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*International judicial cooperation in criminal
matters:
Training manual for instructors*

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Table of contents

Acknowledgements

Introduction

Structure of the manual

Target groups

Section 1: Pedagogical guidelines

Module 01: Learning principles for adults

Module 02: Profile of a good instructor

Module 03: Facilitation techniques

Module 04: Pedagogical engineering

Module 05: Use of audiovisual aids

Module 06: Relational communication (level 1)

Module 07: Relational communication (level 2)

Module 08: Managing difficult groups

Module 09: Training methods

Module 10: Training evaluation

Section 2: International judicial cooperation in criminal matters, basic training

A – Judicial training modules:

Module 01: Standards governing international cooperation in criminal matters

Module 02: Actors in international cooperation in criminal matters

Module 03: Extradition

Module 04: Legal assistance

Module 05: Transfer of criminal proceedings

Module 06: Confiscation of assets linked to crime

Module 07: Transfer of sentenced persons

Module 08: Execution of foreign judgments in criminal cases

Module 09: International police cooperation

B– Training modules in communication and foreign languages:

Module 01: Relational communication (level 1)

Module 02: Linguistic training (English and French lessons)

Section 3: International judicial cooperation in criminal matters, Advanced training.

A – Judicial training modules:

Module 01: International cooperation in criminal matters relating to combating terrorism

Module 02: International cooperation in criminal matters relating to combating cybercrime

Module 03: International cooperation in criminal matters relating to combating the smuggling of migrants.

Module 04: International cooperation in criminal matters relating to combating human trafficking.

Module 05: International cooperation in criminal matters relating to combating drug trafficking.

Module 06: International cooperation in criminal matters relating to combating money laundering.

Module 07: International cooperation in criminal matters relating to combating corruption

Module 08: International cooperation in criminal matters and human rights

Module 09: International cooperation in criminal matters within the European Union

B– Training modules in communication and foreign languages:

Module 01: Relational communication (level 2)

Module 02: Linguistic training (Spanish, German, Italian and Polish lessons)

List of acronyms

Glossary

- Institutions and organisations
- Professional training terminology
- International judicial cooperation in criminal matters terminology

Bibliography

Annexes

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Introduction

This training manual for instructors is the result of a dynamic and successful cooperation. It would not have been possible without the commitment and investment of everyone who shared their knowledge and experience throughout the process. This manual is a reference tool which aims to provide instructors in international cooperation in criminal matters with the necessary tools to plan, design and conduct effective training workshops on the subject.

This guide's objective is three-fold. Firstly, it has been designed as a pedagogical reference tool for future instructors; it provides a solid pedagogical knowledge base which can be adapted to the specific context of a country. Secondly, it provides integrated training modules to instructors on all topics linked to international cooperation in criminal matters, based on effective and efficient pedagogical engineering which would facilitate the work of future training in this area. Thirdly, it ensures high-quality training which differentiates between basic training and advanced training in the area of international cooperation in criminal matters.

Specifically, the selection of training modules offered has been adopted on the basis of objective and specific criteria taking into account the results of analysing training requirements, as well as consultations with experts and ideas developed in the context of meetings held with representatives from CrimeEx.

This manual has been designed so that each module can be adapted to the requirements of different regions and different countries and serves as a basis for updating and completing the training programmes of national training institutions. The guide includes everything needed to conduct a training workshop for instructors, including the general objective and the pedagogical objectives of each module, prerequisite, target audience, number of hours and participants for each module, proposed methods and techniques, number of sessions per day, content of the modules, instructions for facilitating each session, training material and essential information sheets.

It should be noted in this context that each module of this book can be taught separately or in the framework of a programme which comprises other modules.

Structure of the manual:

It is divided into 3 sections: the first section introduces the essential modules for training instructors, the second section is dedicated specifically to basic training modules in international cooperation in criminal matters (future...); it includes judicial modules relating to international cooperation in criminal matters with a view to improving the knowledge and the practical skills of the participants in the subject; the participants will also contribute to an exchange of knowledge, methodological tools and finally the promotion of professional good practice.

Furthermore, the manual is also aimed at improving linguistic knowledge and communication for the target audience for the purposes of stronger international cooperation in criminal matters.

Finally, the third section deals with advanced training modules in the subject of international cooperation in criminal matters. It comprises advanced modules and follows the same structure adopted in the context of the basic training except for the fact that it is addressed towards a target audience with more experience in the field, as it is more complex and more detailed than the basic training section.

Annexes and a glossary of terms specific to training in international cooperation in criminal matters complete the content of the manual.

Target groups

The training manual for instructors is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a professional in this area. Decision-makers in terms of training and training coordinators may also find it useful.

Section 1: Pedagogical guidelines

Introduction

This chapter describes a seminar type of training of trainers, it is intended for trainers of trainers facilitate training for adults in international criminal cooperation. It will also interest the experienced trainers who wish to renew their teaching practice and anyone who wants to become a professional training.

What is the purpose of this chapter?

This first chapter has as objectives to enable participants to acquire the basic knowledge on:

- How to design and animate a training session
- Become a resource person in terms of training within the organisation

The educational objectives of the training are:

- Allow casual or permanent trainers to build and host a training session for adults
- Develop trainer's fundamental skills and practices
- Be at ease in the animation of training modules.

This chapter consists of 10 modules:

Module 01: the principles of learning in adults

Module 02: the profile of a good trainer

Module 03: animation techniques

Module 04: teaching engineering

Module 05: using audio-visual media

Module 06: Relational communication (level 1)

Module 07: relational communication (level 2)

Module 08: the management of difficult groups

Module 09: training methods

Module10: the assessment of the training

It should be noted that each module of this chapter can be implemented independently or under a program consisting of other modules. After studying this chapter, the reader will be able to create situations of learning and to use

teaching methods suited to the objectives pursued, to adopt behaviours needed to a trainer of trainers, to create conditions facilitating the learning and use of acquired skills.

The beneficiaries of the training modules

The modules of the present chapter are designated to :

- trainers charged that both initial and continuous training;
- Training managers;
- Pedagogical responsible for training unit;
- Heads of training projects;
- Anyone who wants to become a professional training;
- Decision-makers in training and training coordinators may also find it useful;

To allow more participatory training sessions, it is best to limit the number of participants to 12-15 people maximum. Beyond this number, it is best to organize several sessions.

The materials necessary for the proper conduct of the training session

To ensure quality training, the trainer must ensure the pedagogical tools, namely:

- This training manual, destined only to the trainer.
- The support of training - presentation (slideshow or other) if existing.
- The record attendance and annotating with a comprehensive list of participants (to be distributed at the beginning of session).
- The evaluation questionnaire and finally the anonymous and individual, satisfaction questionnaire intended to be distributed at the end of session.

Module 01: Learning principles for adults

1- General objective:

- To tackle some key issues concerning the methodological aspects of training adults.

2- Pedagogical objectives:

- To understand the difference between pedagogy and andragogy;
- To identify the characteristics of training for adults;
- To be familiar with andragogical principles;
- To identify the four stages of learning;

- To use andragogical principles adequately;
- To equip the instructors to recognise their role and the challenges to be addressed.

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite:

There are no prerequisites.

5- Duration: half a day

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lessons, PowerPoint slides, questions and answers, use of experience, specific cases, reading, pedagogical films on the topic...).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;
 - In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content
 - The methodology of the work proposed
 - The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- Definitions: Andragogy, the adult learner;
- Knowles andragogical model (1970);
- The difference between pedagogy and andragogy;
- The characteristics of an adult and those of a child in a learning context;
- How the adult approaches and acquires new knowledge;
- The four stages of learning;
- Learning principles for adults;
- Conditions that promote learning;
- Definition of the role and the tasks of the instructor for adults;
- Understanding the basic principles of the profession;

Sequence:

Activity 1:

1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).

2-The instructor puts the participants into two groups of equal size, each group receives a specific question for which it is responsible:

For group 1: 'Identify the characteristics of an adult and those of a child in a learning context'.

For group 2: 'What are the conditions that promote learning in an adult? '

2-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).

3-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.

4-At the instructor's signal, the members of the group shall discuss their answers and keep the most important ones.

5-Then there is a plenary discussion with both groups (20 minutes).

6-The instructor facilitates the discussion and reproduces the main conclusions.

7-The instructor summarises the discussion.

Activity 2:

1. The instructor plays a film (7 minutes) which presents the characteristics of an adult and those of a child in a learning context, and then asks the participants to analyse the content;

2. Feedback and plenary discussion (25 minutes);

3. The instructor summarises the discussion.

Activity 3:

1. The instructor asks the participants to discuss the following question in small groups:

'What are the tasks of an instructor for adults?'

2. Each group presents its conclusions followed by a debate.

3. The instructor summarises the plenary debate.

12- Essential information sheets:

Introduction

Andragogy is the art and science of teaching adults. It is the opposite of pedagogy, which concerns the teaching of children.

The characteristics of an adult and those of a child in a learning context.

Adults do not learn (andragogy) in the same way as children (pedagogy).

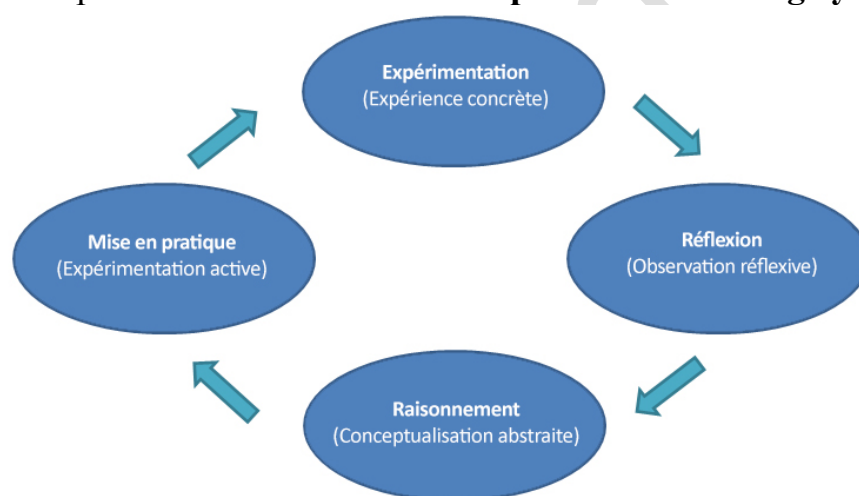
Adults enrol voluntarily and actively in the learning process (linked to experience) contrary to children, who learn in a rather passive way. You will learn more from the table below.

Child	Adult
<ul style="list-style-type: none"> • Learning for later; • Participating on a compulsory basis; • Pursuing objectives set by others 	<ul style="list-style-type: none"> • Learning for now; • Participating on a voluntary basis; • Pursuing personal objectives (personal

<p>(motivation of others);</p> <ul style="list-style-type: none"> • Filling a requirement to acquire knowledge; • Possessing limited and little integrated experience; • Occasionally wonders about the usefulness of what he or she is being taught; • Shows little interest in learning from other members of a group of pupils; • Sees time as being an unlimited resource (the child has all the time); • Demonstrates an openness to learn a large number of different things; • Has limited responsibility for his or her own learning; • Adapts easily to new things; • Possesses a physical capacity to concentrate for a long period of time which facilitates learning. 	<p>motivation);</p> <ul style="list-style-type: none"> • Constantly adapting and completing his or her knowledge; • Possesses full, diverse and integrated experience; • Demonstrates a systematic willingness to see this usefulness; • Shows an interest in listening to and sharing knowledge and experience with different members of a group of learners; • Has an acute awareness of the value of time (time is money); • Has narrower interests linked to the difficulties that he or she encounters; • Looks to take more responsibility for his or her own learning; • Finds it more difficult to adapt to new things; • Possesses a physical capacity to concentrate for a shorter period of time, which makes learning more difficult.
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How the adult approaches and acquires new knowledge

The work of David Kolb presents new information about acquisition and how new information is handled by the adult brain. For him, the learning process takes place in what he calls the ‘**experiential learning cycle**’ shown below:



In summary, the adult first has an actual experience then puts it into perspective with his or her own frame of reference, meaning that he or she already knows it. In connection to this, he or she develops new concepts and ideas about the given situation and puts these into practice again. If these tests are conclusive and the four stages have been completed, the learning is successful.

If it is necessary to retain something from this cycle, it is that the adult, far from believing everything he or she is taught to the letter, **needs to experience a new skill or idea in order to realise the feasibility of it**. Far from sticking to one theory, training for adults must therefore offer real-life situations or interactive role play so that the validity of the knowledge transmitted is appreciated by the

learners. However, be careful not to fall into pure testing, disconnected from the theory. In fact, some people first need new concepts explained to them before putting them into practice.

In conclusion, for adults to learn successfully it is necessary to find a good compromise between the theoretical explanation stage and putting it into practice.

The characteristics of training for adults

1-The adult learner must be involved in his or her learning: The training must involve the adult learner. In pedagogy, the relationship between the pupil and the teacher is very hierarchical. In andragogy, the adult must participate in the planning and evaluation of his or her learning. The instructor must involve the learner, ask him or her what his or her objectives are, why he or she is taking the training, what he or she expects from the training, etc.

2-Adults only seek out education if they feel that there is a need.

3-The principle of respect for the adult in training.

4-The motivation:

Usually, learning as an adult comes from the willingness of the learner. Taking training is a personal choice with the aim of improving professional skills. This motivation is the driving force behind learning and it the reason why it is necessary to find the learner's intrinsic drive and encourage thinking which uses conventional wisdom and that will stimulate his or her mind.

5-The personal experience of each adult learner must be taken into consideration

The personal experience of each learner must be taken into account in the learning activities, as this education constitutes an important resource for their training.

6-Adults learn by doing:

Adult learners need something concrete. They want to know why this training is important and what the real-life applications are. They need to be convinced. The learning must be linked to real-life situations. These learners understand concepts by putting them into practice in the field.

7-The interactivity principle:

In the case of adults, experience constitutes the base upon which new knowledge is built; consequently, the teaching methods must promote discussions between the instructor and the training participants.

8-Adults want to be guided and not judged (progress via discussion, and not via testing).

9-Teaching adults is more orientated towards solving problems than towards content.

10-Teaching must focus on tasks rather than memorising.

11-High expectations:

Adult learners have very high expectations. In other words, they want to acquire knowledge which will be useful to them at work and to see immediate

results. Hence, the lesson designed will have to combine advantages, respond to individual needs and take into consideration all the challenges of learning.

Adults learn best when:

- The learning corresponds to what they want: adults know what they need and are always happy to share responsibility for their own learning.
- The learning is participatory: active participation in the learning process makes the training more effective and it has a greater impact because it is easier to apply.
- The learning is based on experience: Adults bring a lot of experience to the training, which they want to share.
- The learning is accompanied by reflection: adults like to reflect on past experiences, draw conclusions and draw from principles that they will be able to apply to the future.
- The learning is based on reactions: to be effective, the learning must consider reactions which are favourable and which can be modified.
- The learning is based on respect for the participant: respect and mutual trust between the instructor and the participant enhances the learning process.
- The learning takes place in a safe environment: Adults may be proud or anxious about returning to school. It is vital that the instructor creates an environment conducive to respectful discussions.

Module 02: Profile of a good instructor

1 - General objective:

- To understand the profile of the ideal instructor

2 - Pedagogical objectives:

- To identify the skills required for instructors of adults;
- To understand the qualities of a good instructor;
- To know the ethics of being an instructor.

3 - Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4 - Prerequisite: There are no prerequisites.

5 - Duration: half a day

6 - No. of participants: 20 max (ideally 15)

7-No. of sessions per day: max 2 (3.5 hrs each)

8-No. of hours per day: 7 hours max

9 - Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

10 - Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;
 - In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content
 - The methodology of the work proposed

- The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- Skills of the instructor for adults:
 - 1) Pedagogical skills;
 - 2) Didactic skills;
 - 3) Social skills;
 - 4) Technical skills;
 - 5) Professional skills;
 - 6) Personal skills.
- The qualities of a good instructor
- Ethical standards for instructors

Sequence:

Activity 1:

1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).

2-The instructor puts the participants into three groups of equal size, each group receives a specific question for which it is responsible:

For group 1: 'What are the skills required for an instructor of adults?'

For group 2: 'What are the qualities of a good instructor?'

For group 3: 'Identify the ethical standards for instructors'

3-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).

4-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.

5-At the instructor's signal, the members of the group shall discuss their answers and keep the most important ones.

6-Then there is a plenary discussion with both groups (60 minutes).

7-The instructor facilitates the discussion and reproduces the main conclusions.

8-The instructor proceeds at this stage to a presentation (slides)

9-The instructor responds to questions and comments from the participants.

10-The instructor summarises the discussion

Activity 2:

1-The instructor plays a film which presents errors made by an instructor in a training session (7 minutes) and asks the participants to analyse the content;

2-Feedback and plenary discussion (25 minutes);

3-The instructor summarises the discussion.

Points to note: the film must present errors linked to the module's topics.

11 - Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.

- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

12 - Essential information sheets:

- **Skills of the instructor for adults:**

- Technical skills:

- Solid knowledge of the subject concerned
 - Knowledge of the sector and of the target audience
 - Theoretical knowledge of the training concepts
 - General culture
 - Main trends in his or her specific area
 - Use of the appropriate didactic for the discipline taught
 - Identification, appreciation and use of specific knowledge in practice

Pedagogical skills:

- Preparing training activities
 - Contributing to the development of training systems
 - Supporting the trainees through their course
 - Specific skills in pedagogical/didactic areas
 - Supporting the transfer of knowledge
 - Greeting, positioning participants
 - Understanding the standards of pedagogical engineering
 - Designing pedagogical units according to the learning criteria adapted to adults and justifying the choice of method
 - Formulating the objectives for the pedagogical units, selecting the relevant content
 - Evaluating the expectations and requirements of the audiences concerned
 - Designing and managing pedagogical tools adapted to the audience and according to various conditions
 - Promoting training activities
 - Implementing methods, tools and processes adapted to adult audiences
 - Skill in leading and managing an adult audience
 - Managing the pedagogy adapted to adults
 - Skills in supporting learning
 - Changing trends in the area of teaching and learning
 - Evaluation skills: evaluation of the skills and expertise acquired
 - Formulating the objectives for the pedagogical units, selecting the relevant content

- Ensuring professional, technical and pedagogical monitoring

Relational skills:

- Creating a good connection and a good atmosphere within a group
- Knowing how to manage difficult participants whilst considering the group as a whole
- Knowing how to take care of his or her voice and non-verbal communication (gestures and posture, intonation...).

Personal skills:

- Autonomy
- Time management
- Confidence
- Assertiveness

• **The qualities of a good instructor:**

- A pedagogue
- Emotional stability
- Be organised
- Caring
- Be open and accessible, personal presence
- Ability to manage stress, frustration and resistance
- Energy and consistency
- Authenticity and ability to adapt
- Intellectual diligence
- Reliability, integrity
- Be available for the participants
- Show patience and enthusiasm
- Realism
- Flexibility, curiosity, creativity
- Empathy, sensitivity

• **Attitudes**

- Fundamental ethical attitude
- Feel committed to improving professionally, willingness to learn
- Know how to appreciate human relationships
- Impartiality
- Acceptance of different learning needs
- Respect towards learners and colleagues
- Commitment to helping the learners progress and achieve their objectives
- Impeccable moral attitude

Module 03: Facilitation techniques

1- General objective:

- The objective of the training is to develop instructors' facilitation skills.

2- Pedagogical objectives:

- To enable occasional or permanent instructors to facilitate a training session for adults;
- To acquire the basic instructor practices;
- To understand the principles of facilitation;
- To discover facilitation techniques;
- To direct and straighten out difficult participants;
- To discover and develop his or her speaker potential;
- To use the facilitation techniques adequately;
- To be at ease in facilitating training modules.

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: 1 day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, self-discovery exercises, putting different leadership techniques into practice, individual and collective reflective moments, each training sequence is the subject of experimental exercises, exercises filmed for better awareness).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;

- In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content
 - The methodology of the work proposed
 - The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- Principles of facilitation;
- Selecting and using facilitation techniques wisely;
- To discover and develop his or her speaker potential;
 - Non-verbal communication techniques;
 - Gestures;
 - Position of the body in the space;
 - The voice and its methods;
 - The criterion of oral communication.
- Launching a training session to create the dynamic from the start:
 - Introduction: topic, objective, facilitation, timing;
 - Setting ground rules and the notion of contract with the participants;
 - Gathering expectations.
- Discovering and practising techniques for:
 - Contacting others and forming a group;
 - Taking information, analysing it collectively, enlisting the resources of the group;
 - Interacting, discussing points of view, arguing, imagining solutions, deciding, acting together;
 - Finishing the session and anticipating things taking longer;

Sequence:

Activity 1:

1. the instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).
2. He/she asks the participants to discuss the following question in small groups:
3. 'What are the principles and techniques of facilitation?'
4. Each group presents its conclusions followed by a debate.
5. The instructor summarises the plenary debate.

Activity 2:

1. The instructor plays a film which presents (7 minutes) a non-verbal communication scenario and asks the participants to analyse the content in pairs;
2. Feedback and plenary discussion (25 minutes);
3. The instructor summarises the discussion.

Activity 3:

1. The instructor distributes a pedagogical training folder the subject of which is widely known by the participants.
2. The instructor asks the participants to look at the content of the document and to think about the methods for launching this training and creating the dynamic from the start in 15 minutes
3. Some participants volunteer to play the role of the instructor and to complete the tasks required.

4. Feedback and plenary discussion (25 minutes);
5. The instructor summarises the discussion.

Session 2 (half a day):

- Stimulating interactivity with the group:
 - Good use of questions to generate interactivity;
 - Reacting to the remarks of the participants;
 - Observing the participants;
 - Effective distribution of who is speaking;
 - The right balance of direction.
- Using the variety of tools available to create rhythm;
- Concluding the training:
 - Time for partial summaries during the training;
 - Key closing points.
- Directing and straightening out difficult participants:
 - Basic attitude for responding to an objection;
 - Positive restructuring
 - Typologies of difficult participants: description of each profile/their positive side and possible aids for the leader/their negative side and reactions which enable them to be directed.

Sequence:

Activity 1:

1. the instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).
2. He/she asks the participants to discuss the following question in small groups:
3. 'How do you stimulate interactivity with the group?'
4. Each group presents its conclusions followed by a debate.
5. The instructor summarises the plenary debate.

Activity 2:

1. The instructor plays a film (7 minutes) which presents the reactions of an instructor to a group of difficult participants during a training session.
2. The instructor asks the participants to analyse the content in pairs;
3. Feedback and plenary discussion (25 minutes);
4. The instructor summarises the discussion.

Activity 3:

1. The instructor distributes a pedagogical training folder the subject of which is widely known by the participants.
2. The instructor asks the participants to look at the content of the document and to think about the methods for concluding this training in 15 minutes.
3. Some participants volunteer to play the role of the instructor and to complete the tasks required.

4. Feedback and plenary discussion (25 minutes);
5. The instructor summarises the discussion.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants. At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

12- Essential information sheets:

Group facilitation is the activity of one or more persons called according to the context, the leaders, co-leaders, moderators, etc.; aiming to facilitate the production of a group with a view to achieving a training objective.

Roles, objectives and techniques of group facilitation

There are three main roles in a group facilitation:

- Production (in particular ensured by the group except, of course, in the case of a 'downward' information meeting with a passive audience);
- Management or facilitation (procedures and interventions aiming to promote expression, discussions and the advancement of the work): it is the task of the facilitator (or the facilitators), in particular;
- Regulation (aiming to clarify the obstructions, conflicts or other group phenomena which may prevent the group from progressing): it is primarily the responsibility of the facilitator (or the facilitators) and requires specific expertise in group dynamics.

Characterisation of a group: There are several aspects that can characterise a group:
its objective

its composition

its size

its duration

its dependency on the outside

its way of managing the flow of people leaving and new people coming in

Good group facilitation is based on a shared awareness of these characteristics by all of the members.

Over the course of the years, pedagogy has changed. It has adapted to the morals, techniques, technologies and expectations of the audience. This is why there are dozens of pedagogical techniques! Nevertheless, there are some which are essential. To help the group progress towards its objectives, the facilitator uses intervention techniques, such as:

- Summary;
- questioning, referral, reformulation, even interpretation;
- Exercise: Problems to solve, questionnaires, mini cases, gap-fill texts... there are exercises in multiple formats. The secret to their longevity? They enable the learner to discover, practise and evaluate in a very simple way.
- The simulation: To learn successfully, the human brain needs to feel involved. This is the main virtue of simulation. With role play or organisation games, the learner analyses complex situations and practises making decisions and executing them.
- Experimentation: The principle of experimentation is as old as the world: it is sufficient to follow directions and analyse the results to draw conclusions from them. This method has been favoured in chemistry lessons from the outset.
- Multimedia: Whether on a computer or on a tablet, learning via multimedia has seen an indisputable boom in recent years. There are numerous applications in various areas. With a bit of knowledge in the subject, it is even possible to create these applications yourself!
- The presentation: This very traditional pedagogical technique enables the learner to use their knowledge and transfer it following some research and restitution. Note that this requires particular attention from the instructor!
- The case study: The analysis of a complex, real-life situation, used a lot in marketing training, for example, promotes the motivation and involvement of the learner at the same time. This work — often long-term — also bolsters self-esteem.
- Common advice: This is one of the methods which makes the most use of the learners' autonomy. The instructor provides the instructions and the final objective (producing an object, for example). The learners help each other and analyse their work.
- The debate: More conceptual, this pedagogical technique is based on discussion for sharing points of view and experience. This enables learners to develop their arguments and to work on the presentation of their ideas

EuroMed Justice

Module 04: Pedagogical engineering

1- General objective:

- To understand the different stages of building training activities from gathering requirements to the evaluation.

2- Pedagogical objectives:

- To understand the issues of engineering in a constrained context (budget, time, distance, volume, etc...);
- To identify and apply the fundamentals of pedagogical engineering;
- To analyse a training request in order to define the pedagogical objectives;
- To create and organise the full pedagogical content adapted to the context;
- To create a coherent and effective pedagogical plan;
- To identify the different actors involved in the design, execution and evaluation of a training activity;

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: half a day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;

- In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content
 - The methodology of the work proposed
 - The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- Defining pedagogical engineering;
- Skills and training engineering, pedagogical or didactic: what is the distinction;
- Overview of the pedagogical engineering process;
- The fundamentals of pedagogical engineering:
- Evaluation of needs;
- The different categories of training objectives
- Formalisation of the pedagogical objectives;
 - 1) Stating the operational objectives, the skills expected at the end of the training
 - 2) Stating the pedagogical objectives for each operational objective, knowing that they are necessary to master the skill
 - 3) Putting the topics and keywords into the pedagogical matrix
- Formalisation of the pedagogical sequence:
 - 1) Choosing pedagogical methods
 - 2) Choosing appropriate pedagogical approaches, methods, techniques, aids and tools
 - 3) Definition of the deliverables expected
- Monitoring and evaluating your training activity
 - 1) The different forms of evaluation
 - 2) The Kirk Patrick evaluation model
 - 3) Drafting a training evaluation protocol
 - 4) Selecting expected outcomes and measurement indicators
 - Developing a training activity, from the proposal to its evaluation;
 - Designing objectives, a programme, a training sequence, methods and aids adapted to the audience;
 - Putting tracking and evaluation methods in place that are consistent with the training objectives;

Sequence

Activity 1:

- 1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).
- 2-The instructor puts the participants into three groups of equal size, each group receives a specific question for which it is responsible:

For group 1: 'What is the difference between engineering training plans and pedagogical engineering? '

For group 2: 'What is the difference between training engineering and pedagogical engineering? '

For group 3: 'What is the difference between skills engineering and pedagogical engineering? '

- 2-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).

- 3-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.
- 4-At the instructor's signal, the members of the group shall discuss their answers and keep the most important ones.
- 5-Then there is a plenary discussion with both groups (20 minutes).
- 6-The instructor facilitates the discussion and reproduces the main conclusions.
- 7-The instructor summarises the discussion.

Activity 2:

- 1-The instructor asks the participants to form working groups of three.
- 2-The instructor gives the groups documents containing details about training that is planned. Each group must prepare a pedagogical sheet for this training to present to the other participants.
- 3-The instructor will have to observe the exercise in each group to ensure that the debate is focused on the objective.
- 4-Each group has 10 minutes to present the report.
- 5-Then there is a plenary discussion, the instructor responds to questions and comments from the participants.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

12- Essential information sheets:

- What is training engineering?

Training engineering is defined as a combination of methodical and consistent processes used when designing training activities or plans with the aim of achieving the set objective.

Training engineering concerns the development of skills and responds to a specific request. In general, it includes:

- analysing training requests and requirements;
- designing the training proposal;
- defining the methods and means to be implemented;
- coordinating and monitoring the training;
- evaluating the training

Training engineering must not be confused with pedagogical engineering which refers to practices or even professionalisation engineering which is based on alternating between formal and informal learning situations.

Furthermore, most of the time it is considered as a process which enables training to be designed rationally.

Training engineering is considered to be ‘interesting’ and advantageous, not only because it is not very expensive but because it is also very effective. It can also be adapted to the company’s strategy which is a considerable advantage.

However, as with any method, training engineering has some disadvantages. In fact, its success depends on a specific political will and real support from the management and from the company generally. Furthermore, to design and implement an effective training activity, nothing can be left to chance: from gathering the requirements ahead of time to the final evaluation of the training activity, including formalising the request, translating the requirements into training objectives, drafting the specifications, selecting the pedagogical methods, potential service providers, the budget and organisational aspects.

In fact, each stage must be perfectly organised and defined. What is it about? Responding fully to the initial request whilst respecting the quality, cost and schedule criteria set. That is why it is called training engineering!

- **Pedagogical engineering**

Pedagogical engineering combines the success criteria of the learning process with a technical-pedagogical dimension. It aims to develop skills by optimising the process.

Today, training is becoming more and more of a strategic matter and the job of the instructor is evolving. In fact, if pedagogy was largely owned by the instructors, at present the line structure is increasing and the work of an instructor is expanding and diversifying. It is evolving, amongst other things, towards a management role taking on the engineering of the learning process. Thus, pedagogy is owned by pedagogical managers and engineers in the context of implementing pedagogical plans: mixed training (blended learning), online training (e-learning)... In this case, real engineering is necessary. It also involves the instructors in face-to-face training activities, not included in a plan.

If training engineering defines the training plan, here we will consider the pedagogical methods and means, and the characteristics and measures of the modules to be put in place according to a defined logic. For example, to become professional, managers will choose the structure, progression and way to optimally achieve each objective.

Skills engineering

A skills development engineer deals with human ingenuity, the term referencing its roots.

Engineer denotes a person who, thanks to his or her scientific and technical training, is good at:

- a. directing certain work;
- b. participating in research;
- c. conducting the overall analysis of a project.

Skills developer:

A term first used for IT which denotes a person who programs software or transcribes a requirement into a solution written in computer language.

On a human level: It denotes a person who will:

Grow, evolve, ‘develop the mind, intelligence, personality; develop culture, knowledge; develop the sense, taste, spirit of something’.

In the training field: we will talk of the development of ‘skills’. This term expresses: development of ‘knowledge’ thanks to training (behaviourism) whilst ‘skills’ are a result of learning (social cognitive constructivism). It is defined as the unique ability (unique to everyone), structured, manageable, contextualised and hypothetical (observable only by the action). Thus, it is a person who directs a project aiming to develop the ability to succeed with respect to his or her unique story, past, present and future.

Module 05: Use of audiovisual aids

1- General objective:

- To identify and implement good practices when using audiovisual aids;

2- Pedagogical objectives:

- To explain the role and the importance of audiovisuals as a pedagogical aid;
- The impact of audiovisuals on comprehension;
- To understand different types of audiovisual aids;
- To identify the selection criteria for an audiovisual aid;
- To understand the audiovisual aids which are most used.

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: half a day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, brainstorming, use of experience, case studies presented by the instructor, reading, analysis of videos with the group...).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;
 - In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:

- The training objectives (general objectives and pedagogical objectives)
- The training content
- The methodology of the work proposed
- The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- The role and the importance of audiovisuals as a pedagogical aid;
- The impact of audiovisuals on comprehension;
- The different types of audiovisual aids;
- To identify the selection criteria for an audiovisual aid;
- The audiovisual aids which are most used.

- Advice for using audiovisual aids successfully:

Sequence

Activity 1:

1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).

2-The instructor puts the participants into three groups of equal size, each group receives a specific question for which it is responsible:

For group 1: 'What is the role of audiovisuals as a pedagogical aid? '

For group 2: 'What effect do audiovisuals have on comprehension?'

For group 3: 'Identify the different types of audiovisual aids'

2-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).

3-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.

4-At the instructor's signal, the members of the group shall discuss their answers and keep the most important ones.

5-Then there is a plenary discussion with both groups (20 minutes).

6-The instructor facilitates the discussion and reproduces the main conclusions.

7-The instructor summarises the discussion.

Activity 2:

1. The instructor launches a PowerPoint presentation comprising inappropriate elements and poor practices.
2. The instructor asks the participants to analyse the content in pairs;
3. Feedback and plenary discussion (25 minutes);
4. The instructor summarises the discussion.

Activity 3:

1. The instructor plays a 20-minute film and confirms that this film has been used in training on a specific subject. The film must be inconsistent and incompatible with the subject of this training, the film also lasts for a very long time.
2. The instructor asks the participants to analyse the content in pairs;
3. Feedback and plenary discussion (25 minutes);
4. The instructor summarises the discussion.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
At the end of the training, each participant shall receive a folder on a USB stick containing:
- Marked exercises;
- The learner's achievements during the training (history of progression and errors);
- A copy of pedagogical aids provided by the instructor

12- Essential information sheets:

Introduction:

The primary concern in the training field is finding and determining the means and tools necessary to facilitate the transfer of knowledge, and audiovisuals have gradually become one of the learning methods used.

In fact, the instructor can incorporate an unlimited number of audiovisual aids to motivate the learners.

Definitions:

Audiovisuals: denotes information, communication and teaching materials, techniques and methods using sound and images.

Objectives for audiovisual aids:

The aim of any audiovisual aid is to add something extra or to complete the method chosen by the instructor. They cannot be a substitute for teaching. Research has shown that the more the senses are stimulated, the more information will be remembered. Audiovisual aids are a good way of stimulating different senses.

Audiovisual aids must not serve as a replacement for the documents that the instructor would have omitted to develop during the session.

They are not substitutes for methods. Sometimes, instructors can use audiovisual aids instead of selecting an appropriate method.

The audiovisual aids which are most used are:

- **Flipcharts;**
- **Overhead projectors;**
- **Models;**
- **Whiteboards or blackboards;**
- **Photographs, posters and maps;**
- **Films;**
- **Videos;**
- **Slides.**

It is possible to supplement sessions by using good audiovisual aids. Simple drawings or diagrams by hand are sometimes more effective than aids produced by computer.

The following ideas are good ways of optimising the use of audiovisual aids.

Flipcharts, whiteboards or blackboards:

These are the simplest audiovisual aids as little can go wrong with them. Paper can be sellotaped to the wall if you do not have a board.

The size of the instructor's writing is important if it needs to be read. Write clearly and increase the size of your letters if your audience is far away.

Be careful with the colour: use bright colours that are easy to see, but at the same time avoid using red and green as these can be problematic for people who are colour-blind.

Slides:

A slide was originally a piece of reversal film that only shows a photograph, inserted in a plastic or cardboard frame which is designed to be projected or looked at.

The term is now used to denote an image included in an electronic 'slide' created with presentation software, such as Impress or PowerPoint.

- Do not use too many animations.
- Use a legible font and accessible colours/contrasts, for example, white characters on a black background.
- Ensure that the projection screen is big enough.
- Adjust the lighting and reduce the brightness as much as possible.

Overhead projector:

An overhead projector is a very simple tool and only two things can go wrong with it: a bulb or a fuse can blow and they are both very easy to replace. Check beforehand where you can find these. If the electricity is cut off, you cannot do much apart from having prepared an alternative in advance for sharing the information.

The overhead projector is simple to use if you have prepared the material in advance. To do this, you have several options:

- You can write on the acetates with indelible or erasable marker pens; you will find these in different colours, thicknesses and styles.
- You can photocopy the material. Check that the acetates are compatible with the photocopier.
- You can use a computer with standard word processing software or with more complicated programs which will enable you to create high-quality multi-coloured documents. The acetates can then be printed on an inkjet, laser jet or other printer.

There are simple rules to follow which can help you to use an overhead projector:

- 1) Do not put too much information on an acetate. The content of each sheet must be easy to read quickly and only list the key points to remember.
- 2) Do not use too many acetates. Avoid projecting an acetate for every idea. Using too many acetates will diminish their individual impact.
- 3) Turn the overhead projector off when you are not using it. It is a powerful visual stimulus and it can easily distract the participants' attention from what the instructor is saying or doing.
- 4) Use simple, thick, large characters. The bigger the room, the bigger the writing has to be. You must use a font size of 16 points minimum.
- 5) The instructor will have to read from the overhead projector (or his or her notes) but not from the screen whilst facing the audience and maintaining visual contact.

The selection criteria for an audiovisual aid:

- First of all, the aid should have a direct link to the session taking place; it must supplement it, complete it, and not simply be a distraction as is too often the case.
- The instructor makes a selection with respect to his or her group, its level and the learning objectives.

Some technical prerequisites:

Using any audiovisual aids requires some essential technical checks before beginning.

1. Check the sound and visual quality of the aid selected.
2. Choose the broadcasting method with respect to your establishment's equipment (podcast, streaming).
3. Consider testing the material beforehand if you are not yet comfortable or if the equipment has been changed in the training room.
4. Have a plan B just in case.

Advice for using audiovisual aids successfully:

1. Choose your aid with respect to the information being illustrated, the time of use, and constraints linked to the material used.
2. Use them to attract the participants' attention to the key points to remember.
3. Do not put too much information on the acetates.
4. Too much is the enemy of good. Use audiovisual aids for maximum impact, not as crutches.
5. Consider the clearness and size of your writing when you are using flipcharts.
6. Vary audiovisual aids, a necessity for the instructor.
7. Control the speed of use.
8. Manage the space around the aid (position, audience).
9. Evaluate the advantages and disadvantages of each aid with respect to the context of facilitation: you will avoid it becoming an obstacle rather than an aid.
10. Be ready to handle any problems.

Module 06:Relational communication (level 1)

1- General objective:

- To understand relational communication techniques.

2- Pedagogical objectives:

- To strengthen the participants' abilities to communicate with others;
- To understand the fundamentals of relational communication;
- To identify good relational intelligence practices;
- To develop clear communication and a relationship of trust;
- To identify sources of conflict and warning signs;
- To manage aggressive criticism appropriately;
- To understand the foundations of non-violent communication;
- To know how to listen in order to provide adequate responses;
- To develop the ability to influence, convince, organise and convey messages;
- To fully understand the other person;
- To know how to identify, define and enforce your boundaries;
- To use channels of communication effectively (verbal, gestures, looks, silence, body language);

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: One day

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (case study provided by the participants or the instructor, PowerPoint slides, questions and answers, use of experience, specific cases, reading, pedagogical films, images...). Each point of the programme is the subject of a simulation which enables the good practices to be put in place in various situations and identified in a realistic way.

10- Speaker: Instructor in relational communication

11- Content of the training:

Session 1 (half a day):

- The fundamentals of relational communication;
- Recognising obstacles and attitudes not suitable for healthy and dynamic communication;
- Understanding the foundations of non-violent communication:
 - Origin and definition of non-violent communication;
 - How to apply non-violent communication to your oral communication;
 - Asserting yourself thanks to non-violent communication.
- Identifying the different types of interpersonal relationships and styles of communication;
- Recognising the symptoms of poor relational quality.
- Knowing how to communicate creatively and clearly.
- Speaking comfortably;
- The difference between asking and demanding;

Session 2 (half a day):

- Wording requests in positive and achievable action-related language.
- Practising a quality of listening which enables:
 - 1) the other person's words to be understood and his or her needs to be heard without judging them;
 - 2) removing misunderstandings and understanding the speaker's expectations
- Understanding the weight of words, the impact of gestures, voice, gaze, space, posture, etc.;
- Knowing how to use voice, gaze, space;
- Expressing criticism in a constructive way;
- To manage aggressive criticism appropriately;
- Speaking comfortably;
- Expressing and accepting a 'no':
- Knowing how to identify, define and enforce your boundaries;
- Strengthening autonomy, taking responsibility and mutual respect in discussions.

Sequence:

The communication expert will propose appropriate practical exercises to achieve the pedagogical objectives stated above in the context of respecting the methodology and pedagogical techniques proposed.

12- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer

and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;

- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 07: Relational communication (level 2)

1- General objective:

- To strengthen the participants' abilities to communicate with others.

2- Pedagogical objectives:

- To identify communication issues;
- To understand communication dimensions (communication towards your team, communication in the hierarchy, inter-departmental and external communication);
- To identify effective communication methods;
- To understand mechanisms that are harmful to good communication: interpretations, selections, generalisation;
- To communicate in difficult situations (to understand your emotions, to get out of deadlock situations, to face antagonism, demonstrations of bad faith, doublespeak, attempts at manipulation);
- To understand your speaker or speakers' framework of reference.

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: One day

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (case study provided by the participants or the instructor, PowerPoint slides, questions and answers, use of experience, specific cases, reading, pedagogical films, images...). Each point of the programme is the subject of a simulation which enables the good practices to be put in place in various situations and identified in a realistic way.

10- Speaker: Instructor in relational communication

11- Content of the training:

Session 1:

- Communication issues;

- Communication dimensions (communication towards your team, communication in the hierarchy, inter-departmental and external communication);
- Effective communication methods;
- Understanding mechanisms that are harmful to good communication: interpretations, selections, generalisation.

Session 2:

- Formulating a negotiable proposal for finding a positive common solution;
- Becoming comfortable at expressing yourself anywhere and under any circumstances;
- Expressing gratitude or criticism in positive language;
- Facing conflict: effective attitudes and behaviour;
- Arguing, conveying a message, giving substance to your ideas;
- Mechanisms that are harmful to good communication: interpretations, selections, generalisation;
- The specificities of written communication;
- Understanding your speaker or speakers' framework of reference;
- Using pedagogy for adults in your communication to convey good messages.

Sequence:

The communication expert will propose appropriate practical exercises to achieve the pedagogical objectives stated above in the context of respecting the methodology and pedagogical techniques proposed.

12 - Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;

- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

EuroMed Justice

Module 08: Managing difficult groups

1- General objective:

- To know how to manage difficult personalities and difficulties in facilitation.

2- Pedagogical objectives:

- To discover the types of learner;
- To remove spontaneous reactions from a tense situation;
- To learn how to manage difficult cases;
- To direct and straighten out difficult participants;
- To focus on criticism to improve your practice and your relationship with the group;
- To deal with questions and objections from the participants;
- To create a safe environment in the group in order to limit the appearance of difficult behaviour;

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: half a day

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...). Each point of the programme is the subject of a simulation which enables the good practices to be implemented in difficult situations and identified in a realistic way.

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:

- Very briefly if the participants already know him or her;
- In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content
 - The methodology of the work proposed
 - The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

- Qualities that an instructor must develop;
- Launching a training session effectively;
- How to create a stimulating atmosphere from the start;
- The instructor's place: between facilitation and regulation;
- The different types of resistance emanating from the group;
- How to speak effectively to individuals who are damaging the group dynamic: chatty, silent, off-topic, dominating, sceptical, etc.;
- How to recover a totally dissatisfied group;
- Leading a heterogeneous group;
- Managing criticism in a difficult context.

Sequence:

Activity 1:

1. the instructor introduces the topic.
2. He/she asks the participants to discuss the following question in small groups:
3. 'What are the different types of resistance emanating from the group'
4. Each group presents its conclusions followed by a debate.
5. The instructor summarises the plenary debate.

Activity 2:

1. The instructor plays a film which presents some types of resistance emanating from the group in a training session (7 minutes) and the instructor's reactions
2. The instructor asks the participants to analyse the content in pairs;
3. Feedback and plenary discussion (25 minutes);
4. The instructor summarises the discussion.

Activity 3:

1. The instructor invites the participants to act as the instructor. He or she avoids any sort of discussion in favour of role play. This builds self-confidence and shares experience so that the entire group will find solutions to any problem concerning the management of difficult situations. The role play is where the participants are safe to test their interventions. At the end, the group would have gathered a multitude of applicable interventions.
2. The group is split into small groups of three. By putting themselves in the position of the instructor, they think of difficult situations an instructor could be confronted with. The participants choose the most relevant situations by a verbal vote. The instructor makes a list of the keywords describing these situations. He or she writes them down on the METAPLAN cards and repeats them aloud. Finally, he or she adds keywords, if necessary.

3. The instructor puts the cards in a pile and looks for a prominent place where he or she puts the pile of cards, face down. He or she puts three empty chairs in front of the group – this is the instructors' scene where the group will watch and listen to the solutions proposed by the participants, who will act as professional instructors.
4. One of the participants is invited to take the first card off the pile. He or she sits in the chair in the middle. He or she reads out the keyword that is on the card (for example, unpleasant silence, or distraction, etc.). If necessary, the instructor creates a typical context which enables the group to contextualise and imagine the interaction between participant and instructor – at best it builds a case where the participants are the officials/trainee magistrates or magistrates. Participant 1 (in the middle) is looking for ideas on how to react to a particular situation. The two other participants, who have ideas on the subject, sit to the left and right of participant 1. Taking it in turns, participants 2 and 3 show their ideas. It is important that they show what they mean, that they act it out rather than describe it! After this, participant 1 indicates (to his or her left or right) which intervention is the most appropriate or which reaction seems to be 'best adapted'. The person who found the right solution according to participant 1 will take the second card off the pile. And so on...
5. Feedback and open questions: the instructor asks the group if there are any questions or comments. He or she can summarise the interventions acted out by completing them, showing variants or by correcting them, if necessary.

12- Essential information sheets:

Personality type:

- 1) The chatty one: disruptive learner, he or she talks about everything except the topic, non-stop.
- 2) The silent one: is disinterested in everything, believes him or herself to be above or beneath the questions discussed.
- 3) The indifferent one: unmotivated learner, disinterested in everything and communicates his or her impression that it is a waste of time.
- 4) The aggressive one: he or she likes to hurt others.
- 5) The jester: learner seeking a lot of attention, he or she is always making too many jokes about all sorts of subjects and wastes everybody's time by the jokes spilling over into off-topic discussions.
- 6) The theorist: he or she imposes his or her well documented opinion on everyone, indeed can be well informed or quite simply chatty, but does not stick to the objectives. Usually finds him or herself interesting.
- 7) The deviant: he or she demonstrates values which do not fit with the group and wastes everybody's time.
- 8) The quibbler: he or she likes to argue, to oppose something for fun.

How do you intervene effectively?

- 1) The chatty one: do not be in his or her eyeline, sit him or her next to you.

If it comes to it, the instructor can interrupt him or her.

- 2) The indifferent one: find out his or her motivations, try to find out his or her interests.
- 3) The aggressive one: do not respond to the aggression in the same tone, calm the tone of the discussion. Deduce his or her intentions from his or her behaviour.
- 4) The quibbler: let him or her express him or herself and ask the group's opinion in the face of his or her opposition.
- 5) The anxious personality: he or she worries too often or too much about all the risks, including daily risks for him or herself or the people close to him or her. He or she exhibits an extreme vigilance towards anything that could happen and he or she looks to control situations and to manage the smallest details. He or she suffers from excessive physical tension.

What to do: demonstrate your reliability, promote trust (for example, by being punctual, by speaking) to help him or her to keep a sense of proportion (restructuring techniques) and to have some perspective (humour, similar experiences having ended well).

Avoid: allowing yourself to be involved in his or her concerns (sometimes communicative), introducing new things unannounced, talking about difficult subjects.

- 6) The paranoid personality: he or she distrusts everything and everyone, doubts the loyalty of others. He or she is sensitive and looks for proof of others' bad intentions towards him or her without considering the overall situation. Finally, he or she is likely to retaliate in a disproportionate way. He or she is rigid, lacks a sense of humour and finds it hard to demonstrate positive feelings.

What to do: be clear in your plan (objectives and process), be specific with your words, keep regular contact but not too close, reference laws and regulations, meet him or her halfway on small things and try to find support.

Avoid: neglecting to clarify the situation, criticising him or her, even in his or her absence (if you need to reproach him or her, say 'I' and not 'you'), becoming paranoid yourself, avoiding him or her, discussing subjects which concern his or her deeply-held beliefs if you do not share them.

- 7) The histrionic personality: he or she needs to be the centre of attention. He or she seeks the affection of those around him or her, places too much or not enough value on others and is often in an emotional state. His or her words lack specificity.

What to do: acknowledge him or her when he or she behaves normally, do not be offended by the either + or – exaggerated opinion that he or she may have of you according to his or her mood on that day.

Avoid: letting him or her have too much power, especially in public, criticising or ridiculing him or her, allowing yourself to be softened, moved or flattered, belittling him or her in front of others.

- 8) The obsessive personality: he or she is demanding, a perfectionist to the smallest detail, obstinate, rather cold and rigid. He or she hesitates and thinks for a long time before deciding.

What to do: respect and value his or her rigour and his or her sense of organisation, be reliable and predictable, give him or her the time to anticipate and to be specific and detailed with his or her words.

Avoid: mocking him or her, being ostentatious, particularly with regard to feelings; allowing yourself to be bullied, proving him or her to be wrong.

- 9) The narcissist: he or she believes that he or she is special, seeks success in all areas, worries about his or her appearance and expects privileges without returning them. He or she is sensitive and manipulative and not affected by others' emotions.

What to do: act as mediator between the others by explaining their reactions, be rigorous in purpose, only have objective and solidly argued criticism, keep quiet about your own successes or privileges.

Avoid: confronting him or her, allowing yourself to be manipulated, expecting something in return, giving something that you do not wish to be repeated.

- 10) The schizoid personality: he or she appears cold, impassive, indifferent to both compliments and criticism. He or she is a loner, has few close friends and does not seek the company of others spontaneously.

What to do: respect his or her solitude when he or she needs it, appreciate him or her for his or her qualities, listen to his or her inner voice, show non-intrusive interest in him or her.

Avoid: allowing him or her to isolate him or herself completely, assailing him or her with questions or small talk, asking him or her to express his or her emotions.

- 11) The depressive personality: he or she is pessimistic, sad, morose, anhedonic (he or she has little pleasure) and he or she has little self-worth.

What to do: attract his or her attention to positive events, suggest pleasant activities, show him or her consideration, encourage him or her to talk.

Avoid: shocking him or her, lecturing him or her, letting him or her dwell in his or her melancholy.

The dependent personality: he or she needs to be accepted and reassured and he or she lets others decide for him or her. He or she finds it hard to make decisions without external opinions and does not like to be alone (feeling of abandonment). He or she likes to please.

What to do: reinforce his or her initiatives, make him or her give his or her personal point of view before you give yours, ask him or her for help, encourage him or her to increase his or her activities with respect to his or her own tastes, demonstrate your own degree of autonomy but without rejecting him or her.

Avoid: being a saviour (see psychological games to download in the Tools section), doing it for him or her, criticising his or her initiatives, letting him or her manage by him or herself, letting him or her be overwhelmed, manipulating him or her.

The passive-aggressive personality: he or she is permanently resisting, rebels against any authority, very critical. He or she stalls, forgets and complains of being badly treated.

What to do: be nice, ask him or her his or her opinion, help him or her to express him or herself clearly, remind him or her of the rules.

Avoid: pretending to ignore his or her opposition, criticising him or her like a parent would a child (ego states), entering into a game of reciprocal retaliation.

12) The avoidant personality

What to do: propose objectives that progressively get harder, show him or her that his or her opinion is important, show him or her that you accept the objection. If you want to criticise him or her, start with general praise, then be very specific about the behaviour being criticised. Assure him or her of the consistency of your support, encourage him or her to talk.

Avoid: making fun of what he or she says, do not get annoyed, do not let him or her volunteer for difficult tasks.

Module 9: Pedagogical methods

1- General objective:

- To understand the use of pedagogical methods in training.

2- Pedagogical objectives:

- To identify the different pedagogical methods;
- To identify the 4 main pedagogical methods in training;
- To understand the pedagogical methods adapted to the particular features of adult learning;
- To explain when and how to use various pedagogical methods;
- To adequately use pedagogical methods in training;
- To give instructors the ability to convey the content in a creative way.

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;
 - In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)

- The training content
- The methodology of the work proposed
- The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1 (half a day):

A- General introduction:

- How to select a method;

B- Magistral method:

- Features of the method;
- Role of the instructor;
- Role of the learners;
- Advantages and points to watch;

- Prerequisite for success/-
- C- Interrogative method**
- Features of the method;
- Role of the instructor;
- Role of the learners;
- Advantages and points to watch
- Prerequisite for success

Sequence:

Session 1 (half a day)

Activity 1

- 1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).
- 2-The instructor puts the participants into two groups of equal size, each group receives a specific question for which it is responsible:
For group 1: 'What are the features of the magistral method?'
For group 2: 'What are the features of the interrogative method?'
- 2-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).
- 3-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.
- 4-At the instructor's signal, the members of the group shall discuss their answers and keep the most important ones.
- 5-Then there is a plenary discussion with both groups (20 minutes).
- 6-The instructor facilitates the discussion and reproduces the main conclusions.
- 7-The instructor summarises the discussion.

Activity 2

1. The instructor asks the same groups to prepare a lesson by using the method which was analysed by the same group in the first exercise, supported by the documents distributed by the instructor.
2. The instructor asks the spokespeople from each group to present the lesson;
3. The instructor responds to questions and comments from the participants and asks the participants to summarise the fundamental ideas of the session.
4. The instructor summarises the discussion.

Session 1 (half a day):

A- Demonstrative method

- Features of the method;
- Role of the instructor;
- Role of the learners;
- Advantages and points to watch;
- Prerequisite for success;

B- Active method

- Features of the method;
- Role of the instructor;
- Role of the learners;
- Advantages and points to watch
- Prerequisite for success

Session 2 (half a day)

1. The instructor puts the participants into two groups of equal size, each group receives a specific question for which it is responsible:
For group 1: 'What are the features of the active method?'
For group 2: 'What are the features of the demonstrative method?'
2. First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).
3. Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.
4. At the instructor's signal, the members of the group discuss their answers and keep the most important ones.
5. Then there is a plenary discussion with both groups (20 minutes).
6. The instructor facilitates the discussion and reproduces the main conclusions.
7. The instructor summarises the discussion.

Activity 2

1. The instructor asks the same groups to prepare a lesson by using the method which was analysed by the same group in the first exercise, supported by the documents distributed by the instructor.
2. The instructor asks the spokespeople from each group to present the lesson;
3. The instructor responds to questions and comments from the participants and asks the participants to summarise the fundamental ideas of the session.
4. The instructor summarises the discussion.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;

2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
 - The attendance sheet with the full list of participants (to be distributed at the start of the session);
 - The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

12- Essential information sheets:

Introduction

A method is a collection of reasoned and tracked processes to reach a goal. In pedagogy, we are therefore only able to talk about method in relation to the objectives in the training subject. This necessarily involves selecting a progression and an assessment of the effect produced. A pedagogical method can therefore be defined by the sum: objectives + progression + assessment.

The objectives are what you want to achieve, what you want the participants to have acquired.

The progression corresponding to the way in which this is achieved to enable them to acquire the knowledge and expertise required to achieve the objective.

The assessment being the tools or the way to verify that the knowledge and expertise have been acquired successfully, to know what they have acquired effectively.

In principle, an instructor values one method more than another, enabling the facilitation of learning. As an instructor, it is important to review your pedagogical methods.

The 4 main pedagogical methods:

1-Affirmative method (or expository, magistral)

Principle

The instructor understands structured content and transfers his or her knowledge in the form of a presentation (no interaction). This type of method requires a sustained level of attention from the participants by not allowing them to be active. The participants listen, potentially take notes and ask questions, if necessary.

The instructor responds to questions on the spot or makes a note of the questions to answer them at the end of the presentation, or refers to another section of the training where the answer will be provided.

Advantages

They allow the maximum amount of information to be transferred in a short, predetermined time; therefore, they lead to easy time management. The audience is an unlimited number.

Disadvantages

They do not allow for feedback. Memorisation is reduced and is limited to the short-term. Attention reduces quickly (generally after 20 minutes).

Prerequisite for success

A good presentation must be:

- **Clear:** use the participants' language, explain acronyms and abbreviations;
- **Structured:** progressive, logical
- display the plan,
- make partial summaries,
- explain the logic for structuring the presentation;
- **Dynamic:** Reserve 1/3 of the time for the participants' questions;
- **Short:** Do not plan a presentation that is longer than 30 minutes;
- **Full of imagery, illustrated:** take examples from people in the activity;
- **Equipped:** use visual representations, such as acetates, a flipchart; ensure that everyone can see them.

2-Interrogative method:

The interrogative method is a traditional training method where you ask questions formed to enable the learner to discover his or her knowledge him or herself.

Principle

To acquire knowledge based on the knowledge already acquired by the learners. This method is used:

- To launch a subject which at the same time allows you to assess the initial level of the participants and make them active;
- To refocus the attention;
- To assess the achievements at an interim assessment at the end of a session.

Advantages

The question/answer system involves the learners, develops their curiosity and encourages them to ask a lot of questions themselves. The learners themselves deduce the knowledge to be acquired by being guided in their deduction process by the instructor. The method enables the participation of the whole group. The responses given by the learners enable the learners' understanding to be assessed progressively.

Disadvantages

This method can be seen as academic. It is very demanding both for the learners (significant amount of concentration) and for the instructor (listening, rewording and questioning at the same time); therefore, it must be used sparingly during the time (about 20 minutes).

Some participants may leave the process for one reason or another (misunderstanding of an element, momentary inattention, difficulty in speaking...), therefore the instructor must ensure that the whole group participates.

Prerequisite for success

The questions must be open to begin with and get more and more specific towards the set objectives. The questioning must be progressive. The learners

must have an experience or basic document which enables them to answer questions. The questioning must be prepared in detail. The key progression points must remain visible.

3-Active method: the instructor is purely a facilitator, the knowledge is everywhere.

- People already have their own values, knowledge, ideas and experiences; the instructor must work with these elements and not without them. It is necessary to bear in mind that just providing information has little influence over changing the behaviour and professional practices of the individuals. It is preferable to favour what are called active methods to engage people in their own analysis and learning, built on the basis of what they already know.

1/ Working in groups

Groupwork is often a good approach to the extent that it enables individuals to approach the topics together and to learn from others.

The majority of learning experiences come from the interaction and discussions between the members of the groups.

The objective of groupwork:

- The objective of groupwork is not to answer a simple question which could be done individually; the objective of the group is to open up avenues, to speculate, which can only be done with others if you want to have multiple avenues and the most varied hypotheses possible. Others' points of view helps to envisage what you could not have seen yourself and to examine the relevance of a proposal.
- Groupwork may be organised in a way so that two or three people are invited to discuss a given topic together then to summarise their discussions for the entire group of learners.
- It is generally sufficient to ask the participants to discuss the topic concerned with the person sitting next to them. It is appropriate to give small groups a clear topic to discuss and to give them a fairly small amount of time to discuss it.
- A case study, a simulation or a role play are some activities likely to be organised in groups

Advantages

1. Faster work: the group dynamic coupled with an appropriate distribution of the tasks inevitably leads to the work being done more quickly.
2. Effectiveness: it is known that a group is always more effective than the sum of the individuals' effectiveness, it is the synergy which the group creates.
3. More contributions: it is obvious that in certain cases, the number facilitates more participation in a given activity than the individual can do alone.

4. Better understanding: some questions are better grasped and understood when they are handled by a team.
 5. Distribution of tasks with respect to skills.
 6. Effect of motivation: when there is a good atmosphere within the group and the objectives are clear, each person is prepared to do their best to achieve these objectives.
 7. Better approach to the solutions: the members of the group can work together to reinforce the advantages of the best solution by continuing to adopt it together.
 8. Effective at the start of a training session if some participants are still experiencing a certain reluctance to discuss with others;
 9. The participants have the opportunity to contribute;
 10. Groupwork enables the discussion to flow and a presentation of the most important points of view;
 11. It encourages autonomy, a critical mind and cooperation;
 12. It is easier to express yourself in a restricted group than in front of the whole class due to shyness or fear of being made fun of.
 13. The participants learn to reason and to convince their peers.
 14. Gives the participants the pleasure of learning by discussing amongst themselves.
 15. Leads the participants to value themselves, each participant making their own special contribution.
- **Role of the instructor:**
 - **Preparation phase for the groupwork**
 - ✓ Form a balanced group of a maximum of four people;
 - ✓ Give a clear idea of the discussion objective;
 - ✓ A quality framework;
 - ✓ Ensure a fair and reasonable distribution of the tasks between the members of the group;
 - ✓ Give a reasonable time period for completing the required work;
 - ✓ Correctly organise the position of everyone (position of the chairs) and the position of the equipment.
 - **During the groupwork**
 - ✓ Guide;
 - ✓ Ensure a friendly atmosphere for the discussion;
 - ✓ Ensure the time allotted for each activity is respected;
 - **During the feedback phase**
 - ✓ the role of the instructor becomes different, he or she listens and organises a discussion by considering the proposals of all the participants;
 - ✓ Attract attention to the points of convergence and divergence and ask for justifications.
 - ✓ Help the members, even the shyest, to actively participate and to prevent the strongest members of the group from dominating.

- Practical advice for the instructor:
 - Be clear in terms of the work objectives.
 - Ensure you know exactly what the exercise involves. Do it yourself before doing it as a group.
 - Form an appropriate group by considering: objectives, number of members, meeting place, resources required, times...
 - Plan breaks during the sessions, when changing topic or activity.
 - Ensure that the meeting place is quiet in order to avoid any interruptions. It must be comfortable and easy to access.
 - Be clear on the time allotted to each exercise.
 - Use appropriate language, act appropriately.
 - Be sure that all the resources are available for all of the participants.
 - Be fairly confident to be able to accept criticism and to change methods which do not work well; be flexible and capable of adapting.
 - Ensure that in each group there is a person responsible for time management and one or more persons responsible for reporting to the whole group what has been said in the small group (if necessary).
 - Go round the groups after five minutes to be sure that everyone has understood what there is to do.
 - Be ready to respond to a group which has a question.
 - Help
 - any groups which appear to find the exercise difficult or unclear.
 - Plan regular moments during the time allotted to the exercise for checking that everything is going well.

- **The role play** is an important pedagogical tool. Its methods consist of simulations where the actors play the professional situation as if it were real. It must be clearly explained and thus obtain the involvement of the participants.

It has two learning purposes:

- exploratory purpose to help the learner become aware of his or her background and professional experience;
- procedural purpose to learn the stages, the procedure to use in relation to the other in a given context centred on a specific performance.

- **Case study:**

A case study consists of making a group or a participant think about a relatively complex situation by encouraging him or her to form the decisions that he or she would take if a similar situation occurred in reality.

The situations proposed in the case studies are always specific and presented with their real details.

The criteria for a good case study are the following:

1. The situation chosen must always be specific and authentic.

2. The situation chosen must present all the aspects of the problem and provide all of the details.
 3. Avoid situations which may seem totally imagined, banal situations without a real problem and situations too far from the concerns of the participants.
- **Free reflection:** also called **brainstorming**, this technique consists of benefiting from discussion and collecting ideas in the group in order to stimulate creative reflection. The participants are invited to generate ideas or solutions to difficult problems. The participants express their ideas as they are presented. The instructor notes down all of the ideas on a flipchart and does not criticise them. Once all of the responses have been written down, and only then, you go on to the analysis or the categorisation, as well as a reflection on the appropriate nature of the ideas. Its main advantage is that the recipients of the training are actively involved from the beginning of the training session. The use of rules to remove inhibitions enables participants to reflect freely and to engage in new avenues for reflection.
 - **Written work:**
Its difficulty is adapted to the participant's progression, it enables the participant to implement the professional techniques acquired whilst being monitored by the instructor. To enable participants to learn to manage their time, certain exercises are carried out in a limited time period

4-Demonstrative method:

Essential points

- A pedagogical method describes the way of teaching adopted by the instructor to promote learning and achieve his or her pedagogical objective.
- A pedagogical method is the specific way of organising the relationships between the participant, instructor and the knowledge.
- Keep the pedagogical objective in your head and think about the methods most likely to achieve it.
- You will have visual, auditory, kinaesthetic or other participants. Each person has his or her own way of learning. It is important to recognise the differences in the way each participant learns and the factors which influence this.
- Think about the expectations and experience of the participants to adapt your methods (why not include one which was not planned).
- Training adults requires selecting varied pedagogical methods and adapting them to the audience, the pedagogical objectives and the content; vary them for facilitation whilst balancing the diversity.

- The more the method is interactive and participatory, the higher the audience's concentration and the more the acquisition of the skills is facilitated.

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Module 10: Training evaluation

1- General objective:

To identify and implement evaluation techniques and practices

2- Pedagogical objectives:

- To identify evaluation issues;
- To know the different evaluation typologies;
- To understand the evaluation methodology;
- To put the evaluation techniques and practices into practice

3- Target audience:

This training is aimed at instructors responsible for both initial and ongoing training, training managers, pedagogical managers of a training unit, training project managers, and any person wanting to become a training professional. Decision-makers in terms of training and training coordinators may also find it useful.

4- Prerequisite: There are no prerequisites.

5- Duration: half a day

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading).

10- Content of the module:

Introduction and presentation (30 minutes)

- Launching the workshop;
- The instructor will be invited to introduce him or herself:
 - Very briefly if the participants already know him or her;
 - In more detail if the participants do not know him or her (profession, position, experience in relation to the training module...).
- The instructor is initially guided to introduce the session and to introduce him or herself to the participants; the aim of the introduction will be to present:
 - The training objectives (general objectives and pedagogical objectives)
 - The training content

- The methodology of the work proposed
- The programme of activities and the schedule (time the training starts, time for morning and afternoon break, lunch break, time the training finishes);

In order to give the introduction and the presentation, the instructor can rely on the slides which he or she will have incorporated into their presentation beforehand.

Get to know the participants (20 minutes)

Once the instructor has given the introduction and presentation, he or she should get to know the participants.

Have the participants introduce themselves; this allows the instructor to get to know the composition of the group, but also allows the participants to get to know each other.

Ask participants to say:

- their first and last name
- their role within the organisation
- their number of years of experience
- whether they have already participated in this training module

Participants' expectations and requirements (20 minutes)

After the introductions, each participant is invited to answer the question 'What are your expectations regarding this training?'.

Give the participants a few minutes to think before going around the table so that they can put their ideas on paper.

The instructor will have to pay particular attention to the participants' expectations and requirements regarding the training; to do this:

- When the participants are expressing their expectations, the instructor will write them in detail on the flipchart.
- After going around the table, the instructor will summarise the requirements and expectations and group them as being relevant to the training module and not being relevant. The instructor's objective will be to organise the training in order to meet as many expectations and requirements as possible. It will be useful to come back to this list at the end of the training in order to verify with the participants that their expectations and requirements have been addressed.

Session 1:

- What is evaluation?
- Evaluation issues.
- The different evaluation typologies: Skills, knowledge, gains, other.
- The Kirk Patrick evaluation model
- Evaluation methodology
- Ranking and skills evaluation tools: the individual interview, questions and answers from the learner, observation, questionnaires, quiz, performance tests, going around the table...

- Techniques for drafting a training evaluation protocol
- Putting tracking and evaluation methods in place that are consistent with the training objectives.

Sequence

Activity 1:

1-The instructor introduces the topic, he or she proceeds at this stage to a presentation (slides).

2-The instructor puts the participants into four groups of equal size, each group receives a specific question for which it is responsible:

For group 1: ‘What are the features of diagnostic evaluation?’

For group 2: ‘What are the features of formative evaluation?’

For group 3: ‘What are the features of an evaluation of the effects of the training?’

For group 4: ‘What are the features of summative evaluation?’

2-First, each member of the group considers the question on his or her own, making notes if necessary (15 minutes).

3-Ask each group to appoint a spokesperson and complete the proposed task in 20 minutes, ideally writing the conclusions on the flipchart.

4-At the instructor’s signal, the members of the group shall discuss their answers and keep the most important ones.

5-Then there is a plenary discussion with both groups (20 minutes).

6-The instructor facilitates the discussion and reproduces the main conclusions.

7-The instructor summarises the discussion.

Activity 2:

1. The instructor asks the same groups to propose evaluation tools for a training session, supported by documents distributed by the instructor.
2. The instructor asks the spokespeople from each group to present the group’s conclusions;
3. The instructor responds to questions and comments from the participants and asks the participants to summarise the fundamental ideas of the session.
4. The instructor summarises the discussion.

Activity 3:

1. The instructor puts the group into pairs and asks them to draft a satisfaction evaluation sheet for the training session, supported by documents distributed by the instructor.
2. The instructor asks the pairs to present the group’s conclusions.
3. The instructor responds to questions and comments from the participants and asks the participants to summarise the fundamental ideas of the session.
4. The instructor summarises the discussion.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants. At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);

The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

12- Essential information sheets

Training evaluation:

Putting a training plan in place contributes significantly to developing the practitioners' skills, but sometimes the training provided does not always enable the set objectives to be achieved. In this context, the training evaluation is a necessary strategic tool and is an integral component of the training; it enables the pedagogical process to be regulated.

Definition

The evaluation is the systematic, rigorous and meticulous application of scientific methods which enables the design, implementation, improvement or the results of a training programme to be analysed.

What is the training evaluation used for?

- 1/ The aim of the training evaluation is to measure:
 - the effectiveness and the quality of the training;
 - the gaps between the objectives set by the training and the results actually obtained.
- 2/ The training evaluation promotes its optimisation.
- 3/ To ensure that the training measures are relevant at an operational level.
- 4/ To enable the training to be reviewed and to provide information on future requirements for the training.

Stages and tools

1-Before the training

- Before starting training, it is vital that you determine the knowledge of the participants in order to measure their progress.
- To do this, nothing is more effective than a knowledge test or an interview with the instructor.

2-During the training

- Throughout the training, the instructor validates the participants' understanding and acquisition of the knowledge.
- The majority of instructors use tests in this context or
- role plays which confirm understanding and facilitate the long-term memorisation of the learning.

3-At the end of the training (evaluation of the feedback)

At the end of each training session, it is crucial to plan a tool to measure the participants' satisfaction for all of the elements of the session, such as content, the instructor's method, his or her teaching skills, the organisation of the course...

This feedback can be given orally, by going around the table, for example, or written down individually by distributing questionnaires at the end of the training.

4-Delayed evaluation (transfer evaluation)

Three to six months after the training, it is necessary to measure its impact in a professional setting and more specifically its added value for the practitioners.

Several methods can be used to evaluate this stage:

- An analysis grid showing how behaviour developed following the training
- The effectiveness and efficiency of the practitioner in his or her role
- A development analysis of the performance indicators.

Section 2: International judicial cooperation in criminal matters, 'Basic training'

Introduction

This training of trainers program is one of the tools developed by the EuroMed Justice Group of experts for the transfer of knowledge and know-how necessary in the field of international judicial cooperation in criminal matters. The modules are easily adaptable to specific needs, specialized knowledge and the needs of specific groups. The target group for this basic training program includes:

- Justice trainees ,
- Judges and prosecutors,
- Investigators and law enforcement officers.
- Senior officials from the main ministries (Foreign Affairs, Justice) who participate in the process of drafting the legislation on mutual legal

assistance in criminal justice, or who are charged with responsibilities having regard regional/international treaties ratified.

Prerequisite: Have knowledge about the general rules of the Penal Code, the Code of Criminal Procedure.

The educational background of this chapter is too large to be covered in a workshop of a few days. The trainers planning a training on the basis of this chapter may wish to consider to distribute content on a series of workshops or training sessions. It will be important to reflect on the relevance of each module of the chapter for the target audience of the planned training. For trainee judges and prosecutors, all modules are very relevant. The program consists of several modules, each dealing with specific thematic areas relating to aspects of international judicial cooperation in criminal matters.

Its nine modules are:

- Standards governing international cooperation in criminal matters
- The actors of international cooperation in criminal matters,
- Extradition,
- Judicial assistance
- Transfer of judicial procedures
- Confiscation of proceeds of crime
- Transfer of convicted persons
- Execution of criminal sentences
- International police cooperation

It should be noted that each module of this chapter can be provided independently or under a program consisting of other modules.

It should be recalled also that the subjects proposed in this chapter represent an effort of selection of the most relevant topics for this basic training. So the concerned institutes can add other topics to their basic training program.

A – Judicial training modules:

Module 01:Standards governing international cooperation in criminal matters

1-General objective:

To identify the standards governing international cooperation in criminal matters

2-Pedagogical objectives:

- To understand the international/national standards governing international cooperation;

- To analyse the relationships between the international standards governing international cooperation and domestic law
- To identify international cooperation instruments in criminal matters in the context of the European Union and the Council of Europe;

3-Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4-Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5-Duration: one day

6-No. of participants: 20 max (ideally 15)

7-No. of sessions per day: max 2 (3.5 hrs each)

8-No. of hours per day: 7 hours max

9-Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10-Content of the module:

Session 1 (half a day):

Standards governing international cooperation in criminal matters:

- The conventions drawn up under the UN;
- Suppression conventions
- Bilateral conventions
- Domestic law
- Reciprocity declarations
- The relationships between the international standards governing international cooperation and domestic law
- Analysing the requirements and the advantages of harmonising national laws with international instruments

Session 2 (half a day):

- Council of Europe conventions;
- International cooperation instruments in criminal matters in the context of the European Union.

Module 02: Actors in international cooperation in criminal matters

1- General objective:

This module aims to identify and explain the role of certain key actors in international cooperation in criminal matters.

2- Pedagogical objectives:

- To identify the international/national institutions involved in international cooperation in criminal matters;
- To understand the actors in international cooperation in criminal matters in the European Union.

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments, pedagogical films on the topic...).

10- Content of the module:

Session 1 (half a day): International/national institutions involved in international cooperation in criminal matters:

1-International actors in international cooperation in criminal matters:

- International organisations;
- Government organisations;
- Non-governmental organisations.

2-International/national institutions involved in international cooperation in criminal matters:

- Magistrates;
- Department of Justice;
- Department of Foreign Affairs and Cooperation;

- Security forces;
- Liaison magistrates.

Session 2 (half a day): Actors in international cooperation in criminal matters in the European Union:

1-1-Eurojust:

- Territorial and material jurisdiction;
- Referring a case to Eurojust;
- Composition;
- Operation;
- Eurojust tools;
- Eurojust's activity and national members;
- How information is handled within Eurojust;
- Relationships with authorities other than the national judicial authorities of the member states;
- Contacting Eurojust;
- Being contacted by Eurojust.

2-The European Judicial Network:

- Territorial and material jurisdiction;
- Referring a case to the European Judicial Network;
- Composition;
- Operation;
- The European Judicial Network's tools;
- Eurojust's activity and national members;
- How information is handled within the European Judicial Network;
- Relationships with authorities other than the national judicial authorities of the member states;
- Contacting the European Judicial Network;
- Being contacted by the European Judicial Network.

3-Member states:

- Department of Justice;
- Department of Foreign Affairs.

4-Liaison magistrates:

- Territorial and material jurisdiction;
- Referring a case to the liaison magistrates;
- Operation;
- The liaison magistrates' tools;
- Contacting the liaison magistrates.
- Being contacted by the liaison magistrates.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...

- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants. At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 3: Extradition.

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to extradition.

2- Pedagogical objectives:

- To identify the judicial bases linked to extradition requests;
- To specify the obligations with respect to extradition;
- To understand good practices with respect to extradition;
- To understand the competent institutions which will be solicited for the extradition requirements;
- To specify who will incur the cost of extradition;
- To understand the rules for drafting extradition requests.
- To understand the standards and the particular features of extradition within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of extradition within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

General introduction:

1. Extradition: Definition, development;
2. Extradition as an international cooperation tool;
3. Obligations with respect to extradition;
4. The competent institutions which will be solicited for extradition requirements;
5. Interaction between human rights and extradition.

Session 2:

1. Legal basis for extradition:
 - a. _ General principles
 - b. _ Treaties
 - c. _ Domestic law
 - d. _ Principle of reciprocity
2. Extradition and its provisions
3. prior to extradition
4. How requests received for extradition are handled

Session 3:

1. Rejection of an extradition request with respect to international cooperation against terrorism.
2. The extradition procedure
3. Logistical questions in the event of obtaining extradition.
4. Alternatives to extradition.

Session 4: Drafting and submitting the extradition request.

1. Drafting an extradition request
2. Submitting the extradition request

Session 5: the standards and particular features of extradition within the European Union:

1. Judicial framework:
2. jurisprudence, constraints and good practices:

Session 6: the standards and the particular features of extradition within Africa

1. Judicial framework:
2. jurisprudence, constraints and good practices:

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Relevant extracts from universal instruments, regional conventions, bilateral and multilateral treaties.
- At the end of the training, each participant shall receive a folder on a USB stick containing:

1-Marked exercises;

2-The learner's achievements during the training (history of progression and errors);

3-A copy of pedagogical aids provided by the instructor.

Module 4: legal assistance.

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to legal assistance.

2- Pedagogical objectives:

- To determine the objectives of legal assistance;
- To identify the judicial bases linked to legal assistance;
- To understand the current forms of legal assistance;
- To specify the obligations with respect to legal assistance;
- To understand good practices with respect to legal assistance;
- To understand the advantages of a central authority and the tasks that it can fulfil;
- To identify the competent institutions which will be solicited for legal assistance requirements;
- To specify who will incur the cost of legal assistance;
- To understand the rules for drafting legal assistance requests.
- To understand the standards and the particular features of legal assistance within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of legal assistance within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: 5 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint

slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

General introduction:

- Legal assistance in criminal matters: Definition, development;
- The objectives of legal assistance;
- General principles of legal assistance;
- The current forms of legal assistance;
- The obligations with respect to legal assistance;
- The cost of legal assistance;
- The competent institutions which will be solicited for legal assistance requirements.
- The advantages of a central authority and the tasks that it can fulfil

Session 2:

- Judicial bases linked to legal assistance:
 - Treaties
 - Domestic law
 - Principle of reciprocity
- Legal assistance and its provisions

Session 3:

- How requests received for legal assistance are handled
- Practical tools and advice for drafting, submitting and performing legal assistance requests

Session 4: the standards and the particular features of legal assistance within the European Union (judicial framework, jurisprudence, constraints, good practices);

Session 5: the standards and the particular features of legal assistance within Africa (judicial framework, jurisprudence, constraints, good practices).

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Relevant extracts from universal instruments, regional conventions, bilateral and multilateral treaties.
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 4-Marked exercises;
 - 5-The learner's achievements during the training (history of progression and errors);
 - 6-A copy of pedagogical aids provided by the instructor.

EuroMed Justice

Module 05: Transfer of criminal proceedings

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to the transfer of criminal proceedings.

2- Pedagogical objectives:

- To identify the problems and challenges posed by the transfer of criminal proceedings;
- To understand the judicial bases linked to requests for the transfer of criminal proceedings;
- To identify the obligations and good practices in the subject;
- To understand the competent institutions which will be solicited for the transfer requirements;
- To understand the rules for drafting a request for the transfer of criminal proceedings;
- To understand the standards and the particular features of transfer within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of transfer within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

Session 1 (half a day):

- What is meant by transfer of criminal proceedings?

- Who can request the transfer?
- Legal basis:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- Conditions of transfer;
- Effects of the transfer for the requesting state;
- Effects of the transfer for the requested state;
- How received transfer requests are handled;
- Interaction between human rights and the transfer of criminal proceedings;
- Rejection of a transfer request;
- Procedure for the transfer of criminal proceedings;

Session 2 (half a day):

- Drafting and submitting a request for the transfer of criminal proceedings;
- Transfer of criminal proceedings within the European Union;
- Transfer of criminal proceedings within Africa;

11 - Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 06: Confiscation of assets linked to crime

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to the confiscation of assets linked to crime.

2- Pedagogical objectives:

- To identify the problems and challenges posed by the confiscation of assets linked to crime;
- To understand the legal bases linked to requests for the confiscation of assets linked to crime;
- To identify the obligations and good practices in the subject;
- To understand the competent institutions which will be solicited for the confiscation requirements;
- To understand the rules for drafting a request for the transfer of criminal proceedings;
- To understand the standards and the particular features of the confiscation of assets linked to crime within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of the confiscation of assets linked to crime within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

Session 1 (half a day):

- What is meant by the confiscation of assets linked to crime?
- Who can request the confiscation?
- Legal basis:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- Conditions of the confiscation;
- How requests received for confiscation are handled;
- Rejection of a transfer request;
- Procedure for the confiscation of assets linked to crime;

Session 2 (half a day):

- Drafting and submitting a request for the confiscation of assets linked to crime;
- The confiscation of assets linked to crime within the European Union;
- The confiscation of assets linked to crime within Africa;

11 - Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 4. Marked exercises;
 5. The learner's achievements during the training (history of progression and errors);
 6. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 07: Transfer of sentenced persons

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to the transfer of sentenced persons.

2- Pedagogical objectives:

- To identify the problems and challenges posed by the transfer of sentenced persons;
- To understand the legal bases linked to requests for the transfer of sentenced persons;
- To identify the obligations and good practices in the subject;
- To understand the competent institutions which will be solicited for the transfer requirements;
- To specify who will incur the cost of the transfer;
- To understand the rules for drafting extradition requests.
- To understand the standards and the particular features of transfer within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of transfer within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

Session 1 (half a day):

- What is meant by transfer?

- Who can request the transfer?
- Legal basis:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- Conditions of transfer;
- Transfer without the consent of the sentenced person
- Effects of the transfer for the state of conviction;
- Effects of the transfer for the executing state;
- How requests received for the transfer of sentenced persons are handled;
- Interaction between human rights and the transfer of sentenced persons;
- Rejection of a transfer request;
- Procedure for the transfer of sentenced persons;
- Cost of the transfer;

Session 2 (half a day):

- Drafting and submitting a request for the transfer of sentenced persons;
- The transfer of sentenced persons within the European Union;
- The transfer of sentenced persons within Africa;

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 7. Marked exercises;
 - 8. The learner's achievements during the training (history of progression and errors);
 - 9. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);

- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 08: Execution of foreign judgments in criminal cases

1- General objective:

This training aims to provide the participants with the knowledge and practical skills linked to the enforcement of foreign judgments in criminal cases.

2- Pedagogical objectives:

- To identify the problems and challenges posed by the enforcement of foreign judgments in criminal cases;
- To understand the legal bases linked to requests for the enforcement of foreign judgments in criminal cases;
- To identify the obligations and good practices in the subject;
- To understand the competent institutions which will be solicited for the requirements of the enforcement of foreign judgments in criminal cases;
- To specify who will incur the cost of the enforcement;
- To understand the rules for drafting requests for the enforcement of foreign judgments in criminal cases;
- To understand the standards and the particular features of the enforcement procedure within the European Union (judicial framework, jurisprudence, constraints, good practices);
- To understand the standards and the particular features of the enforcement procedure within Africa (judicial framework, jurisprudence, constraints, good practices).

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

Session 1 (half a day):

- Who can request the enforcement of foreign judgments in criminal cases?
- Legal basis:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- Conditions of enforcement;
- Effects of the enforcement for the requesting state;
- Effects of the enforcement for the requested state;
- How requests received for the enforcement of foreign judgments in criminal cases are handled;
- Rejection of an enforcement request;
- Procedure for the enforcement of foreign judgments in criminal cases;
- Cost of the enforcement;

Session 2 (half a day):

- Drafting and submitting a request for the transfer of sentenced persons;
- The standards and the particular features of the enforcement procedure within the European Union (judicial framework, jurisprudence, constraints, good practices);
- The standards and the particular features of the enforcement procedure within Africa (judicial framework, jurisprudence, constraints, good practices).

11 - Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.

- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 09: International police cooperation

1- General objective:

This module aims to identify and explain the actors in international police cooperation and how it works.

2- Pedagogical objectives:

- The institutional framework of international police cooperation;
- To identify the actors in international police cooperation;
- The area of international police cooperation;
- Police capabilities;

3- Target audience:

Trainee magistrates in their initial training, judges, prosecutors, department heads, managers and practitioners not having had basic training in the subject of international cooperation.

4- Prerequisite: There are no prerequisites.

5- Duration: half a day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adult learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading...).

10- Content of the training

Session 1 (half a day):

- The institutional framework of international police cooperation;
- The actors in international police cooperation:
 - European Police Office (Interpol): Structure and operation, operational activity;
 - Europol (structure and operation, operational activity);
 - Liaison officers;
 - Financial Intelligence Units (FIU).
 - The Standing Committee on operational cooperation on internal security
 - The European Union Intelligence and Situation Centre
 - Eurojust
- The area of international police cooperation:

- Exchange of information
- Direct access to national databases
- Direct access to vehicle registration records
- Direct access to digital fingerprint records
- Direct access to DNA profiles
- Passing criminals and seized assets from police force to police force;
- Common investigation teams
- International legal assistance
- Letters rogatory
- Police capabilities;
- European police cooperation.

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);

B– Training modules in communication and foreign languages:

Module 01:Relational communication (level 1)

For more details on this training, it is useful to have another look at the detailed information sheet for module 06, section 1.

Module 02:Linguistic training (English and French lessons)

1- General objective:

The aim of this intensive linguistic training is to improve the practitioners' linguistic knowledge in legal and judicial areas against the backdrop of a comparative study of the judicial systems and institutions.

2- Pedagogical objectives:

- To develop the participants' linguistic skills (grammar, vocabulary, pronunciation and spelling);
- To improve the participants' sociolinguistic skills (using the language in its social dimension);
- To learn and improve the participants' knowledge of legal matters (technical and legal vocabulary of judicial cooperation in criminal matters, names of the institutions, procedural law, judicial system, etc.);
- To put this knowledge into practice (orally and in writing).

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

Have a good knowledge of the language being taught and to ascertain this they must take a language test beforehand, given by the expert linguist, which enables the class to be at roughly the same level.

5- Duration: 8 days

6- No. of participants: 15 max (ideally 12)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Instructor: an expert linguist

10- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions in the four basic linguistic skills: reading, writing, speaking and listening using legal terminology.

Multiple pedagogical techniques will be used during the training: interactive lesson, PowerPoint slides, questions and answers, reading exercises, educational films on topics, exercises filmed for greater awareness, audience simulation, speaking, forming questions, work with audio-visual aids, telephone call role plays, drafting e-mails, etc.

11- Content of the training:

Session 1 (half a day):

General principles of criminal law:

- Lawfulness of the incriminations and penalties;
- The principle of non-retroactivity of substantive criminal law;
- Criminal law is interpreted strictly;
- The principle of territoriality;
- The principle of criminal responsibility for one's own acts;

Session 2 (half a day):

Criminal responsibility:

Session 3 (half a day):

Special criminal law:

- Terrorism
- Cybercrime
- Smuggling of migrants
- Human trafficking
- Drug trafficking
- Money laundering
- Corruption
- Torture

Session 4 (half a day):

Criminal procedure:

1. The six leading principles of criminal proceedings:
2. The right to a fair trial
3. The principle that both parties must be heard
4. The separation of judicial functions
5. Respect for the rights of the defence
6. Guarantee of the rights of the victims
7. Respect for the presumption of innocence
8. Public action and civil action
9. Authorities responsible for conducting criminal policy, public action:
10. The judicial police;
11. The public prosecutor;
12. Restorative justice.

Session 5 (half a day):

Criminal procedure: Examining magistrates

1. Forming a civil party and its effects;

2. Transports, searches, seizures and intercepted correspondence issued via telecommunication methods;
3. Hearing of witnesses;
4. Interrogations and confrontations;
5. Mandates and their enforcement;
6. Judicial review, house arrest and temporary detention;
7. Letters rogatory;
8. Expertise;
9. Nullities of information;
10. Regulation orders;
11. Appealing against orders from the examining magistrate or the judge of liberties and detention;
12. Information given on new charges;
13. Investigation chamber
14. Legal autopsies;
15. Geolocation.

Session 6 (half a day):

Criminal procedure: Trial courts

1. Formation of the trial jury;
2. Arguments;
3. Appearance of the accused;
4. Production and discussion of the evidence;
5. Closing arguments;
6. Court ruling;
7. Default in criminal matter;
8. Appealing judgments made with possibility of appeal;
9. Voluntary appearance and statement.

Session 7 (half a day):

Criminal procedure: Judgment

1. Judgment on the public action;
2. Judgment on the civil action;
3. The arrest and the record.

Session 8 (half a day):

Criminal procedure: Remedies:

- Ordinary remedies:
 1. Opposition
 2. Appeal
- Extraordinary remedies:
 1. Appeal to the Court of Cassation;
 2. Requests to review and re-examine;
 3. Appeal to the Court of Revision.

Session 9 (half a day):

1. Legal assistance

2. Extradition
3. Confiscation of assets linked to crime
4. Execution of foreign judgments in criminal cases

Session 10 (half a day):

5. Transfer of criminal proceedings:
6. Transfer of sentenced persons:
7. Criminal hearing:
8. Protection of witnesses and victims

Sequences:

The linguist will propose appropriate practical exercises to achieve the pedagogical objectives stated above in the context of respecting the methodology and pedagogical techniques proposed.

12- Logistics and resources:

- A training room equipped with a computer;
- Projection equipment;
- Large sheets of paper;
- Marker pens, pens, A4 sheets of paper;
- Worksheets;

At the end of the training, each participant shall receive a folder on a USB stick containing:

- Marked exercises;
- The learner's achievements during the training (history of progression and errors);

A copy of pedagogical aids provided by the instructor

Section 3: International judicial cooperation in criminal matters, 'Advanced training'

Introduction

Aimed at experienced practitioners, this training provides the knowledge necessary for the resolution of technical issues advanced in international criminal cooperation. This training is aimed, first place to understand the specificity, the challenges of international criminal cooperation in specific areas, and second to expose and comment on its operation during the different phases of the request. In addition, this training aims to identify, respect and guarantee the provisions of the international/national legal framework.. The target audience for this basic training program includes:

- The presidents of courts and chief prosecutors
- Senior prosecutors and judges
- Senior investigators or law enforcement officers,
- Senior officials from the main ministries concerned (Foreign Affairs, Justice in particular) that participate in the process of drafting of legislation or mutual judicial assistance in criminal cases, or who are charged with responsibilities in view of the ratification of regional/international treaties.

Prerequisite:

This training is dedicated to practitioners who have already received basic training in the field of international criminal cooperation.

Topics:

- International cooperation in criminal matters in fighting terrorism
- International cooperation in criminal matters in fighting cybercrime
- International cooperation in criminal matters in fighting illegal smuggling of migrants
- International cooperation in criminal matters in fighting trafficking in human beings
- International cooperation in criminal matters in fighting drug trafficking
- International cooperation in criminal matters in fighting money laundering and financing terrorism
- International cooperation in criminal matters in fighting corruption
- International cooperation in criminal matters and the human rights protection.
- International cooperation in criminal matters within European Union

It should be noted that each module of this chapter can be provided independently or under a program consisting of other modules.

It should be recalled also that the subjects proposed in this chapter represent an effort of selection of the most relevant topics for the advanced training. So the concerned institutes can add other topics to their advanced training program.

A – Judicial training modules:

Module 01:International cooperation in criminal matters relating to combating terrorism

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating terrorism. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating terrorism;
- To determine the correlation between the financing of terrorism and money laundering;
- To list the international and European measures taken to combat terrorism;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating terrorism;
- To identify, respect and guarantee the provisions of the international/national judicial framework in combating terrorism;
- To specify the obligations with respect to international cooperation against terrorism.
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating terrorism;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating terrorism within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code

- Have knowledge of the national judicial framework against terrorism and the international conventions and protocols linked to combating terrorism, in particular:
 - Convention on Offences and Certain Other Acts Committed Onboard Aircraft signed in Tokyo on 14 September 1963
 - 1970 Convention for the Suppression of Unlawful Seizure of Aircraft (called the 'Hague Convention')
 - 1971 Convention for the Suppression of Unlawful Acts against the Safety of Civil Aviation (called the 'Montreal Convention')
 - 1973 Convention on the Prevention and Punishment of Crimes against Internationally Protected Persons, including Diplomatic Agents
 - 1979 International Convention against the Taking of Hostages
 - 1980 Convention on the Physical Protection of Nuclear Material
 - Amendments to the Convention on the Physical Protection of Nuclear Material
 - 1988 Protocol for the Suppression of Unlawful Acts of Violence at Airports serving International Civil Aviation
 - 1988 Convention for the Suppression of Unlawful Acts against the Safety of Maritime Navigation
 - 2005 Protocol to the Convention for the Suppression of Unlawful Acts against the Safety of Maritime Navigation
 - Protocol to the Convention of 10 March 1988 for the Suppression of Unlawful Acts against the Safety of Fixed Platforms located on the Continental Shelf
 - 1991 Convention on the Marking of Plastic Explosives for the Purpose of Detection
 - 1997 International Convention for the Suppression of Terrorist Bombings
 - 1999 International Convention for the Suppression of the Financing of Terrorism EN PDF
 - 2005 International Convention for the Suppression of Acts of Nuclear Terrorism

5- **Duration:** 6 half-days

6- **No. of participants:** 20 max (ideally 15)

7- **No. of sessions per day:** max 2 (3.5 hrs each)

8- **No. of hours per day:** 7 hours max

9- **Pedagogical methods/techniques:**

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on

the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

General introduction:

- A-** To identify the different types of terrorist infractions and their impacts;
- B-** To explain the importance of international cooperation in combating terrorism;
- C-** To identify the necessity of having very quick and efficient channels for international cooperation;
- D-** To explain the role that magistrates must play;
- E-** To analyse the requirements and the advantages of harmonising national laws with international instruments;
- F-** To establish a list of threats, trends and tools with respect to combating terrorism and the responses given to the phenomenon;
- G-** Overview of the roles of the UN, United Nations Office on Drugs and Crime, the Council of Europe, the European Union, INTERPOL, Europol, Eurojust.

Session 2: Global legal framework against terrorism:

- A-** The resolutions of the Security Council relating to combating terrorism,
- B-** The universal conventions and protocols against terrorism, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

- A-** Legal assistance as an international cooperation tool
- B-** Legal basis for legal assistance in combating terrorism.
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C-** Legal assistance and its provisions
- D-** prior to legal assistance
- E-** How requests received for legal assistance are handled
- F-** Interaction between human rights and legal assistance in combating terrorism.
- G-** Rejection of a legal assistance request
- H-** The extradition procedure with respect to international cooperation against terrorism.

- I-** Drafting and submitting a legal assistance request.
- J-** Logistics question.
- K-** Cost of executing the request/travel arrangements.

Session 5 (half a day): Extradition

- A-** Extradition as an international cooperation tool
- B-** Legal basis for extradition in combating terrorism
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C-** Extradition and its provisions
- D-** The particular features of extradition in matters linked to terrorism
- E-** How requests received for extradition are handled
- F-** Interaction between human rights and extradition in combating terrorism.
- G-** Rejection of an extradition request with respect to international cooperation against terrorism
- H-** The extradition procedure with respect to international cooperation against terrorism
- I-** Drafting and submitting the extradition request
- J-** Logistical questions in the event of obtaining extradition
- K-** Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating terrorism in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Relevant extracts from universal instruments against terrorism, regional conventions, bilateral and multilateral treaties.
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.

Module 2: International cooperation in criminal matters relating to combating cybercrime

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating cybercrime. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating cybercrime;
- To list the international and European measures taken to combat cybercrime;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating cybercrime;
- To identify, respect and guarantee the provisions of the international/national judicial framework in combating cybercrime;
- To specify the obligations relating to combating cybercrime;
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating cybercrime;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating cybercrime within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

Have knowledge of the general provisions of the penal code, the criminal procedure code, the legal provisions on cybercrime in national legislation and the associated judicial frameworks.

Have knowledge of the Convention on Cybercrime and the additional Protocol to the Convention on Cybercrime concerning the criminalisation of acts of a racist and xenophobic nature committed through computer systems.

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active

method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

General introduction:

- A-** What is the difference between cybercrime and cybersecurity?
- B-** To identify the different types of cybercrime and their impacts;
- C-** To recognise the global dimension of the internet and the international dimension of cybercrime;
- D-** To explain the importance of international cooperation in combating cybercrime;
- E-** To identify the necessity of having very quick and efficient channels for international cooperation;
- F-** To explain the role that magistrates must play;
- G-** To analyse the requirements and the advantages of harmonising national laws with international instruments, in particular the Budapest Convention;
- H-** To establish a list of threats, trends and tools with respect to combating terrorism and the responses given to the phenomenon;
- I-** Overview of the roles of the UN, United Nations Office on Drugs and Crime, the Council of Europe, the European Union, INTERPOL, Eurojust, Europol, 24/7 points of contact, European Cybercrime Centre (EC3).

Session 2:

International legal framework for international cooperation against cybercrime (the Security Council resolutions concerning combating cybercrime, the universal conventions and protocols against cybercrime, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

- A-** Legal assistance as an international cooperation tool
- B-** Legal basis for legal assistance in combating cybercrime:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C-** Legal assistance and its provisions
- D-** Prior to legal assistance
- E-** How requests received for legal assistance are handled

- F- Interaction between human rights and legal assistance in combating cybercrime.
- G- Rejection of a legal assistance request
- H- The extradition procedure with respect to international cooperation against cybercrime.
- I- Drafting and submitting a legal assistance request.
- J- Logistics question.
- K- Cost of executing the request/travel arrangements.

Session 5 (half a day): Extradition

- A- Extradition as an international cooperation tool
- B- Legal basis for extradition in combating cybercrime:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C- Extradition and its provisions
- D- Prior to extradition
- E- How requests received for extradition are handled
- F- Interaction between human rights and extradition in combating cybercrime
- G- Rejection of an extradition request with respect to international cooperation against cybercrime
- H- The extradition procedure with respect to international cooperation against cybercrime
- I- Drafting and submitting the extradition request
- J- Logistical questions in the event of obtaining extradition
- K- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating cybercrime in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11 - Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Budapest Convention on Cybercrime and its explanatory report.
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);

3-A copy of pedagogical aids provided by the instructor

EuroMed Justice

Module 3:International cooperation in criminal matters relating to combating the smuggling of migrants.

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating the smuggling of migrants. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating the smuggling of migrants;
- To list the international and European measures taken to combat the smuggling of migrants;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating the smuggling of migrants;
- To identify, respect and guarantee the provisions of the international / national judicial framework in combating the smuggling of migrants;
- To specify the obligations relating to combating cybercrime;
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating the smuggling of migrants;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating the smuggling of migrants within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

Have knowledge of the general provisions of the penal code, the criminal procedure code and the national legal framework with respect to the smuggling of migrants and the associated legal frameworks.

Have knowledge of the International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families, the United Nations Convention against Transnational Organised Crime, the additional Protocol against the Smuggling of Migrants by Land, Sea and Air to the United Nations Convention against Transnational Organised Crime.

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1 (half a day):

General introduction:

- A-** Definition of smuggling of migrants,
 - Distinction between smuggling migrants and human trafficking;
- B-** The phenomenon of smuggling migrants in the international context;
- C-** Identifying the different types of infractions linked to smuggling migrants and their impacts;
- D-** Distinction between migration policy measures and criminal measures with respect to the smuggling of migrants
- E-** Explaining the importance of international cooperation relating to combating the smuggling of migrants;
- F-** Identifying the necessity of having very quick and efficient channels for international cooperation;
- G-** Explaining the role that magistrates must play;
- H-** Analysing the requirements and the advantages of harmonising national laws with international instruments, in particular the International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families, the United Nations Convention against Transnational Organised Crime, the additional Protocol against the Smuggling of Migrants by Land, Sea and Air to the United Nations Convention against Transnational Organised Crime;
- I-** Establishing a list of threats, trends and tools with respect to combating the smuggling of migrants and the responses given to the phenomenon;
- J-** Overview of the roles of the UN, United Nations Office on Drugs and Crime, the International Organisation for Migration, the Council of Europe, the European Union, Interpol, Europol, Eurojust, Frontex Central Mediterranean Contact Group.

Session 2: International legal framework against the smuggling of migrants (the Security Council resolutions concerning combating the smuggling of migrants,

the universal conventions and protocols against the smuggling of migrants, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

A- Legal assistance as an international cooperation tool

B- Legal basis for legal assistance in combating the smuggling of migrants:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- Legal assistance and its provisions

D- Prior to legal assistance

E- How requests received for legal assistance are handled

F- Interaction between human rights and legal assistance in combating the smuggling of migrants.

G- Rejection of a legal assistance request

H- The extradition procedure with respect to international cooperation against the smuggling of migrants.

I- Drafting and submitting a legal assistance request.

J- Logistics question.

K- Cost of executing the request/travel arrangements.

Session 5 (half a day): Extradition

A- Extradition as an international cooperation tool

B- Legal basis for extradition in combating the smuggling of migrants:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- Extradition and its provisions

D- The particular features of extradition in matters linked to the smuggling of migrants

E- How requests received for extradition are handled

F- Interaction between human rights and extradition in combating the smuggling of migrants

G- Rejection of an extradition request with respect to international cooperation against smuggling of migrants

H- The extradition procedure with respect to international cooperation against the smuggling of migrants

I- Drafting and submitting the extradition request

J- Logistical questions in the event of obtaining extradition

K- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating the smuggling of migrants in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- The Universal Declaration of Human Rights, the International Convention on the Protection of the Rights of Migrant Workers and Members of Their Families, the United Nations Convention against Transnational Organised Crime, the additional Protocol against the Smuggling of Migrants by Land, Sea and Air to the United Nations Convention against Transnational Organised Crime; a training room equipped with a computer and a projector for presentations.
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);
 - 3-A copy of pedagogical aids provided by the instructor.

Module 4: International cooperation in criminal matters relating to combating human trafficking.

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating human trafficking. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating human trafficking;
- To list the international and European measures taken to combat human trafficking;
- To explain the importance of international cooperation in criminal matters relating to combating human trafficking;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating human trafficking;
- To identify, respect and guarantee the provisions of the international / national judicial framework in combating human trafficking;
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating human trafficking;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating human trafficking within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

Have knowledge of the general provisions of the penal code, the criminal procedure code and the national legal framework with respect to human trafficking and the associated legal frameworks.

Have knowledge of the international conventions and protocols linked to combating human trafficking, in particular:

- The Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others;
- The UN International Convention on the Rights of the Child (1989) and its Original Protocol concerning the Sale of Children, Child Prostitution and Child Pornography.

- The United Nations Convention against Transnational Organised Crime (2000) and its Protocol aiming to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (2000), or the Palermo Protocol.

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1 (half a day):

General introduction:

- A- Human trafficking: Definition and distinction between smuggling migrants and human trafficking;
- B- The phenomenon of human trafficking in the international context;
- C- Identifying the different types of infractions linked to human trafficking and their impacts;
- D- Explaining the importance of international cooperation in criminal matters relating to combating human trafficking;
- E- Identifying the necessity of having very quick and efficient channels for international cooperation;
- F- Explaining the role that magistrates must play;
- G- Analysing the requirements and the advantages of harmonising national laws with international instruments, in particular the United Nations Convention against Transnational Organised Crime and the additional Protocol to the United Nations Convention against Transnational Organised Crime aiming to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children;
- H- Establishing a list of threats, trends and tools with respect to combating terrorism and the responses given to the phenomenon;
- I- Overview of the roles of the UN, United Nations Office on Drugs and Crime, the International Organisation for Migration, the Council of Europe,

the European Union, Interpol, Europol, Eurojust, Frontex Central Mediterranean Contact Group.

Session 2: International legal framework for international cooperation against human trafficking (the Security Council resolutions concerning combating human trafficking, the universal conventions and protocols against human trafficking, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

A- Legal assistance as an international cooperation tool

B- Legal basis for legal assistance in combating human trafficking:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- Legal assistance and its provisions

D- Prior to legal assistance

E- How requests received for legal assistance are handled

F- Interaction between human rights and legal assistance in combating human trafficking.

G- Rejection of a legal assistance request

H- The extradition procedure with respect to international cooperation against human trafficking

Session 5 (half a day): Extradition

A- Extradition as an international cooperation tool

B- Legal basis for extradition in combating human trafficking:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- The particular features of extradition in matters linked to human trafficking

D- How requests received for extradition are handled

E- Interaction between human rights and extradition in combating human trafficking

F- Rejection of an extradition request with respect to international cooperation against human trafficking

G- The extradition procedure with respect to international cooperation against human trafficking

H- Drafting and submitting the extradition request

I- Logistical questions in the event of obtaining extradition

J- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?

- Good practices in international cooperation in criminal matters relating to combating human trafficking in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- The Universal Declaration of Human Rights, the United Nations Convention against Transnational Organised Crime and the additional Protocol to the United Nations Convention against Transnational Organised Crime aiming to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children.
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);
 - 3-A copy of pedagogical aids provided by the instructor.

Module 05: International cooperation in criminal matters relating to combating drug trafficking.

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating drug trafficking. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating drug trafficking;
- To list the international and European measures taken to combat drug trafficking;
- To identify the competent intergovernmental, international and regional parties who strive to tackle and resolve the international drug problem;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating drug trafficking;
- To identify, respect and guarantee the provisions of the international / national judicial framework in combating drug trafficking;
- To specify the obligations with respect to international cooperation against drug trafficking.
- To understand the techniques and practices used in international cooperation in combating drug trafficking;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating drug trafficking within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code and the national legal framework with respect to drug trafficking and the associated legal frameworks.
- Have knowledge of the international conventions and protocols linked to combating human trafficking, in particular:
 - The Single Convention on Narcotic Drugs of 1961, as amended by the Protocol of 1972.;
 - The 1971 Convention on Psychotropic Substances;
 - The United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988

- 5- **Duration:** 6 half-days
- 6- **No. of participants:** 20 max (ideally 15)
- 7- **No. of sessions per day:** max 2 (3.5 hrs each)
- 8- **No. of hours per day:** 7 hours max
- 9- **Pedagogical methods/techniques:**

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1 (half a day):

General introduction:

- A- The phenomenon of drug trafficking in the international context;
- B- Identifying the different types of infractions linked to drug trafficking and their impacts;
- C- The links between drug trafficking, money laundering, corruption and other forms of organised crime, such as human trafficking, smuggling of migrants, weapons trafficking, cybercrime, and in certain cases, terrorism and the financing of terrorism;
- D- Economic issues of drug trafficking;
- E- The importance of international cooperation in criminal matters relating to combating drug trafficking;
- F- Explaining the important role that civil society plays in looking for a solution to the world drug problem;
- G- Explaining the role that magistrates must play;
- H- Analysing the requirements and the advantages of harmonising national laws with international instruments, in particular the Single Convention on Narcotic Drugs of 1961, as amended by the Protocol of 1972, the 1971 Convention on Psychotropic Substances, the Vienna Convention of 20 December 1988 against Illicit Traffic in Narcotic Drugs and Psychotropic Substances;
- I- Establishing a list of threats, trends and tools with respect to combating drug trafficking and the responses given to the phenomenon;
- J- Overview of the roles of the UN, United Nations Office on Drugs and Crime, the Commission on Narcotic Drugs, the International Narcotics Control Board, the Council of Europe, the European Union, INTERPOL, Europol, Eurojust.

Session 2: International legal framework for international cooperation against human trafficking (the Security Council resolutions concerning combating human trafficking, the universal conventions and protocols against human trafficking, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

A- Legal assistance as an international cooperation tool

B- Legal basis for legal assistance in combating drug trafficking:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- Legal assistance and its provisions

D- Prior to legal assistance

E- How requests received for legal assistance are handled

F- Interaction between human rights and legal assistance in combating drug trafficking.

G- Rejection of a legal assistance request

H- The extradition procedure with respect to international cooperation against drug trafficking.

I- Cost of executing the request/travel arrangements.

J- Drafting and submitting a legal assistance request.

K- Logistics question.

Session 5 (half a day): Extradition

A- Extradition as an international cooperation tool

B- Legal basis for extradition in combating drug trafficking:

- General principles
- Treaties
- Domestic law
- Principle of reciprocity

C- Understanding the particular features of extradition with respect to international cooperation in combating drug trafficking

D- How requests received for extradition are handled

E- Interaction between human rights and extradition in combating drug trafficking

F- Rejection of an extradition request with respect to international cooperation against drug trafficking

G- The extradition procedure

H- Drafting and submitting the extradition request

I- Logistical questions in the event of obtaining extradition

J- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating drug trafficking in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Relevant extracts from universal instruments against drug trafficking: The Single Convention on Narcotic Drugs of 1961, as amended by the Protocol of 1972, the 1971 Convention on Psychotropic Substances, the 1988 United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances;
- Relevant extracts from regional conventions, bilateral and multilateral treaties against drug trafficking;
- Relevant extracts from material and procedural law;
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);
 - 3-A copy of pedagogical aids provided by the instructor.
- Relevant extracts from material and procedural law.
- Relevant extracts from regional conventions, bilateral and multilateral treaties, and universal instruments against drug trafficking,

Module 6:International cooperation in criminal matters relating to combating money laundering.

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating money laundering. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating money laundering;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating money laundering;
- To identify, respect and guarantee the provisions of the international / national judicial framework on international cooperation in this matter;
- To determine the correlation between the financing of terrorism and money laundering;
- To list the international and European measures taken to combat money laundering and the financing of terrorism;
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating money laundering;
- To increase the practitioners' knowledge in comparative law and legal practices;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating money laundering within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code and the national legal framework with respect to money laundering and the associated legal frameworks.
- Have knowledge of the international conventions and protocols linked to combating money laundering, in particular:
 - The Vienna Convention of 20 December 1988 against Illicit Traffic in Narcotic Drugs and Psychotropic Substances;

- The United Nations Convention against Transnational Organised Crime (2000).
- Have knowledge of the Global Programme against Money Laundering.

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

General introduction:

- A-** Definition / growth of money laundering;
- B-** The phenomenon of money laundering in the international context;
- C-** Identifying the different types of infractions linked to money laundering and their impacts;
- D-** Economic issues of money laundering
- E-** The importance of international cooperation in combating money laundering;
- F-** Identifying the necessity of having very quick and efficient channels for international cooperation;
- G-** Explaining the role that magistrates must play;
- H-** Analysing the requirements and the advantages of harmonising national laws with international instruments, in particular the United Nations Convention against Transnational Organised Crime and the Vienna Convention of 20 December 1988 against Illicit Traffic in Narcotic Drugs and Psychotropic Substances;
- I-** Establishing a list of threats, trends and tools with respect to combating money laundering and the responses given to the phenomenon;
- J-** Overview of the roles of the UN, United Nations Office on Drugs and Crime, GAFI, International Monetary Fund, Egmont Group, Council of Europe, European Union, Interpol, Europol, Eurojust, International Association of Insurance Supervisors, Organisation for Economic

Cooperation and Development, World Customs Organisation, International Organisation of Securities Commissions, Organisation for Security and Cooperation in Europe, West African Economic and Monetary Union (UEMOA).

Session 2: International legal framework against money laundering (the Security Council resolutions concerning combating money laundering, the universal conventions and protocols against money laundering, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4: Legal assistance

- A- Legal assistance as an international cooperation tool
- B- Legal basis for legal assistance in combating money laundering:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C- Legal assistance and its provisions
- D- Prior to legal assistance
- E- How requests received for legal assistance are handled
- F- Interaction between human rights and legal assistance in combating money laundering.
- G- Rejection of a legal assistance request
- H- The extradition procedure with respect to international cooperation against money laundering.
- I- Cost of executing the request/travel arrangements.
- J- Drafting and submitting a legal assistance request.
- K- Logistics question.

Session 5 (half a day): Extradition

- A- Extradition as an international cooperation tool
- B- Legal basis for extradition in combating money laundering:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C- Understanding the particular features of extradition with respect to international cooperation in combating money laundering
- D- Prior to extradition
- E- How requests received for extradition are handled
- F- Interaction between human rights and extradition in combating money laundering
- G- Rejection of an extradition request with respect to international cooperation against money laundering

H- The extradition procedure

I- Drafting and submitting the extradition request

J- Logistical questions in the event of obtaining extradition

K- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating money laundering in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11 - Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from material and procedural law.
- Relevant extracts from universal instruments against money laundering: The United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances of 1988;
- Relevant extracts from regional conventions, bilateral and multilateral treaties against drug trafficking, the United Nations Convention against Transnational Organised Crime (2000).
- Relevant extracts from material and procedural law;
- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);
 - 3-A copy of pedagogical aids provided by the instructor.
- Relevant extracts from material and procedural law.
- Relevant extracts from regional conventions, bilateral and multilateral treaties, and universal instruments against drug trafficking,

Module 7:International cooperation in criminal matters relating to combating corruption.

1- General objective:

This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively in matters relating to combating corruption. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives

- To understand the problems and challenges posed by international cooperation in criminal matters relating to combating corruption;
- To list the international and European measures taken to combat the smuggling of migrants;
- To identify the competent institutions which will be solicited for requirements relating to cooperation in combating corruption;
- To identify, respect and guarantee the provisions of the international / national judicial framework in combating corruption;
- To promote the sharing of knowledge, methodological tools and good professional practices;
- To understand the techniques and practices used in international cooperation in combating corruption;
- To increase the practitioners' knowledge in European criminal law with respect to this topic;
- To understand the particular features of international cooperation in combating terrorism within the jurisprudence of the European Union.

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:

- Have knowledge of the general provisions of the penal code, the criminal procedure code and the national legal framework with respect to corruption and the associated legal frameworks.
- Have knowledge of the United Nations Convention against Corruption.

5- Duration:6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on

the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1 (half a day):

General introduction:

- A-** Corruption: definition / development;
- B-** Corruption in the international context;
- C-** The international and European measures taken to combat corruption;
- D-** The different types of infractions linked to corruption and their impacts
- E-** The problems and challenges posed by international cooperation in criminal matters relating to combating corruption;
- F-** The necessity of having very quick and efficient channels for international cooperation;
- G-** Explaining the role that magistrates must play;
- H-** Analysing the requirements and the advantages of harmonising national laws with international instruments, in particular the United Nations Convention against Corruption;
- I-** Establishing a list of threats, trends and tools with respect to combating corruption and the responses given to the phenomenon;
- J-** Overview of the roles of the UN, United Nations Office on Drugs and Crime, GAFI, Council of Europe, European Union, Interpol, Europol, Eurojust, World Customs Organisation, International Organisation of Securities Commissions, Organisation for Security and Cooperation in Europe.

Session 2: International legal framework for international cooperation against corruption (the Security Council resolutions concerning combating corruption, the universal conventions and protocols against corruption, interaction with bilateral and multilateral instruments).

Session 3: Regional instruments, national legislation on the subject, including the country's bilateral and multilateral commitments.

Session 4:Legal assistance

- A-** Legal assistance as an international cooperation tool
- B-** Legal basis for legal assistance in combating corruption:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C-** Legal assistance and its provisions
- D-** Prior to legal assistance

- E- How requests received for legal assistance are handled
- F- Interaction between human rights and legal assistance in combating corruption.
- G- Rejection of a legal assistance request
- H- The extradition procedure with respect to international cooperation against corruption.
- I- Cost of executing the request/travel arrangements.
- J- Drafting and submitting a legal assistance request.
- K- Logistics question.

Session 5 (half a day): Extradition

- A- Extradition as an international cooperation tool
- B- Legal basis for extradition in combating corruption:
 - General principles
 - Treaties
 - Domestic law
 - Principle of reciprocity
- C- Understanding the particular features of extradition with respect to international cooperation in combating corruption
- D- How requests received for extradition are handled
- E- Interaction between human rights and extradition in combating corruption
- F- Rejection of an extradition request with respect to international cooperation against corruption
- G- The extradition procedure
- H- Drafting and submitting the extradition request
- I- Logistical questions in the event of obtaining extradition
- J- Alternatives to extradition

Session 6: Comparative European law:

- Why comparative?
- Good practices in international cooperation in criminal matters relating to combating corruption in comparative European law;
- Analysis of the jurisprudence/administrative rulings of the European Union on the subject.

11- Logistics and resources:

- A training room equipped with a computer and a projector for the presentations.
- 2 flipcharts, marker pens, large sheets of paper, pencils.
- Relevant extracts from universal instruments against corruption: The United Nations Convention Against Corruption;
- Relevant extracts from regional conventions, bilateral and multilateral treaties against corruption.
- Relevant extracts from material and procedural law;

- At the end of the training, each participant shall receive a folder on a USB stick containing:
 - 1-Marked exercises;
 - 2-The learner's achievements during the training (history of progression and errors);
 - 3-A copy of pedagogical aids provided by the instructor.
- Relevant extracts from material and procedural law.
- Relevant extracts from regional conventions, bilateral and multilateral treaties, and universal instruments against drug trafficking,

Module 08:International cooperation and human rights

1- General objective:

Considerations relating to human rights are extremely important and must be taken into account in any procedure linked to international cooperation in criminal matters. This module aims to give the participants the knowledge, practical skills and attitudes for cooperating effectively without violating human rights and fundamental freedoms. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- To understand the problems and challenges posed by international cooperation in criminal matters and respecting human rights and fundamental freedoms;
- To understand the United Nations system for promoting and protecting human rights;
- To gain detailed knowledge and to ensure an understanding of the tools relating to the universal system and to regional systems for protecting human rights.
- To further understand the challenges and issues by fostering exchanges with international organisations, states and NGOs
- To study recent developments and the current situation with respect to human rights;
- To identify, respect and guarantee the provisions of the international / national judicial framework relating to human rights which is applicable to legal assistance and extradition;

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite:General information on international human rights law

5- Duration: 6 half-days

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint

slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1: General introduction:

1. The problems and challenges posed by international cooperation in criminal matters and respecting human rights and fundamental freedoms;
2. Explaining the importance of systematically integrating a human rights-based approach in procedures linked to international cooperation in criminal matters;
3. Establishing a list of threats, trends and tools with respect to protecting and enacting human rights;
4. Analysing the requirements and the advantages of harmonising national laws with international instruments;
5. Gaining detailed knowledge and ensuring an understanding of the tools relating to the universal system and to regional systems for protecting human rights;
6. Further understanding the challenges and issues by fostering exchanges with international organisations, states and NGOs
7. Studying recent developments and the current situation with respect to human rights;

Session 2:

1. The United Nations system for promoting and protecting human rights:

UN action to protect and promote human rights:

- Universal periodic review.
- The United Nations High Commissioner for Human Rights.
- Universal Human Rights Index.
- Human Rights Council.
- Special procedures assumed by the Human Rights Council.
- International Observatory of Human Rights.
- Special Advisor on the Prevention of Genocide.
- Legal instruments available to the UN for protecting human rights.
- The other offices and bodies responsible for protecting human rights (Security Council, General Assembly Third Committee, Secretary-General, General Assembly, Economic and Social Council, Peacebuilding Support Office).
- Human Rights Council.
- Bodies created in accordance with international instruments.
- United Nations Development Group.
- Special representatives of the Secretary-General.
- Operations for maintaining peace.
- Other organisations and partners to the United Nations responsible for promoting and protecting human rights

- United Nations Children's Fund.
- Commission on the Status of Women.
- United Nations Population Fund.
- UN Women.
- International Labour Organisation.
- World Health Organisation.
- United Nations Development Programme.
- United Nations High Commissioner for Refugees.
- **Session 3:** International legal framework (the relevant Security Council resolutions, the universal conventions and protocols, interaction with bilateral and multilateral instruments):
 - Charter of the United Nations (Universal Declaration of Human Rights, International Covenant on Civil and Political Rights and the International Covenant on Social, Economic and Cultural Rights).
 - The International Convention on the Elimination of All Forms of Racial Discrimination (1965)
 - The International Convention on the Elimination of All Forms of Discrimination against Women (1979).
 - The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1984).
 - The Convention on the Rights of the Child (1989).
 - The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990).
 - The Convention on the Rights of Persons with Disabilities (2006)
 - International Convention for the Protection of All Persons from Enforced Disappearance (2006).
- Treaty bodies:
 - Committee on the Elimination of Racial Discrimination.
 - Committee on Economic, Social and Cultural Rights.
 - Human Rights Committee.
 - Committee on the Elimination of Discrimination against Women.
 - Committee against Torture.
 - Sub-committee for the Prevention of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.
 - Committee on the Rights of the Child.
 - Committee on the Rights of Persons with Disabilities.
 - Committee on Enforced Disappearance.
- The role of civil society and national institutions in defending human rights and their interaction with the treaty bodies.
- The contribution of the universal periodic review to the work of the treaty bodies.
- The contribution of special procedures to the work of the treaty bodies.

Session 4:

Regional instruments, domestic law, including bilateral and multilateral commitments, relating to human rights which are applicable to legal assistance and extradition

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants. At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

Module 09:International cooperation in criminal matters within the European Union

1- General objective:

This module aims to provide an understanding of international cooperation in criminal matters within the European Union. It also promotes the sharing of knowledge, methodological tools and good professional practices.

2- Pedagogical objectives:

- The development of judicial cooperation in criminal matters within the European Union;
- To understand the problems and challenges posed by international cooperation in criminal matters within the European Union;
- To understand the mechanisms of international cooperation in criminal matters within the European Union;
- To identify the competent institutions which will be solicited for the needs of international cooperation within the European Union;
- To identify the provisions of the applicable judicial framework within the context of international cooperation in criminal matters within the European Union;
- To understand the techniques and good practices of international cooperation in criminal matters within the European Union;

3- Target audience:

This training is aimed at judges, prosecutors, officers, managers and central government officials responsible for tasks linked to international cooperation in criminal matters who have already received basic training in this area.

4- Prerequisite: Have knowledge of the general provisions of the penal code, the criminal procedure code.

5- Duration: one day

6- No. of participants: 20 max (ideally 15)

7- No. of sessions per day: max 2 (3.5 hrs each)

8- No. of hours per day: 7 hours max

9- Pedagogical methods/techniques:

This requires selecting varied pedagogical methods (magistral method, interrogative method, demonstrative method, active method) and adapting them to the audience, the pedagogical objectives and the content. However, the active method will be applied widely in this training given that this method focuses on the learner and is based on experience, the critical reflection is more effective for adults learning.

The lessons combine theoretical and practical sessions; multiple pedagogical techniques will be used during the training (interactive lesson, PowerPoint slides, questions and answers, use of experience, specific cases, reading, individual and collective reflective moments...).

10- Content of the training:

Session 1:

- The development of judicial cooperation in criminal matters within the European Union;
- The problems and challenges posed by international cooperation in criminal matters within the European Union;
- The provisions of the applicable judicial framework within the context of international cooperation in criminal matters within the European Union;
- The mechanisms of international cooperation in criminal matters within the European Union;

Session 2:

- The competent institutions which will be solicited for the needs of international cooperation within the European Union;
- The mechanisms of international cooperation in criminal matters within the European Union;
- Good practices in international cooperation in criminal matters within the European Union;

11- Logistics and resources:

- Before the training (ideally several days beforehand), the instructor shall ensure that the room booked for the session meets the session's needs: sufficient number of seats, whiteboard, flipchart...
- On the day before at the latest, the instructor shall ensure that he or she has all of the tools required for the training. The instructor shall also ensure that he or she has the resources that he or she needs: a computer and a projector for the presentations, marker pens, sheets of paper or a flipchart, Sellotape;
- It is a good idea to create a folder for each of the participants.
At the end of the training, each participant shall receive a folder on a USB stick containing:
 1. Marked exercises;
 2. The learner's achievements during the training (history of progression and errors);
 3. A copy of pedagogical aids provided by the instructor.
- This training manual for instructors;
- The attendance sheet with the full list of participants (to be distributed at the start of the session);
- The final evaluation and satisfaction questionnaire, anonymous and individual, to be distributed at the end of the training.

B– Training modules in communication and foreign languages:

Module 01:Relational communication (level 2)

For more details on this training, it is useful to have another look at the detailed information sheet for module 07, section 1.

Module 02:Linguistic training (lessons)

For more details on this training, it is useful to have another look at the detailed information sheet for module 02, section 2.

Glossary

Institutions and organisations

- **The United Nations Office on Drugs and Crime** is a body of the United Nations Secretariat the headquarters of which being at the United Nations Office at Vienna in Austria. The objectives and the fields of work of the UNODC have been defined in its strategy for the period 2008-2011. Its mission is to assist the Member States in realising the objective of security and justice for all by making the world safer in terms of crime, drugs and terrorism.
- **The European Judicial Training Network** is the platform and main driver of the development of training and the exchange of knowledge and skills of the magistracy of the European Union. Created in 2000, the EJTN develops training standards and programmes, coordinates judicial training exchanges and programmes and reinforces cooperation between the EU's national training bodies.
- **The Euro-Arab Training Network:** Created in 2010 at the initiative of the Ecole nationale de la magistrature [French National School of Magistrates] (ENM) and its Jordanian and Algerian counterparts, the EJTN's aim is to train Member States' magistrates on a common basis. Today, it comprises 14 Member States, including Morocco, Algeria, Jordan, Iraq, United Arab Emirates, Egypt, Palestine, Kuwait, Spain, Italy, Netherlands, Belgium, Romania and France.
- **The International Organisation for Judicial Training (IOJT)** created in 2002, is an organisation with a global mission which brings together more than 120 judicial institutions from five continents and represents more than 70 countries. Its objective is to promote exchanges of good practices and to build a network of actors involved in judicial training.
- **Europol** (European Police Office) is a European criminal police agency which facilitates the exchange of information between national police forces with respect to narcotic drugs, terrorism, international crime and paedophilia within the European Union. The convention establishing its creation was signed and ratified by all the Member States of the European Union. Europol has been carrying out its missions since 1 July 1999.
- **The European Gendarmerie Force** was created on 17 September 2004 at Noordwijk, in the Netherlands. Started by France, it combines the military police forces of seven countries in the European Union: the Spanish Garde civile, French Gendarmerie, the Italian Carabinieri, the Dutch Maréchaussée royale, the Portuguese Garde nationale républicaine, the Romanian Gendarmerie and the Polish Gendarmerie militaire. The EGF is often thought to be an institution of the European

Union, whereas in reality it only belongs to the Member States who participate in it.

The EGF has power to intervene on the territory of the European Union, in particular in anti-riot functions, whereas such a power belongs exclusively to the Member States of the EU and national police forces (civil or military). A series of questions and answers to the European Parliament reiterates that the EGF lies outside of the framework of the European Union, and that it only aims to strengthen crisis management capabilities outside of the territory of the European Union (in the context of international missions under the auspices of the UN, NATO, the EU or international coalitions)

- **Eurojust**, or the European Union's Judicial Cooperation Unit, is the European agency responsible for strengthening judicial cooperation between the Member States by adopting, at European level, structural measures designed to promote optimum coordination in investigations and proceedings which go beyond the framework of a single national territory, whilst fully respecting fundamental rights and freedoms.
- **The World Customs Organisation (WCO)**, an intergovernmental institution with a truly global mission. Today, it is the spokesperson for 180 customs administrations present on every continent and represents every stage of economic development. At the present moment, Members of the WCO are responsible for managing more than 98% of international trade. It assumes the role of leader and provides guidance and support to customs administrations with a view to securing and facilitating legitimate exchanges, ensuring the collection of revenues, protecting society and strengthening its capabilities.
- **The European Police College**, or CEPOL, was founded in 2005. It is an agency of the European Union with its headquarters in Bramshill, United Kingdom and combines the senior police officials from Member States in order to promote police cooperation across borders¹. Since 2014, the agency has been located in Budapest in Hungary.
- **The European Border and Coast Guard Agency**, commonly called Frontex (contraction of *Frontières extérieures* [external borders]), is the European Union agency responsible for monitoring and managing the external borders of the Schengen area. It was officially created 6 October 2016. It comprises officials in Warsaw and from the coast guards and border guards of the Member States of the Schengen area in order to pool their resources on the ground and to apply a reformed and strengthened version of the role of the Frontex agency which is disappearing in favour of this new agency.
- **The International Narcotics Control Board** (or INCB) is a technical body of the United Nations. Its role is deemed to be quasi-judicial in that its opinion is generally followed with regard to proposing sanctions on

countries that do not respect its conventions, for example. It is responsible for monitoring compliance with the UN conventions (1961, 1971 and 1988) regulating narcotic drugs and their precursors. It plays an important role in monitoring the application of restrictions linked to narcotic drugs and to psychotropic substances, by editing an annual report on the global production and consumption of drugs and by proposing the precursors to be regulated.

- **The Cybercrime Convention Committee (T-CY)** represents the States party to the Budapest Convention on Cybercrime. According to Article 46 of the Convention, the Committee's consultation aims to facilitate the use and the effective implementation of the Convention, the exchange of information and the review of any future amendment to the legislation.
- **The Office of Counter-Terrorism** was created following the adoption by the General Assembly of Resolution 71/291 15 June 2017. The Office has five main functions:
 1. Leading the action in accordance with diverse General Assembly counter-terrorism mandates which have been given to the Secretary-General within the United Nations system;
 2. Strengthening coordination and consistency of the activities of the 38 Counter-Terrorism Implementation Task Forces to ensure the equal implementation of the four pillars of the United Nations Global Counter-Terrorism Strategy;
 3. Increasing the level of assistance that the UN provides to Member States to strengthen their abilities to combat terrorism;
 4. Promoting the UN's counter-terrorism activities more, making them more visible and strengthening the mobilisation of resources in this area;
 5. Ensuring that due priority is given to counter-terrorism in the United Nations system and that the important work carried out around the prevention of violent extremism is firmly anchored in the Strategy.
- **The Counter-Terrorism Implementation Task Force (CTITF)** was created by the Secretary-General in 2005 to strengthen the coordination and consistency of the efforts made by the United Nations system in counter-terrorism.
- **United Nations Counter-Terrorism Centre (UNCCT)** was created in September 2011 to promote international cooperation with respect to counter-terrorism and to help Member States to implement the Global Counter-Terrorism Strategy.

Professional training terminology

- **Training engineering** is defined as a combination of methodical and consistent processes used when designing training activities or plans with the aim of achieving the set objective effectively. It focuses, in particular, on the development of skills in the context of putting together a training plan to respond to a given request.

- **Pedagogical engineering** is a component of training engineering and focuses specifically on the creation and execution of training plans adapted to a group of learners and responding to the pedagogical objectives.

Pedagogical engineering is the function which brings together different processes led by the project manager and the instructor(s) for creating and producing the pedagogical plan required to carry out a training measure. It aims to combine the success criteria of the learning process; pedagogical engineering consists of the following stages:

- Adaptation of the training objectives into pedagogical objectives;
 - Selection of pedagogical methods;
 - Design and organisation of the pedagogical sequences;
 - Selection of the pedagogical aids;
 - Facilitation of the training;
 - Evaluation of what the learners have learnt.
- **Andragogy** denotes the art and the science of teaching adults in all its forms; it is the opposite of pedagogy which concerns the teaching of children; the term brings together the teaching methods and practices required to transfer skills, specifically knowledge (understanding), expertise (skills) or social skills (attitudes).
 - **Pedagogy:** the word pedagogy comes from the Ancient Greek paidagogos, the term comprising paidos (child) and gogia (to lead or guide), initially its concept denoted the slave who accompanied the children to school or the science of educating children.
Today, pedagogy denotes educational teaching methods and practices; it is an applied science of a psycho-social nature for which the subject of study is education.
 - **Operational objectives:** operational activities that the learners, after having taken part in training, must be able to undertake in a real-life work situation with a certain level of performance.
 - **Pedagogical objective:** ability/ies that the trained person must have acquired by the end of the training, defined by the instructor from a training objective. The pedagogical objective serves to create and guide the training measure and to evaluate the abilities acquired. The definition of an objective is similar to the definition of an observable performance (describing an identifiable activity by an observable behaviour, the verb used needing to be an action verb).
 - **Training measure:** process implemented, in a determined amount of time, to enable the training's pedagogical objectives to be achieved.
 - **Self-evaluation:** the learner's evaluation of his or her progress, generally carried out by means of a questionnaire which he or she fills in independently.

- **Prerequisite:** preliminary knowledge, necessary to participate effectively in a determined training programme. The prerequisites are knowledge and skills that a learner must have sufficiently mastered beforehand to be able to build new knowledge and skills. This involves checking understanding and the presence of certain skills in the context of formative assessment procedures and their remediation, if necessary (moving certain learners down a level to ensure that the learners are at the same level at the start of the training).
- **Knowledge:** theoretical and practical understanding.
- **Social skills:** term commonly used to define relational expertise, specifically the behaviour and attitudes expected in a given situation.
- **Expertise:** used to using one's experience and knowledge to carry out a professional activity.
- **Training requirement:** identification of a gap, likely to be reduced by training, between the skills of an individual or a group at a given moment and the skills expected.
- **Training content:** detailed description of the different subjects handled in the training in terms of the pedagogical and training objectives defined.
- **E-training:** training programme accessible via the internet or intranet. Internet technology facilitates training in a visual and interactive environment. This measure essentially incorporates pedagogical support for the learner via the tutor.
- **Training evaluation:** activity to assess whether the pedagogical and training objectives have been achieved with the help of criteria defined beforehand.
- **Pedagogical tools and aids:** tools and aids designed and used by the instructor in a training sequence. They can be a variety of documents, books, slides, etc.
- **Formative evaluation** took place during the training. It enables each person who is participating to evaluate his or her progress him or herself. Active training methods serve formative evaluation. For example, the case study which is done in a group enables each person to ask him or herself questions about the content and potentially to understand the gaps in his or her knowledge.
- **Summative evaluation** enables the total skills acquired to be evaluated. It is generally done by a test, often written, which gives an outline of the training. The evaluation tests are generally developed in cooperation with the body which provides the training. Summative evaluations can be done at the end of training sequences to ensure that the group has sufficient knowledge to start a new section of the same training. It

enables the audience to be evaluated to see whether they could perform in their workplace with their new skills.

- **Pedagogical file:** is the design of a pedagogical scenario. The objective of creating the pedagogical file is to formalise the training progress in writing. It is a 'storyboard' which corresponds to the detailed progress of each of the training sequences and is a guide for the instructor. This being well put together ensures training quality. The pedagogical file must be prepared so as to leave room for manoeuvre for each instructor who will apply the module and give the training. The pedagogical file is therefore considered to be an indication as to how the module's pedagogical objectives will be obtained during the training sessions via intermediate objectives for each session.
- **Instructor:** person responsible for designing training programmes, facilitating training sessions and supporting all learners. The instructor is a person who is recognised in his or her speciality and by his or her pedagogical qualities, who transfers his or her knowledge and expertise to a group or a person with a view to achieving the objectives requested by a project manager. His or her intervention is supported by the production of pedagogical aids.
- **Module:** the term 'module' is derived from the Latin *modulus* which is itself the diminutive form of the word *modus*. It denotes measurement and also means, by extension to the context that we are interested in, a constituent element or unit of a collective. The module of a professional training unit implemented to lead learners to master one or more skills. The module is part of the training plan defined by the curriculum which comprises a group of modules in the same course.
- **Training:** it is a systematic development of knowledge, aptitudes and skills which are required to perform a specific task. Training can also be defined as 'a process of systematic learning with a view to performing a role'. Put simply, training is a process which enables the necessary skills to be provided to carry out an activity or the skills necessary to perform an activity within a determined area. It is also a process of acquisition, maintenance and improvement of knowledge, operational expertise and potentially relational expertise.
- **The active method** consists of involving the group in the appropriation of knowledge or expertise.
- **The expository method (affirmative or magistral)** is the so-called traditional method; it is the best-known method and one of the simplest to apply. The expository method consists of developing a subject orally in front of a group of participants whose role is to listen. The objective of this method is to essentially transfer theoretical knowledge. Its main limits are that the content must be adapted to the average listener and

that the presenter must have a good understanding of the length of his or her presentation. This approach's strong points are that it facilitates rapid progression, and the number of participants is not restricted and therefore can be very high.

- **The demonstrative method** consists of explaining and demonstrating a gesture or operation necessary for the acquisition of knowledge making use of the relationship between the senses and the gesture then doing and re-doing until each participant knows how to do it sufficiently. The objective of this method is to mainly transfer operational expertise only.
- **The interrogative method** is a traditional training method where you ask questions formed to enable the learner to discover his or her knowledge him or herself.
- **Adult learner:** the word adult is not a technical term, confined to the social or philosophical sciences, it belongs to common language. The adult could be defined as a being which is 18-20 years old and at the start of ageing this definition refers to the biological nature of the adult and suggests that an adult is considered to be 'any person who is able to reproduce' so just after puberty. The adult would also be of age, specifically of an age where he or she is responsible for his or her actions, from a civil point of view within our society.

International cooperation in criminal matters terminology:

- **Extradition** is the official procedure by which a state demands the forced return of a person accused or recognised as guilty of a crime for which he or she is judged or to serve a sentence in the requesting state.
- **Legal assistance** in criminal matters is a procedure by which states solicit and provide assistance in collecting evidence to be used in criminal matters.
- **Reciprocity:** in treaties and certain national legislation, the principle of reciprocity wants the benefits, advantages or penalties granted by a state to citizens or entities of another state to be returned in kind. In the context of legal assistance and extradition, this can take the form of a written agreement by which a state undertakes, under the same conditions and circumstances, to accept from the requested state, the same type of request in the future. This can form a useful basis for judicial cooperation in the absence of a conventional framework or be a prescription of domestic law.
- **Surrender:** in extradition law, the term surrender is used to describe the stage of the procedure during which the requested state orders that the fugitive subject of an extradition request is handed over to the authorities of the requesting state.
- **International police cooperation** has appeared in order to tackle the increase in international organised crime although certain forms have

existed since the nineteenth century. Cooperation between the police organisations of different countries occurs more through formal networks (Interpol, Europol, Francopol, share database, legal assistance treaties, share information, etc.) than informal ones, and depends on the quality of these.

- **The European Arrest Warrant** ('EAW') is a simplified cross-border judicial surrender for the purpose of carrying out criminal proceedings or a custodial sentence or a detention order. A warrant issued by a judicial authority of a European Union country is valid throughout the EU.
- **Joint Investigation Teams** (JIT) constitute an effective judicial cooperation tool in the context of cross-border criminal matters within the EU. They enable a State to benefit from the participation members from the police services and magistracy from other countries in which there are links with the ongoing investigation or with the authorities, cooperation with which seems appropriate.
- **International convention:** The expression international convention is used in international law to describe formal declarations of principles which initially have no binding force. In general, these conventions must be ratified by the states to obtain a binding force and thus become real international treaties.
- **A bilateral agreement** is a commitment of a political nature between two consenting parties. It most often concerns States, although it can concern other types of entities (an international organisation, for example).
- **Universal jurisdiction** is, in law, the jurisdiction exercised by a State which is pursuing the perpetrators of certain crimes, regardless of where the crime was committed, and regardless of the nationality of the perpetrators or the victims.

List of acronyms

UN: United Nations

UNODC: United Nations Office on Drugs and Crime

EJTN: European Judicial Training Network

IOJT: International Organisation for Judicial Training

UEMOA: West African Economic and Monetary Union

EAW: European Arrest Warrant

JIT: Joint Investigation Teams

CEPOL: European Police College

Europol: European Police Office

Eurojust: European Union's Judicial Cooperation Unit

OIPC: Interpol or International Criminal Police Organisation

Frontex: European Border and Coast Guard Agency

WCO: World Customs Organisation

INCB: International Narcotics Control Board

CTITF: Counter-Terrorism Implementation Task Force

UNCCT: United Nations Counter-Terrorism Centre

T-CY: Cybercrime Convention Committee

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ANNEXES

1- Training evaluation model (on the spot)

Training proposal	
Title of the training:	
Date(s):	
Training location:	
Instructor/Training body:	

LESSON Grading scale
(1 = unsatisfactory to 5 = excellent)

Content conforms to the objectives	1 – 2 – 3 – 4 – 5
Duration	1 – 2 – 3 – 4 – 5
Rhythm	1 – 2 – 3 – 4 – 5
Pedagogical aids	1 – 2 – 3 – 4 – 5
Logistics and resources	1 – 2 – 3 – 4 – 5

Instructor

Clarity of the lesson	1 – 2 – 3 – 4 – 5
Understanding of the subject	1 – 2 – 3 – 4 – 5
Availability	1 – 2 – 3 – 4 – 5
Pedagogical methods	1 – 2 – 3 – 4 – 5

IMPACT

Usefulness in a work situation	1 – 2 – 3 – 4 – 5
Improvement of personal/professional development	1 – 2 – 3 – 4 – 5

OVERALL ASSESSMENT

1 – 2 – 3 – 4 – 5

Comments

_____, Date _____

2- Training evaluation model (on the spot)

Evaluation questionnaire				
What did you think	Inadequate	Rather unsatisfactory	Satisfactory	Very satisfactory
of the overall level of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of its suitability regarding the objectives that were initially set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the immediate impact on your role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the rhythm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the instructor's pedagogical qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the instructor's availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of your level compared to the level of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the training aids provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
of the organisation of resources and the reception conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have any additional comments:				

Date:

Nine principles of judicial training

- The EJTN's nine principles of judicial training have been adopted by its General Assembly which met recently in June 2016.
- The principles provide a basis and a common framework for judicial Europe and judicial training institutions.

The EJTN recently held its 2016 General Assembly where an historic resolution was presented and adopted. The General Assembly unanimously approved the proposal of the EJTN's nine principles of judicial training.

The principles establish key declarations relating to the nature of judicial training, the importance of initial training, and the right to regular ongoing training being an integral part of daily working life. The principles also focus on the importance of national training institutions with regard to the content service of the training, specify who should offer the training and emphasise the necessity of using modern training techniques. Finally, they express the necessity of commitments in terms of financing and support from the authorities.

Continuing the initiative

The judicial training principles were developed by the EJTN Steering Committee which accepted the principle of a European declaration relating to the basic principles of judicial training at its drafting meeting in November 2015. A development process for the initiative was created and the EJTN was appointed as the key actor in this process.

The initiative itself completes the objectives of the EJTN's Strategic Plan 2014 – 2020 which underlines the necessity of more effective external cooperation and the safeguarding of judicial independence with a view to strengthening the primacy of the EJTN's role in all areas of judicial training within the European Union.

The central focus of creating these training principles was based on the necessity of issuing a simple declaration on the basic and ongoing training requirements for all judges, prosecutors and judicial instructors in the EU.

A foundation and a framework

The declaration adopted would be used by the European magistracy as a basis and source of inspiration for managing its judicial training needs. With these judicial training principles, the European judicial training institutions will also have a common framework enabling them to plan and carry out their judicial training activities.

Thanks to this initiative, the EJTN proudly contributes to the improvement of judicial training throughout Europe and to the promotion of its added value.

The nine principles of judicial training:

1. Judicial training is practical and multidisciplinary training essentially aiming for the transfer of values and additional professional techniques to those being taught during the judicial training.

2. Every judge and prosecutor must take initial training before or at the moment of his or her appointment.
3. All judges and prosecutors are entitled to benefit from regular ongoing training after their appointment and throughout their career. It is their responsibility to undertake such training. Each Member State must put systems in place enabling it to ensure that judges and prosecutors are exercising this right and this responsibility.
4. Training is part of the normal professional life of a judge or a prosecutor. All judges and prosecutors should be able to receive training within their usual working hours except in exceptional cases where this would harm the proper administration of justice.
5. In compliance with the principles of judicial independence, the format, content and method of judicial training are determined exclusively by the competent national institutions.
6. Ideally, the training must be given by judges and prosecutors who have been previously trained for this.
7. Priority must be given to active and modern pedagogical techniques.
8. The Member States must provide the national institutions responsible for judicial training with sufficient financial resources and other resources to enable them to achieve their priorities and their objectives.
9. The most senior judicial authorities must support the judicial training.