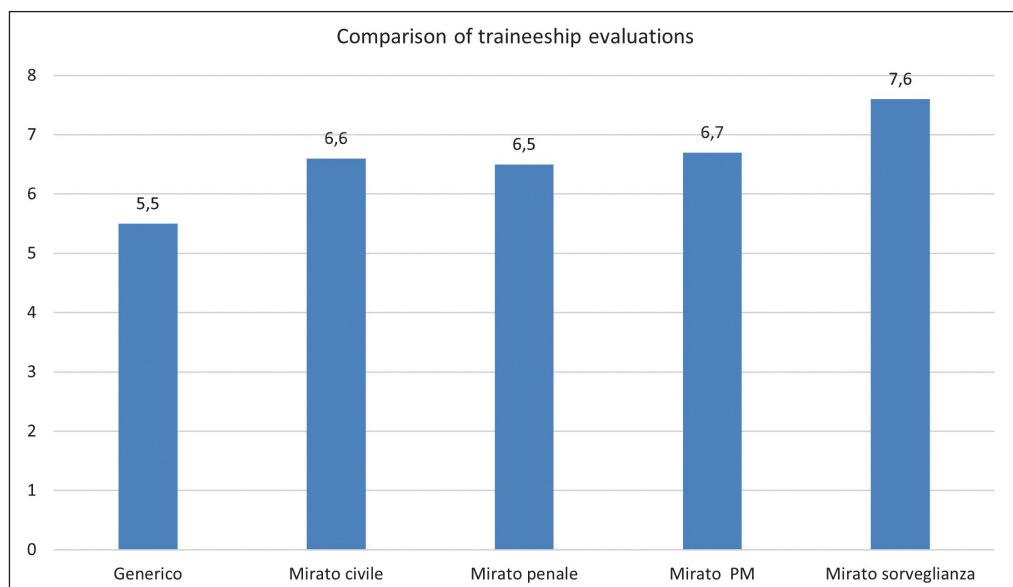
Q19 Targeted Apprenticeship for inmates surveillance magistrate	Frequencies	Media	Standard deviation
Acquired competences on probation to social services	12	8,9	0,9
Acquired competences on surveillance proceedings	12	8,8	1,0
Acquired competences on premium and need permits	12	8,8	1,1
Acquired competences on early release	12	8,8	1,2
Acquired competences on home detention	12	8,8	1,0
Acquired competences on the dissolution of cumulation	12	8,6	1,5
Acquired competences on outside work and semi-freedom	12	8,6	1,2
Acquired competences on the conversion of fines	12	8,4	1,8
Acquired competences on the execution order	12	8,2	2,6
Acquired competences on relations with the detainee	12	8,0	2,0
Acquired competences on the certificate of execution and criminal record	12	7,8	2,6
Acquired competences on relations with lawyers	12	7,8	1,9
Acquired competences on the Surveillance Office Information System (SIUS)	12	7,2	2,5
Acquired competences on the organisation of the collegial hearing	12	7,1	2,7
Acquired competences on health in prison in particular mental health	12	7,1	2,4
Acquired competences on the criminal enforcement of foreigners	12	6,9	2,6
Acquired competences on the organisation of the collegial hearing	12	6,8	2,5
Acquired competences in relations with prison management	12	6,8	2,0
Acquired competences on work organisation	12	6,8	2,0
Acquired competences on relations with other institutions (Department of prison etc.)	12	6,7	1,9
Acquired competences on restorative prescriptions and restorative justice	12	6,6	2,5
Acquired competences on prison circuits and differentiated regimes	12	6,5	2,5
Acquired competences on the Criminal Execution Information System (SIES)	12	6,4	2,5

Segue: Table 21. Evaluation of targeted traineeship for inmates surveillance magistrate

Q19 Targeted Apprenticeship for inmates surveillance magistrate	Frequencies	Media	Standard deviation
Acquired competences in relations with the public prosecutor	12	5,8	3,2
Acquired competences on the specificity of the relationship between minors and prison	12	5,4	2,6
Overall average		7,6	

The following graph briefly compares the overall averages among the various traineeships.

Figure 1. Comparison of traineeship evaluation (generic, targeted civil, targeted penal, targeted public prosecutors, targeted inmates surveillance magistrate)



6. Role perception assessment

The last question (Q20) asked all MOTs for an assessment of the contribution of initial training on the perception of the role and function of the magistrate. Values are always expressed as a percentage of the 426 respondents.

As the table shows, magistrates indicate how initial training has significantly affected their perception of their role and behaviour. The opinion of

the MOTs on the impact of initial training on the perception of independence and impartiality is less cohesive.

Table 22. Initial training and role perception

Q20	Totally agree	Partially agree	Partially disagree	Totally disagree	Don't know/can't answer
Initial training significantly affected my perception of the work as a magistrate.	26,1	49,5	16,0	7,0	1,4
The initial training did not really influence my behaviour at work.	6,8	20,7	36,9	34,5	1,2
Daily practice was very different from what I learnt during the initial training course	21,6	42,8	28,7	6,1	0,7
The awareness of my role as a magistrate only emerged after some time.	13,4	30,9	26,9	26,4	2,4
Only the relationship with colleagues at work actually consolidated my perception of the role of a magistrate.	11,3	28,5	32,2	25,9	2,1
The awareness of my impartiality increased after the initial training course.	12,1	37,6	26,2	19,9	4,3
The competences acquired during initial training have strengthened my ability to resist internal and external pressures that could threaten my independence.	13,6	38,4	20,5	21,2	6,4

The following table and graph join the answers into only two categories: 'agree' or 'disagree' with the proposed statements.

Table 23. Initial training and aggregated role perception

Q20 Role perception	Tot. + partially agree	Tot. + partially disagree	Don't know/cannot answer
Initial training significantly affected my perception of the work as a magistrate.	75,6	23,0	1,4
The initial training did not really influence my behaviour at work.	27,5	71,4	1,2
Daily practice was very different from what I learnt during the initial training course	64,5	34,8	0,7
The awareness of my role as a magistrate only emerged after some time.	44,3	53,3	2,4

Segue: Table 23. Initial training and aggregated role perception

Q20 Role perception	Tot. + partially agree	Tot. + partially disagree	Don't know/cannot answer
Only the relationship with colleagues at work actually consolidated my perception of the role of a magistrate.	39,8	58,1	2,1
The awareness of my impartiality increased after the initial training course.	49,6	46,1	4,3
The competences acquired during initial training have strengthened my ability to resist internal and external pressures that could threaten my independence.	52,0	41,6	6,4

7. Comments collected with the open-ended question

The last question with an ‘open’ response offers several interesting insights. It is significant that 99 magistrates decided to write a comment, showing considerable interest in the topic and in the *ex-post* evaluation questionnaire activity.

All the answers are interesting, well worth reading and are collected in full in the appendix.

In this part of the report, we list just a few of them, which well represent the most recurring themes in the responses.

[...] The work of the School was indeed valuable and very useful but the daily practice in the office and the relationship with the assigned magistrate remain the main source of competences acquisition [...].

‘There should be increased permanence in judicial offices both during the targeted and general training. The relationship with assigned magistrates has a major impact on the training of the magistrate [...].’

‘I would pay more attention to the issue of case management in courts that are particularly burdened and have large backlogs, as well as to the aspects of court organisational schema and disciplinary responsibility’.

‘The magistrate is asked to achieve not only qualitative, but also quantitative objectives, both in terms of the number of cases closed and the time taken to complete them. In most cases, the MOT is assigned to offices with a large backlog of cases, and it is then essential to teach the organisation of work, i.e., the management of the hearing, the quantity of cases to be held in decision, in pre-trial procedure, precautionary, etc. Certainly, this competence is acquired over time, but the risk is that, in the meantime, delays and disciplinary risks will have accumulated.

Therefore, it is necessary to teach how to organise the case in the different possible scenarios, considering also and above all the pathological hypotheses of heavy caseloads with heavy backlogs.

‘In the light of my experience, I think it would be preferable to reduce the weeks of training at the School during the generic traineeship in order to privilege training in the judicial offices (even the ‘practical cases’ carried out at school do not have the same training effectiveness as ‘real’ work); on the other hand, I found the training during the targeted traineeship fundamental. It was useful to be able to go into certain topics in depth with experienced colleagues, to exchange views with tutors and with MOT colleagues from other districts (even after taking up duties). For the targeted traineeship, I consider it essential that the training takes place in person and not online’.

‘I would have preferred a more practical approach in the training. In addition, the training is carried out in the big courts, so when one is assigned to other courts one is faced with difficult situations in which one is frankly unprepared: shortage of court clerks (which forces one to carry out purely clerical tasks independently), organisation of shifts and weekday schedules which is sometimes delegated by the heads of the offices, management of a backlog of more than three years which is entrusted to the MOTs, management of trials which have never been concluded and which have dragged on for years from previous colleagues the management of relations with the court, with the administrators and with the honorary judges, which are not always flat and straightforward, the management of daily hiccups always attributable to the lack of administrative staff/lack of commitment of some (failure to summon witnesses, failure to inform the parties, wrong notifications, failure to translate prisoners)’.

‘There is a gap between initial training and everyday work, which is difficult to bridge. Paradoxically, I can find the legal solution for a judgment on my own (by studying, by reading databases...), what is really missing is: experience, practices, tricks of the trade, day-to-day life, energy management, role management, relations with others, with the High Council of the Judiciary bureaucracy, opportunity assessments’.

‘There is a need to prioritise the practical approach in resolving concrete issues that may arise as a result of taking office’.

‘The cut offered by the school, throughout the eighteen months of training, continues to be too theoretical. One cannot break away from the logic of lectures, despite years spent on books. The MOT needs to be involved, to feel the weight of case management and be helped to become aware of its caseload through confrontation with colleagues from all over Italy, and this can only be done through the school’.

‘The evaluations expressed in this questionnaire are affected by the function I perform, i.e. that of juvenile judge, which unfortunately, compared to the other functions, has received, as regards both decentralised and in-school training, a sec-

ondary and marginal treatment, to say the least. I would like to point out that the training in the juvenile field, both initial and subsequent, would need to be strongly enhanced, both for the delicacy of the subject and for the plurality of practices, judicial and not, spread on the national territory’.

‘As for the initial training, it would be useful to implement it with much more in-depth studies on role management and daily work, not in an abstract way, with lectures given by psychologists and sociologists, but in a concrete way, with meetings with colleagues who can pass on practical advice. As for the targeted training, we should find a way to ensure – possibly by asking the assigned magistrate to indicate and demonstrate the work entrusted to the MOT – that the assigned magistrates themselves try to make the MOTs practice on measures of different types and subjects, so as to cover as wide a scope of work as possible, avoiding that the period of foster training turns out to be for the former a mere opportunity to get rid of repetitive and boring work (I do not know how many stalking sentences I will have drafted), useful to make numbers and statistics, but not to train the young magistrate. Finally, it should be noted that, as a MOT of Ministerial Decree 7.2.2018, I did a reduced period of internship’.

‘I believe that it would be useful in the context of training at the School for the Judiciary to always flank the theoretical study with a practical focus by means of case simulations and delivery of templates that can be used for each subject addressed from time to time. It would also be appropriate to devote more space to practical advice on the management of relations with lawyers, parties, auxiliaries (court technical consultants, curators, delegated professionals, custodians), administrative staff and heads of offices, and on the organisation of one’s role, especially for those who have to perform a mixed role’.

‘It was only in the targeted internship, with the contribution of the foster magistrate and the internship coordinators, that I was able to learn so much. The School for the Judiciary courses, although interesting and varied in content, are as a rule too ‘abstract’. There is a total lack of training on internal office relations/with chancellery/lawyers, on tables and business organisation’.

8. Bivariate analysis

The purpose of the bivariate analysis is to check whether the independent variables (basically those characterising the respondents, e.g., age, function performed, Ministerial Decree of appointment etc.) affect, and to what extent, the answers to the questionnaire.

The numerous detailed tables are presented in the appendix (available only in digital format). In this report, only the results of the analyses are presented in a concise manner, mainly with graphs.

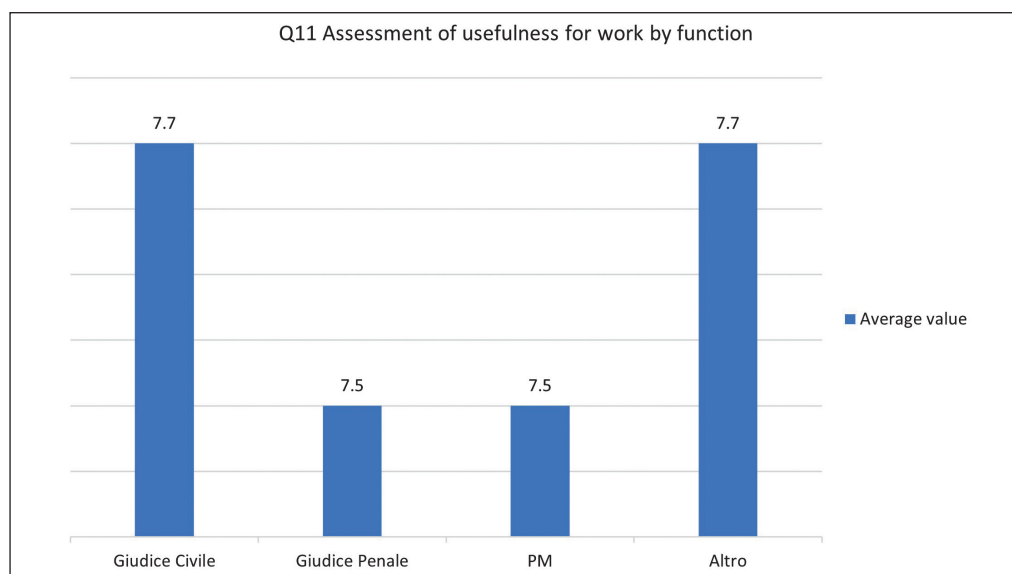
The many predominantly exercised functions indicated in question 4 were aggregated and reclassified in the following way to perform bivariate analyses with a manageable number of categories.²

Table 24. Initial training and aggregated role perception

	Attendance	Percentage
Civil Judge	168	39,3
Criminal Judge	173	40,4
Public prosecutor	64	15,0
Other	23	5,4
Total	428	100,0

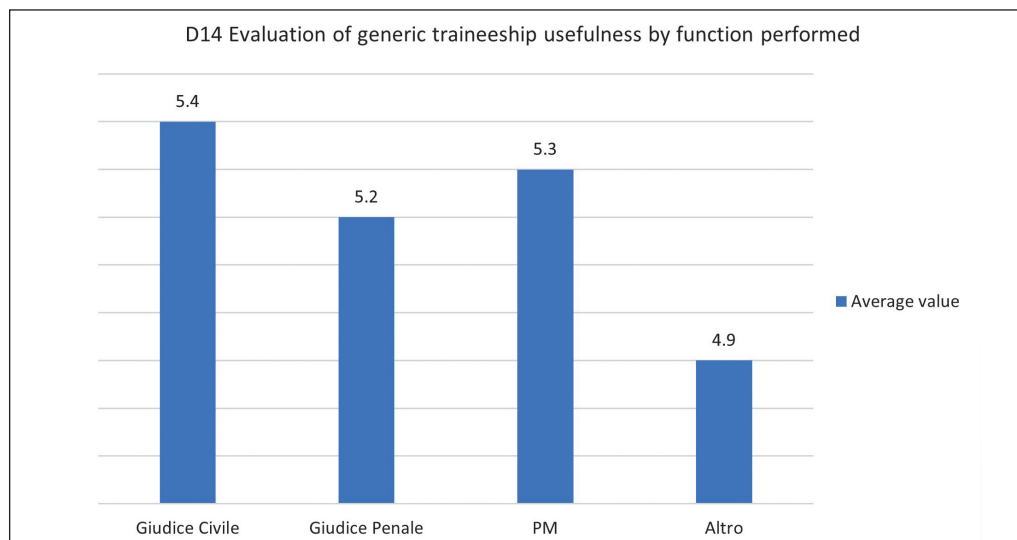
As the detailed tables presented in the appendix (available only in digital format) show, there are no significant differences in the evaluation expressed by the respondents of the four groups.

Figure 2. Assessment of usefulness for work by function (civil judge, criminal judge, public prosecutor, other)



² In the few cases in which civil functions were also associated with criminal functions (e.g. Preliminary investigation judge or re-examination), the responding magistrate was placed in the 'civil judge' group, criminal competence being an exception. The few cases of 'mixed' functions were placed in the 'other' group.

Figure 3. Evaluation of generic traineeship usefulness by function (civil judge, criminal judge, public prosecutor, other)



Even in the answers to the questions with statements (Likert scale), significant differences in evaluation rarely emerge. For instance, public prosecutors express less satisfaction with the generic training (Q12/2). 92.2% of the public prosecutors also believe that training for MOTs should necessarily be carried out in presence (Q13/6), whereas the percentages of the other groups are around 73%.

The demographic age divided into the three groups 30-33 (162 respondents), 34-36 (160 respondents), 37-53 (102 respondents) was cross-referenced with questions Q12, Q13, Q20. The detailed tables are collected in the annex where the answers with different percentage values above 10 in the three age faces have been highlighted.

To summarise, a higher percentage of respondents belonging to the 36-53 bracket showed a greater appreciation than the other two age brackets for the training activities of the generic traineeship (Q12/2) and initial expectations (Q12/4) with respect to the training activity, and also for the practical aspects acquired (Q12/5), the time taken to deal with cases (Q12/12), and the day-to-day management of proceedings (Q12/14).

Interestingly, 30.7% of the MOTs in the oldest age group, compared to 41 and 43.4% in the other two age groups) felt that 'only the relationship with work colleagues actually consolidated the perception of the role of the magistrate'.

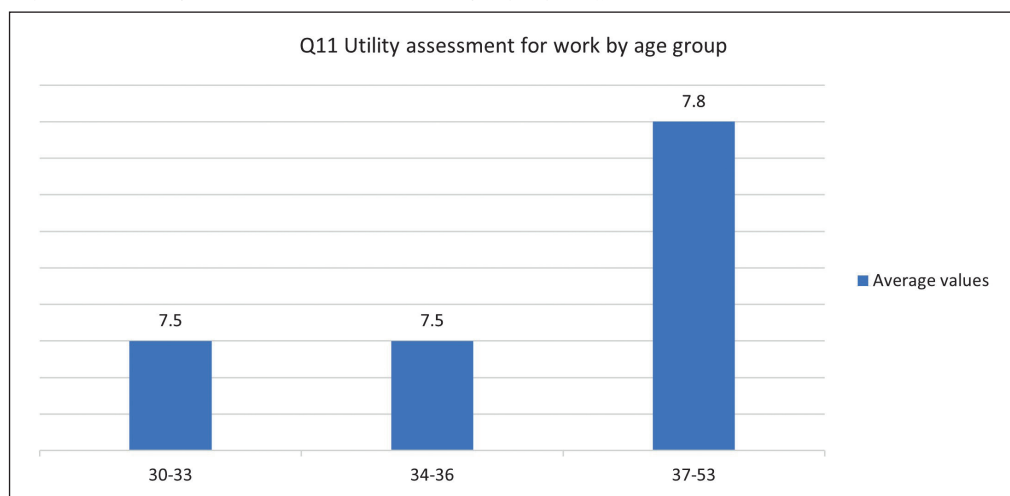
The 36-53 age group gave more positive evaluations overall and showed greater appreciation of the educational and cultural offerings as a whole.

The same cross-references with age groups were made for the other variables.

The detailed tables are presented in the appendix (available only in digital format), the values between the three age groups with a difference of more than one point have been highlighted.

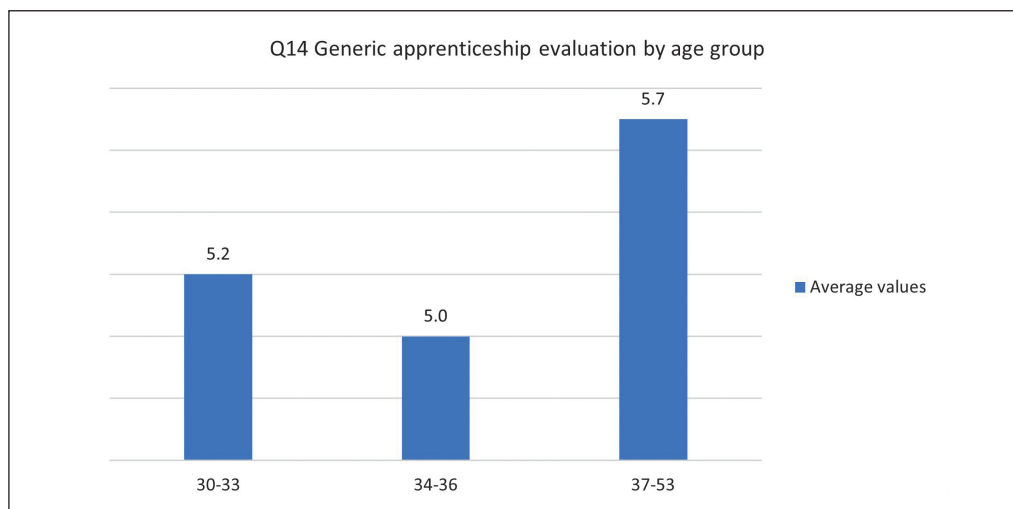
The following graphs show the summary of the bivariate analyses performed.

Figure 4. Utility assessment for work by age group



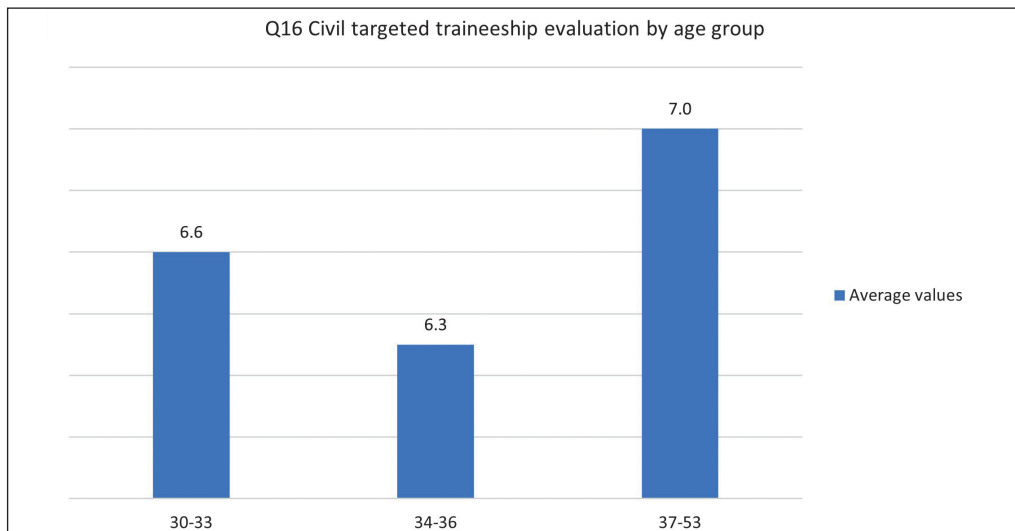
The evaluation of the generic apprenticeship (Q14) by age group also shows no significant differences.

Figure 5. Generic apprenticeship evaluation by age group



Small differences can be seen in the evaluations expressed by magistrates in the three age groups created on the targeted traineeship for civil judges (Q16).

Figure 6. Civil targeted traineeship evaluation by age group



The targeted traineeship for criminal judges (Q17) and prosecutors is also evaluated with few significant differences between the three age groups.

Figure 7. Criminal targeted traineeship evaluation by age group

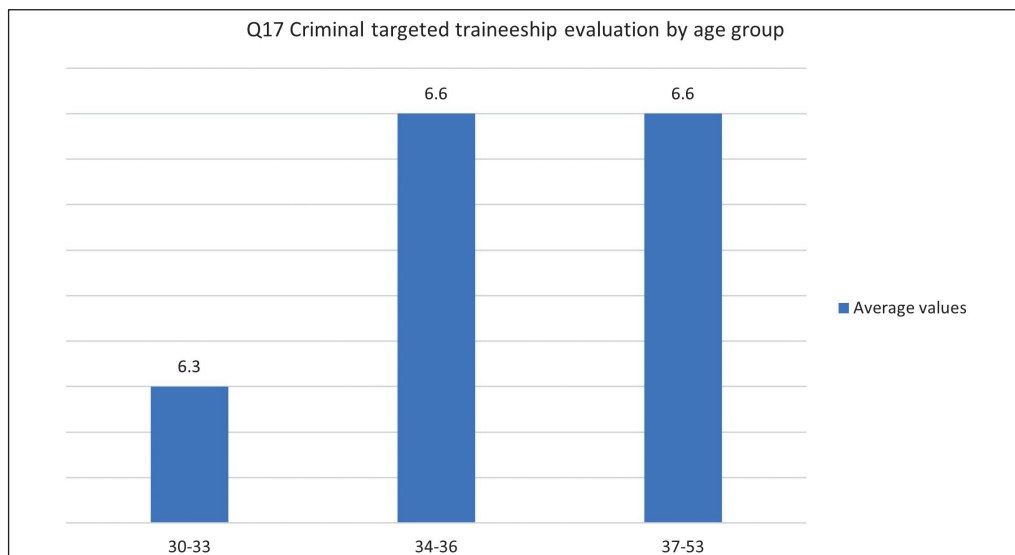
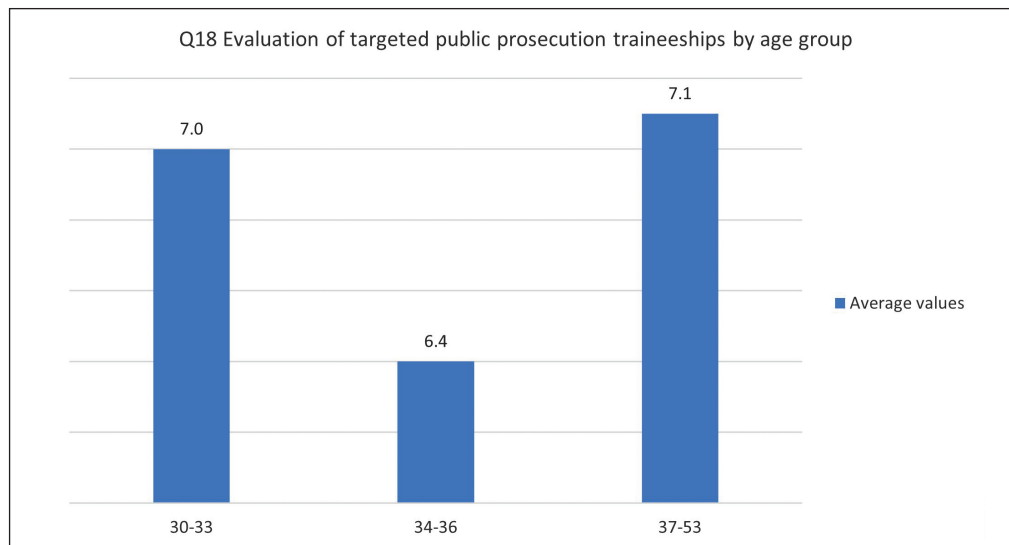
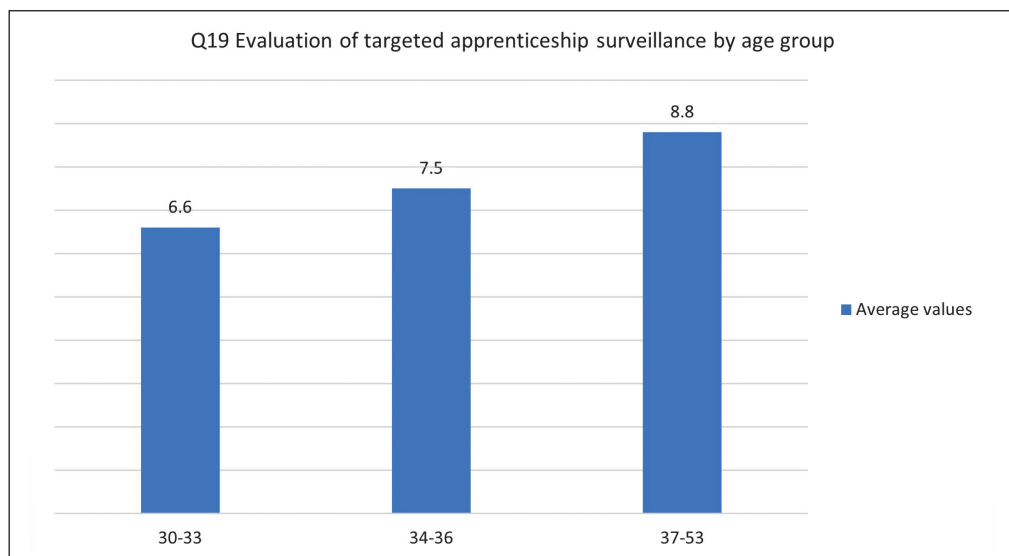


Figure 8. Evaluation of targeted public prosecution traineeships by age group



Significant differences are instead reported in the evaluations by age group of the targeted traineeship for probation magistrates, although it should be noted that there are only four cases in each age group. Detailed data are presented in the appendix (available only in digital format).

Figure 9. Evaluation of targeted traineeship surveillance by age group



The gender variable was also cross-referenced with the various answers to the questionnaire.

Overall, there are no significant differences between the evaluations expressed and the gender of the respondent. The detailed tables are however presented in the appendix (available only in digital format). There are only some differences, highlighted in the tables in the appendix, between the evaluation of the targeted traineeship for the public prosecutor where women tend to give lower evaluations than their male colleagues.

In addition, it can be seen that the number of female MOTs who responded to the questionnaire and attended the targeted public prosecutor traineeship is significantly lower than MOTs who attended the other targeted traineeships.

Figure 10. Overall utility rating by gender (female, male)

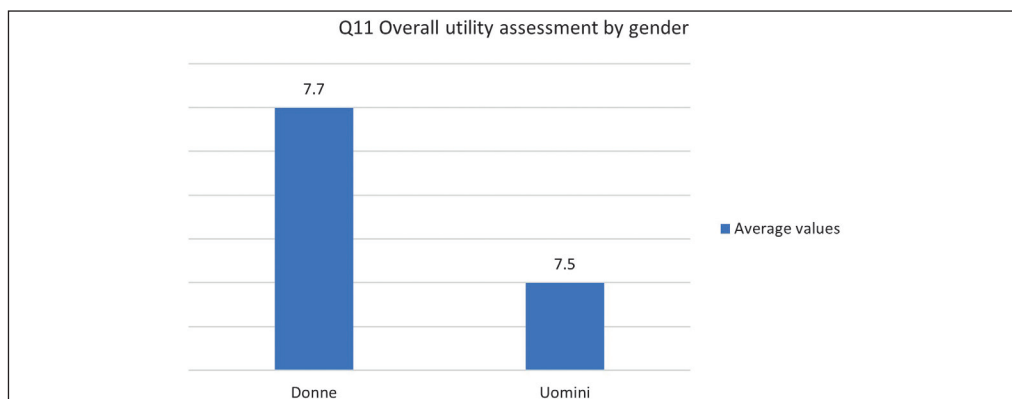


Figure 11. Generic internship evaluation by gender (female, male)

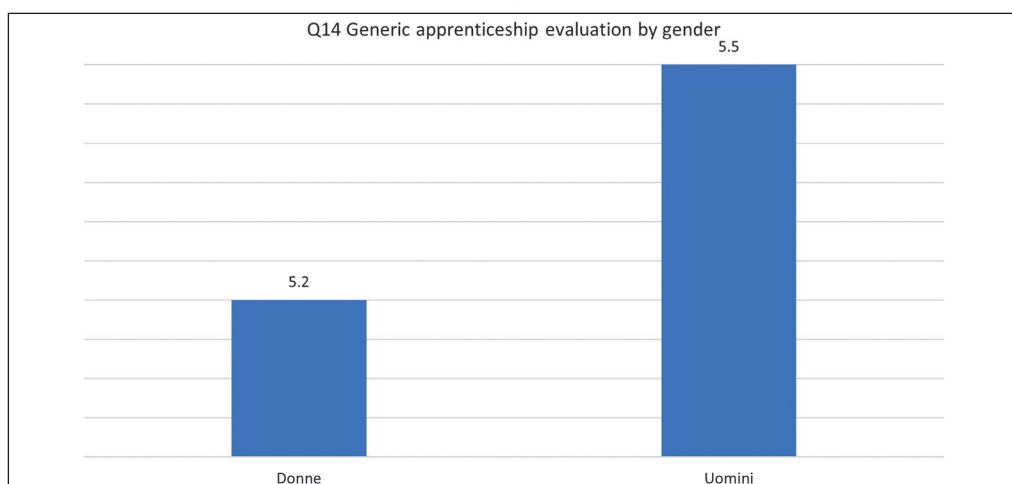


Figure 12. Evaluation of targeted civil traineeships by gender (female, male)

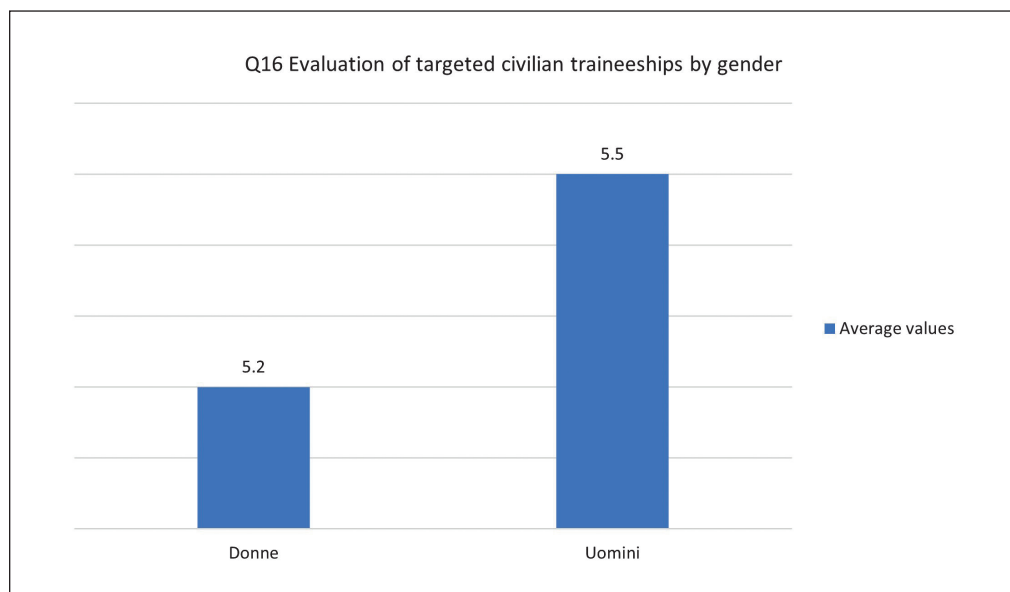


Figure 13. Criminal targeted traineeship evaluation by gender (female, male)

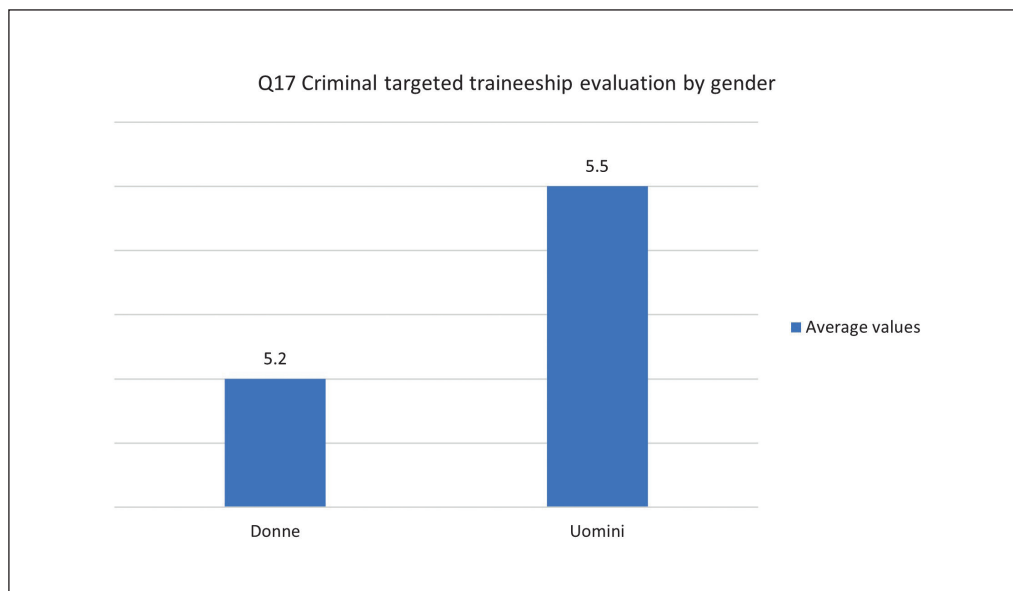
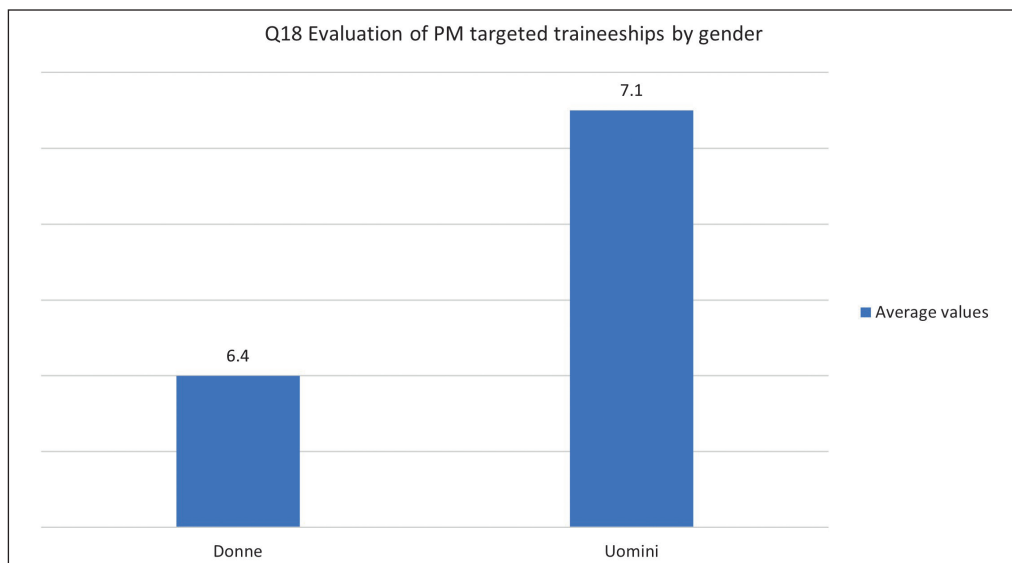


Figure 14. Evaluation of targeted Public Prosecutor traineeships by gender (female, male)



Slightly different are also the evaluations given by females and males regarding the various training activities of the probation magistrate, although, as already mentioned, the number of respondents is rather low and therefore comparisons have to be made considering the low numbers.

Gender was then also cross-referenced with the answers given to the Likert scale questions (Q12, Q13, Q20). Again, no significant differences (over 10% variation) in the answers between the two genders were reported. Only to the question 'daily practice was very different from what I learnt during the initial training course', women indicated a percentage of agreement with the statement of 68.5% against 57.7% of men. Tables with detailed data can be found in the appendix (available only in digital format).

The answer concerning the office in which one serves was regrouped into the three geographical areas (North, Centre, South) proposed by ISTAT, and usually used by the High Council of the Judiciary and the Ministry, and cross-referenced as usual with the answers given to the questions with a rating from 1 to 10 and with those on the statements on which one expresses one's degree of agreement or disagreement.

The answers to the 'evaluative' questions (Q11, Q14, Q16, Q17, Q18, Q19) do not show any significant differences between the respondents of the three geographical areas except in a few cases highlighted when they have an average higher than one in the summary table in the appendix (available only in digital format). It should be noted that the evaluations on training courses for public prosecutors receive somewhat lower scores on several dimensions, highlighted

in the summary table in the appendix (available only in digital format), for the MOTs who have their functions in northern Italy.

Figure 15. Overall utility assessment by geographical area (North, Centre, South)

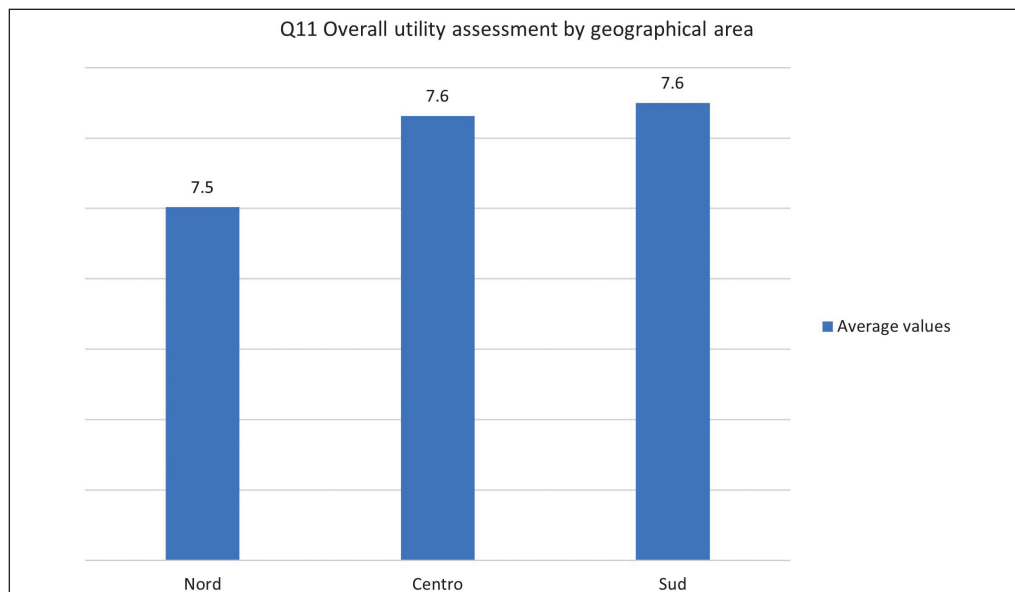


Figure 16. Generic traineeship evaluation by geographical area (North, Centre, South)

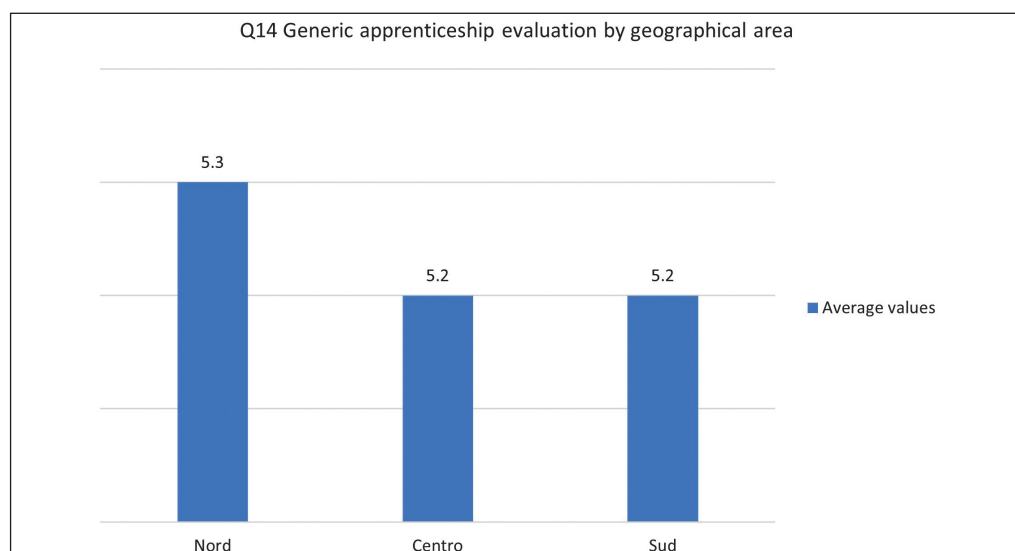


Figure 17. Civilian targeted traineeship evaluation by geographical area (North, Centre, South)

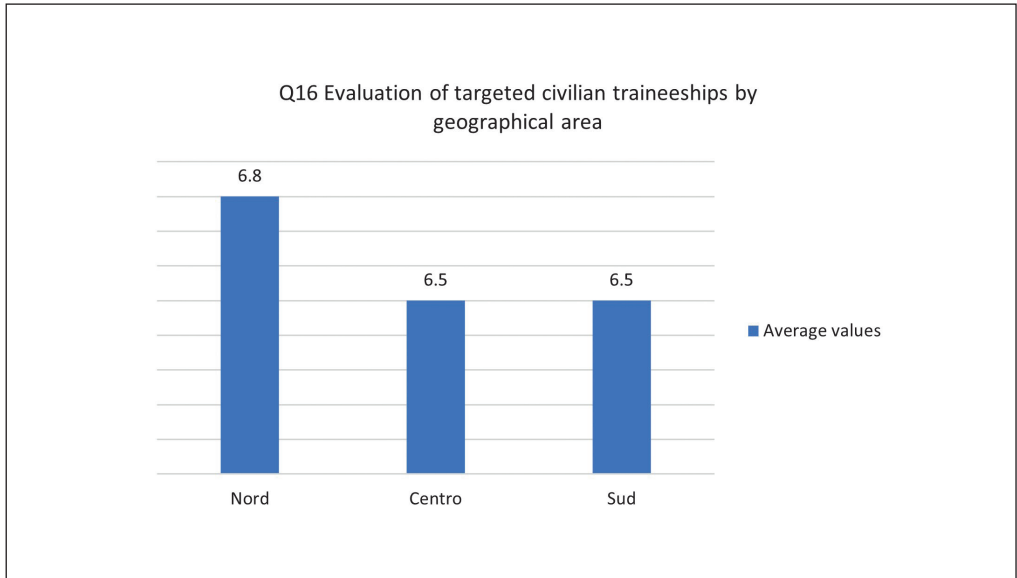


Figure 18. Criminal targeted traineeship evaluation by geographical area (North, Centre, South)

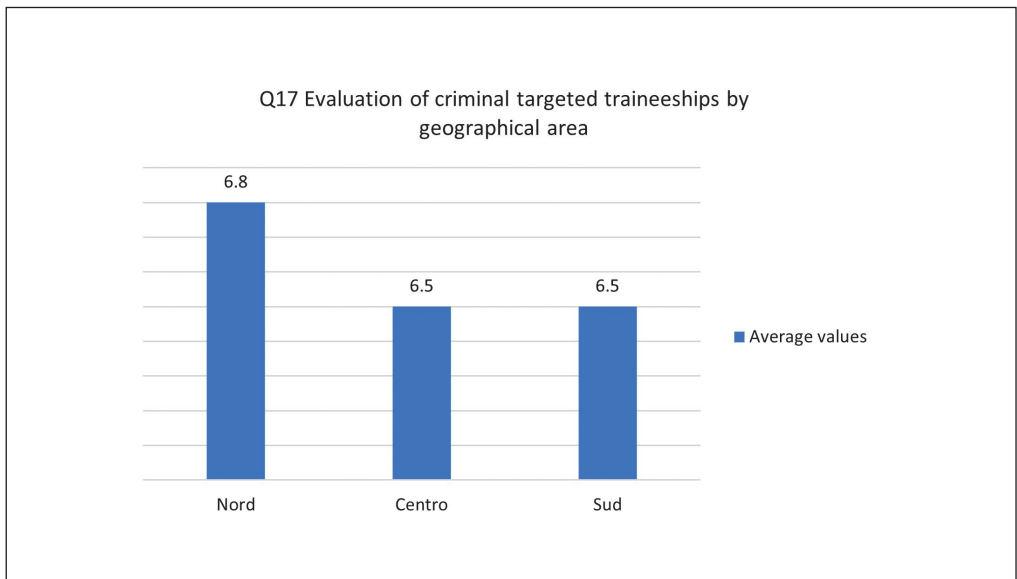


Figure 19. Initial training and role perception (North, Centre, South)

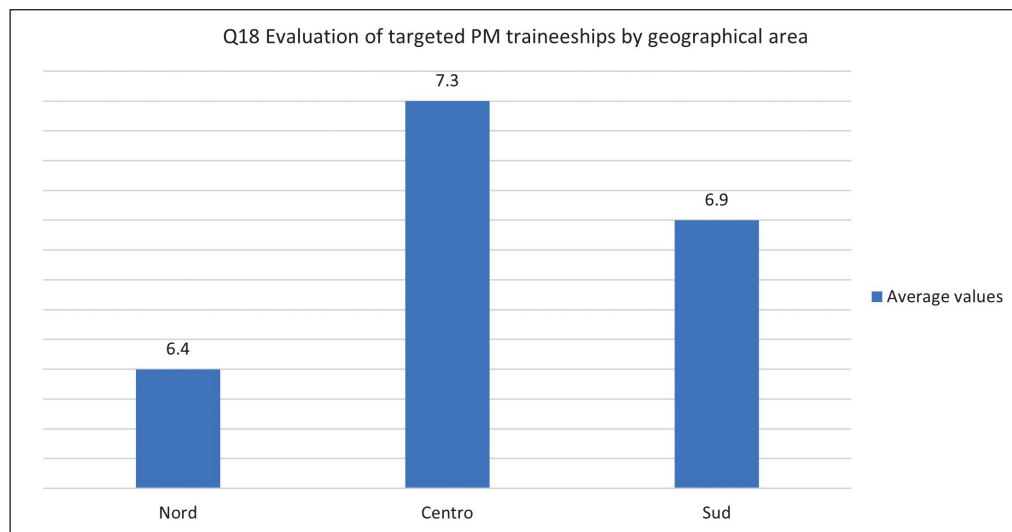
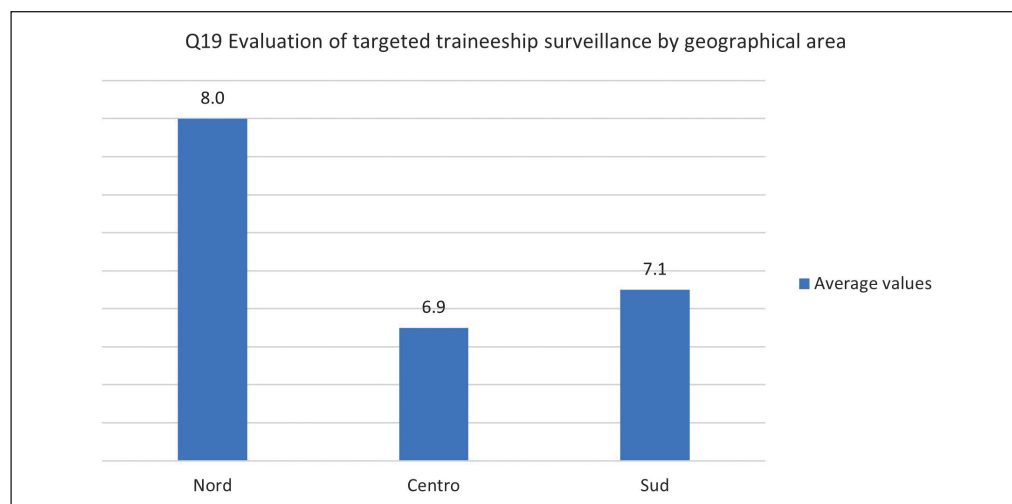


Figure 20. Evaluation of targeted traineeship surveillance by geographical area (North, Centre, South)



The answers to the Likert questions were also cross-referenced with the locations of the respondents regrouped into the geographical areas North, Centre, and South.

The MOTs serving in Northern offices expressed some greater criticality towards the proposed training activities especially in the more 'practical' and more

‘professionalising’ training activities (Q12/2, Q12/5, Q13/15). However, the opinion on ‘very different daily practice from what was learnt during the training course’ is different, with 54.8% of the Northern MOTs agreeing with the statement compared to 73.3% and 70.6% of their colleagues working in Central or Southern offices. The detailed tables are collected in the appendix (available only in digital format), where the deviations of more than 10% between the respondents divided into the three territorial groups are also highlighted.

Likert and evaluative questions were also cross-referenced with the appointing Ministerial Decree. When analysing the responses, it should be considered that only the 2018 Ministerial Decree MOTs completed both the generic and the targeted in-presence training. The 2019 Ministerial Decree MOTs completed only the generic in-presence training, the 2020 MOTs completed the entire online training course. The course of MOTs appointed in 2018 was the last one organised by the school’s Steering Committee which operated during 2016–2019, MOTs appointed in 2019 and 2020 attended an initial training course designed and run by the current Steering Committee (2020–2023).

We only highlight in this part of the report those responses that differed by more than 10% between the respondent groups. Detailed tables are provided in the appendix (available only in digital format).

A first value to note is the considerable difference of the 2018 MOTs regarding the overall assessment of the generic internship. For 52.7% of them, it was ‘not very useful’, while the percentages are significantly lower, 33.3% and 37.1, respectively, for MOTs who attended the course in 2019 and 2020.

Less satisfied with the acquired legal knowledge (Q12/3) were the last course MOTs who also expressed a somewhat more critical assessment of the course expectations (Q12/4).

The knowledge of the practical aspects of the magistrate’s job (Q12/5) was most appreciated by the MOTs appointed in 2018 (71.2%) while significantly less satisfied are the MOTs of Ministerial Decree 2019 (58.7%) and Ministerial Decree 2020 (58.3%). It should be noted that these two groups had the targeted online internship.

The answers to question Q12/8 clearly indicate this peculiarity. 93.2% of the 2018 MOTs and 88% of the 2019 MOTs answered that the relationship created with colleagues was also useful after the course, while only 69.7% of the 2020 MOTs reported that it was useful.

There was also some difference on the ‘lack of specific training on the day-to-day management of proceedings’ (Q12/14), which was lacking for 52.7% of the 2018 MOTs, and for 66.7% and 64.4% of the 2019 and 2020 MOTs respectively.

The answers to the question whether all courses for MOTs should be held only in presence (Q13/6), indicates that 83.4% of 2018 MOTs, 66% of 2019 MOTs and 81.1% of 2020 MOTs agree.

62.1% of 2020 MOTs also felt that the generic internship lessons were too theoretical, compared to 50% of 2018 MOTs and 54% of those appointed in 2019.

The drafting of measures in working groups is most appreciated (Q13/12) by 82.2% of 2018 MOTs compared to 70.7% of 2019 MOTs and 79.5% of 2020 MOTs.

72% of the latter also think the plenary discussion was pointless, compared to 53% for 2019 MOTs and 36.6% for 2018 MOTs.

In addition, as far as the online mode that characterised the last two courses is concerned, it is remarkable to underline the gap between the three groups with respect to the training time at the offices, which was too short (Q13/17) for 54.1% of the 2018 MOTs, 72.7% for the 2019 MOTs and 62.9% for the 2020 MOTs.

Initial training significantly affected perceptions of magistrate work (Q20/1) for 83.4% of 2018 MOTs, 68.7% of 2019 MOTs and 74.8% of 2020 MOTs.

The evaluations concerning daily practice also differed from what was learnt on the course (Q20/3). This was the case for 73.2% of 2019 MOTs, 63.4% of 2018 MOTs and 55.7% of 2020 MOTs.

The other percentage values do not show differences of more than 10% between the respondents of the three appointment decrees. Detailed data are available in the appendix (available only in digital format).

The following charts, as before, show the average values of the responses of the MOTs belonging to the various MDs on the batteries of evaluation questions, with the sole exclusion of question 19 concerning the targeted internship for probation magistrates due to the small number of cases.

Figure 21. Overall utility assessment for MD (Ministerial Decree of appointment) MOT

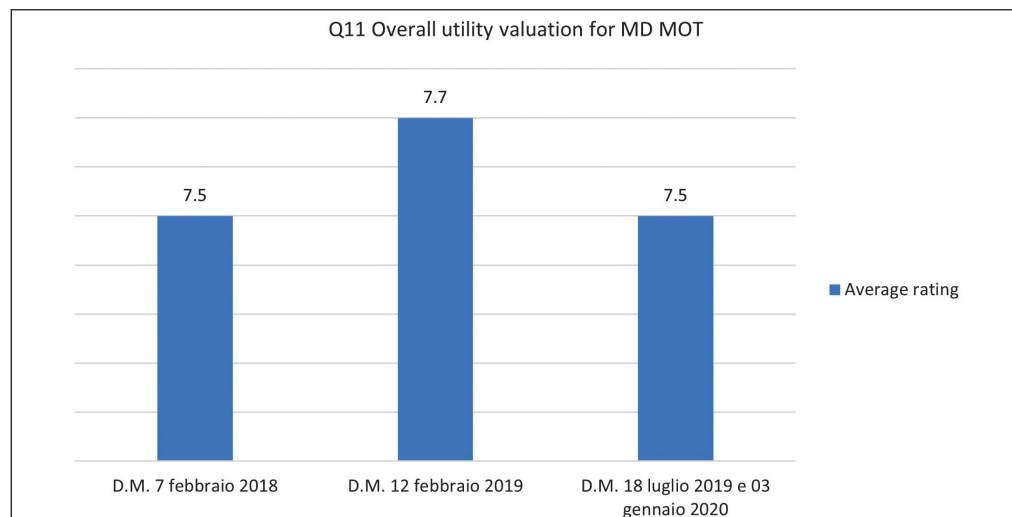


Figure 22. Generic internship evaluation for MD MOT

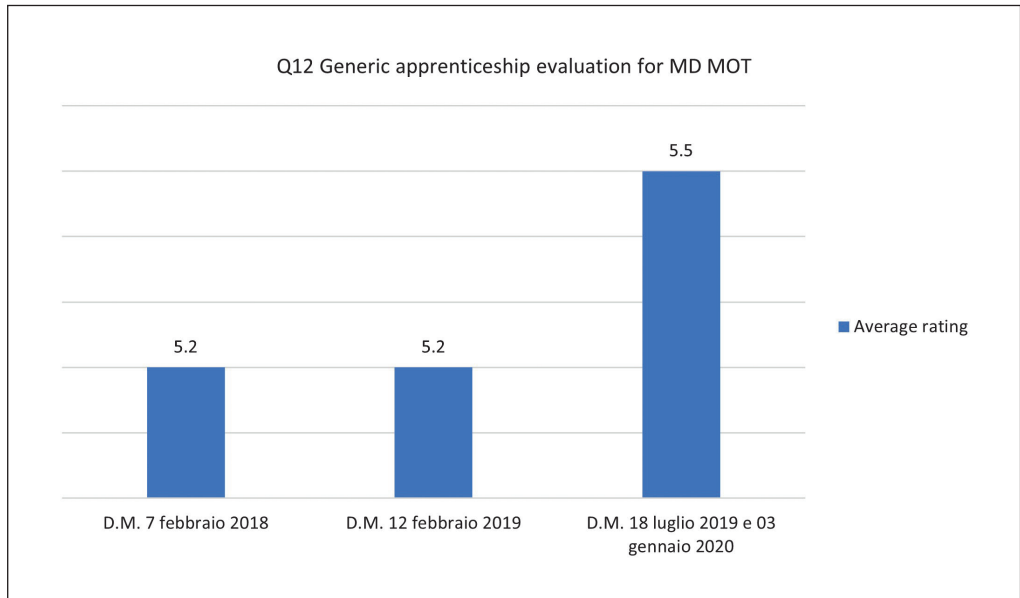


Figure 23. Evaluation of targeted civilian apprenticeship for MD MOT

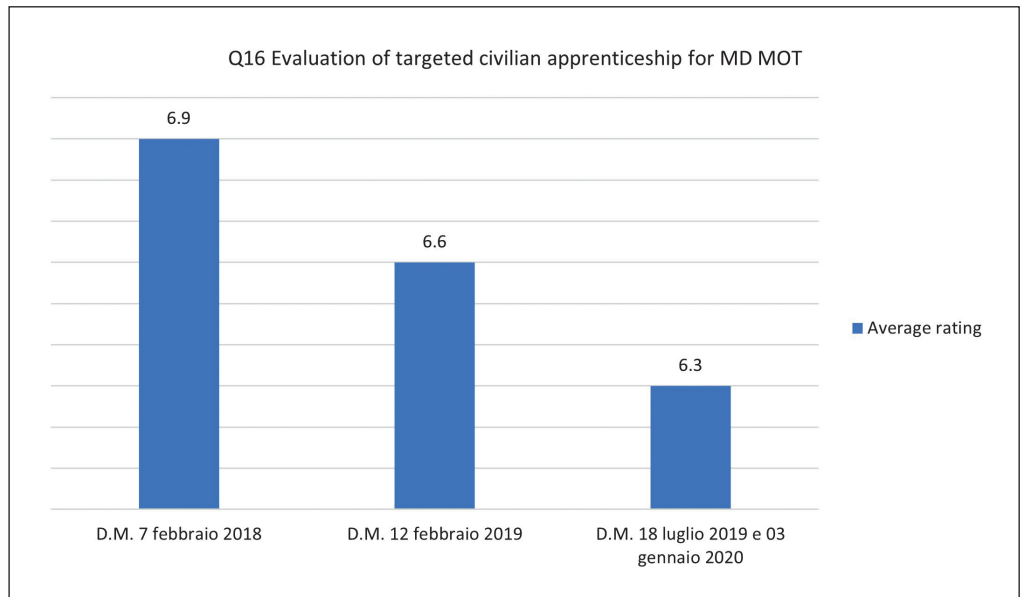


Figure 24. Criminal targeted internship evaluation for MD MOT

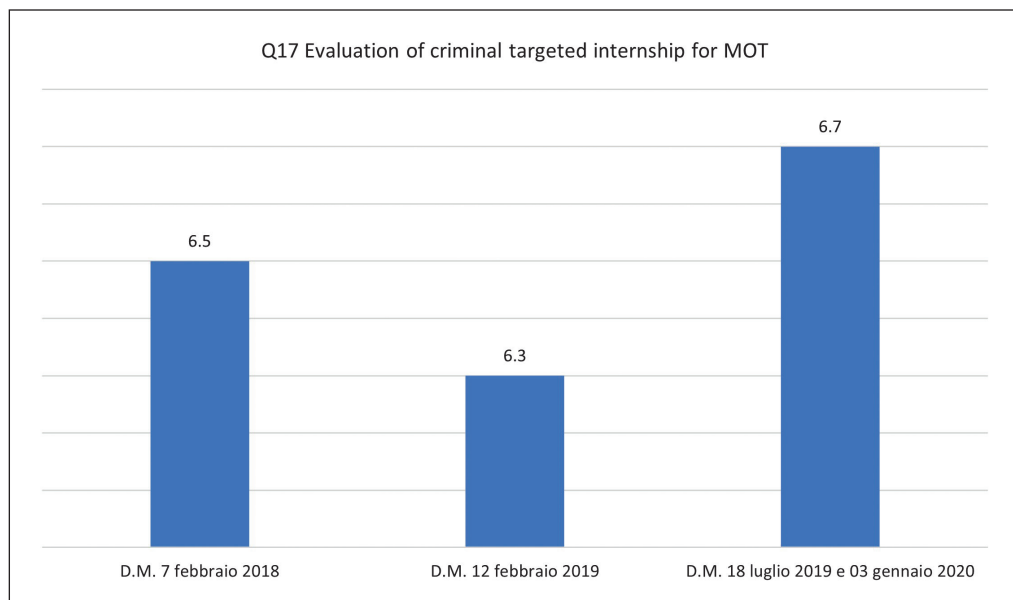
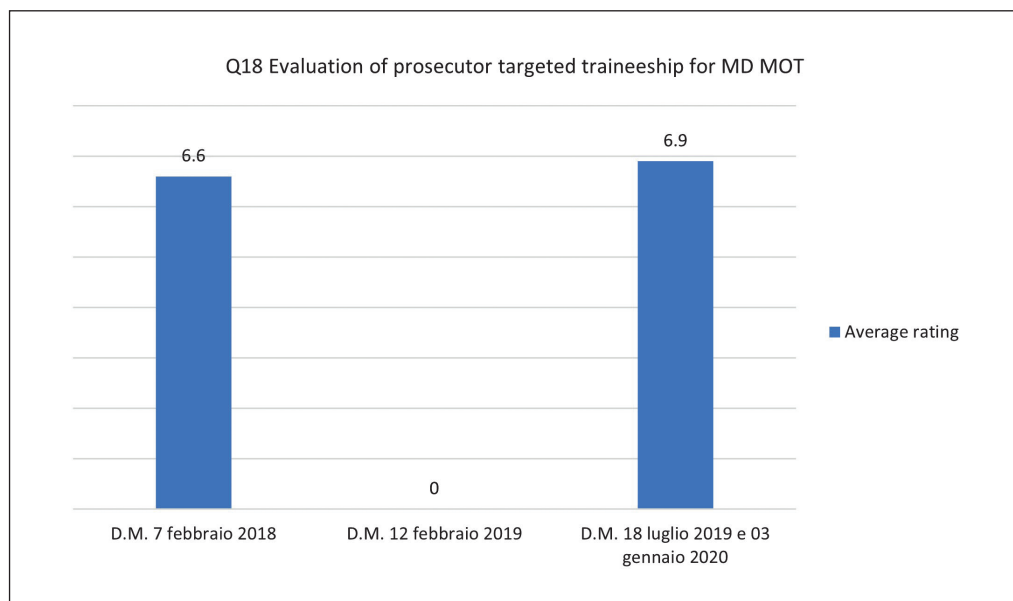


Figure 25. Evaluation of targeted prosecutor traineeship for MD MOT



9. Concluding remarks

The 429 magistrates who responded to the online questionnaire after attending the initial training course between 2018 and 2020 gave clear indications on the evaluation of the courses they attended as well as useful suggestions for future planning.

In the meantime, the online questionnaire prepared, although very analytical and wide-ranging as it had to embrace the courses activated since 2018, has shown its usefulness and effectiveness in assessing the initial training courses at a distance of time and their effectiveness on the judicial work once the MOT has started. It is now a question of assessing a simplification of the tool, possibly calibrating it to each individual round of initial training, and scheduling its administration at one and/or two-three years after entry into service.

The overall assessment of the initial training activity is quite positive with the greatest criticalities being found in the generic traineeship and less so in the targeted traineeship. The problems reported are basically attributable to too much focus on theory, whereas a greater concreteness of the training activities is systematically required, which should focus in particular on the daily organisation and planning of the magistrate's work. Aspects that are not dealt with in undergraduate or postgraduate courses.

The report offers many detailed analyses that it seems superfluous to go over in these concluding remarks, but which should be useful to the School's bodies in designing the content and teaching methods of future courses.

The high number of magistrates who responded and the many interesting comments at the end of the questionnaire show that there is a high interest in the School's activities and a desire to participate that should be further enhanced.

Focus groups organised as part of the *ex-post* evaluation of continuous learning courses

SUMMARY: 1. Summary of focus group results. – 2. Focus groups and ex-post evaluation. – 3. The evaluation of content and method. – 4. Concluding remarks. – 5. Summary report of the focus group of the course P21076 ‘The trial office and the collaboration office of the public prosecutor, held from 4 to 6 October 2021. – 6. Summary report of the focus group of the P22021 course ‘Wiretapping’, held from 14 to 16 March 2022. – 7. Summary report of the focus group of the P22018 course ‘Open issues in family and personal law’, held from 7 to 9 March 2022.

1. Summary of focus group results

As provided for in the contract signed with the Italian School for the Judiciary and the Bologna branch of the Institute of Legal Informatics and Judicial Systems of the National Research Council of Italy, three focus groups were designed and organised to assess the effectiveness in the medium term (Kirkpatrick level 2 and 3 evaluation methodology) of three permanent training courses.

The Kirkpatrick evaluation methodology is the one chosen by the European Judicial Training Network (EJTN) to evaluate the training activities carried out by the European Judicial Training Schools.¹

The Kirkpatrick method has four levels of evaluation.

Level 1 concerns the immediate evaluation of the course and teachers (so-called ‘react’) by means of a paper or online questionnaire. The School, as is known, already carries out this evaluation at the end of each course.

Evaluation level 2 aims at measuring whether the course has enabled the acquisition of new competences, competences or attitudes (so-called ‘learning’). The instruments suggested by the Kirkpatrick methodology to evaluate this type of learning are the questionnaire, self or group evaluation, focus groups, individual interviews, assessment by a supervisor, observation of activities before and after the course.

Level 3 is intended to measure whether and what kind of change has taken place in the workplace after the course (‘change’), in this case the evaluation in-

¹ European Judicial Training Network (EJTN), *Judicial Training Methods. Guidelines for Evaluation of Judicial Training Practices*, EJTN, 2017, https://www.ejtn.eu/MRDDocuments/EJTN_JTM_Guidelines%20for%20Evaluation%20of%20judicial%20Training%20Practices%20Handbook%202017_2.pdf.

struments are similar to those of the previous level to which is added discussion and evaluation among colleagues (peer review or intervision).

Level 4 has the ambition to measure what the overall results were after the training activity ('results'). The applicable instruments are again the questionnaire, evaluation among colleagues, action plans, evaluation by external or internal office experts, a user satisfaction questionnaire. This is an evaluation that appears very difficult to carry out in practice and certainly not compatible with the timeframe of this study, and was therefore not taken into consideration.

The School, in cooperation with the CNR (National Research Council of Italy), decided to opt for the self-assessment technique through focus groups to test the usefulness of the Kirkpatrick method for the *ex-post* evaluation of levels 2 and 3 in three permanent training courses. On the other hand, the questionnaire was used for the evaluation of Level 2, and partly Level 3, initial training courses for ordinary magistrates. The questionnaire was preferred in this case because the more homogeneous characteristics of both the group of participants and the training offer were better suited to the use of the online questionnaire. The latter activity is described in an ad hoc report.

2. Focus groups and ex-post evaluation

The three courses subject to *ex-post* evaluation through focus groups were identified by the School and were chosen on the basis of their training content, the length of time that had elapsed since their implementation, and the willingness of the learners to participate in the focus.

The three selected courses (their programmes are attached) were therefore:

1. 'The trial office and the collaboration office of the public prosecutor' (P21076) held from 4 to 6 October 2021.
2. 'Wiretappings' (P22021) held from 14 to 16 March 2022.
3. 'Open issues in family and personal Law' (P22018), held from 7 to 9 March 2022.

The first course identified is placed in the so-called 'common' training area, the second in the 'criminal' area, the third in the 'civil' area.

All three focus groups were coordinated by the CNR and followed a semi-structured schedule of topics, leaving as much room as possible for participants' input and constructive interaction.

More in detail, the focuses, after a brief introduction on the purpose of the activity and the creation of a collaborative and informal environment, deep-

ened the following areas: in the *ex-post* evaluation of the usefulness of the course for judicial work:

- 1) Content evaluation
- 2) Evaluation of the training methods used
- 3) Possible changes to be made in the design of a future course
- 4) Some methodological aspects related to course evaluation.

At the end of the session, which usually lasted about two hours, some specific questions on course evaluation methods were then asked.

On the following pages are the deliberately essential summary reports of the three focus groups. The reports were read and validated by the participants.

This brief report summarises some of the aspects that emerged during the focuses and proposes some considerations that could be useful to further develop the evaluation of the School's training activities.

It should be noted from the outset that the number of magistrates who participated in the focus groups in response to the School's invitation was somewhat disappointing. The expectation was to have at least a dozen participants for each focus group, whereas the three focus groups were attended by a maximum of eight magistrates.

On the other hand, the magistrates who participated showed themselves to be motivated and very interested and therefore, thanks also to the collaborative and informal context that was created, the meetings were a useful exchange of ideas and considerations, in line with the objectives set. The time devoted to the focuses was always fully employed; the discussions were always lively and constructive, confirming the goodness of the methodological choice made.

3. The evaluation of content and method

All participants in the three focus groups positively evaluated the courses attended also *ex-post*. Different nuances on the quality of the individual courses were represented, which can be gathered from a careful reading of the three summary reports, but overall, the evaluation was always positive, also taking into account the different training contents.

With regard to the courses on 'wiretapping' and 'family', the 'practical approach' and the sharing of experiences and application practices among colleagues were particularly emphasised.

As can be seen from the summary reports, and in line with what has just been written, training through working groups, with the analysis of cases and concrete

experiences, is the one most appreciated, precisely because it allows a greater in-depth study of the topics covered, a more active involvement of the participants, and an effective interchange of knowledge and application practices.

The participants in the three focus groups testified to a positive impact of the respective courses, both in terms of increasing specific knowledge and competences and in terms of the concrete adoption of certain 'operational practices' learnt during the courses.

Therefore, all three courses, albeit with different nuances, were given a positive assessment on learning (level 2 on the Kirkpatrick scale) and change (level 3 on the Kirkpatrick scale). The methodology does not allow a precise quantification of this positive assessment because it is deliberately a qualitative self-assessment.

This is certainly a limitation of this exercise, but in terms of method the focus groups proved effective with respect to the objectives pursued. The School's courses obviously do not provide binding indications, but give food for thought, competences, knowledge, sometimes operational solutions that need not necessarily be used by the learners. Actual 'learning' and 'change' at work are very difficult to assess concretely and *ex-post* evaluation necessarily has its limits also due to the intrinsic characteristics of the training activity organised by the School.

A similar argument can be made for the training materials made available as part of the course, the use of which is of course free and voluntary. All focus participants found them useful. Sometimes the abundance of material makes it a little complicated to search for specific topics, but overall, the assessment is positive because 'you know they are on the School's website', although in practice it was reported that only in a few cases were they actually consulted.

Please refer to the individual focus group summaries for aspects concerning the possibility of making improvements to individual courses. The focus groups were also very useful for this purpose apart from the *ex-post* evaluation.

4. Concluding remarks

The objective to be achieved with the focus groups was twofold. Firstly, to verify concretely whether the Kirkpatrick methodology, recommended by the EJTN for the evaluation of courses with particular reference to the *ex-post* evaluation at levels 2 and 3, can be profitably used by the Italian School for the Judiciary. Secondly, to seize the opportunity to test the feasibility and usefulness of the Kirkpatrick methodology, also in order to gather useful information on the courses under evaluation for possible improvements of the proposed programme.

As far as the Kirkpatrick methodology for the evaluation of level 2 and level 3 of continuing training courses is concerned, on the basis of the experience gained in the Italian context, focus groups proved to be a suitable tool, even though it is necessarily a qualitative evaluation, not very detailed, which nonetheless provides useful indications. The evaluation could be even more effective if all the continuous training courses were designed in a more structured way, with a clear explication of the training objectives and of the indicators proposed for each type of course in order to verify whether the course has achieved its training objectives over time.

Obviously, each course should have its specific training objectives consistent with the characteristics of the course itself. For instance, it is evident how a course on the history of the judiciary will have significantly different training objectives and indicators for assessing their achievement from a course on wire-tapping or the online civil proceedings.

In any case, the training objectives should always initially be clearly spelled out, including indicators that can be used later to verify their level of achievement.

The experience conducted also showed how the focus group, if well managed, is a tool that is nevertheless useful and appreciated by the magistrates who participated in it. It makes it possible to gather further information on the quality of the training offered, provides possible suggestions for improving the training offer and helps to create a positive bond, a sense of belonging, between the School and the magistrates who attend its courses.

One could imagine structuring their attendance 3-5 months after the end of the courses, using the same method that was successfully adopted on this occasion.

The focuses could be organised and coordinated by the School or they could be run by an external organisation, however with the presence of at least one member of the School to emphasise the School's constant attention and willingness to improve the evaluation processes and the quality of the courses offered.

The courses, on which to carry out focus groups, obviously on a sample basis and possibly in rotation over the years, should be identified by the School, taking into consideration the training objectives of the various courses and the different effectiveness that an *ex-post* evaluation can have on courses that have different characteristics. Even if for some contents it is more difficult, or even impossible, to assess the levels of 'learning' or 'change', it is nevertheless very useful and also appreciated by the learners to be able to express an *ex-post* evaluation, also with a view to improving the course programme.

The most practicable alternative to focus groups could be a questionnaire, but given the tendentially low number of responses usually obtained, the need

for a more qualitative evaluation, the usefulness of the information gathered and the appreciation of the focus groups by the magistrates who took part in them, its use is not recommended, at least for the *ex-post* evaluation of permanent training courses.

In a nutshell, the focus group work provides the following indications:

- The *ex-post* evaluation of the School's continuing education courses can be carried out through focus groups.
- The three courses evaluated by the focus group participants were positive even after some time.
- The evaluation is necessarily qualitative and not particularly detailed, but it also has the merit of providing a number of useful pointers for the improvement of future planning and reinforces a relationship and sense of belonging between the focus participants and the School.
- In order to make the *ex-post* evaluation even more effective with particular reference to the levels of learning (level 2 Kirkpatrick scale) and change (level 3 Kirkpatrick scale), it is necessary that at the course design stage, the training objectives and indicators that are deemed useful for the *ex-post* evaluation are clearly spelled out.
- It is proposed to make the evaluation of continuing education courses periodic through focus groups, selecting courses for posthumous evaluation on an annual and rotating basis.
- The focuses could be organised and managed directly by the School or by an external party,
- The use of the questionnaire instrument for the *ex-post* evaluation of lifelong learning is not recommended.
- Please refer to the individual summary reports of the three focuses for more detailed information on the individual courses under evaluation.

5. Summary report of the focus group of the course P21076 'The trial office and the collaboration office of the public prosecutor, held from 4 to 6 October 2021

Focus group date: 7 July 2022 4-6 p.m. – Teams

Focus group coordinator: Marco Fabri (CNR)

Course leaders: Calcagno, Ciriello, De Robbio, Grasso

Expert trainer: Castelli (Court of appeal of Brescia), Parodi (Public Prosecutor's Office of Turin)

Present: Grasso (SSM), Castelli, Parodi (expert trainers), Fabri (CNR), Claudia Terracina, Federica Salvatore, Alessia de Durante, Silvio Marco Guarriello, Maria Teresa Gentile, Mariano Sciacca (course participants).

The objective of the meeting was the *ex-post* evaluation of the training meeting ‘The trial office and the collaboration office of the public prosecutor’, with particular reference to the so-called levels 2, 3 and 4 of the Kirkpatrick scale.

Level 2 aims to measure whether the competences, attitudes or competences were acquired by the participants transmitted by the course (learning). Level 3 measures what kind of change was made to the participants’ behaviour in the workplace after the course (change), level 4 would like to measure what the overall results, the broader benefits after the course were (results).

Level 1 is the immediate course evaluation (reaction) that the School already carries out through the administration of a questionnaire at the end of the course.

The meeting, after an introduction on the purpose and the deliberately informal discussion modalities aimed at the active involvement of all participants, was structured as follows.

- Content evaluation
- The evaluation of the method
- The prospect of a future course
- Methodological aspects of evaluation

The evaluation of the content was also positive *ex-post*, even though the course topic does not lend itself by its very nature to a precise and specific evaluation of the levels proposed by Kirkpatrick.

Overall, the competences transmitted by the course were acquired, some insights gained from the course reports were put into practice for the design of the office for the process, premature and in any case very complex to assess the benefits that may have been induced by the practices that may have been put in place after participation in the course.

The method of the course was predominantly frontal reporting, with a two-part dialogue and a round table discussion.

The method for this type of course, especially since it was the first course on the trial office, so it needed a general introduction to the subject, was appreciated, although it is reported that:

- a) More space should be given to debate.
- b) Given the variety of participants, it is desirable to increase the division into subgroups that can better and more thoroughly discuss specific aspects affecting a certain judicial function (e.g., execution judge) or a certain office (e.g., preliminary investigation judge).
- c) Round tables should really be such and not mini, and sometimes not even so mini, reports.
- d) Looking forward, the discussion of concrete cases and the sharing of information and different situations are considered the most appreciated training modalities.

- e) However, it is very useful to have reports or participation from ‘outsiders’ other than magistrates to stimulate debate and to have different views and perspectives.
- f) The role of the expert trainer is crucial in overseeing these aspects and trying to make the course coherent with the objectives and coordinated between the speakers.
- g) The available teaching materials were not viewed by any of the participants at this meeting.

The prospect for a future course of action takes up many of the considerations made in the previous two points but broadens the scope a little. More detail, and in brief:

1. The School’s work on training and sharing good practices related to the development of the so called ‘trial office’ and the objectives of the Italian Recovery Plan (NRRP) is considered fundamental.
2. There is currently a lack of a coordinating direction from the Ministry and the High Council of the Judiciary; therefore, the School should try to stimulate this direction and in its absence, design courses that attempt to ‘mitigate’ this gap, by practical training activities that would make it possible to seek a minimum of coherence in the dissemination and organisation of the ‘trial office’ and share information and good practices on the objectives and monitoring of the NRRP.
3. Particularly critical is the lack of coordination on the creation of local databases, the deployment of ‘trial office’ staff, the monitoring of NRRP targets, and the timely actions to be taken to strive for those targets.
4. The involvement of the Public Prosecutor’s offices, although not directly involved in the ‘trial office’ , is also considered important because there are various activities that involve a strong integration between prosecuting and judging offices (e.g., with the preliminary investigation judge-preliminary hearing judge office, with bankruptcy matters, with family matters, etc.), and the idea of a ‘chain’ between the various offices is fundamental.
5. Good practices certainly need to be identified and shared, more so for those related to ‘trial office’ and how it pursues the objectives of the NRRP. The School’s training should promote this sharing.
6. The need for concrete training that addresses, for example, the issues of productivity monitoring and its expected increase for the NRRP, with a focus on the reorganisation of the courts, case management, the identification of serial proceedings that can be well managed by the ‘trial office’ to increase productivity.

7. The future course should probably see a greater involvement of court administrator, not least because of their key role in the management of the new 'trial office' units.

In closing, some specific questions were asked on some topics related to the evaluation of training. In a nutshell.

1. Expert trainers could be asked for a report at the end of the course, but since the commitment is heavy, a questionnaire to fill in could be a useful and more agile tool.
2. Overall and individual teacher evaluations should be made known to the lecturers.² Open questions for comment should be used.
3. Evaluations must remain anonymous.³
4. Participants generally did not object to the proposal that course participants could be contacted a few months after their participation in the course in order to evaluate the course *ex-post* using the various Kirkpatrick levels.

6. Summary report of the focus group of the P22021 course 'Wiretapping', held from 14 to 16 March 2022

Date of focus group: 22 September 2022 16-17:45 – Teams

Focus group coordinator: Marco Fabri (CNR)

Course leaders: Costantino de Robbio, Marco Maria Alma

Expert trainer: Cesare Parodi

Present at the focus group: Gianluca Grasso (SSM), Marco Fabri (CNR), Elisa Calanducci (Public Prosecutor's Office of Milan), Simonetta Ciccarelli (Public Prosecutor's Office of L'Aquila), Irene Crea (Public Prosecutor's Office of Catanzaro), Annamaria Grego (Public Prosecutor's Office of Perugia).

The objective of the meeting was the *ex-post* evaluation of the 'Wiretapping' training meeting, with particular reference to the so-called levels 2, 3 and 4 of the Kirkpatrick scale.

² Assessments should always be open and shared. If you do not want to make the evaluations of others known to you, you could provide the average value so that you can at least make an immediate check of your own score against the average.

³ I do not think the anonymous evaluation in this area should be maintained, but the focus participants expressed themselves differently. However, I think the possibility should be given to put one's name on the evaluation form and the form should be filled in at the end of each session not at the end of the course. In this way, it would also be easier to check how many people did or did not fill in the form.

Level 2 aims to measure whether the competences, attitudes or competences were acquired by the participants transmitted by the course (learning), level 3 measures what kind of change was made to the participants' behaviour in the workplace after the course (change), level 4 would like to measure what the overall results, the broader benefits after the course were (results).

Level 1 is the immediate course evaluation (reaction) that the School already carries out through the administration of a questionnaire at the end of the course.

The meeting, after an introduction on the purpose and the deliberately informal discussion modalities aimed at the active involvement of all participants, was structured as follows.

- Content evaluation
- The evaluation of the method
- The prospect of a future course
- Methodological aspects of evaluation

The *ex-post* evaluation of the course contents by the focus group participants was very positive even after some time. In particular, the 'practical approach' of the course was appreciated.

The knowledge provided enabled the reinforcement of already acquired competences and a better understanding of certain legal and technical aspects, which were then used upon return to the home offices.

The teaching methods used in this course were frontal reporting, small group discussion and round table discussion.

Even after some time, these different training methods were found to be useful. The preferred method, however, is small group discussion, because it allows topics to be better explored, maintains a higher level of attention and stimulates interaction between colleagues.

The frontal presentation is also appreciated, taking into consideration the topic to be discussed. The round table discussion was somewhat less effective, as its specificities and thus its educational benefits were not grasped. Perhaps its teaching purposes, organisation and coordination should be reviewed.

Debate and discussion with colleagues are always considered positive and qualifying aspects of the training activity.

The material provided during and after the course was particularly rich, but precisely because of this richness it should be indexed to make it more user-friendly.

The teaching materials made available by the lecturers are, however, useful and appreciated, even if in practice they were only rarely consulted afterwards.

No specific indications were given to improve a next edition of the course, as its current programme, with a ‘practical’ and technical focus from the speakers, was particularly appreciated.

In perspective, one may also consider the idea of having some recorded speeches that the course participants can view, to be then the subject of discussion and further study during the training sessions. The recording of a training contribution thus appears more effective, and has a greater chance of being viewed, if it is included in the context of one or more sessions of the training programme.

In conclusion, some specific questions were asked on some topics related to the evaluation of training. In a nutshell.

- It may be useful to contact the course participants for an evaluation afterwards. Direct contact by telephone or video is considered more effective than filling out a questionnaire.
- No interest was reported in having course and lecturer evaluations at the end of the training activity.
- Evaluations at the end of the course should remain anonymous in order to avoid potential embarrassment.

7. Summary report of the focus group of the P22018 course ‘Open issues in family and personal law’, held from 7 to 9 March 2022

Date of focus group: 29 September 2022 16:15-18:00 – Teams

Focus group coordinator: Marco Fabri (CNR)

Course leaders: Antonella Ciriello, Gianluca Grasso, Mariasaria Maugeri, Gabriele Positano (SSM).

Expert trainers: Giuseppe De Marzo (Court of Cassation), Cristiano Cupelli (University of Rome Tor Vergata).

Present at the focus group were: Gianluca Grasso (SSM), Gabriele Positano (SSM), Marco Fabri (CNR), Sergio De Nicola (General Prosecutor’s Office of Cagliari), Patrizia Famà (Juvenile Court of Bari), Simona Francese (Court of Vercelli), Daniela Putignano (Taranto Juvenile Court), Carla Hubler (Naples Court), Lucia Sebastiani (La Spezia Court), Paolo Vadalà (Macerata Court), Umberto Zingales (Caltanissetta Juvenile Court).

The objective of the meeting is the *ex-post* evaluation of the training meeting ‘Open questions in family and personal law’, with particular reference to the so-called levels 2, 3 and 4 of the Kirkpatrick scale.

Level 2 is intended to measure whether competences, attitudes or competences were acquired by the participants transmitted by the course (learning),

level 3 measures what kind of change was made to the participants' behaviour in the workplace after the course (change), level 4 would like to measure what the overall results, the broader benefits after the course were (results).

Level 1 is the immediate course evaluation (reaction) that the School already carries out through the administration of a questionnaire at the end of the course.

The meeting, after an introduction on the purpose and the deliberately informal discussion modalities aimed at the active involvement of all participants, was structured as follows.

- Content evaluation
- The evaluation of the method
- The prospect of a future course
- Methodological aspects of evaluation

The *ex-post* evaluation of the course contents by the focus group participants was very positive even after some time. In particular, the quality of the speakers and lectures, the opportunity to discuss current family law issues and the organisational practices of the various offices were appreciated.

The knowledge imparted made it possible to reinforce competences already acquired and to deepen certain legal aspects and operational practices (e.g., protocols), which were, where possible, used upon return to the offices of origin with reference to the functions performed.

The significant appreciation for the course's 'practical' content, which is much more useful for continuing learning courses than the theoretical treatment of legal institutes, is noted. For this reason, the appreciation of the course particularly rewards the magistrate lecturers, who usually present real situations and concrete solutions to legal and organisational problems, as opposed to lectures with a sometimes too academic approach.

The teaching methods used in this course were the frontal report, the two-part report, the small group discussion and the round table discussion.

Even after some time, these different training methods were all found to be effective in relation to the characteristics of the training content to be conveyed.

The frontal presentation is useful for dealing with particularly complex general topics that need a theoretical framework to facilitate orientation and standardise the approach across the country (e.g., the application of European directives).

Appreciation was also reported for the two-part report that allows for a richer and more engaging presentation than the classic frontal report.

The preferred method, however, is the discussion in small groups, because it allows topics to be better explored, maintains a higher level of attention, stimulates interaction among colleagues and compare interpretations and operational practices even among magistrates working in offices of different sizes.

The round table is considered somewhat less effective, perhaps it should be organised as a summary of the contents of the training days that usually precede it.

The time for debate seemed appropriate.

The material provided during and after the course was particularly rich and was at least partially used at the end of the course. No particular problems were reported for its consultation via the School's website.

The course also received a very positive evaluation *ex-post*, so there were no specific indications as to any changes to be made to the programme, other than those already stated above regarding the preference for more operational and less theoretical contributions.

It is pointed out that there is a need to have moments of constant updating with respect to legislative changes that the School should take charge of. By way of example, it would be useful to have an in-depth study on the application practices of the new art. 403 of the civil code (intervention of the public authority in matters concerning minors), and of art. 38 provisions for the implementation of the civil code (competence of the ordinary court and of the juvenile court), as well as on psychological counselling, on the allowance of tutors of foreign minors, on the impact of the Cartabia reform, on the jurisprudence of the European Court of Human Rights and of the European Court of Justice.

In conclusion, some specific questions were asked on some topics related to the evaluation of training. In a nutshell.

- This mode of *ex-post* evaluation by means of a focus group was appreciated and is certainly to be preferred to telephone interviews. Looking ahead, a few more indications should be given regarding the objectives and contents of the focus, especially to facilitate course-related recollections. Also in this perspective, perhaps organising the focus group six months after the course is too long a time span, 3-4 months seem preferable.
- No interest was reported in having the lecturers' evaluations at the end of the training activity, while there is some interest in knowing the evaluation of the course as a whole.
- Among those who took part in the focus group, those who felt that evaluations should remain anonymous prevailed, if only in order not to risk prejudicing the number of people filling in the questionnaire at the end of the course. However, we do not see any particular weaknesses to allowing people to indicate their name in the evaluation form on a voluntary basis.

APPENDIX 1

Comments on the MOT questionnaire (open question S10)

- 1 I did not answer some questions because I did not understand them. With specific reference to training, I would like to say that the most serious deficit is attributable to the 2020 lockdown, which took two very valuable months of targeted training away from us. The work at the School was indeed valuable and very useful, but the daily practice in the office and the relationship with the assigned magistrate remain the main source of competences acquisition. The lectures at the School have certainly enriched the knowledge acquired and fortunately the training has now started again in presence, because it is very difficult to follow it closely from a distance. Thank you for your attention.
- 2 The magistrate is asked to achieve not only qualitative, but also quantitative objectives, both in terms of the number of cases closed and the time taken to complete them. In most cases, the MOT is assigned to offices with a large backlog of cases, and it is then essential to teach case management i.e., the management of hearings, the quantity of cases to be held for decision, in pre-trial procedure, precautionary, etc. Certainly, this competence is acquired over time, but the risk is that, in the meantime, delays and disciplinary risks have accumulated. Therefore, it is necessary to teach how to organise the case in the various possible scenarios, considering also and above all the pathological hypotheses of heavy case-loads with heavy backlogs.
- 3 Some of the competences that are assumed to have been acquired during the initial training course have in fact not been covered in such depth (e.g., statistics, tables, etc.); it is advisable (perhaps) to go into these aspects in greater depth as well, even if they are of a more operational nature.
- 4 In the light of my experience, I think it would be appropriate to reduce the weeks of training at the School during the general apprenticeship, in favour of weeks at the court offices. The three weeks of training during the targeted traineeship, on the other hand, were proportionate to the weeks spent at the offices and were of practical use for the tasks later performed.

- 5 In the light of my experience, I think it would be preferable to reduce the number of weeks of training at the school during the generic traineeship, in order to privilege training in the judicial offices (even the 'practical cases' carried out at the school do not have the same learning effectiveness as 'real' work); on the other hand, I found the training during the targeted traineeship fundamental. It was useful to be able to go into certain topics in depth with experienced colleagues, to exchange views with tutors and with MOT colleagues from other districts (even after taking up duties). For the targeted traineeship, I consider it essential that the training takes place in person and not online.
- 6 I would have preferred a more practical approach in the training. Moreover, the traineeship is carried out in large courts, so when one is assigned to other courts one is faced with difficult situations before which one is frankly unprepared: shortage of court clerks (which forces one to carry out purely clerical tasks independently), organisation of shifts and week-day schedules which is sometimes delegated by the heads of the offices, management of a backlog of more than three years which is entrusted to the MOTs, management of trials which have never been concluded and which have dragged on for years from previous colleagues, management of relations with the court, with the administrators and with the honorary judges, which are not always flat and straightforward, management of daily hiccups always attributable to the lack of administrative staff/lack of commitment of some (failure to summon witnesses, failure to inform the parties, wrong notifications, failure to translate prisoners).
- 7 I would have preferred to extend my training at the judicial offices (as a targeted traineeship) by at least another six months, it would have been very useful for me in view of taking up my duties.
- 8 There is a need to increase the length of time spent in judicial offices during both the targeted and general training. The relationship with foster magistrates plays a major role in the magistrate's training. The training experience at the school remains fundamental both to allow a comparison with competition colleagues and, above all, to become aware of the different practices between the different offices; however, the lessons should be rationalised, giving preference to specific trainers (useful those who work at the Court of Cassation) and avoiding useless introductory speeches that often limit themselves to a review of the legal rules. In my experience, the frontal lectures on the first day of the course (both in the generic and in the permanent training) are substantially useless, whereas the lectures on the 'central' days constitute an effective enhancement of the legal culture and offer the MOT the 'tools of the trade' useful in the work.

- 9 What I learnt about the role of the civil judge I learnt during my 18-month traineeship (art. 37) at the same magistrate's office. The MOT training, as a whole school plus court offices, given the fragmented nature, was (unfortunately!) not able to come close to this prior training. There is a gap between initial training and everyday work, which is difficult to bridge. Paradoxically, I can find the legal solution for a judgement on my own (studying by reading databases), what is really lacking are: experience, practices, tricks of the trade, day-to-day court life, case management relations with other actors, with the High Council of the Judiciary bureaucracy, opportunity assessments. The commitment of all those involved in initial training is however commendable!
- 10 All in all, the initial training experience, including the periods spent at the Scandicci School, was positive. In my opinion, the targeted training profiles on role management and drafting, which are currently left almost entirely to the assigned magistrates, should be increased.
- 11 All in all, I would consider it much more useful to devote more time to the targeted traineeship at the offices with fewer lectures (either at all or in attendance) at School during that same period. The excessively fragmented targeted traineeship (due to the necessary course attendance and absences) is otherwise less fruitful.
- 12 With specific reference to the targeted traineeship in the civil sector, I deplore the total absence of initial training activities dealing with the problems of real estate litigation and, in particular, judicial divisions relating to mortgage surveys, abusiveness of real estate, etc. Former MOTs find themselves catapulted into a world (purely notarial) that they have never explored in depth during their preparation for the competition, a gap that – unfortunately – is not filled either during initial training or ongoing training.
- 13 Continued sharing of best practices and models in dedicated sections of the school web site.
- 14 I believe that initial training (and not only initial training), in addition to stimulating study and knowledge of substantive and procedural issues, is a unique opportunity to meet both young colleagues, with whom to discuss issues and sometimes seek comfort, and experienced colleagues who become an example and guide in our wonderful profession. Distance learning kills this opportunity.
- 15 I think more attention should have been paid to the organisational aspects of the office and the small day-to-day issues (settlements, petitions of the most varied kind, enforcement proceedings, actual precautionary measures) and above all to the knowledge of how the records office work (competences, fulfilments, what and how to send correctly). Thank you.

- 16 To give more space to strictly practical issues, such as case management and organisation. Provide a useful database before work begins so that the most frequent issues can be traced according to each person's area of expertise.
- 17 Pay more attention to the issue of case management in particularly overburdened courts with large backlogs, as well as to aspects of court organisational schema and disciplinary responsibility
- 18 Dedicate more time for future MOTs to organising the judge's agenda, using the console, managing hearings and critical issues/emergencies in hearings (for family and criminal judges)
- 19 I very much regret the abolition of the course specifically dedicated to magistrates in the first years of their functions.
- 20 It is necessary to give priority to a practical approach in the resolution of concrete issues that may arise as a result of taking office.
- 21 Excessively long, although I appreciated the wording of the questions. I would like to point out that for my competitive exam, the internship lasted only one year and therefore this limited duration may have conditioned the answers.
- 22 I would make the questionnaire shorter and less complicated: for example, the difference between partly agree and partly disagree seems to me too much.
- 23 I greatly appreciated the thoroughness of the initial training and the contribution of both the School and the work in the offices. Responding to the questions, I realised that, at least in my perception, training on the judicial system (disciplinary procedure, evaluation of professionalism) and on backlog management was less effective. I believe that this situation is due to the fact that, at least for the School's part, the training was only covered by lectures and without the involvement of small groups, which allow for a more active participation of the learners. It might be useful to hold a session on these subjects at the end of the general training.
- 24 I found the initial training with reference to the competences of the guardianship judge, both at the school and at the judicial offices, to be severely lacking. In this respect, I would like to emphasise the need for a considerable increase in training, which in some respects is even absent, as this is a serious deficiency in view of the absolute importance of the interests involved.
- 25 The targeted traineeship courses were indeed useful, especially the laboratory activities and those with a practical focus.
- 26 The initial training courses are too theoretical and often lack any practical content. The newly appointed magistrate finds himself in the office on his

- first day of service faced with tasks he often had not even heard of. In my case, the one-year traineeship was, in my opinion, too short.
- 27 The courses organised by the School (which are, moreover, very substantial in terms of time and attendance) should, in my opinion, be of a more practical nature, so as to usefully and profitably complement the targeted office internship, which was the fundamental contribution to the concrete preparation for starting work.
- 28 The courses at the School should be less theoretical and more practical. After passing the competition in the judiciary, in fact, what MOT does not lack is theory...
- 29 COVID ruined the apprenticeship, there was a lack of field practice in the general part, and even with the targeted part, it failed to make up for previous shortcomings. The relationship between colleagues was not created. It was difficult to meet even post-COVID because attendance in the office was limited. There were assigned magistrates who then immediately focused their attention on colleagues in the next competitive exam. I ended the traineeship unprepared on general profiles and hope to be admitted to retraining courses when I can change sectors.
- 30 The problem with our initial training was clearly the fact that the courses were conducted entirely at a distance, which greatly devalued their training value and especially the irreplaceable value of exchanging experiences with colleagues. In particular, group work has always proved more effective than face-to-face lectures, and having done it online has greatly reduced its usefulness. Personally, I am also very displeased with the School's management who, at the end of the courses, had promised (at this point evidently just to placate us) that there would at least be a week of live 'catch-up' of our initial training a few months after taking up our duties, something that never happened.
- 31 The slant offered by the school, throughout the eighteen months of training, continues to be too theoretical. One cannot break away from the logic of lectures, despite years spent on books. The MOT needs to be more involved to feel the weight of the caseload and be helped to become aware of its role through confrontation with colleagues from all over Italy, and this can only be done through the school.
- 32 The generic traineeship was organised in a truly masterly manner. The targeted traineeship had some flaws (but consider that it was carried out during the acute pandemic period):1. Too much space is given to the theoretical component (lectures at the School on the phases of exe-

cution are of little use since they can easily be studied on one's own; I would have preferred lectures – in my field – on how to assess a court technical consultant in execution, how we should act if there is eternit in the building, hazardous waste, what elements of a structural court technical consultant should be borne in mind; how to react in the face of complaints, hostile behaviour of defence counsel; relations between the enforcement office and administrative offices (registry) and judicial offices (Public Prosecutor's office to send them reports of offences); 2) There was the impression that the foster magistrates who made themselves available to the targeted, were colleagues (but only a few – some very good ones) who needed to clear the backlog, with poor training competences.

- 33 The targeted apprenticeship was essential for my training. The School courses were partly too 'abstract'. Little attention paid to training in office organisation, tables, relations with registry office/lawyers.
- 34 Training on organisational aspects, such as the judge's agenda, hearing role, adjournments, reasonable duration, trial office, and protected hearings should be implemented.
- 35 In general, training has enriched me not only professionally but also as a person, making me even more motivated and proud of what I do.
- 36 Promote in-presence training as much as possible. Limit theoretical lectures and round tables with too many generalised presentations. Encourage training on role, hearing and agenda management.
- 37 The Scandicci activity is almost totally useless. People who have passed the competitive exam after years of theoretical studies (especially if they have never worked before) need to be offered practical, not theoretical training.
- 38 In my opinion, training should focus on the targeted training.
- 39 The training was very useful. Too bad it was done remotely. Congratulations to all!
- 40 Training has been a fundamental and decisive step in my journey for a correct approach to this job and for a full awareness of the role I play.
- 41 Initial training must be carried out in presence. I did it all on Teams because of the pandemic and this was a serious shortcoming due to the objective difficulty of weaving relationships between colleagues that I find indispensable for a discussion on decisions both in substance and in approach. In fact, what I believe has made the real difference in my training is the relationship with the tutors, who were present and close to me then in training and now in daily life, also thanks to shared chats. The role they play is fundamental.

- 42 The initial training was of an excellent level. This attempt to search for the excellent, although appreciable, is useless because there will always be something missing and some subject matter over- or underestimated, also because the concept of usefulness depends very much on one's personal knowledge and needs, nor can one expect to concentrate, in formal lectures, what must be given to practical experience. As far as I am aware, you have done your utmost and for this you deserve my sincere appreciation.
- 43 The initial training was outstanding, and the assigned magistrates were well-prepared and balanced people. The school, in my opinion, is essential to maintain the theoretical basis necessary for the proper exercise of jurisdiction.
- 44 The initial training was on the whole useful and really implemented practical techniques and theoretical knowledge. The only suggestion is to limit lectures and implement operational working groups.
- 45 The initial training was an important moment, but it was only when I arrived at the destination location that I tackled all the practical problems that, almost always, cannot be dealt with in lectures.
- 46 Initial training should, as of today, concern people who have passed the competitive exam after years and years of 'technical' studies. Therefore, rather than covering substantive subjects, it should instead focus on professional ethics and deontology, and on the judicial system, to provide valuable contributions to the individual magistrate that will help him change and build his professional culture
- 47 Training in the generic apprenticeship proved to be too dispersed and the duration of the generic compared to that of the targeted apprenticeship is disproportionate, especially in cases of taking on mixed functions, which necessarily requires giving preference to those that will be the most prevalent functions and omitting others, which are no less important, but not prevalent.
- 48 Training at the school should be more practical and definitely more in-depth.
- 49 Training at the school is indispensable. Unfortunately, the MOT of the Ministerial Decree of 3 January 2020 discounted an exclusively remote participation in the training programme through the Teams application. In my personal opinion, this has greatly affected the initial training of the magistrate, selling less the relationship of knowledge and comparison with young colleagues from other judicial districts.
- 50 Training, especially during the generic traineeship, excessively 'breaks up' the presence at the courts. The training weeks at the traineeship

sites are even worse. Most of the lectures given, both in the generic and in the targeted traineeship, were excessively theoretical, with no practical implications. The questionnaire repeatedly asks for evaluations on overall case management, hearings, trials, on the subject I remember having only one day dedicated to it, moreover during the last training week of the generic one, nothing instead during the targeted traineeship.

- 51 The presence of the tutors did not seem particularly useful to me, unlike the lectures on concrete cases. More lectures on concrete cases with practical examples would be useful. More information on the court organisation schema and the assignment of files would have made me more aware of the way my role is formed and the possible variations within the office if someone is absent.
- 52 The school does a high standard of work, for which one should be grateful, even nothing can prepare you for the reality of offices. Keep up the good work!
- 53 The school should take responsibility for ensuring a mentoring service for MOT for at least one year after taking office.
- 54 The School lectures during the general traineeship were timetabled in such a way as to result in continuous interruptions of training activities in court. In the 'short' periods of foster care (e.g., two weeks), this significantly affected the actual duration of the traineeship in court with the same judge (I only happened to meet a foster magistrate once). Some areas should be mandatory for all (minors, surveillance, labour). I chose my function 'in the dark', having had no perception of it during the general internship. It would also be very useful to have a lengthy internship in prison, as is the case in France, where apprentice magistrates are invited to wear the prison police uniform during their immersion in the institution. Finally, I suffered a lot from the changes of foster magistrates at the civil part (few days with each foster magistrate and overlapping deadlines).
- 55 The evaluations expressed in this questionnaire are affected by the function I perform, i.e., that of juvenile judge, which unfortunately, compared to the other functions, has received, as far as both decentralised and in-school training is concerned, a secondary and marginal treatment, to say the least. I would like to point out that training in the juvenile field, both initial and subsequent, would need to be greatly enhanced, both because of the delicacy of the subject and because of the plurality of practices, judicial and otherwise, spread throughout the country.

- 56 While I perceived the courses given during the generic placement as rather useless, as they were repetitive of university and competitive exam notions, the courses given during the targeted placement were useful, as they were more concrete and specialised. The possibility of taking some courses at a distance helps to follow them with greater tranquillity and concentration. I perceived as insufficient the part of the civil training at the offices during the generic traineeship, which is decidedly biased towards criminal law.
- 57 It was very useful to work in groups rather than in plenary where the training was very theoretical. The analysis on case management (especially the preliminary investigation) and the resolution of the most frequent problems should be implemented. The discussion with the tutors at the end of the various plenary sessions was positive.
- 58 Need to maximise face-to-face training, limit theoretical lectures and roundtables with too many speeches is too general. Increase training in practical case management, hearings and agenda management. Give more space to work in small groups where confrontation is greater.
- 59 All in all, my assessment of the training is good. I received a lot of advice, materials and 'templates' which I use on a daily basis. A little 'annoying' were the exercises, often difficult to manage in a few hours and a source of apprehension. The group work is better, the tutors are very good, the debates and shared contributions are good. Excellent Teams, which saves a not inconsiderable amount of time and cost: the ideal would be to do a bit and a bit to also allow personal meetings with colleagues. LASTLY: In general, however, it is the experience in the office, alongside the foster magistrate, that is most valuable. That is the only way to really learn a job (or rather, not even that: you only learn on a daily basis, thanks to constant confrontation with colleagues). Good work, everyone!
- 60 On the whole, the initial training course was useful and well thought out, however, I feel that the period devoted to it is excessive compared to the actual presence in the offices, which was often fragmented and sacrificed.
- 61 In the targeted period, it would be advisable to attend fewer courses at the School and remain more in contact with the assigned magistrate. More attention should be paid to teaching the organisation of the role, adjournments of hearings, and the scheduling of the backlog. I had a very attentive foster magistrate, but other MOTs were buried under reserves for the first year. Thank you.
- 62 In the part of the questionnaire relating to the degree of 'usefulness' of the competences acquired, I would like to make it clear that by responding with low scores in relation to certain topics, I did not intend to

suggest the thought that these competences are not useful and therefore should not be provided in initial training, but that what was conveyed in training, on certain topics, is not sufficient to fill the actual need; therefore, on many competences, it would indeed be necessary to succeed in conveying more spendable messages.

- 63 The School's website is excellent. As for the courses, it would be nice if the lecture materials were uploaded a few days in advance, so that you could read them at your leisure and be more involved in the courses.
- 64 For the future, it would be better to reduce theoretical training and leave more space for work with foster magistrates. It would also be necessary to train on the psychology of decision-making and how to manage the cases in a reasoned and organised manner. Thank you for your support!
- 65 Personally, I found the training in the targeted period, rather than in the generic, to be of a very high standard. It would be further enhanced by in-person courses, which are impossible due to covid. I would reduce the period of the generic and increase courses and hearing and shadowing activities of the targeted.
- 66 Personally, I think that the duration of the generic traineeship is excessive; if it really has to last 18 months (and on this, perhaps, I do not even agree so much), let them do only 6 months of generic and 12 months of targeted training. Equally useless are all those (often duplicate) internships that take place during the course of the training period (in particular, I remember having participated in in-depth internships on the specialised sections of the Civil Court, after having already done the internship in them)!
- 67 More training in judicial offices.
- 68 Although I knew that I would be taking on a role composed mainly of immigration proceedings, I had no specific training during my initial training with the School, as this subject had not been considered in the syllabus, despite the numerous differences in discipline, both substantive and procedural, compared to other civil law subjects.
- 69 Unfortunately, the initial training of my competition class was strongly affected by the first phase of the COVID-19 health emergency, which led to a substantial reduction of the targeted traineeship (the first lock-down chronologically coincided with the beginning of the targeted one) and then to its reduced effectiveness, given the confusion that was created in the offices during the first period of the introduction of the emergency's procedural modalities. Circumstances resulted in my class not having a

full targeted traineeship, obviously for objective reasons, despite the best efforts of everyone and the assigned magistrates who went out of their way to help us pass on everything possible. An extension of the targeted traineeship in the offices would have been appropriate, given the difficulties one is exposed to with taking up duties (which, moreover, occurred in the midst of the subsequent lockdown).

- 70 Unfortunately, due to Covid, it was not possible to fully enjoy the experience, also in terms of human and intellectual stimulation resulting from relationships with more experienced colleagues, of initial training.
- 71 As for initial training, it would be useful to implement it with much more in-depth studies on the management of roles and daily work, not in an abstract way, with lectures entrusted to psychologists and sociologists, but in a concrete way, with meetings with colleagues who can pass on practical advice. As for the targeted training, we should find a way to ensure – possibly by asking the foster magistrates to indicate and demonstrate the work entrusted to the MOT – that the foster magistrates themselves try to make the MOTs practice on measures of different types and subjects, so as to cover as wide a scope of work as possible, avoiding that the period of assignment turns out to be for the former a mere opportunity to get rid of repetitive and boring work (I do not know how many stalking sentences I will have drafted), useful to make numbers and statistics, but not to train the young magistrate. Finally, it should be noted that, as a MOT of Ministerial Decree 7.2.2018, I did a reduced period of internship.
- 72 To drastically reduce distance learning, which undermines professional growth and the relationship with colleagues in different districts, an essential source of continuous legal and professional exchange and confrontation.
- 73 Reduce the duration of the generic training to 6 months and increase the duration of the targeted training to 12 months. Select foster magistrates who really want to teach. Out of about ten or so foster magistrates, maybe three have really made themselves available to teach something. For the others we are just a burden and this is not just my impression, but also that of other MOTs. Especially the generic one was totally useless.
- 74 I think it would be useful in the context of training at the School to always flank the theoretical study with a practical focus by means of case simulations and delivery of templates that can be used for each subject tackled from time to time. It would also be appropriate to devote more space to practical advice on the management of relations with lawyers,

parties, auxiliaries (court technical consultants, curators, delegated professionals, custodians), administrative staff and heads of offices, and on case management, especially for those who have to perform very different cases.

- 75 Practical training on the management of complex caseloads is essential (often heavy caseload with cases older than three years are assigned at the time of taking up duties), in order to facilitate the start of the job at the end of the traineeship. The start of the traineeship is for many the moment when the theoretical preparation is best, because the study for the competition is still 'fresh'; what is lacking for many, and has certainly been lacking for me, is a preparation for managing the work from a practical point of view. The focus should be on that aspect rather than on theoretical preparation.
- 76 It would be much more profitable to reduce the generic traineeship period to a total of 6 months, thus avoiding losing months that could be more usefully allocated to truly preparing for the duties by doing the targeted traineeship.
- 77 It would be appropriate to increase the length of the traineeship period in the offices, lengthening it overall without taking time away from the School training.
- 78 It would be appropriate to deepen aspects of case management and organisation during the targeted traineeship.
- 79 More attention should be paid to practical aspects (case management, hearings, backlog, judge agenda), more courses on procedural law and introducing MOTs to topics such as statistics and court organisational schema.
- 80 It would be appropriate to simplify the questionnaire in relation to evaluations: the degree of 'agreement' or 'disagreement' risks confusion. Thank you in any case for your involvement.
- 81 It would be appropriate, in initial training, to devote more time to the 'practical' aspects of working as a magistrate, how to organise the caseload, how to try to meet the various deadlines, how best to organise the hearings, how to learn a methodology for dealing with the many requests for those who, for example, act as enforcement judges and bankruptcy judges.
- 82 It would be useful to allow the MOT to participate in the training on another shift if the courses coincide with trials of particular importance handled by the foster magistrates.
- 83 It would be useful to have a 'normal life' course for initial training: meetings with exponents of all working and productive realities and practical

- lessons on the main aspects of daily life and the problems of ordinary people (concrete examples of work and related problems according to income level, from caregivers to pensioners, from employees to professionals and entrepreneurs, relations with INPS, the Inland Revenue, banks, mortgages, children, school, health...). The risk is that one starts the job that affects the lives of others most of all without knowing anything about how the world works and remains only a 'technician' without remembering that one is first and foremost a 'person' in a 'society' with the high risk of being manipulated.
- 84 Much more preparation is needed on what is the daily reality in the courts and prosecutors' offices. The biggest problems do not come from outside but from within: organisational inability of head of courts and lack of protection for the youngest.
- 85 There would be a longer targeted training period so as to gain more confidence and experience in the courtroom.
- 86 Only in the targeted internship, with the contribution of the foster magistrate and the internship coordinators, I was able to learn so much. The School courses, although interesting and varied in content, are as a rule too 'abstract'. There is a total lack of training on internal office relations/with registry offices/lawyers, on the court organisational schema and case management. .
- 87 I am happy with the training. I can only suggest that courses be provided each year via Teams for those who have difficulties in travelling.
- 88 I am MOT Ministerial Decree 3 January 2020. I have greatly appreciated the School's efforts to ensure our training, even at a distance. I note, however, that it was not very fruitful for me because I was not always able to follow the lectures attentively for hours. It would have been more useful for me to attend the judicial offices (which, since the end of May 2020, I have always attended in presence).
- 89 I tended to find all the lectures in the School useful, but I would insist on the practical aspects of case management and organisation. More practical advice is also needed on productivity and the management of delays. The civil judge in particular should be followed step by step as to all the checks to be made in the hearing and in the file.
- 90 Suggestions: maintaining distance training, as it has proved to be as effective as in-presence training and has entailed less effort to reconcile with the MOT's personal and family needs; – during targeted traineeship training, scheduling the lessons of the various subgroups (family, labour, civil, bankruptcy, etc.) at different times, so as to allow the MOT who will have a mixed role to follow them all; – during the training

of the traineeship, avoid general lectures on institutes and principles altogether, prefer lectures in which the characteristics of all types of proceedings are covered, with the dissemination of numerous models of measures, or in any case lectures on practical aspects broaden the training on role management and court statistics; I remember the one-hour lecture given by a civil judge at the end of the general traineeship on the organisation of the diary as the most useful of the whole traineeship.

- 91 I would also suggest making the questionnaire lighter, avoiding the options partly agree and partly disagree, as well as simplifying the evaluations to be made at the end of the school's courses (e.g., did the course meet your expectations?).
- 92 I suggest increasing working groups during training with regard to both the generic and targeted training period.
- 93 I suggest an initial training of three days and not one week per month (or one week every two months), in which more is spoken about the judicial system, office operation, organisational schema, , forecasted judge's productivity, responsibilities of the magistrate, preventive measures, precautionary measures, offences with close connections to other disciplines (e.g., corporate offences), also outside the law (construction), as well as criminal procedure cases.
- 94 Targeted training disadvantaged due to lock down, this affected my answers.
- 95 Drawing from the questions in the questionnaire, I emphasise the importance that initial training should also include an in-depth study of judicial statistics and internal office dynamics of an organisational nature.
- 96 Too many topics in too little time, so nothing was dealt with in due depth. Scandicci at a distance made everything more difficult.
- 97 A one-year initial training is too short. The place where one learns most is in mentoring assigned magistrates. The choice of foster magistrates is essential to positively influence MOT on practical and ethical issues.
- 98 Excellent evaluations of the training course, which proved very useful in daily work.
- 99 I would just like to say that the training, both at the School and at the judicial offices, in the targeted traineeship phase was very good from a substantive point of view, but it would have needed to be deepened in the way of managing the role as soon as one takes up one's duties, also under strictly practical aspects such as the organisation of the caseload, the choice of the number of cases to be decided, the preparation of hearings.

APPENDIX 2

Questionnaire: The evaluation of initial training for magistrates

S0. Introduction

This questionnaire aims to collect data on the initial training courses of trainee ordinary magistrates, with particular reference to their **actual usefulness in judicial work**, in order to promote possible changes to training programmes and methodologies.

Therefore, we ask you to answer the questionnaire always thinking about what you actually used of what you learnt during the initial training.

The decision to collect data from those who have attended the MOT course from 2018 onwards is based on the need to verify any variations in responses over time, and to compare years in which courses were held in presence and years in which the online mode had to be used.

The questionnaire is anonymous, the data will only be analysed in aggregate, and the results will be used by the School to plan future activities.

The estimated duration for filling in the questionnaire is about 8 minutes.

In the event that you are unable or unwilling to answer the questionnaire, we ask you, again anonymously, to at least let us know the reasons by answering a single question. Thank you.

We thank you for your cooperation and invite you to address any questions of clarification to the following e-mail address infosurvey@bo.igsg.cnr.it

S01. Answer yes/no

Q1. Will I answer the questionnaire? *[The answer to this question is compulsory in order to continue filling in the questionnaire].*

- Yes (if yes, you go to S03)
- No (if no, you go to S02 and then the questionnaire ends)

S02. Why are you not going to answer the questionnaire?

Q2. Why are you not going to answer the questionnaire?

- I have no time.
- I find it useless

- I do not believe the data will be processed anonymously
 - I think it is a wrong way to collect my training evaluations
 - I don't feel like answering
 - Other (please specify in a few lines)
-
-

S03. Context data for subsequent aggregated and anonymous data analysis

Q3. What is your Ministerial Decree of appointment?

- Ministerial Decree 7 February 2018
- Ministerial Decree 12 February 2019
- Ministerial Decree 18 July 2019 and 03 January 2020

Q4. After initial training, what function did you **mainly** perform in the judicial office where you took up your position?

- Labour Judge
- Judge in bankruptcy matters
- Execution Judge
- Business Judge
- Immigration Judge
- Guardianship or family judge
- Civil court judge (in none of the above functions)
- Juvenile judge
- Judge of the review court
- Preliminary Investigation Judge (GIP)
- Criminal Judge
- Supervisory Magistrate
- Prosecutor
- Juvenile prosecutor
- So-called 'mixed' functions
- Other (please specify) _____

Q5. Which district do you serve or did you serve in immediately after your initial training?

- [drop-down list of all districts in alphabetical order].*

Q6. Year of birth: _____

- Q7. Gender:
- Female
 - Male
 - I prefer not to declare it
- Q8. Did you have any work experience in the legal field before becoming a magistrate?
- Yes (if yes Q9)
 - No (if no, S3-Q10)
- Q9. If yes, could you please indicate which ones? (you can indicate several answers)
- Honorary magistrate
 - Lawyer
 - Researcher
 - Trainee under art. 37 Decree Law 98/2011
 - Trainee under art. 73 Decree Law 69/2013
 - Civil servant
 - Other (please specify) _____
- Q10. Did you attend any other courses organised by the School after your initial training?
- No
 - Yes (One)
 - Yes (Two)
 - Yes (Three or more)
- S3. Overall assessment of the usefulness of initial training for judicial work**
- Q11. What overall assessment do you give of the usefulness for judicial work of the various training activities in which you participated as a MOT? (1 being the most negative, 10 the most positive)
- Courses attended at the school as part of the generic traineeship 1 _____ 10
 - Courses attended at the school as part of the targeted traineeship 1 _____ 10
 - Training activities carried out in judicial offices as part of the generic traineeship 1 _____ 10
 - Training activities carried out in judicial offices as part of the targeted traineeship 1 _____ 10
 - Internships with other organisations 1 _____ 10
 - Hearing activities with assigned magistrates 1 _____ 10

- Activities carried out with assigned magistrates excluding court hearings 1 _____ 10
- Overall assessment of initial training received through courses at the school 1 _____ 10
- Overall assessment of initial training received through work in offices 1 _____ 10

S3.1. The training course

Q12. We kindly ask you to express your degree of agreement or disagreement with the following statements concerning the training course you followed.

	TOTALLY AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	TOTALLY DISAGREE	DON'T KNOW / I CANNOT ANSWER
The objectives of the initial training course were clear.	[1]	[2]	[3]	[4]	[9]
The training activities carried out at the School during the generic internship were on the whole not very useful.	[1]	[2]	[3]	[4]	[9]
The legal knowledge acquired during my initial training was very useful for my work.	[1]	[2]	[3]	[4]	[9]
My initial expectations of initial training were disappointed.	[1]	[2]	[3]	[4]	[9]
The training gave me an in-depth insight into the practical aspects of working as a magistrate.	[1]	[2]	[3]	[4]	[9]
The targeted internship was useful for the work I then actually did in the office.	[1]	[2]	[3]	[4]	[9]
During the training at the school, I did not learn anything new.	[1]	[2]	[3]	[4]	[9]
The relationship that was created with colleagues was also useful to me after the course.	[1]	[2]	[3]	[4]	[9]
I maintained contact with the foster magistrates.	[1]	[2]	[3]	[4]	[9]
More training on managing the role of hearings would be necessary.	[1]	[2]	[3]	[4]	[9]

	TOTALLY AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	TOTALLY DISAGREE	DON'T KNOW/ I CANNOT ANSWER
I had a very good training on case processing times.	[1]	[2]	[3]	[4]	[9]
It would be important to increase training on judicial statistics.	[1]	[2]	[3]	[4]	[9]
I lacked specific training on the day-to-day management of proceedings.	[1]	[2]	[3]	[4]	[9]

S3.2. Methodological aspects of teaching

Q13. We kindly ask you to express your degree of agreement or disagreement with the following statements concerning the methodological aspects of the training course you followed.

	TOTALLY AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	TOTALLY DISAGREE	DON'T KNOW/ I CANNOT ANSWER
The training materials provided by the School were useful to me.	[1]	[2]	[3]	[4]	[9]
The lectures were mostly boring.	[1]	[2]	[3]	[4]	[9]
The work in small groups was very useful.	[1]	[2]	[3]	[4]	[9]
The activities carried out with the foster magistrate were crucial.	[1]	[2]	[3]	[4]	[9]
It would have been necessary to have more space for confrontation with more experienced magistrates.	[1]	[2]	[3]	[4]	[9]
All courses for MOTs should be conducted in presence only.	[1]	[2]	[3]	[4]	[9]
The study of concrete cases and their discussion was a key learning moment.	[1]	[2]	[3]	[4]	[9]
The lectures during the general placement were too theoretical.	[1]	[2]	[3]	[4]	[9]

	TOTALLY AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	TOTALLY DISAGREE	DON'T KNOW / I CANNOT ANSWER
The lectures during the targeted internship were too theoretical.	[1]	[2]	[3]	[4]	[9]
The training activities simulating a real situation were very useful.	[1]	[2]	[3]	[4]	[9]
The presence of the tutors was unnecessary.	[1]	[2]	[3]	[4]	[9]
The drafting of the measures in working groups was very formative.	[1]	[2]	[3]	[4]	[9]
The forms distributed for the drafting of deeds did not help me at work.	[1]	[2]	[3]	[4]	[9]
The plenary discussion of the group work was superfluous.	[1]	[2]	[3]	[4]	[9]
The measure writing workshops have been very useful for me in my daily work.	[1]	[2]	[3]	[4]	[9]
I would have preferred to have had more training opportunities in real hearings.	[1]	[2]	[3]	[4]	[9]
The training time at the offices was too short compared to the lessons at the school.	[1]	[2]	[3]	[4]	[9]

S4. Usefulness of the generic internship introductory part [section for all ENGs].

Q14. What is your assessment of the **usefulness for your daily work** of the following training contents offered to you during the general apprenticeship?

In case your training did not cover some of the listed competences, or you have never used the competences acquired in the training course in your work practice, please do not answer the specific question, *thank you*).

- Competences acquired on guarantees of impartiality and independence 1 _____ 10
- Competences acquired on the office tabular system 1 _____ 10
- Competences acquired on extrajudicial assignments 1 _____ 10
- Competences acquired on incompatibilities 1 _____ 10

<input type="checkbox"/> Competences acquired on Art. 37 Decree Law 98/2011	1_____10
<input type="checkbox"/> Competences acquired on the organisational programme of proxies	1_____10
<input type="checkbox"/> Competences acquired on deontological and ethical principles	1_____10
<input type="checkbox"/> Competences acquired in the use of social networks	1_____10
<input type="checkbox"/> Competences acquired in online regulatory and case-law research	1_____10
<input type="checkbox"/> Competences acquired on the civil liability of the magistrate	1_____10
<input type="checkbox"/> Competences acquired on the disciplinary system	1_____10
<input type="checkbox"/> Competences acquired on the management of referrals	1_____10
<input type="checkbox"/> Acquired hearing management competences	1_____10
<input type="checkbox"/> Competences acquired on backlog management	1_____10
<input type="checkbox"/> Expertise on the preliminary reference to the Court of Justice	1_____10
<input type="checkbox"/> Jurisdiction on incidental questions of constitutionality	1_____10
<input type="checkbox"/> Competences acquired on the psychology of judging	1_____10
<input type="checkbox"/> Competences acquired on work contexts and organisational well-being	1_____10
<input type="checkbox"/> Acquired competences on the language of court orders	1_____10
<input type="checkbox"/> Acquired competences on the role of the judge between Courts, Constitution and European Charters	1_____10
<input type="checkbox"/> Acquired competences on motivation in judgments, orders, and decrees	1_____10
<input type="checkbox"/> Competences acquired on clarity and conciseness of acts	1_____10
<input type="checkbox"/> Acquired media relations competences	1_____10
<input type="checkbox"/> Expertise on the Pinto Law and the reasonable duration of proceedings	1_____10
<input type="checkbox"/> Competences acquired on professionalism assessments	1_____10
<input type="checkbox"/> Competences Acquired on Registry Office Services	1_____10
<input type="checkbox"/> Competences acquired in dealing with the head of the office	1_____10
<input type="checkbox"/> Competences acquired on relations with semi-directors	1_____10
<input type="checkbox"/> Competences acquired in relations with colleagues	1_____10
<input type="checkbox"/> Competences acquired in dealing with the registry offices	1_____10
<input type="checkbox"/> Competences acquired in dealing with lawyers	1_____10
<input type="checkbox"/> Competences acquired in dealing with the parties to the proceedings	1_____10
<input type="checkbox"/> Competences acquired in relations with the Judicial Council	1_____10
<input type="checkbox"/> Competences acquired on judicial statistics	1_____10

- Acquired hearing management competences through Teams 1_____10
- Competences acquired overall on the civil law part 1_____10
- Overall acquired competences on criminal law 1_____10
- Competences acquired on the jurisprudence of the European Court of Human Rights 1_____10
- Competences acquired on the jurisprudence of the European Court of Justice 1_____10
- Competences acquired on the various international bodies dealing with justice 1_____10
- Competences acquired on EUROJUST 1_____10
- European Public Prosecutor's Office (EPPO) expertise 1_____10
- Knowledge gained on the association of the judiciary 1_____10

Q15. Which **targeted apprenticeship** did you **mainly** do?

- Targeted for civil and labour judge (continues at S5 and then S9)
- Targeted for criminal court (continued at S6 and then S9)
- Targeted for public prosecution (continued at S7 and then S9)
- Targeted for supervisory magistrate (continued at S8 and then S9)

S5. **Usefulness of the targeted civil judge traineeship [section only for MOTs having attended the targeted civil/labour judge traineeship]**

Q16. What is your assessment of the **usefulness for your daily work** of the following training contents offered to you during the targeted civil judge traineeship?

In case your training did not cover some of the listed competences or you have never used the competences acquired in the training course in your work practice, please do not answer the specific question, *thank you*

- Acquired competences on rituals and competence 1_____10
- Acquired competences on the introductory phase of ordinary civil proceedings 1_____10
- Acquired competences on the handling phase of ordinary civil proceedings 1_____10
- Acquired competences on mediation and conciliation 1_____10
- Acquired competences on the pre-trial phase of ordinary civil proceedings 1_____10
- Acquired competences on the decisional phase of ordinary civil proceedings 1_____10
- Acquired competences on the online civil trial 1_____10

- Acquired jurisdiction on opposition to the injunction decree 1_____10
- Competences acquired on the European injunction 1_____10
- Expertise in precautionary proceedings 1_____10
- Competences acquired on the warning procedure 1_____10
- Acquired competences on civil precautionary proceedings and the complaint 1_____10
- Competences acquired on chamber rites 1_____10
- Competences acquired in verbalisation methods 1_____10
- Competences acquired on notifications 1_____10
- Competences acquired on telematic deposits 1_____10
- Competences acquired on the drafting of documents in civil proceedings 1_____10
- Competences acquired on the nullity of acts 1_____10
- Competences acquired in family litigation and voluntary jurisdiction 1_____10
- Competences acquired in the field of labour litigation 1_____10
- Competences acquired in the field of enforcement 1_____10
- Competences acquired in the bankruptcy and corporate sector 1_____10
- Competences acquired on the techniques of motivation of the measure 1_____10
- Acquired competence on costs of litigation, reckless litigation and legal aid 1_____10
- Competences acquired on abuse of process 1_____10
- Competences acquired on techniques for assessing pecuniary and non-pecuniary damage 1_____10
- Acquired expertise on the reasonable duration of trials 1_____10
- Competences acquired on knowledge of the role of causes and work organisation 1_____10
- Competences acquired on the judge's agenda 1_____10
- Competences on the management of proceedings in the relationship with parties, lawyers, registry offices 1_____10
- Powers acquired over the UPP 1_____10
- Acquired competences in the use of consoles 1_____10
- Acquired competence on the incidental question of constitutionality 1_____10
- Competences acquired on the priorities of proceedings 1_____10

S6. Usefulness of the targeted internship for criminal judge [section only for MOTs who attended the targeted internship for criminal judge]

Q17. What is your assessment of the usefulness for your daily work of the following training contents offered to you during the targeted criminal justice traineeship?

In case your training did not cover any of the listed competences or, you have never used the competences acquired in the training course in your work practice, please do not answer the specific question, *thank you*)

- Acquired competences on pathologies of acts in criminal proceedings 1 _____10
- Expertise in criminal investigation 1 _____10
- Competences acquired on witness examination and cross examination 1 _____10
- Competences acquired on the examination of defendants 1 _____10
- Competences acquired on the drafting of pre-trial orders 1 _____10
- Competences acquired on the management of precautionary measures 1 _____10
- Competences acquired on backlog management 1 _____10
- Competences acquired on jurisdiction over exceptions raised before the trial judge 1 _____10
- Competences acquired on appeal against judgments of justices of the peace 1 _____10
- Competences acquired on criminal seizures and confiscations 1 _____10
- Competences acquired on Preliminary Hearing 1 _____10
- Competences acquired on wiretapping 1 _____10
- Competences acquired on jurisdiction over protective orders 1 _____10
- Competences acquired on the pre-trial hearing 1 _____10
- Competences acquired on criminal law 1 _____10
- Competences acquired on deflation systems in the trial process 1 _____10
- Competences acquired on restorative justice 1 _____10
- Competences acquired on probation 1 _____10
- Competences acquired on organised crime processes and the so-called 'double track'. 1 _____10
- Competences acquired on special proceedings (plea bargaining, summary, immediate) 1 _____10
- Competences acquired on preventive and patrimonial measures and related proceeding 1 _____10
- Competences acquired on sentence drafting techniques 1 _____10
- Competences acquired on the formulas defining the judgement (acquittal, prescription, etc.) 1 _____10

- Competences acquired on the exercise of civil action in criminal proceedings 1_____10
- Competences acquired in dealing with the public prosecutor 1_____10
- Competences acquired on the question of constitutionality 1_____10
- Competences acquired on evidential reasoning 1_____10
- Competences acquired on the admission and evaluation of scientific evidence 1_____10
- Competences acquired on proceedings in chambers 1_____10
- Competences acquired on the online criminal trial 1_____10
- Competences acquired on charge 1_____10
- Competences acquired on criminal proceedings 1_____10
- Competences acquired on the indictment and arguments 1_____10
- Competences acquired on the device 1_____10
- Competences acquired on special rites 1_____10
- Competences acquired on legal costs 1_____10
- Competences acquired on statute barred 1_____10
- Competences acquired on the priorities of proceedings 1_____10
- Competences acquired on distance hearings 1_____10

S7. Usefulness of the targeted traineeship for public prosecutors [section only for MOTs who attended the targeted traineeship for public prosecutors]

Q18 What is your assessment of the **usefulness** for your daily work of the following training contents offered to you during the targeted public prosecution traineeship?

In case your training did not cover some of the listed competences or you have never used the competences acquired in the training course in your work practice, please do not answer the specific question, *thank you*

- Competences acquired on the schedule of precautionary measures 1_____10
- Competences acquired on delegation of investigations 1_____10
- Competences acquired on the coordination of investigations 1_____10
- Competences acquired on meetings with the judicial police 1_____10
- Competences acquired on meetings with colleagues 1_____10
- Competences acquired on meetings with heads of offices 1_____10
- Competences acquired on drafting documents (e.g., precautionary measures, requisitions, etc.) 1_____10
- Competences acquired on wiretapping management 1_____10

<input type="checkbox"/> Competences acquired on so-called serial work	1_____10
<input type="checkbox"/> Competences acquired on handling crime reports	1_____10
<input type="checkbox"/> Competences acquired on the field of personal and real protection	1_____10
<input type="checkbox"/> Competences acquired on techniques for drafting Public Prosecutor's requests in pre-trial matters	1_____10
<input type="checkbox"/> Competences acquired on unrepeatable technical assessments	1_____10
<input type="checkbox"/> Competences acquired on technical advice	1_____10
<input type="checkbox"/> Competences acquired on investigation techniques	1_____10
<input type="checkbox"/> Competences acquired on hearing management	1_____10
<input type="checkbox"/> Competences acquired on Criminal trial	1_____10
<input type="checkbox"/> Competences acquired in 'external' work (e.g., inspections, searches, etc.)	1_____10
<input type="checkbox"/> Competences acquired on interrogation	1_____10
<input type="checkbox"/> Competences acquired on backlog management	1_____10
<input type="checkbox"/> Competences acquired on dealing with the suspect	1_____10
<input type="checkbox"/> Competences acquired on dealing with advocates	1_____10
<input type="checkbox"/> Competences acquired on criminal seizures and confiscations	1_____10
<input type="checkbox"/> Competences acquired on the search for evidence outside national borders	1_____10
<input type="checkbox"/> Competences acquired on the request for archiving	1_____10
<input type="checkbox"/> Competences acquired on cross-examination before the Preliminary Investigation Judge	1_____10
<input type="checkbox"/> Competences acquired on Jurisdiction over the order for compulsory indictment	1_____10
<input type="checkbox"/> Competences acquired on time management of investigations (e.g., deadlines, extensions)	1_____10
<input type="checkbox"/> Competences acquired on prosecution (e.g., committal for trial, criminal decree, etc.)	1_____10
<input type="checkbox"/> Competences acquired on participation in the preliminary hearing	1_____10
<input type="checkbox"/> Competences acquired on the drafting of charges	1_____10
<input type="checkbox"/> Competences acquired on preventive measures and related proceedings	1_____10
<input type="checkbox"/> Competences acquired on participation in the hearing at a distance	1_____10
<input type="checkbox"/> Competences acquired on the discovery of documents at the investigation stage	1_____10
<input type="checkbox"/> Competences acquired on appeal and the prosecutor's cassation appeal	1_____10
<input type="checkbox"/> Competences acquired on drafting techniques for appeals	1_____10
<input type="checkbox"/> Competences acquired on the search for evidence	1_____10

- Competences acquired on the functions of the juvenile prosecutor 1 _____10
- Competences acquired on penal enforcement 1 _____10
- Competences acquired on written and oral requirements 1 _____10
- Competences acquired on the priority of proceedings 1 _____10
- Competences acquired on statute barred 1 _____10
- Competences acquired on dealing with judges 1 _____10

S8. Usefulness of the targeted traineeship for supervisory magistrate [section only for MOTs who attended the targeted traineeship for supervisory magistrate].

Q19. What is your assessment of the **usefulness for your daily work** of the following training contents offered to you during the targeted traineeship for probation magistrate?

In case your training did not cover some of the listed competences or you have never used the competences acquired in the training course in your work practice, please do not answer the specific question, *thank you*)

- Competences acquired on relations with prison management 1 _____10
- Competences acquired on relations with other institutions (DAP, UEPE, etc.) 1 _____10
- Competences acquired on surveillance proceedings 1 _____10
- Competences acquired on the management of files of alternative or security measures 1 _____10
- Competences acquired on work organisation 1 _____10
- Competences acquired on the organisation of the collegial hearing 1 _____10
- Competences acquired on the certificate of execution and criminal record 1 _____10
- Competences acquired on the execution order 1 _____10
- Competences acquired on alternative measures 1 _____10
- Competences acquired on health in prison in particular mental health 1 _____10
- Competences acquired on the criminal execution of foreigners 1 _____10
- Competences acquired on the organisation of the collegial hearing 1 _____10
- Competences acquired on the Criminal Execution Information System (SIES) 1 _____10
- Competences acquired on the Surveillance Office Information System (SIUS) 1 _____10
- Competences acquired on exit permits 1 _____10

- Competences acquired on early release 1 _____ 10
- Competences acquired on the dissolution of cumulation 1 _____ 10
- Competences acquired on the conversion of fines 1 _____ 10
- Competences acquired on the specificity of the relationship between minors and prison 1 _____ 10
- Competences acquired on prison circuits and differentiated regimes 1 _____ 10
- Competences acquired on probation to social services 1 _____ 10
- Competences acquired on home detention 1 _____ 10
- Competences acquired on work outside and semi-freedom 1 _____ 10
- Competences acquired on restorative statute barred and restorative justice 1 _____ 10
- Competences acquired on relations with the public prosecutor 1 _____ 10
- Acquired competences on relations with the detainee 1 _____ 10
- Competences acquired on relations with lawyers 1 _____ 10

S9. Assessment of one’s role and function
[Section for all respondents]

Q20. We would like to have your opinion on the contribution that initial training has had on your role and performance. Please indicate your degree of agreement or disagreement with the following statements:

	TOTALLY AGREE	PARTIALLY AGREED	PARTIALLY IN DISAGREEMENT	TOTALLY DISAGREE	DON'T KNOW / I CANNOT ANSWER
Initial training significantly affected my perception of the work as a magistrate.	[1]	[2]	[3]	[4]	[9]
The initial training did not really influence my behaviour at work.	[1]	[2]	[3]	[4]	[9]
Daily practice was very different from what I learnt during the initial training course	[1]	[2]	[3]	[4]	[9]
The awareness of my role as a magistrate only emerged after some time.	[1]	[2]	[3]	[4]	[9]
Only the relationship with colleagues at work actually consolidated my perception of the role of a magistrate.	[1]	[2]	[3]	[4]	[9]
The awareness of my impartiality increased after the initial training course.	[1]	[2]	[3]	[4]	[9]
The competences acquired during initial training have strengthened my ability to resist internal and external pressures that could threaten my independence.	[1]	[2]	[3]	[4]	[9]

S10. Comments

[Section for all respondents]

The questionnaire is finished.

We would be grateful if you would like to leave comments and/or suggestions. Please use this space *[max 1000 characters]*.

We thank you for your cooperation.

I QUADERNI DELLA SSM

nella stessa collana

Quaderno 1 – Bioetica e biodiritto

Quaderno 2 – Raccolta delle fonti e delle principali delibere della Scuola superiore della magistratura

Quaderno 3 – Comunione e condominio

Quaderno 4 – Diritti e obblighi del lavoratore all'epoca COVID

Quaderno 5 – Il trattamento dei dati personali in ambito giudiziario

Quaderno 6 – Storia della magistratura

Quaderno 7 – I metodi di risoluzione alternativa delle controversie:
Focus su mediazione, negoziazione assistita e conciliazione
giudiziale

Quaderno 8 – Il procedimento disciplinare dei magistrati

Quaderno 9 – L'ordinamento giudiziario

Quaderno 10 – L'evoluzione della responsabilità civile

Quaderno 11 – I diritti fondamentali fra Carte e Costituzioni europee

Quaderno 12 – Dieci anni di Scuola superiore della magistratura (2011-2021)

Quaderno 13 – Il diritto dei contratti e l'emergenza sanitaria

Quaderno 14 – Il diritto tributario nella prospettiva penale e civile

Quaderno 15 – Giustizia digitale



I QUADERNI DELLA SSM

nella stessa collana

Quaderno 16 – Il nuovo diritto di famiglia

Quaderno 17 – L'etica giudiziaria

Quaderno 18 – Gli assetti organizzativi dell'impresa

Quaderno 19 – Intercettazioni di comunicazioni e tabulati

Quaderno 20 – Il giudizio civile di cassazione

Quaderno 21 – Scienza e diritto penale

Quaderno 22 – Il diritto dell'immigrazione

Quaderno 23 – Composizione negoziata della crisi di impresa e concordato
semplificato

Quaderno 24 – Contratto, contratti e mercati

Quaderno 25 – Le criticità del sistema giustizia: dall'irragionevole durata del
processo all'ingiusta detenzione

Quaderno 26 – Le fonti del diritto, il ruolo della giurisprudenza e il principio
di legalità

Quaderno 27 – Il nesso di causalità nel diritto civile e nel diritto penale

Quaderno 28 – Rapporto di ricerca - La valutazione di medio-lungo periodo
dei corsi di formazione iniziale e dei corsi di formazione
permanente organizzati dalla Scuola superiore della magistratura

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