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CZ0056 – E-learning Education for Judiciary

Final Report

Project

CZ0056 – E-learning Education for Judiciary

Submitted to the 1st Call of the Financial Mechanisms of Norway
Priority 7.3 “Promotion of educational system in the judicial sector”



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1. General information on Applicants

Consortium of the project managers consisted of two subjects:

- final beneficiary (FB) of the project is the **Ministry of Justice of the Czech Republic**,
- partner to the project is the **Judicial Academy (JA)**, which is an organisational unit of the State falling within the Ministry of Justice of the Czech Republic.

Applicant

Ministry of Justice of the Czech Republic

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The competence of the Ministry of Justice is defined by § 11 Act No. 2/1969 Coll., on the establishment of ministries and other central state administration bodies:

- (1) Ministry of Justice is the central body of state administration for courts and prosecution.
- (2) Ministry of Justice provides legal expertises to loan and guaranty agreements to which the Czech Republic is a contracting party.
- (3) Ministry of Justice is the central body of the state administration for prison service; the Ministry is the superior office to the Prison Service of the Czech Republic. Ministry of Justice ensures the telecommunication network of the Prison Service of the Czech Republic.
- (4) Ministry of Justice is the central body of the state administration for probation and mediation.
- (5) Ministry of Justice represents the Czech Republic upon disposing of complaints to breach of the Convention on the Protection of Human Rights and Fundamental Freedoms and its Protocols and the International Treaty on Civil and Political Rights and coordinates executions of decisions of respective international bodies.

Partner

Judicial Academy

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The Judicial Academy is an organisational unit of the State, established by Act No. 6/2002 Coll., on courts, judges, lay judges and state administration of courts and on changes of other acts (Act on Courts and Judges). Its purpose is to prepare and organise initial training as concerns preparation of judicial and legal trainees and continuous training of judges, prosecutors and other judicial officials.

The Academy's activities consist namely in the following:

- a) organisation and delivery of courses, seminars and lectures for judicial and legal trainees; the Academy participates in choice of applicants for the position of judicial or legal trainee,
- b) preparation and delivery of educational actions designed to enhance professional level of judges and prosecutors,
- c) organization of professional education of other persons and performance of further tasks provided by special regulations or by ministerial orders.

Further, the Academy performs librarian, analytical and editorial activities. It is a member of the European Judicial Training Network (since December 2004).

Bodies of the Judicial Academy are the Board of the Judicial Academy and Director of the Judicial Academy.

Board supervises the professional part of educational and training activities of the Judicial Academy, namely the general contents of educational activities, study programmes and the rules of selection of trainers. The Board consists of two representatives of the Supreme Court and one representative of the Supreme Administrative Court, appointed and removed by presidents of the respective courts, a representative of the Supreme Public Prosecutor's Office, appointed and removed by Supreme Public Prosecutor, and the chairman, vice-chairman and seven other members, appointed and removed by the Minister of Justice from judges, prosecutors, advocates, notaries, court executors, university teachers of law schools or other experts; the Minister of Justice appoints the Board members so that the majority is held by judges and prosecutors.

Director manages the operation of the Academy as concerns personnel, pedagogical, organisational, material and financial matters and acts on the Academy's behalf. The Director is appointed and removed by the Minister of Justice upon the Board's advice.

The seat of the Judicial Academy is Kroměříž, where the main JA training centre is located. In addition, training is organized in other eight smaller regional centres, in:

- Prague,
- Litoměřice,



- Plzeň,
- České Budějovice,
- Hradec Králové,
- Brno,
- Olomouc and
- Ostrava.



2. Project objectives, target groups and expected outcomes

2.1 Project aim

The main **aim of the** project, initial intentions of which are described in the Appendix, was modernisation of the educational system in judiciary, through promotion of distance features of training by the use of modern educational technologies in the form of e-learning and blended learning.

2.2 Main target groups

The project was focused at the following target groups:

- judicial and legal trainees,
- higher court clerks,
- assistants to judges,
- judges and public prosecutors,
- expert staff of the ministry, courts and public prosecutor's offices.

2.2 Expected project outcomes

The project expected following outcomes:

- Development of a **uniform platform of electronic education**, so-called educational portal, accessible whenever and wherever via web interface. The system would consist of a **hardware part** and **software part** - LCMS system with managing LMS and editorial CMS parts;
- In order to activate and motivate the target groups, about **1000** participants will be trained within the electronic education training programme. The programme will be focused on the promotion of computer literacy and learning basic principles of electronic education;
- Pilot study modules will be tested on a sample of about **500** participants;
- Pilot testing will be **performed on 10 study modules** with selected study courses;
- Analysis of the results of pilot testing will be followed by the development of total **60 study modules**;
- **At least 20 authors** will be trained for writing study modules for LMS;
- Creation of environment for implementation of electronic learning to the highest possible number of educational courses, i.e. so that the study modules will be delivered in blended learning form combining electronic education with face-to-face training.



2.3. Expected benefits

- Increase of electronic training.
- Gaining innovative applications and equipment, enlargement of scope of expert background (trained authors of electronic study texts, tutors and e-learning specialists).
- Application of modern technologies in so far less saturated field of information services in training of public administrators.
- Increased teaching capacity of the Judicial Academy as concerns the number of applicants who will have the option to study on-line via the e-learning platform, without the necessity to travel.
- Creation of space for lifelong education of employees in the judicial sector by removing the “now and here” barrier - the employees will have smooth access to education in the form of “tailored” courses, available when- and wherever and with study at their own pace.
- Development of study programmes and materials designed with respect to the needs of the respective target groups.
- Development of key competences and skills necessary for the performance of professional activities.
- Saving time otherwise spent on travel to seminars and stay at courses.
- Improvement of computer literacy of judicial professionals.
- E-learning as an integral supplement to already offered one-day or longer courses. The use of e-learning methods prior to face-to-face instruction (seminars) will intensify the consequent comprehension of the taught matter and training of required skills.
- Self assessment of study results.
- Creation of electronic environment enabling the transfer of e-learning modules developed in partner organizations abroad.
- Development of study modules for training foreign languages. E-learning instruction will intensify the studies and will enable feedback with respect to the taught topics, vocabulary or grammar. Language courses will have the form of blended learning. This sphere is of a high importance with respect to practical engagement of our judiciary in the EU law preconditioned by mastering of foreign languages.



3. Project activities, stages, time schedule

3.1 Granting of financial support

The decision upon the granting of financial support was made on November 20, 2007 with the following identification:

Project title:	E-learning Education for Judiciary
Project type:	IP (Individual project)
Total eligible expenditures (max):	587,000 EUR
Grant volume (nominal):	498,304 EUR
Grant share in total eligible expenditures:	84.89 %
Project period:	November 20, 2007 – April 30, 2011

The project was planned to last 3 years and expected the following:

- **year 1:** open competition for HW and SW, i.e. installation of servers and selection and installation of the LMS system (Learning Management System),
- **year 2:** development and pilot testing of pilot study modules,
- **year 3:** evaluation of the testing + development of the remaining study modules.

On March 6, 2008, the Ministry of finance of the Czech Republic and the Ministry of Foreign Affairs of Norway signed the Agreement on Project Realisation.

The preparatory stage of the project did not follow the time schedule of the Project Implementation Plan (hereinafter referred to as "PIP"). The delay occurred due to unclarified relationships between FB and the partner as concerns management of the project and financial matters.

The uncertainties were resolved by the second half of 2008 and an 11-member Steering Committee (SC) was appointed. The Committee held its first meeting on August 5, 2008, defined the scope of responsibility for individual members and signed Annex No. 1 to the agreement of Partnership that regulated financial matters between the beneficiary and the partner, and ownership of property acquired within the project.

With respect to the abovementioned changes in schedule, a new version of PIP was produced and approved.

The change in time schedule did not affect the course of realisation of the project. The activities that were delayed in the preparatory stage due to unclarified relationships



between FB and the partner were accomplished by the end of 2008 in accordance with the approved time schedule.

SC started to meet on a regular basis, approximately once in 6 weeks.

On its meeting held on October 15, 2008, the Steering Committee approved the final version of the tender documentation for the selection of HW and SW, and defined the procedures for the open competition and the appointment of the Evaluation Committee members.

3.2 Open competition for hardware and software supplier

The following open competitions were completed in the first stage by the end of 2008 (small-scale public tenders):

- ON08/102001 – Servers for e-learning with accessories (HW), supplier: AutoCont CZ a.s., contract price: CZK 1,218,587;
- ON08/102102 – Software for e-learning (SW), supplier: NET UNIVERSITY s.r.o., contract price: CZK 1,355,410.

The abovementioned open competitions were announced through e-marketplace GEM (Government Electronic Marketplace) in accordance with the Czech government Resolution No. 683/200 of June 26, 2002. Two applicants responded by the deadline, one for HW – AutoCont CZ a.s, and one for SW – NET UNIVERSITY s.r.o. Both companies met the formal entry criteria and requirements.

The bids, including draft contracts, were submitted to the Ministry of Justice for comments and approval. Consequently, remarks and suggestions received from the respective departments of the Ministry were incorporated in the documents and contracts with Autocont for the delivery of HW and with Net University for SW were entered into.

The purchase and delivery was performed after the receipt of a letter of approval by the National Contact Point of November 25, 2009, ref. No.: 58/94351/2009-VD/229.

The price of HW and SW acquired in 2008 was lower than the original estimation, therefore CZK 752,000 was saved in current expenditure and CZK 650,000 in ISPROFIN. Based on the audit report of February 23, 2009, the Steering Committee decided that the spare financial means would be used for the purchase of additional SW and HW components, which was conducted in December 2009. The unexpended claim was exhausted in the approved volume and the components were bought. Both HW and SW were installed and put in operation. The components were insured under Insurance agreement for all HW and SW.

3.2.1 Requirements for selection of LMS and tools

The requirements set for the selection of LMS and tools were as follows:



- Communication protocol TCP/IP
- LMS components - own system to create the study content (LCMS) with the option to incorporate third parties' tools (authorware).
- Internal communication system independent to e-mail communication.
- Support of most used internet browsers (IE, Firefox, Opera).
- Testing system capable of dynamic composition of student tests.
- Modular design of the system - option to separate unused parts.
- Scalability of the product – option to spread the workload.
- Complete LMS operation without the necessity to install additional configurations into the students' or tutors' computers - the use of only a compatible browser.
- Option to implement courses in SCORM2 format.

3.2.2 Other requirements

- Installation of the product to servers.
- Free-of-charge assistant service and upgrading the project for the period of two years from purchase.
- Ensure and deliver training for selected personnel in the given product.
- The server application part of the information system must be compatible with a high-performance DBMS system (e.g. ORACLE, MS SQL). The system administration must enable personalisation of the users' pages. The server application part of the information system must enable data download from databases supporting SQL for reporting, etc. In addition, the system must enable communication via OLE DB, ODBC or to provide data in XML format in case of linking the systems to other information databases.
- The executive server part of the LMS system must be run in the Microsoft Windows 2003 Server operation system or higher and be compatible with MS IIS 6.0+

3.2.3 Support standards

- HTML, CSS, DHTML, JavaScript
- Windows Media Player (AVI, MPG, ASX), QuickTime (MOV), Realplayer
- Support to on-line video and audio transfer
- Support to all files in swf format
- Information provided as RSS



3.2.4 LMS basic features

The system will enable the following:

- Development of texts for distance learning and their activation through elements such as tasks, literature, graphics, etc. The text may be produced in the most used text editor MS WORD.
- Possibility to complement texts with additional materials such as documents to download or hypertext links, without the necessity to use special software.
- Unique identity of the user defined by a username and password with the option to manage access to individual electronic subsystem.
- Each user will have his personal page with access to courses he has signed up.
- Management of the users (students) by tutors (lecturers).
- Grouping the students in virtual classes, each lead by a teacher assigned to the respective course.
- Creation of discussion clubs, where each course will have at least a general discussion page and the discussion must be linked to the respective class.
- Creation of an “information board” with a high priority management, where news can be posted for a defined period.
- Statistical centre for each course, containing information of access of individual tutors and students, the length of connection (login) and response time of the students.
- Posting available information on the students’ personal pages (name, surname, e-mail, photograph, address, cellphone number, etc.).
- Communication and data exchange in a way that the response is not preconditioned by the presence of the addressee. The system enabling to transfer data, complement them with enclosures, store, delete, save them in archives, etc.
- Instant communication when participants are logged in. These messages shall be stored only for a necessary period and deleted afterward.
- Assessment of students’ knowledge gained in respective courses and the option to give credits to individual students.
- Assignment of tasks to students with the option to give credits for fulfilment.
- Posting electronic materials in a virtual library.
- Creation and application of tests. Tests must be possible to limit by score or time for fulfilment, and by the combination of both variants.
- Creation of a special page for the respective course, where the tutor may monitor study progress of individual students.



- An option for the Beneficiary to supervise the tutors' work.
- Modern user interface with possible linking to external applications, e.g. Google calendar, online office systems, etc.
- Management of studies - for example, the option to sign up for another course only when a given number of credits has been reached.
- The option to interlink LMS to other database systems (economic, personnel, etc.).

3.3 Open competition for authors of pilot modules

SC approved the JA's proposals for topics of the first ten pilot modules. The remaining topics were submitted by the Ministry of Justice of the Czech Republic and handed over to JA to be used at the formulation of further titles. The selection of the first ten topics was subject to the condition of the pilot training for 1000 persons as required by the project. The topics were chosen so that they would be of interest for a major part of the target groups and in order to fulfil that indicator.

The pilot stage of the project envisaged development of 10 pilot modules (study modules for distance and blended learning) followed up by next 50 modules and 3 manuals. Eventually, total 15 modules were delivered during the first stage, and the modules were placed in the educational portal and tested on a selected sample of participants in the pilot courses.

3.4 Open competition for external manager

Two rounds of open competition for an external manager of the project were carried out in 2009. However, only one bid was received (no one applied in the first round where the order price was not published, one applicant responded in the second round with the price stated). Activities to be performed by the bidding company were further specified during subsequent negotiations. However, it appeared that the company would only be able to perform a part of the requested activities for the price stated in the Project Documentation, while the actual management of the project would cost approximately twice as much. The Steering Committee therefore decided – among others due to possible protraction and threatening delay of the project – to cancel the open competition for an external manager of the project and resolved that the project management would be ensured by JA staff members who were familiar with the project.

Therefore, further management of the project was entrusted to

- Ing. Ladislav Mazák as the Project Manager
- JUDr. PhDr. Antonín Komenda, PhD. as the Manager for Technology and Distance Learning, and
- PhDr. Renata Vystrčilová PhD. as the Manager for Methodology



3.5 Open competition for outsourcing

The Steering Committee unanimously decided that an open competition would be announced for outsourcing of services relating to pilot testing, conversion of study modules and maintenance of the e-learning environment.

The open competition for outsourcing of the LMS Unifor Live! system was announced through the e-marketplace on 31st December 2009, in the total amount of CZK 3,109,244 without VAT, i.e. CZK 3,700,000 with VAT (approximated).

3.5.1 Basic criteria for outsourcing selection

- Cooperation in training of 1000 participants in the electronic education programme in order to activate and motivate the target groups. The objective of the programme is the increase of computer literacy and getting to know the basic principles of signing up for seminars organised by the Judicial Academy.
- Participation in pilot testing of the study modules on the sample of 500 participants, including tutor's activities. Results of the pilot testing will serve as background data for final tuning of the modules. Pilot testing will be performed on at least 10 study modules with selected study supports.
- Development of at least 60 study modules based on the pilot testing results analysis.
- Training of all authors in writing study modules for distance learning.
- Creation of an environment where electronic education becomes a part of as high as possible number of offered courses, i.e. that the study programmes, where possible and rational, are organised in a blended learning form, i.e. a combination of electronic education and attended courses.

3.5.2 Requirements for system administrator and user's support

Ensuring the LMS operation requires namely the following:

- A detailed knowledge of the LMS environment.
- Knowledge of the SQL server environment. The knowledge will make system work easier in the case of non-standard requirements for administration or at linking external data sources, e.g. other ERP export systems, etc.
- Knowledge of PHP programming is an important advantage as well knowledge of PHP, HTML and XML languages, since the LMS system may further expand with those general technologies. For example, they may be used for data transfer through m-learning, optimization of learning materials for PDA, etc.
- Further advantage is working knowledge of MS Excel worksheets, namely the linking of SQL Server with MS Excel client.
- Communication with SW producers.



- Administration of study, creation of study groups, new user accounts, granting users rights and passwords.
- Capability to train the users, tutors and authors.
- User support for clients.

3.5.3 Technical administration of study modules

Technical administration of the study modules shall consist namely of the following:

- Corrections of materials received from the authors and their conversion into LMS.
- The conversion may be performed through LMS internal converter and a special DOT template (an LMS component). Knowledge of MS Word and work with styles will suffice.
- Creation of multimedia upon the author's request. This will require a working knowledge of e.g. Adobe Flash, Adobe Captivate, Shockwave or Java environment. The supplier shall be required to have valid licences for the respective products. Deliveries of individual animations or other elements will be performed upon request by respective authors. Knowledge of Macromedia Authorware environment is an advantage. Necessary knowledge and skills include work with web editors.
- Provision of a consultant for the authors. Each author will be assisted by a consultant to help him with preparation of the material and placing the final product into LMS. The target is that every author should be able to edit his own materials on-line, though consultants will always be at hand.

3.5.4 Tutoring

Tutoring primarily comprises work with a study group in LMS, namely:

- Direct and indirect support for the students. Direct support is provided by the respective tutor, indirect support is mediated by the expert who has produced the study text. The tutor will have to be familiar with the LMS Unifor environment and be capable of electronic communication. Knowledge of work with legal texts and the use of LMS in legal environment is an advantage.
- Corrections and comments of tests.
- Handling correspondence and contributing to discussions.
- Development of tests.
- Checking students' progress and "encouraging" at studies.
- Communication with administrators, solving organisational issues.
- Cooperation at development of a detailed methodology – consultations as concerns e-learning.
- Complementing the texts with additional materials, minor formal correction of study texts, etc.



- Language corrections.
- Training of at least 5 tutors - JA employees - to undertake the tutors' duties.

3.5.5 Managerial activities

The following must be secured within the managerial activities:

- Supervision of tutors' work, monitoring of their response time, etc.
- Organizing study groups in cooperation with the JA and study administrators.
- Providing solutions for possible problem, tutor alternations, etc.
- Training provided for authors and tutors.
- Training for all authors of the distance learning study supports.
- Creation of at least 10 study modules and their pilot testing. The modules will be produced both in electronic and printed versions.
- Development of next at least 50 study modules, both in online and offline versions.
- Pilot testing of the study modules, on a sample of at least 500 participants.
- Assistance to the students, through at least five tutors - Judicial Academy employees, specially trained for work with clients from the judiciary.

3.5.6 Draft LMS implementation

- Draft visual and graphic design of LMS Unifor, incorporation of the JA comments.
- Ensuring functionality of the user's interface.
- Modification of templates for implementation of modules, implementation of the Beneficiary's comments.



3.6 Open competition for authors of study modules

On May 24, 2010 the Judicial Academy announced the competition on authors of e-learning study texts on <http://portal.justice.cz/Justice2/Soud/soud.aspx?o=7&j=17&k=223&d=312408>.

The purpose of the announced competition was to choose new authors, except of those who had been already chosen for writing pilot modules, for the production in the following fields of study modules (in alphabetical order):

For the target groups – primarily trainees/assistants to judge

1. **Administrative law** (with respect to selected topics of administrative law important for trainees, substantive and procedural aspects of administrative law, etc.)
2. **Civil law I** (with respect to remedies as classified in the Czech Civil code, consumer contracts, succession, probate proceedings, distribution of inheritance, marital property, distribution of marital property, etc.)
3. **Civil law II** (with respect to the proceedings on legal capacity and competence, etc.)
4. **Commercial law I** (with respect to classification of commercial companies, the co-operative, the Commercial Register and other related court registers, decision making in commercial cases, the Execution Order and related legal provisions, etc.)
5. **Commercial law II** (with respect to use of bills in commercial and other transactions, disputes arising from loan contracts, etc.)
6. **Enforcement of judgments and executions** (for judicial executors and judicial and legal trainees)
7. **European law I** (Introduction into selected topics of the European law)
8. **European law II** (with respect to the selected aspects of right to a fair trial in the judicature of the European Court of Human Rights, influence of the European Court of Human Rights decisions on judgments of the Czech courts)
9. **Family law I** (with respect to divorce proceedings, maintenance of spouse (partner) and maintenance of divorced spouse (partner), institute of registered partnership, parental responsibility, the raising and maintenance of a minor, upbringing of a minor special treatment institutions, adoption, foster care, etc.)
10. **Family law II** (with respect to affiliation proceedings, denial of paternity (parenthood), specific aspects of expert's evidencing in family matters, etc.)
11. **Insolvency law I** (with respect to the Insolvency Act, position of state prosecutor in the insolvency proceedings, relations of the insolvency proceedings and the criminal proceedings)



12. **Insolvency law II** (selected characteristic aspect of the insolvency law in the Czech Republic)
13. **Introduction into the international cooperation in civil matters** (with respect to the international and European cooperation in civil and commercial matters, case studies, experience of the Office for International Legal Protection of Children, etc.)
14. **Labour law I** (with respect to creation, change and termination of employment, etc.)
15. **Labour law II** (with respect to liability arising from the provisions of Labour code, etc.)
16. **Liability for harm caused by execution of public authority** (with respect to liability for harm caused by fraud administrative procedure subject to the Act no. 82/1998 of Coll., as amended, etc.)
17. **Mutual recognition of judgments in criminal matters** (introduction, rules of application, interpretation of EU provisions, etc.)
18. **Organization of the judiciary and work positions in the judiciary I.** (with respect to the Act on Judges and Courts, Act on Public Prosecutor's Office, system of work positions in the judiciary, ways of payment, etc.)
19. **Organization of the judiciary and work positions in the judiciary II.** (with respect to the Act on Judges and Courts, Act on State Public Prosecutor's Office, system of work positions in the judiciary, ways of payment, etc.)
20. **Property rights, co-ownership** (with respect to ownership of apartments, legal aspects of residential lease, selected topics of co-ownership, case studies, termination and settlement of common property, protection of property rights, etc.)
21. **Role of attorney in criminal and civil proceedings** (with respect to the role of attorney in criminal proceedings and fees for necessary legal aid, the role of attorney in civil proceedings and attorney's fees, main differences between the role of attorney in criminal proceedings and the role of attorney in civil proceedings, etc.)

For the target groups – primarily judges (also for trainees/assistants to judge) – civil law

22. **Conflict rules** (Rome Convention on Law Applicable to Contractual Obligations No. 80/934/EC. Regulation (EC) No. 593/2008 of 17 June 2008 on Law Applicable to Contractual Obligations (Rome I), Regulation (EC) No. 864/2007 of 17 July 2007 on Law Applicable to Non-Contractual Obligations (Rome II), etc.)
23. **Compensation for an accident at work and for occupational disease** (concepts of accident at work and occupational disease in the Labour Code, legal provisions related to the protection of health at work, procedural issues in compensation for



- an accident at work and occupational disease, role of the judicature of the Supreme Court and the Constitutional Court)
24. **Economic aspects of the Insolvency Act – How to read accounting records and statements** (Taxes – direct, indirect, taxpayer, subject of the tax, release from tax, the Act on Taxes, the Act on VAT, relations of tax system and accountancy, basic elements of accounting records and statements, etc.)
 25. **European environmental law** (sources of the European environmental law, institutions for the protection of the European environment, instruments and implementation of the European environmental law, selected specific topics such as protection of nature, protection of waters and air, etc.)
 26. **European payment order and European small claims procedure** (Regulation (EC) No. 1896/2006 of 12 December 2006 creating a European order for payment procedure, Regulation (EC) No 861/2007 of 11 July 2007 establishing a European Small Claims Procedure)
 27. **International family law** (proceedings in matters of parental responsibility, maintenance and support with international element, proceedings in matrimonial matters with respect to determination of jurisdiction, applicable law, Brussels IIa) Regulation, international kidnapping of a child, etc.)
 28. **Introduction into the Czech tax system for judges** (legislative framework of accountancy in the Czech Republic, present legislative framework of accountancy and its development)
 29. **Law of bills and cheques** (with respect to the concept of bill, payment of bill, enforcement of rights from unpaid bill, use of bills, legal aspects of limitation of bill, collision provisions in relation to bill, specific features of the Law of Bills, etc.)
 30. **Legal aspects of claims arising from property rights and decision-making thereof** (with respect to selected topics of claims arising from property rights, procedural aspects, etc.)
 31. **Principles of the service and evidencing in matters with a foreign element** (Regulation (EC) No 1393/2007 of the European Parliament and of the Council of 13 November 2007 on the service in the Member States of judicial and extrajudicial documents in civil or commercial matters (service of documents), Council Regulation (EC) No 1206/2001 of 28 May 2001 on cooperation between the courts of the Member States in the taking of evidence in civil or commercial matters, procedure of taking evidence in EU Member States, request for taking evidence in non-EU states, European Judicial Atlas and cooperation of contact points of the European Judicial Network in Civil and Commercial Matters in service of judicial documents and taking evidence in the EU)
 32. **Religion law for the judiciary** (theology of law, basic legal norms of the Catholic Church, Pastor Bonus. CIC (Codex Iuris Canonici) 1983, CCEO (the Code of Canons of the Eastern Churches), legislative power in church, religious institutions, family law of the Catholic Church in CIC and CCEO, property law in church, penal law in church, structure of the Church judiciary, canon court proceedings, canon administrative proceedings, selected topics of the Vatican City State)



33. **Rules of international jurisdiction pursuant to the Regulation Brussels I** (Council Regulation (EC) No. 44/2001 of 22 December 2000 on jurisdiction and the recognition and enforcement of judgments in civil and commercial matters (Brussels I Regulation))
34. **Unfair competition** (competition law and legal protection against unfair competition in compliance with provisions of the Czech Commercial Code, with the Paris Convention for the Protection of Industrial Property and with the EU Directives on fraud and false advertising and on unfair commercial practices)

For the target group – primarily judges/state prosecutors (also for trainees/assistants to judge) – criminal law

35. **Addictive substances and their influence on perpetrators of crime** (with respect to alcohol)
36. **Addictive substances and their influence on perpetrators of crime** (with respect to drugs, pharmaceuticals and other addictive substances)
37. **Crime in health care** (basic professional standards, lege artis treatment, standards of health care, etc.)
38. **Crime of misuse of narcotic and psychotropic substances** (expert's opinion, misuse of pharmaceuticals)
39. **Domestic violence** (psychology of a violent individual, psychology of a victim, domestic violence and pre-trial proceeding, court proceeding and hearing, case law, role of civil court in deciding cases of domestic violence)
40. **Economic and property crime** (with respect to tax and customs crime, securing property and unjust enrichment)
41. **Extremism and race intolerance** (crimes caused by race intolerance and extremism, fight against extremism in criminal law)
42. **Extremism with respect to cultural differences of Christian and Muslim religions** (religious scene in the Czech Republic with respect to Christians and Muslims, history of relationship of Christian Church and Islamic Church)
43. **Fight against corruption** (situation in the Czech Republic, anti-corruption tools in amended Criminal Code, case law, comparison with **neighbouring** countries)
44. **Insolvency proceedings and insolvency crimes** (insolvency crimes, criminal acts of subjects conducting the insolvency proceedings, cooperation of state prosecutors with criminal specialization and state prosecutors with civil specialization)
45. **Insurance frauds** (crime of insurance fraud in amended Criminal Code including examples of insurance fraud cases)
46. **Internet crime and protection of intellectual property** (computer crime, information technologies crime and internet crime)



47. **Religious extremism** (alternative religious scene in the Czech Republic with respect to sectarian and extremism religious groups)
48. **Role of judge in pre-trial proceedings** (acts of courts conducted in the pre-trial proceeding)
49. **Role of state prosecutor in pre-trial proceedings** (acts of state prosecution office conducted in the pre-trial proceeding)
50. **Traffic crimes** (with respect to selected types of traffic accidents, vehicle collisions, ways of decision making in traffic accidents cases, etc.)
51. **Trafficking in human beings** (with respect to trafficking in human beings in the Czech Republic, examination of crime of trafficking in human beings, case studies, procedural law related to the crime of trafficking in human beings, decision making of Czech courts)

For the target group – primarily judges/state prosecutors (also for trainees/assistants to judge) – other issues

52. **Ethics of law and ethics in law**
53. **French for judicial purposes – Civil module**
54. **French for judicial purposes – Criminal module**
55. **French for judicial purposes – General module**
56. **German for judicial purposes – Civil module**
57. **German for judicial purposes – Criminal module**
58. **German for judicial purposes – General module**
59. **Individual in stressful situations**
60. **Methodology of registration and search in register of names in the ISAS application**

All applying authors of modules were offered training in producing e-learning texts in LMS organized by the outsourcing company. The training took place at the Judicial Academy in Prague on June 28, 2010 and at the Judicial Academy in Kroměříž on June 29, 2010.



4. Achievement of project indicators

List of indicators as planned in the project application

Indicator	Plan
Number of pilot modules	10
Number of trained authors	20
Number of study modules	60
Number of manuals created for work in electronic system(s)	3
Number of participants of electronic training	1000
- out of which participants of pilot training	500
Informative website	1

4.1 Pilot modules

Competition on authors of the pilot modules (see 3.3) was announced for more topics than originally stated in the project application (16 in total), which enabled to choose authors of 11 pilot modules (originally project counted with 10 pilot modules). All authors of the pilot modules submitted the first chapter of their modules for the purposes of the review and control before the end of 2009.

Final list of 11 pilot modules (in alphabetical order):

1. Czech judicial system
2. Data boxes
3. English for judicial purposes - Civil module
4. English for judicial purposes - Criminal module
5. English for judicial purposes - General module
6. European Convention on Human Rights
7. International cooperation in criminal matters
8. Introduction into psychology
9. Mutual recognition of judgments in civil matters
10. Position of state prosecutor
11. Punishment of home arrest

Finally, twelve authors worked on production of the pilot modules.

On the basis of recommendation of the outsourcing company to respect the distance learning methodology, several pilot modules were divided thematically not to be longer than



75-80 pages. Authors were firstly trained in how to produce e-learning study texts for LMS and then contracts on producing e-learning study texts were concluded with them.

15 study modules were produced for the purposes of pilot testing (in alphabetical order):

Pilot module	Author(s)
1. Czech judicial system I.	JUDr. Jaromír Jirsa, JUDr. Libor Vávra
2. Czech judicial system II.	JUDr. Jaromír Jirsa, JUDr. Libor Vávra
3. Data boxes I.	RNDr. Jaroslav Martaus
4. Data boxes II.	RNDr. Jaroslav Martaus
5. English for judicial purposes - Civil module	PhDr. Marta Chromá, Ph.D.
6. English for judicial purposes - Criminal module	PhDr. Marta Chromá, Ph.D.
7. English for judicial purposes - General module	PhDr. Renata Vystrčilová, Ph.D.
8. European Convention on Human Rights	JUDr. David Kosař, LL.M., Ph.D.
9. International cooperation in criminal matters	JUDr. Petr Vaněček, Ph.D.
10. Mutual recognition of judgments in civil matters I.	JUDr. Pavel Simon, JUDr. Marta Zavadilová, Ph.D.
11. Mutual recognition of judgments in civil matters II.	JUDr. Pavel Simon, JUDr. Marta Zavadilová, Ph.D.
12. Position of state prosecutor	JUDr. Miroslav Růžička, Ph.D.
13. Psychology	PhDr. Miroslav Kadlčík
14. Psychology of an individual	PhDr. Miroslav Kadlčík
15. Punishment of home arrest	JUDr. Vladimír Král

The expected indicator achieved a level of **150 %**.



4.2 Authors of study modules

The project presupposed training of 20 authors of study modules.

Total number of authors trained within the project was 54, out of which 2 authors excused themselves from participation in the project due to the shortage of time. The final number of authors participating in the project was 52. The expected indicator achieved a level of **260%**.

List of trained authors

	Name	Surname		Note
1.	Dr.	Libor	Botek	Th.D. Training in Kroměříž
2.	JUDr.	Lenka	Bradáčová	Ph.D. Training in Kroměříž
3.	Doc. Ing.	Hana	Březinová	CSc. Training in Prague
4.	Mgr.	Filip	Cileček	Ph.D. Training in Kroměříž -D
5.	Bc.	Jana	Čechová	Training in Prague
6.	Mgr.	Leona	Černá	Training in Kroměříž -D
7.	JUDr.	Tomáš	Durdík	Training in Kroměříž -D
8.	Mgr.	Jiří	Dvořáček	Dr.J.C.O. Training in Kroměříž
9.	Mgr.	Zuzana	Fišerová	Training in Kroměříž -D
10.	Mgr.	Petr	Franc	Training in Prague
11.	Mgr.	Ludmila	Havelová	Training in Kroměříž
12.	JUDr.	Josef	Holejšovský	Training in Kroměříž
13.	PhDr.	Milena	Horálková	Training in Prague
14.	Prof. JUDr.	Milana	Hrušáková	CSc. Training in Kroměříž -D
15.	PhDr.	Marta	Chromá	Ph.D. Pilot module
16.	JUDr.	Jaromír	Jirsa	Pilot module
17.	Ing.	Vilém	Juránek	Training in Kroměříž -D
18.	PhDr.	Miroslav	Kadlčík	Pilot module
19.	JUDr.	Jiří	Kocourek	Training in Prague
20.	JUDr.	David	Kosař	Pilot module
21.	JUDr.	Zdeněk	Kovařík	Training in Prague
22.	JUDr.	Daniela	Kovářová	Training in Kroměříž -D
23.	Mgr.	Jan	Kozák	Training in Prague
24.	JUDr.	Vladimír	Král	Pilotní modul
25.	Mgr.	Michal	Králík	Ph.D. Training in Kroměříž
26.	Mgr.	Rostislav	Krhut	Training in Kroměříž
27.	JUDr.	Jiří	Macek	Training in Kroměříž -D
28.	Mgr.	Kateřina	Macková	Training in Prague
29.	JUDr.	Jan	Mach	Training in Kroměříž -D



30.	RNDr.	Jaroslav	Martaus		Pilot module
31.	JUDr.	Martin	Mikyska		Training in Prague
32.	Mgr.	Vítek	Peštuka		Training in Kroměříž
33.	JUDr.	Zbyněk	Poledna		Training in Kroměříž -D
34.	Ing.	Václav	Polok		Training in Kroměříž
35.	JUDr.	Vladimír	Pršal	Ph.D.	Training in Prague
36.	JUDr.	Lubomír	Ptáček		Training in Kroměříž -D
37.	JUDr.	Miroslav	Růžička	Ph.D.	Pilot module
38.	JUDr.	Pavel	Simon		Pilot module
39.	JUDr. Ing.	Petr	Slunský	Ph.D.	Training in Prague
40.	JUDr.	Igor	Stříž		Training in Kroměříž -D
41.	Mgr. Mgr.	Eva	Šimečková	Ph.D.	Training in Kroměříž
42.	JUDr.	Petr	Šuk		Training in Kroměříž -D
43.	PhDr.	Jana	Tomaščinová		Training in Prague
44.	JUDr.	Veronika	Tomoszková	Ph.D.	Training in Kroměříž -D
45.	JUDr.	Petr	Vaněček	Ph.D.	Pilot module
46.	JUDr.	Libor	Vávra		Pilot module
47.	Doc. Ing.	Aleš	Vémola		Training in Kroměříž -D
48.	JUDr.	Petr	Vojtek		Training in Kroměříž -D
49.	PhDr.	Zdeněk	Vojtíšek		Training in Kroměříž -D
50.	JUDr.	František	Vondruška		Training in Kroměříž -D
51.	PhDr.	Renata	Vystrčilová	Ph.D.	Pilot module
52.		Michael	Wilding		Training in Prague
53.	JUDr.	Marta	Zavadilová	Ph.D.	Pilot module
54.	JUDr.	Pavel	Zelenka		Training in Kroměříž -D

D – distance training in the form of e-learning course



4.3 Creation of study modules

The number of participants in pilot courses together with the interest in creation of study modules in more fields than expected confirmed the positive interest in using new technologies and modern training methods in education.

The project aimed to develop study modules for three levels of judicial training:

- 1st level – general (general study modules developed for initial training course for trainees, introductory modules developed for different branches of law; target groups – primarily trainees; also assistants to judge + court clerks)
- 2nd level – specific (specific study modules developed for different branches of law; target groups – primarily trainees; also assistants to judge + court clerks with respect to their specialization)
- 3rd level – specialized (specialized study modules primarily developed for training of judges and prosecutors aiming to build on requirements of judicial practice and to focus on relevant legal issues with support of judicature)

Till the end of the project, i.e. before April 30, 2011 it was planned to create 111 study modules including 6 manuals, namely (in alphabetical order):

1. Accountancy of state and non-profit organizations
2. Administrative law
3. Attorney's fee for legal aid
4. Brief guide to the Czech judicial system (Czech version)
5. Brief guide to the Czech judicial system (English version)
6. Brief guide to the Czech judicial system (French version)
7. Brief guide to the Czech judicial system (German version)
8. Civil proceedings I. – General provisions
9. Civil proceedings II. – Preliminary phase and preparation of hearing
10. Civil proceedings III. – Hearing, evidencing, deciding
11. Civil proceedings IV – Judgment and court of 1st instance in the appellate proceedings
12. Conflict rules in Rome Regulations – Part I.
13. Conflict rules in Rome Regulations – Part II.
14. Commercial companies (General provisions)
15. Commercial companies (Joint stock company)
16. Commercial companies (Limited liability company)
17. Commercial law
18. Co-ownership in Civil code (Selected topics)
19. Creation, change and termination of employment
20. Crime in insolvency proceedings
21. Criminal code I.
22. Criminal code II.



23. Criminal order I.
24. Criminal order II.
25. Criminal proceedings in drug related crimes
26. Czech judicial system I.
27. Czech judicial system II.
28. Data boxes I.
29. Data boxes II.
30. Direct taxes
31. Domestic violence from legal perspective
32. Electronic systems of Judicial Academy – ASJA for administrative staff
33. Electronic systems of Judicial Academy – ASJA for personnel managers
34. Electronic systems of Judicial Academy – ASJA for users
35. Electronic systems of Judicial Academy – Manual for administrator
36. Electronic systems of Judicial Academy – Manual for authors of distance and electronic training
37. Electronic systems of Judicial Academy – Unifor for users
38. English for judicial purposes - Civil module
39. English for judicial purposes - Criminal module
40. English for judicial purposes - General module
41. EU Environmental law
42. European Convention on Human Rights
43. European Payment Order and European Small Claims Procedure
44. Expert expertise in traffic crime detection
45. Extremism and race intolerance
46. Family law
47. German for judicial purposes - Civil module
48. German for judicial purposes - Criminal module
49. German for judicial purposes – General module
50. How to read accounting records and statements I.
51. How to read accounting records and statements II.
52. Indirect taxes
53. Individual in stressful situations
54. Insolvency law I.
55. Insolvency law II.
56. Insurance frauds
57. International cooperation in criminal matters
58. International judicial jurisdiction in proceedings imposing duty to support and maintain
59. Investigation conducted by state prosecutor
60. Jurisdiction rules under Brussels I Regulation – Part I.
61. Jurisdiction rules under Brussels I Regulation – Part II.
62. Jurisdiction rules under Brussels I Regulation – Part III.
63. Law of bills and cheques



64. Law of bills and cheques - Bill as a security
65. Le Français judiciaire – droit civil
66. Le Français judiciaire – module général
67. Le Français judiciaire – module pénale
68. Legal aspects of claims arising from property rights and decision-making thereof – I.
69. Legal aspects of claims arising from property rights and decision-making thereof – II.
70. Liability for harm caused by execution of public authority
71. Liability in Labour Code
72. Media and communication
73. Mediations
74. Methodology of registration and search in register of names in ISAS application
75. Most frequent mistakes of court in civil proceedings
76. Most frequent mistakes of parties in civil proceedings
77. Motor vehicle thefts
78. Mutual recognition of judgments in civil matters I.
79. Mutual recognition of judgments in civil matters II.
80. Position of state prosecutor
81. Practical procedures and steps of a court in issues of raising, support, maintenance and visitation with respect to a minor child
82. Pre-trial proceedings
83. Principles of evidencing in cases with foreign element
84. Principles of service in cases with foreign element
85. Procedural detection of corruption
86. Protection of property in Civil code
87. Psychology
88. Psychology of an individual
89. Punishment of home arrest
90. Religious law for judiciary
91. Remuneration of judges
92. Remuneration of public administrators
93. Remuneration of state prosecutors
94. Rhetorics and communication skills
95. Rights and duties of judge and state prosecutor
96. Role of attorney in criminal and civil proceedings
97. Role of court in proceedings on matters of a minor
98. Role of higher court clerk, assistant to judge, judicial trainee and court assistant in civil proceedings I.
99. Role of higher court clerk, assistant to judge, judicial trainee and court assistant in civil proceedings II.
100. Role of judge in pre-trial proceedings
101. Substantive criminal law tools in fight against corruption
102. Securing property in criminal proceedings
103. Selected institutes of Labour code



104. Selected institutes of the Act on Courts and Judges
105. Selected topics of international family law
106. The co-operative in decision-making of Czech courts
107. Traffic crimes
108. Training of court executors in theory and practice
109. Unfair competition
110. VAT in execution of judgement by sale of payer's property
111. Vatican City State and the Holy See

Due to expected legislative changes one study module out of the planned 111 was not created (Family law module), therefore the final number of created study modules was 104 study texts and 6 manuals.

4.3.1 Catalogue of study modules

The catalogue contains all created study modules (in alphabetical order):

1. Accountancy of state and non-profit organizations
2. Administrative law
3. Attorney's fee for legal aid
4. Brief guide to the Czech judicial system (Czech version)
5. Brief guide to the Czech judicial system (English version)
6. Brief guide to the Czech judicial system (French version)
7. Brief guide to the Czech judicial system (German version)
8. Civil proceedings I. – General provisions
9. Civil proceedings II. – Preliminary phase and preparation of hearing
10. Civil proceedings III. – Hearing, evidencing, deciding
11. Civil Proceedings IV – Judgment and court of 1st instance in the appellate proceedings
12. Conflict rules in Rome Regulations – Part I.
13. Conflict rules in Rome Regulations – Part II.
14. Commercial companies (General provisions)
15. Commercial companies (Joint stock company)
16. Commercial companies (Limited liability company)
17. Commercial law
18. Co-ownership in Civil code (Selected topics)
19. Creation, change and termination of employment
20. Crime in insolvency proceedings
21. Criminal code I.
22. Criminal code II.
23. Criminal order I.
24. Criminal order II.
25. Criminal proceedings in drug related crimes
26. Czech judicial system I.



27. Czech judicial system II.
28. Data boxes I.
29. Data boxes II.
30. Direct taxes
31. Domestic violence from legal perspective
32. English for judicial purposes - Civil module
33. English for judicial purposes - Criminal module
34. English for judicial purposes - General module
35. EU environmental law
36. European Convention on Human Rights
37. European Payment Order and European Small Claims Procedure
38. Expert expertise in traffic crime detection
39. Extremism and race intolerance
40. German for judicial purposes - Civil module
41. German for judicial purposes - Criminal module
42. German for judicial purposes – General module
43. How to read accounting records and statements I.
44. How to read accounting records and statements II.
45. Indirect taxes
46. Individuals in stressful situations
47. Insolvency law I.
48. Insolvency law II.
49. Insurance frauds
50. International cooperation in criminal matters
51. International judicial jurisdiction in proceedings imposing duty to support and maintain
52. Investigation conducted by state prosecutor
53. Jurisdiction rules under Brussels I Regulation – Part I.
54. Jurisdiction rules under Brussels I Regulation – Part II.
55. Jurisdiction rules under Brussels I Regulation – Part III.
56. Law of bills and cheques
57. Law of bills and cheques - Bill as a security
58. Le Français judiciaire – droit civil
59. Le Français judiciaire – module général
60. Le Français judiciaire – module pénale
61. Legal aspects of claims arising from property rights and decision-making thereof – I.
62. Legal aspects of claims arising from property rights and decision-making thereof – II.
63. Liability for harm caused by execution of public authority
64. Liability in Labour code
65. Media and communication
66. Mediations
67. Methodology of registration and search in register of names in ISAS application
68. Most frequent mistakes of court in civil proceedings



69. Most frequent mistakes of parties in civil proceedings
70. Motor vehicle thefts
71. Mutual recognition of judgments in civil matters I.
72. Mutual recognition of judgments in civil matters II.
73. Position of state prosecutor
74. Practical procedures and steps of a court in issues of raising, support, maintenance and visitation with respect to a minor child
75. Pre-trial proceedings
76. Principles of evidencing in cases with foreign element
77. Principles of service in cases with foreign element
78. Procedural detection of corruption
79. Protection of property in Civil code
80. Psychology
81. Psychology of an individual
82. Punishment of home arrest
83. Religious law for judiciary
84. Remuneration of Judges
85. Remuneration of public administrators
86. Remuneration of state prosecutors
87. Rhetoric and communication skills
88. Rights and duties of judge and state prosecutor
89. Role of attorney in criminal and civil proceedings
90. Role of court in proceedings on matters of a minor
91. Role of higher court clerk, assistant to judge, judicial trainee and court assistant in civil proceedings I.
92. Role of higher court clerk, assistant to judge, judicial trainee and court assistant in civil proceedings II.
93. Role of judge in pre-trial proceedings
94. Substantive criminal law tools in fight against corruption
95. Securing property in criminal proceedings
96. Selected institutes of Labour code
97. Selected institutes of the Act on Courts and Judges
98. Selected topics of international family law
99. The co-operative in decision-making of Czech courts
100. Traffic crimes
101. Training of court executors in theory and practice
102. Unfair competition
103. VAT in execution of judgement by sale of payer's property
104. Vatican City State and the Holy See

4.3.2 Manuals of electronic training

1. Electronic systems of Judicial Academy – ASJA for administrative staff
2. Electronic systems of Judicial Academy – ASJA for personnel managers



3. Electronic systems of Judicial Academy – ASJA for users
4. Electronic systems of Judicial Academy – Manual for administrator
5. Electronic systems of Judicial Academy – Manual for authors of distance and electronic training
6. Electronic systems of Judicial Academy – Unifor for users



4.4. Participants of electronic training

Project presupposed that 1000 participants would participate in training through electronic system, out of which 500 participants undergo the pilot testing.

4.4.1 Electronic systems in JA training

For training provided by the Judicial Academy a new e-learning platform, so-called educational portal has been created, which is composed of and interconnect several electronic subsystems that are able to function independently; these subsystems are ASJA, LMS UNIFOR and TSU.

ASJA – Assistant System of Judicial Academy – is an on-line registration system for the registration of participants of JA presence (face-to-face) training events. ASJA also is the main entrance gate into environment of electronic training (LMS).

LMS UNIFOR – Learning Management System, purchased from the project financial support, is accessible either through ASJA or independently.

TSU – Testing System – is an electronic system enabling on-line testing and is suitable for the preparation on different types of testing or for actual testing.

All subsystems are interconnected and form one functional unit by so-called seamless access which means that a user can access all subsystems by one username and login by which s/he can also go from one subsystem to another.

Access to all subsystems is enabled from the JA home webpage: <http://www.jacz.cz/>, also created as an output of the project (see 4.5).

4.4.2 Bound and open study modules

E-learning study modules used for training are of two different modes: bound and open.

Bound study modules are part of blended learning, which combines face-to-face learning with e-learning. The study module in ASJA is bound with an individual training event/course and is an integral part of it (e.g. before participating in such a course the participant must study one/more part(s) of the bound module).

Open study modules are not bound in ASJA with courses and are aimed to be open for an individual self study. Self study is conducted by instructions contained in the study modules created by authors of the study texts.

Blended learning training events/courses can be clearly identified because there is a sign indicating which event/course is accompanied with an e-learning study text:



13.10.2010	Základy psychologie (N10K040)	detail
21.10.2010	Psychologie výslechu dospělých (PŘESUNUTO z data 15.-16.9.2010) (N10K036)	detail
10.11.2010	Psychologie výslechu dospělých (N10K046)	detail
22.11.2010	Psychologie výslechu dítěte (N10K049)	detail

On April 23, 2011 the JA electronic system contained 52 study modules (out of which 12 study modules were bound with courses), which were accessed by the following number of users (in absolute numbers):

Training event/course (as on April 23, 2011)	Total number of participants
Bound	373
Open	3025
Total	3398

The total number contains users that had registered into electronic environment of the JA educational portal (including those who had registered but did not start to study).

The number of **active users** registered in electronic environment of the JA educational portal including those who not only registered but also started to study the modules was as follows:

Training event/course (as on April 23, 2011)	Number of active participants
Bound	373
Open	2397
Total	2770

The number of participants in the electronic training has been gradually increasing. The evidence brings a comparison with data enumerated on February 23, 2011 for the purposes of presenting them at the international conference that introduced results of the project:

	Data on February 23, 2011	Data on April 23, 2011
Bound modules	362	373
• including females	232	239
• including males	130	134

	Data on February 23, 2011	Data on April 23, 2011
--	---------------------------	------------------------



Open modules (all users)	2178	3025
Open modules (active users)	1714	2397
• including females	1004	1484
• including males	710	913

	Data on February 23, 2011	Data on April 23, 2011
Active users according to professions		
• judges	491	589
• state prosecutors	210	238
• trainees; higher court clerks	320	410
• assistants	506	651

	Data on February 23, 2011	Data on April 23, 2011
Total numbers of registered users		
• bound modules	362	373
• open modules	2178	3025
Total	2540	3398

	Data on February 23, 2011	Data on April 23, 2011
Total numbers of active users		
• bound modules	362	373
• open modules	1714	2397
Total	2076	2770

Total number of tested open modules as on 23 February, 2011 was 45 study modules. On April 23, 2011 the number of tested study modules was 52. All study modules developed during the project have been gradually made available in ASJA to participants of JA training in relation to the JA training programme both as bound and open modules.



4.4.3 Pilot testing

In pilot testing the pilot modules were bound with courses, which enabled better assessment of pilot testing results. There were 362 participants in courses accompanied with pilot study modules.

Pilot testing	
Module	No. of participants
Czech judicial system I. + Czech judicial system II.	14
Data boxes I. + Data boxes II.	45
EJPC-English for judicial purposes - Civil module	22
EJPC- English for judicial purposes - Criminal module	23
EJPC- English for judicial purposes - General module	58
European Convention on Human Rights	16
Position of state prosecutor	42
Punishment of home arrest	25
International cooperation in criminal matters + Mutual recognition of judgments in civil matters I. + Mutual recognition of judgments in civil matters II.	17
Introduction into psychology (Psychology, Psychology of an individual)	77
Training of authors of e-learning study texts (e-learning course)	23
Total	362

Total number of participants in pilot testing was **895** (as on December 31, 2010), out of which 533 participants chose study modules for the self study.

4.4.4 Indicators of participation in electronic training

Participants in electronic training	Plan	Achieved
Participants in electronic training in total	1000	2770
• out of which participants in pilot testing	500	895

The total number of participants in electronic training includes active users, i.e. those that not only applied for participation in a pilot course but also had studied or were studying the pilot module at the moment of the final remuneration of pilot testing results.



4.5. JA websites

As a result of the project JA websites were created on <http://www.iacz.cz/>, where on http://www.iacz.cz/index.php?option=com_content&view=article&id=35&Itemid=36&lang=cs can be found detailed information about the project. JA home webpage is also the main gate into JA educational portal. The following screenshots show the graphics of JA webpages and the entrance webpages into individual subsystems that create the JA educational portal. The JA websites contain a detailed description of all stages and results of the project under the weblink “Project EHP/Norway” (in Czech “Projekt EHP/Norska”), information here is also available in English, French and German.

4.5.1 JA home webpage

JUSTIČNÍ AKADEMIE

DOMŮ AKTUALITY KONTAKTY KNIHOVNA ASJA KALENDÁŘ AKCÍ

vyhledat Hledat

AKADEMIE

- [Aktuality](#)
- [Rada JA](#)
- [Ředitel JA](#)
- [Regionální učebny](#)
- [Fotogalerie](#)
- [Projekt EHP/Norska](#)
- [infoDeska](#)
- [Zajímavé odkazy](#)
- [Dokumenty ke stažení](#)
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Úkoly Justiční akademie

Zabepečuje vzdělávání osob působících v okruhu působnosti resortu Ministerstva spravedlnosti. V oblasti vzdělávání dále koordinuje činnost s činností soudů, státních zastupitelství a dalších institucí.

Organizuje a provádí odborné vzdělání soudců a státních zástupců, vzdělávání a výchovu justičních a právních čekatelů, a dalších osob, u nichž tak stanoví zvláštní právní předpis nebo ministerstvo.

Analyzuje a zkoumá potřeby a požadavky soudců, státních zástupců a dalších profesních skupin a informuje o veškerých chystaných vzdělávacích akcích.

Zveřejňuje výsledky hodnocení uskutečněných vzdělávacích akcí.

PROCES VZDĚLÁVÁNÍ

STATUT JUSTIČNÍ AKADEMIE

ORGANIZAČNÍ STRUKTURA JA

JUSTIČNÍ AKADEMIE A EVROPSKÁ JUSTIČNÍ VZDĚLÁVACÍ SÍŤ

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Uživatelské jméno
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Schweizerische Eidgenossenschaft
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Confederaziun svizra

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VÝŽIVNÉ

MINISTERSTVO SPRÁVEDLNOSTI

PODĚKOVÁNÍ

Návěhy

Celkem	78607
Týden	1637
Dnes	1117
Online	26



4.5.2 Registration in ASJA

ASJA
ASISTENČNÍ SYSTÉM JUSTIČNÍ AKADEMIE

JUSTIČNÍ AKADEMIE E-LEARNING

Úvodní strana

Hledej... Hledej

Rozšířené hledání

Úvodní strana
Kalendář akcí
Základní informace
Kontakty
Technická podpora

Uživatelské jméno:
Heslo:

NEZNÁM HESLO

PROŠÍM POMOC, MÁM PROBLÉM!

Úvodní strana

POKUD JSTE ZAMĚSTNANCEM JUSTICE A NEMÁTE UŽIVATELSKÉ JMÉNO A HESLO, KLIKNĚTE PRO NÁVOD [ZDE](#)

Možnost přihlašovat se na akce Justiční akademie od 1. června 2009!
Asistenční Systém Justiční Akademie (ASJA) je elektronickým systémem přihlašování na semináře pořádané Justiční akademií pro soudce, státní zástupce a další zaměstnance justice.

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4.5.3 LMS Unifor

JUSTIČNÍ AKADEMIE

LMS UNIFOR

LEARNING MANAGEMENT SYSTEM

norway grants

News

Files for download

Login

Username

Password

Language
English

Logon

Important information

You need login name and password to access. Please contact administrator if you have not it

[Help](#) | [System requirements](#)

LMS UNIFOR
FLASH OVERVIEW

Recommended browsers

Mozilla Firefox | IExplorer 7
Google Chrome | Opera

unifor



4.5.4 TSU testing system

TSU
TESTOVACÍ SYSTÉM JUSTIČNÍ AKADEMIE

JUSTIČNÍ AKADEMIE ASJA

[Testování](#)
[Technická podpora](#)

Uživatel:

Heslo:

Přihlásit

Pro testování je třeba zadat své **jméno a heslo**. Zadejte jej, prosím, do vlevo umístěného formuláře. Upozorňujeme, že **heslo je citlivé na velikost písmen**.

Ministerstvo spravedlnosti, Vyšehradská 16, 128 10 Praha 2, Česká Republika [O autorech...](#)



4.5.5 Training events on JA websites

vyhledat

Home

Čekatelská příprava

Justiční a právní čekatelé

Název: Trestní právo II., 10. běh - (P11L008)

Anotace: Cílová skupina: Justiční a právní čekatelé v I. a II. roce přípravné služby Kriminální technika a taktika při odhalování a objasnění trestné činnosti; Výklad zákonů o výkonu vazby a o výkonu trestu odnětí svobody (včetně výkonu dozoru státního zástupce nad dodržováním právních předpisů v místech, kde se vykonává vazba a trest odnětí svobody, případně ochranná a ústavní výchova); Prohlídka věznice spojená s výkladem; Probační a mediální služba; Úloha advokáta v trestním řízení a náklady obhajoby; Aktuální stav drogové scény v ČR.

Místo: Kroměříž, Zlínský kraj

Termín: 7.3.2011 - 11.3.2011

Uzávěrka: 22.2.2011

[Detail](#)

Název: Informační systém ISAS jako podpora práce čekatele, asistenta - (P11L011)

Anotace: Cílová skupina: čekatelé, asistenti Program semináře: ovládní aplikace ISAS, údaje v rejstřících a seznamu jmen elektronická podání generování elektronických platebních rozkazů praktická cvičení postupů při vydávání rozhodnutí v IS plocha soudce možnosti automatické tvorby dokumentů a referátů Lektor: Mgr. Andrea Pešlová, soudce OS pro Prahu 1 Bc. Jana Čechová, lektor JA

Místo: Kroměříž, Zlínský kraj

Termín: 14.3.2011 - 16.3.2011

Uzávěrka: 28.2.2011

[Detail](#)

Název: Komunikace s médii - (P11L012)

Anotace: Cílová skupina: Justiční a právní čekatelé Komunikace s médii

Místo: Kroměříž, Zlínský kraj

Termín: 16.3.2011 - 18.3.2011

Uzávěrka: 28.2.2011

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Návštěvy

Celkem	58532
Týden	2626
Dnes	730
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4.5.6 On-line choice of study modules

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- [Moje Studium](#)**
- [Přihlášky na semináře](#)
- [E-learning](#)**
- [Diskusní fórum](#)

PROŠÍM POMOC, MÁM PROBLÉM!

[Moje Studium](#) > [E-learning](#)

Moje studium u seminářů

[TRESTNÍ PRÁVO I., 6. BĚH \(P10H013\)](#)
[Postavení státního zástupce](#)

Volné materiály ke studiu

CIVILNÍ SOUDNICTVÍ

[Civilní proces před nalézacím soudem I. - obecná ustanovení](#)
[Civilní proces před nalézacím soudem II. - činnost soudu před zahájením řízení a příprava jednání](#)
[Civilní proces před nalézacím soudem III. - jednání, dokazování a rozhodnutí](#)
[Civilní proces před nalézacím soudem IV - rozhodnutí a činnost soudu prvního stupně v odvolacím řízení](#)
[Činnost soudce v přípravném řízení](#)
[Činnost soudu v řízení ve věcech péče o nezletilé](#)
[Nejčastější chyby soudu v civilním řízení](#)
[Nejčastější chyby účastníků v civilním řízení](#)
[Ochrana vlastnictví v občanském zákoníku](#)
[Podílové spoluvlastnictví v občanském zákoníku \(vybrané otázky\)](#)
[Praktické postupy soudu v řízení o výchově, výživě a styku s nezletilým](#)
[Pravidla mezinárodní příslušnosti podle nařízení Brusel I](#)
[Právní aspekty uplatňování nároků z věcných práv a rozhodování o nich \(Vybrané otázky\)](#)
[Role vyššího soudního úředníka, asistenta soudce, čekatele a soudního tajemníka v civilním řízení I.](#)
[Role vyššího soudního úředníka, asistenta soudce, čekatele a soudního tajemníka v civilním řízení II](#)
[Směnečné a šekové právo](#)
[Směnečné právo - Směnka jako cenný papír](#)
[Vzájemné uznávání soudních rozhodnutí v občanských věcech](#)

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[Evropský platební rozkaz a evropské řízení o drobných nárocích](#)
[Právo životního prostředí EU](#)



4.5.7 E-learning in LMS Unifor



UNIFOR

ELEARNINGOVÝ PORTÁL JUSTIČNÍ AKADEMIE



JUSTIČNÍ AKADEMIE **ASJA**

[Student part](#) > [Discipline](#) > [Chapters](#)

[Help](#) | [EJPC-English for Judicial Purposes - General Module](#)

Chapters

UNIT 2 - ENGLISH FOR HUMAN RIGHTS (PhDr. Renata Vystrčilová, Ph.D.)

Personal data for chapter

[Print](#) | [Create discussion for chapter](#) | [Vystrčilová Renata, PhDr., Ph.D.](#) | [Icon description](#) | [To content of the Discipline](#)

Content of the chapter

[STORY OF AN OUTLAW](#)
[WHAT ARE HUMAN RIGHTS?](#)
[UNIVERSAL DECLARATION OF HUMAN RIGHTS](#)
[EUROPEAN CONVENTION FOR THE PROTECTION OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS AND EUROPEAN COURT OF HUMAN RIGHTS](#)
[PROTECTION OF HUMAN RIGHTS IN THE EUROPEAN UNION](#)

Text of the chapter

Before you start learning this lesson it is recommended:

1. to have intermediate knowledge of general English,
2. to know key terms.

After studying the lesson you will be able

- to characterize fundamental human rights and freedoms,
- to identify main institutes and institutions established for the protection of human rights,
- to build and use legal vocabulary related to protection of human rights.

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[RSS](#)

Questionnaires

You have no questionnaires.

Favorites

[Add to favourite](#)



5. Project publicity

Project results were presented at the international conference held on 24 - 25 February 2011 at the Judicial Academy in Kroměříž.

The contributors at the conference presented a summary on the content and technical description of the project and introduced the JA educational portal. The programme of the conference included contributions of JA lecturers that also were authors of study modules and trainers in the pilot study modules testing and contributions of experts from abroad with an experience in using e-learning tools and methods in judicial training. More than 70 participants from the judiciary and from other expert training institutions participated in the conference.

The project results were also presented at the European level, namely at the meetings of Technology expert group of the European Judicial Training Network, in which the Czech Judicial Academy is an active member.

6. Project results

Summary of indicators

Indicator	Plan	Achieved	%
Number of pilot modules	10	15	150 %
Number of trained authors	20	52	260 %
Number of study modules	60	104	173 %
Number of manuals	3	6	200 %
Number of participants of electronic training	1000	2770	277 %
- out of which participants of pilot testing	500	895	179 %
JA informative website	1	1	100 %
			191 %

The project aimed at implementation of electronic form of training into education of the judiciary. The main goal of the project was the modernization of educational system in the judiciary by strengthening the distance element in training and implementing into training e-learning and blended learning methods with the use of modern technologies.

Electronic training in the form of blended learning presents the optimal form of education of adults that, for different reasons (such as workload, time and transport limits, etc.), are not able to participate regularly in face-to-face training. So far, such a modern and effective system of training similar to that developed by the project has not been available for the



Czech judiciary. The main project goal – to enhance professional level of employees in the Czech judiciary in different specialist fields by electronic training – has been achieved.

All results of the project are available to the Czech judiciary even after the project ended. Project sustainability is ensured primarily by availability of the project study modules in the Judicial Academy educational portal. Thus, each employee of the judicial sector has an opportunity to enhance and increase the qualification in study programmes of blended and distance learning.

Main outcomes and benefits of the project can be traced in the enlargement of trained employees in the judicial sector, the reduction of time and financial costs of training (by the use of blended and distance learning the costs spent on transport, accommodation and meals are reduced) and in the implementation of modern flexible technology enabling enhancement of professional level of employees in the judiciary and the increase of quality of their work.

APPENDIX

Selected parts of the Application containing the description of original project intentions

Project

“E-learning Education for Judiciary”

(Selected parts of the project Application containing original project intentions)

Submitted to the 1st call of the Financial Mechanisms of Norway, priority 7.3
„Promotion of educational system in the judicial sector“

2. Project objectives, target groups and expected outcomes

This Study on feasibility gives description of the project of introduction of e-learning system for the judicial sector in the Czech Republic under the leadership of the Ministry of Justice in partnership with Judicial Academy CR.

Project objectives

The project objective is namely modernisation of educational system in judiciary, through promotion of distance features of instruction by use of modern educational technologies in the form of e-learning and blended learning. The project envisages that some produced study supports will be used also for m-learning.

The project corresponds with priority 7.3 - promotion of educational system in judicial sector.

An integral system of electronic education is not yet available within the sector of Ministry of Justice. **Promotion of modern technologies and methods is a part of development priorities and conceptions of the judicial sector.**

The project will be executed by organisational branches with effect on the entire territory of the Czech Republic:

- Ministry of Justice of the Czech Republic (direct employees of MJ),
- Judicial Academy:
 - regional office in Kroměříž,
 - regional office in Stráž pod Ralskem,
 - regional teaching facilities:
 - Praha,
 - Litoměřice,
 - Plzeň,
 - České Budějovice,
 - Hradec Králové,
 - Brno,
 - Olomouc and
 - Ostrava.

The above mentioned organisational branches of Judicial Academy will be responsible for execution of the project in respective regions. The concrete target groups will be the following (in respective hierarchy).

- Courts:
 - Supreme Court of the Czech Republic (residing at Brno),
 - Supreme Court of Administration (residing at Brno),
 - High Court at Prague,

- High Court at Olomouc,
- Municipal Court at Prague,
- regional courts:
 - Regional Court Prague,
 - Regional Court České Budějovice,
 - Regional Court Plzeň,
 - Regional Court Ústí nad Labem,
 - Regional Court Hradec Králové,
 - Regional Court Brno,
 - Regional Court Ostrava.
- prosecuting attorney's offices:
 - Attorney's General Office (residing in Brno),
 - High Prosecuting Attorney's Office Praha,
 - High Prosecuting Attorney's Office Olomouc,
 - Metropolitan Prosecuting Attorney's Office Prague,
 - regional Prosecuting Attorney's Office:
 - Regional Prosecuting Attorney's Office Prague,
 - Regional Prosecuting Attorney's Office České Budějovice,
 - Regional Prosecuting Attorney's Office Plzeň,
 - Regional Prosecuting Attorney's Office Ústí nad Labem,
 - Regional Prosecuting Attorney's Office Hradec Králové,
 - Regional Prosecuting Attorney's Office Brno,
 - Regional Prosecuting Attorney's Office Ostrava.

The project envisages engagement of respective district courts and district prosecuting attorney's offices.

In its pilot stage the project will not be tested by the Institute of criminology and social prevention, Probation and mediation service and by Prison service, which also fall within the Ministry of Justice. The Institute of criminology and social prevention is primarily a research body. Its main purpose is research, study and analytical activities in criminal law and judiciary, exploring of expressions and causes of crime and related socio-pathological features, issues of criminal law policy and crime control from the viewpoint of crime repression and prevention, and newly penology. Probation and mediation service independently educates their mediation officials and assistants. The Prison service ensures mainly the execution of custody, execution of imprisonment and, within its competence defined by law, protection of order and safety at the execution of judiciary and court administration and at the operation of prosecuting attorneys offices and Ministry of Justice. The Institute of education in prison service operates within the Prison service.

Collaboration with the Institute of criminology and social prevention is envisaged in the sphere preparation of stud supports for e-learning.

Experience with introduction of e-learning will consequently be forwarded to both the Institute of education in prison service and the Probation and mediation service for further use and implementation in the educational system thereof.

A significant part of the project execution costs will be used for creation of concrete study aids - so-called study supports. The authors of the supports will primarily be chosen from lecturers and pedagogical staff of Judicial Academy and university experts. The authors are required to undergo a necessary training in methodology of writing distance texts since a special distance technique shall be used.

The project envisages necessary purchase of hardware and software. Supplier of the technologies will be selected in competitive bidding.

The project is designed as non-profit, no income generating, reflecting the sector conceptions and strategies, and requirements with respect to employees of the judicial sector. The project is impossible to execute without assistance from the EHP/NFM funds. The Ministry of Justice will ensure co-assistance in the amount of 15%. The project as planned could not be executed without subsidy.

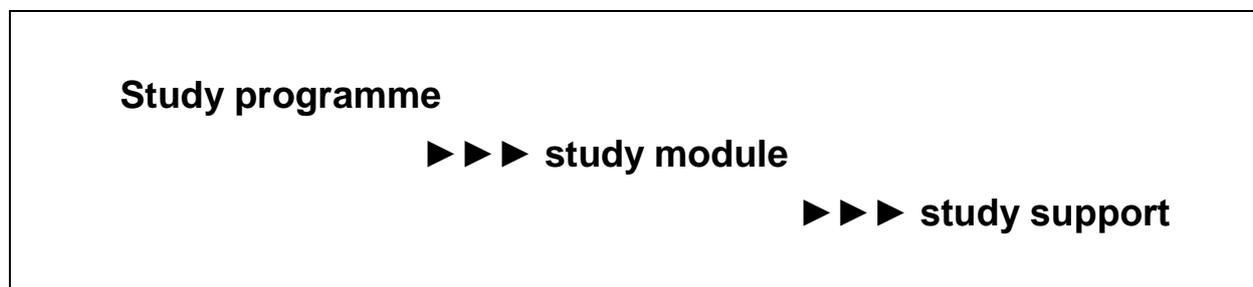
Target groups

Target groups are namely the following:

- judicial and legal trainees,
- senior court officers,
- assistant judges,
- judges and prosecutors,
- expert staff of the ministry, courts and prosecuting attorneys' offices.

Project outputs

The form of inputs will be as follows:



The smallest “unit” is the study support that in standard form can be described as a study text or combination of text, audio and video.

- Creation of **uniform system of electronic education**, so-called educational portal, accessible whenever and wherever via web interface. The system will consist of a **hardware part** - three self-standing servers -

and **software part** - LCMS system with managing LMS and editorial CMS parts)

- About **1000** participants will be trained within the electronic education training programme in order to activate and motivate the target groups. The programme will be focused on promotion of computer literacy and learning basic principles of electronic education. Pro program will offer 3 guidebooks - manuals for work in the LCMS electronic system (manual for developers of study supports, for e-learning tutors and for students), within which the consequent professional training will be organized. The manuals will be available on CD's. The programme will combine an introductory tutorial with on-line skills training followed by a workshop and evaluation.
- Study programmes will be tested on a sample of circa **500** participants. Participation will be monitored by attendance lists and statistics of user connections to LCMS. The results of the evaluation questionnaire will be processed and will serve as background data for final trimming of the modules.
- The pilot stage of electronic education will serve circa 1000 participants. Without introduction of e-learning forms, the educational programme could be attended by only 500 participants in presence form of study.
- Pilot testing will be **performed on 10 study modules** with selected study supports.
- Processing of the results of evaluation will be followed by creation of total **60 study supports for 1st - 3rd grade of education**.
- **Minimum 20 authors** will be trained for writing distance study supports.
- Established backgrounds for introduction of electronic learning to the highest possible number of educational courses, i.e. so that the study programmes will be delivered in blended learning form combining electronic education with face-to-face instruction.
- Established backgrounds for development of m-learning language programmes (English, German and French legal terminology).
- Intensive use of the regional teaching facilities will lead to effective utilisation of facilities earlier purchased from Phare projects funds.
- The project outputs will be possible to disseminate to other organisational units falling within the Ministry of Justice sector, e.g. Prison service or Probation and mediation service
- **All outputs of the project will be provided to target participants free of charge**

Summarisation of project outputs	
Project outputs	Requisites for implementation
Technical background	hardware software

	installation administration + technical support
Educational portal: <ul style="list-style-type: none"> • LMSC environment • manuals for work in the e-environment • content of the environment (authors training + creation of 60 courses) 	purchase of services authors of texts
Pilot testing	Tutors
Administration of the project	technical administration study administration project manager competitive bidding publicity bank fees

Expected benefits of electronic education

E-learning and its use becomes reality in current educational programmes. Increased interest in electronic education is given by two factors. The first one is development and mass spreading of internet technologies and multimedia which establishes necessary infrastructure. The second one is still growing importance of knowledge and skills for both individual careers and effective performance of courts and prosecuting attorney's offices. It is therefore necessary to create relevant background so that electronic education could become reality also in the judiciary resort.

Studies through e-learning, in comparison with traditional attendance-based courses ("face-to-face" instruction), will be:

- more accessible,
- less expensive,
- faster and namely
- of higher quality.

Traditional forms of education expects that all students perceive the taught matter at the same speed, all are accommodated to the same lecturer and are willing to study at the same moment. E-learning removes most of those deficiencies. The student goes through the course at his own pace; it is he who determines the way of realisation of studies or time he intends to devote to studies. In addition to the choice of optimum time, the student has the option of individual selection of study topics. These are then chosen accordingly to the student's level of knowledge and skills, while the student proceeds at his own speed and spends only the time he actually needs to master the study matter. This way every student designs his individual study plan with the option to determine the way of further proceeding or review of already completed topics. The student is actively engaged in the educational process

by question, simulation and tests, which significantly increases the chance to grasp the study matter. Another benefit is the easy and almost instant updating - a change in the taught matter can be incorporated in the study support literally within several hours.

E-learning systems provide efficient feedback through integral tools for monitoring and assessment of study results. Each course can be set to specific parameters, for example the minimum number of correct answers for successful passing the course. The tutor has instant access both to overall results of his class and detailed information on every student, numbers of points reached or details of the student's answers.

Other benefits of the project

Benefits for the applicant

- Spread in scope of operation in electronic education.
- Gaining innovative applications and equipment, enlargement of scope of expert background (trained authors of electronic study texts, tutors and e-learning specialists).
- Application of modern technologies in so far less saturated field of information services in education of public service.
- Increased teaching capacity of Judicial Academy since more applicants will have the option to study on-line without the necessity to travel.

Benefits for target groups

- Establishment of room for lifelong education of judiciary officials by removing the "now and here" barrier - the employees will have smooth access to education in the form of "tailored" courses, available when- and wherever and with study at their own pace.
- Study programmes and materials designed with respect to the needs of respective target groups.
- Development of key competences and skills necessary for performance of expert activities.
- Saving time otherwise spent on travel to seminars and stay at courses.
- Improvement of computer literacy in judicial experts.
- E-learning will offer new quality of attitude: more individual, it is possible to monitor progress of individual students; it is possible to reach a certain leveling of knowledge prior to opening seminar courses. E-learning is an excellent supplement to already offered one-day or longer courses. The use of e-learning methods prior to face-to-face instruction (seminars) will intensify the consequent comprehension of the taught matters and training of required skills of lecturers.
- Results of e-learning instruction are easy to survey.

- The project will enable (using the standards of electronic instruction) the full use of e-learning instruction modules developed in partner organizations from abroad.
- Another field of instruction that will enable significant increase in scope and quality of the project is instruction of foreign languages. Currently in progress are courses of English, German and French, all oriented to civil and criminal law. E-learning instruction will intensify the studies and will enable feedback with respect to the taught topics, vocabulary or grammar. Number of participants can be increased significantly. Language courses will have the form of blended learning, when the attended part will take place at regional teaching facilities. This sphere is of a high importance with respect to practical engagement of our judiciary in the EU law preconditioned by mastering of foreign languages.

Benefits for the society

- The society will gain profit from the project namely by enhanced professional level in large number in judicial officials, hence in improved quality of their performance.
- Through the project, Judicial Academy will complete the content of teaching material for judiciary and in the environment of rapidly changing legislation in the Czech Republic will enable substantially flexible delivery of information and harmonisation of access to judicature throughout the regional and district pattern of the Czech Republic.
- In collaboration with experts, it will be possible to prepare more up-to-date topics for judges and prosecuting attorneys and combine them into integral educational systems which may replace the current state of one or two repetitions of the studied issues. Traditional courses then could be extended by subsequent assessment and enlargement of gained knowledge and skills, and to lead follow-up discussions with experts and professional colleagues, resulting in reaching a higher quality of professional performance of judges and prosecuting attorneys.

Effectiveness of the project

The project budget is realistic as concerns expected price of purchased technologies and requirements with respect to management of the project, its administration as well as expert work in defining the contents of educational modules.

Outputs of the project are sustainable in a long-term point of view, as concerns institutions engaged, financing and operation viewpoint.

With respect to priorities and terms of EHP/NFM programme, the project is acceptable to recommend to financing.

3. Analysis of the current state, reasoning of implementation, linking with strategic documents

Current state and reasoning of implementation

The current form of education in judiciary, primarily oriented to face-face courses, is unsustainable for several reasons:

- Face-to-face instruction is rather demanding with respect to time and finance.
- Face-to-face courses are very numerous and therefore ineffective as regards skill-oriented instruction. Capacity of teaching facilities is limited.
- Number of participants will increase in the future. In accordance with the reform in judiciary, a special attention should be paid also namely to:
 - judicial management, i.e. employees
 - in court performance: court reporter, court secretary, supervising official, court executor, officer in charge of collecting, head of court office, reporting official, senior officer of justice
 - in court administration: director of court administration, personnel officer, budget administrators – accountant, buildings manager, property manager, network administrator, IRES administrator, administrator of other applications for court issues (ISAS, ISVKS, ISOR, ISKV or ISKONK), librarian, files administrator, security manager, press speaker, financial control staff.
 - other groups envisaged by new legislation – namely education for so-called insolvency judges (referring to adoption of Act on bankruptcy and related standards) and their assistants, participation in training of bankruptcy trustees including testing thereof, etc.

Impact on continuous education of judges, including its institutions form, is envisaged in Act No. 6/2002 Coll., on courts and judges. Article 82 of the said act states that:

(1) The judge is responsible for his professional level upon performance of judicial function.

(2) The judge is obliged to take care of deepening his professional, legal and other knowledge necessary for proper performance of his function by continuous education. In order to do this duty, the judge, in addition to independent studies, will namely use the offerings of educational actions organised by Judicial Academy or courts and universities.

With respect to requirements of further education that the act envisages, the Ministry of Justice intends to pursue a system of judges' education with the main principle of alternative offering of educational programmes. This intent is declared in one of the fundamental programme document of the ministry - the Conception of stabilisation of judiciary.

In connection with so-called electronic judiciary the electronisation of education gains in importance, namely in the form e-learning study programmes. E-learning, despite being a relatively new form of education, today becomes a necessity without

which a modern system of education can hardly function in a proper way. This fact is also proved by the results of the pilot e-learning project, carried out in 2005 with a very positive response from judges and prosecuting attorneys.

Ministry of Justice is the central body of the state administration for courts and prosecuting attorney's offices. **From this capacity the Ministry determines in obligatory manner the conception and form of study programmes.**

The Applicant, that is **Ministry of justice of the Czech Republic** and its partner, **Judicial Academy, declare that introduction of e-learning and electronic education within the conception of education in the judicial resort is one of the key priorities.** The need to introduce this form of education is also reflected by professional organisations representing judges in the Czech Republic (Association of Judges of the Czech Republic) and prosecuting attorneys (Association of Prosecutors of the Czech Republic). **They attach their supporting letters to this project as their consent to this priority.**

The participating institutions, for which the implementation of e-learning system is designed, already possess equipment for the concerned applications. Overwhelming majority of judicial official is equipped with PC's linked to the Ministry of Justice Internet network.

In addition to that network, the project goal is to establish a system of servers that will enable utilisation of study programmes and source data whenever and wherever, accordingly to the needs of the students. This means that the students will have the opportunity to study at their workplaces, home, in Internet cafés, etc. LMS will be set the way to comply with the students' technical possibilities, i.e. to manage connection also at lower transmission speeds. Transmission of larger data flows (audio, video) will be ensured by distribution of educational materials on CD or DVD carriers.

Judicial Academy disposes of 8 regional facilities equipped for videoconferences and on-line discussions.

Linking with strategic documents

The project responses to requirements arising from sector, nationwide and international strategies and conceptions.

The project will contribute to accomplishment of the strategies namely by:

- enhancement of computer literacy of judicial experts,
- modern educational technologies will be implemented into the structure of educational programmes, which will contribute to development and strengthening of information society,
- the project will create space for lifelong education of judicial officials by removing the "here" and "now" barriers – judicial staff will have an easy access to education in the form of "tailored" courses accessible whenever and wherever, hence enabling to study at the student's own chosen speed.
- developed study programmes and teaching materials will fully reflect the needs of individual target groups,
- the project will support enhancement of key competences and skills necessary for performance of expert activities.

Resort strategic documents

Conception of judiciary reform

“Conception of judiciary reform” (of 1999) highlights the role of information technologies in judges’ education – see Chapter C. 9. Technical support for operation of courts, stating that “computer technologies may have an important role in education and training. Making the Internet accessible and used routinely must be the minimum first step.”

Conception of stabilisation of judiciary

The new wording of the document “Conception of stabilisation of judiciary” (of 2003) mentions the “existence of statutory obligation of a judge to undertake further education, partly within working time”. Details are stated in section 3.5.1. “Education of judges and senior administrative personnel of courts”.

State information and communications policy

The document “State information policy in the civil part of the judiciary resort 2001-2005” – states that one of the **highest priority** is “to ensure education for professional personnel and users of information and communications technologies, including determination of requirements on development and management of human sources for utilisation of information (Chapter 2.1.3. Strategic goals of information technology). Chapter 3.6.3. “Education” states that “The information field should become an integral part of personnel strategy. However, the meaning of education in the field of information and communications technologies is still much underestimated.” Section 4.4.3. “Conception of education” states that: “Education for the users of information and communication technologies must become an important element within the personnel work of the whole resort. Education must play a much more active role than before, both in training new personnel and in continuing enhancement of qualification and skills level of current employees.”

Priorities on criminal policy

The document “Priorities of criminal policy with respect to the reform of prison service and the conception of development of prison service in the Czech Republic” (of 1999) – chapter A.2 and A.4 puts impact on quality and accelerated education of personnel, judges and prosecutors: “Referring to research on efficiency of taken measures and analysis of punishments and further measures with respect to imposing of unconditional sentences of imprisonment and serving remand, it is necessary to ensure required training for judges and prosecuting attorneys.”

State strategic documents

Strategy of human resources development in the Czech Republic

The document “Strategy of human resources development in the Czech Republic” (of 2003) emphasises the meaning of lifelong education in part 4.1: “Lifelong learning represents a substantial conceptual change in notion of education and change in its organisational principle, where all learning patterns - either within traditional

educational institutions as a part of the educational system or outside the system – are understood as a single integral entity which provides various and frequent transitions between education and occupation and enables to gain qualifications and competences in different ways and any time during lifetime. Such notion of learning comprises individual and social development of all kinds and through all means: either formally at schools, universities, adult learning institutions or corporate programmes, or non-formally at homes, workplaces and within communities. It emphasises the development of competences and abilities during the work career or even afterwards, if the individual decides so.”

The following section states that:

“Information and communications technologies have brought substantial changes into lifelong education and opened new prospects. Concerned is first of all its accessibility, price, mass useability, overcoming of distances, flexibility, speed, feedback, options of a wider choice and control of pace of learning by the individual, etc. The process is not yet accomplished and we can expect further enlargement and increase in quality of programme and methodology offerings. The development trends are summed up under the term “e-learning”, whose features gradually spread into all sectors and levels of learning. However, the above said does not mean that e-learning could cover all educational needs. Its possibilities are limited where collaboration and instant solution of problems or conflicts in live work team is needed, or in communication in real situations and managing of manual skills.

Those principles are highlighted because the conventional attitude still prevails in the Czech educational system that concentrates on passing of limited scope of knowledge and has serious difficulties to cope with the individual and active attitude to learning. All sectors and fields of education will eventually have to deal with the principle of active and lifelong learning with the use of modern technology.”

National plan of development

The “National plan of development” (NPD) represents a fundamental strategic document for receiving subsidy from the Structural Funds and Cohesion Fund. One of the NPD’s priorities is the “establishment of a flexible system of education so that it will pliantly adjust its educational programmes and consequently the structure of graduates accordingly to the job market as well as to long-term changes and requirements on education. This way the system will create basic background for future employability of the graduates and for development lifelong learning. Of special importance is the point of enhancement of level of education in information technologies (e-learning). Along with enhancement of qualification level of workforce, this factor is decisive for reaching of the specific goal and thus also for solution of the structural unemployment issue.”

State information and communications policy e-Czech 2006

“The state information and communications policy e-Czech 2006” ranks information literacy and modern on-line services of public administration, including e-government and e-learning among priority spheres.

One of the main tasks and goals in the field of informatisation of educational institutions is to “increase the ability of schools to use ICT, e-learning technology and

educational software, including introduction of those in the teaching process.” (part 3.2.1.). Part 3.2.2. Information literacy, e-learning, digital divide states that:

“The Government sees an important opportunity to make information literacy more accessible in e-learning technologies and services and generally in educational software. Therefore, it intends to support their massive deployment and use both within the education system, libraries and public administration, and in the education of the broadest population. The Government is fully aware that due to the fast development of ICT, acquisition of information literacy is not a one-off exercise but an effort of continuous nature. Consequently, it must be part of continuous life-long learning. The Government regards schools as the basic element of the life-long learning system and they must provide all their graduates with information literacy basics. Apart from that, the Government would like to make use of the educational potential of schools to extend information literacy to the adult part of the population (through courses for the public). Libraries should provide equal access to traditional and electronic information resources for education, research, development, and business.

Further, the Government regards it as necessary to have a possibility of objective evaluation of skills and knowledge related to computer literacy. There the Government considers as a basis the ECDL (European Computer Driving License) certification system. Once the target is achieved, skills of selected public administration employees should comprise computer literacy, including relevant certification.”

The government sees on of the key tasks and objectives relating to information literacy, e-learning and the digital divide in achieving of basic computer literacy certification for selected managing and expert staff of public administration, introduction of preferential taxation on purchase of a home computer and on home Internet access, and in creation of programmes to develop all elements of information literacy.

Strategy of economic growth of the Czech Republic

The “Strategy of economic growth” of November 16, 2005 states in part 2.3. and 3.3.1.2., that “Electronic education, so-called e-learning, will open and make easier access to education, namely to continuing adult education, so important in the society of knowledge. And further: “The state administration and municipal administration bodies will have to accelerate all legislative and operation procedures and to set conditions for unlimited secured electronic access to public administration services (e-government), to electronic business (e-commerce, e-business), educational system (e-learning and e-training) and to healthcare (e-health service, e-medicine).

European strategic documents

The project fully reflects conceptual European documents that support education and easier access to gaining knowledge and skills that are necessary for a qualified and quality performance of jobs. These strategic documents directly influence the conception of education in the judiciary resort.

The White Book on the Education

The “White Book on the Education” (full title “Teaching and learning: towards the learning society”) was adopted by the European Commission in 1995. The document intended to assist the EU member states in development of educational policies and facilitate the route of European states towards the learning society, based on gaining new knowledge and skills and on programmes of lifelong learning.

The document emphasises three general factors of current changes in the European society:

- influence of the information society upon the change of character and goals of work activities,
- influence of internacionalisation in the field of job opportunities
- influence of science and new technologies

Lisbon strategy

EU Council meeting held in Lisbon on 23 -24 March 2000 recognised educational policy as a leading priority in interests and objectives of the European Union, and those intents were acknowledged on the next Council meeting in Stockholm in 2001. The main objective of future policy of the European Union in the field of economy and education was to “create the most competitive and most dynamic knowledge-based economy in the world capable of sustainable economic growth with more and better jobs and greater social cohesion”.

The Lisbon meeting ensured the initial impulse and political means for preparation and approval of the Working programme setting objectives of systems of education and professional training of February 14, 2002. The programme defines key issues necessary to solve in order to meet three strategic goals and 13 concrete objectives as agreed.

eEurope 2005

eEurope 2005 Action Plan is the key element of the Lisbon strategy. Its general objective is to “... boost productivity, modernise public services, and to give everyone the opportunity to participate in the global information society. The requirement arising from the defined objective is to ensure by 2005 modern on-line public services, naturally including e-learning education as their integral part.”

A Memorandum on Life Long Learning

In conclusions from the Feira meeting, the European Council invited EU Member states to “formulate within its scope long-term strategies and practical measures to make lifelong learning accessible to all”. The objective is to launch European debate on uniform strategy for realisation of lifelong learning, which is understood as a multipurpose continuing learning activity leading to enhancement of knowledge, skills and capability of every individual.

Lifelong learning is the best way to establishment of integral society which offer equal opportunities in access to quality learning; adjustment of offering of educational

programmes so that people could learn throughout their lives; to reaching of general higher level of education and qualification.

The Memorandum defines six ideas that are key for future development of life-long learning:

1. Necessity to guarantee universal and continuing access to learning the basic skills - skills in information technology, foreign languages, technology and social skills.
2. More investments to human resources including development of stimulating measures on individual level;
3. Innovation in teaching and learning, introduction of new attitudes using opportunities offered by ICT;
4. Recognition and validation of learning (namely in non-formal and informal learning);
5. Introduction of a new concept of counselling so that everyone has during his lifetime an easy access to quality information and advice with respect to learning opportunities throughout Europe. ICT/Internet based sources of information open new horizons for enhancement of scope and quality of counselling services;
6. To bring learning closer to home, "24-hour" access to information services online.

Action plan: designing tomorrow's education

This strategic document identifies new needs in education and professional training, and continues with the necessity of development of its quality content and services. This initiative is a framework to the rules adopted by the European Commission – eLearning Action Plan (2001-2004) and e-Learning Programme (2004-2006), focused on important strategic priorities which will contribute to modernisation of the European system of education and professional training.

eLearning Programme

The objective of the programme is active support of establishment of so-called information society throughout European Union and efficient implementation of ICT into systems of education and professional training in Europe. The programme is focused on 3 main activities – direct support of computer and information society which is oriented to implementation of ICT to education for those without easy access to traditional education; the second part is establishment and development of European virtual universities (so-called virtual campuses), concerned is linking of distance courses between universities and educational institutions, support to virtual mobility within Europe or establishment of supranational training centres; the key issue is a direct support of partnership of the educational institutions and education of educators (so-called etwinning), serving to promotion of teaching languages and to inter-cultural dialogue.

4. Description of the project and its activities, stages, schedule

General characteristics

The technological development and accession to the EU brought new **requirements to professional qualifications**.

It appears necessary to supplement or replace the traditional time consuming forms of further education with new forms, namely e-learning and blended learning (which efficiently combines e-learning with face-to-face instruction).

Electronic education in the form of blended learning is an optimum form for education of those adults who cannot attend traditional courses due to work engagement, or limited possibility to travel to the courses, etc.

The submitted project suggests a comprehensive solution of introduction of electronic education in the structure of educational programmes in the judicial resort.

The project's objective is to promote the level of education and information in judicial personnel through the form of electronic learning in a wide range of topics. The intent is to enhance quality and productivity of individuals and the entire resort. The system will be tested within the project stage.

Structure of the project

The project is primarily based on the form of assisted learning. The non-assisted form will be used only exceptionally at general knowledge courses.

Output of the project will consist of:

- creation of educational portal,
- creation of study programmes including study supports,
- testing of study programmes during pilot stage of the project,
- dissemination and implementation.

Stages of the project

1. Preparatory stage

The Partners of the project will delegate a representative of each participating institution to the Steering Committee and will define division of powers and duties of the managing team members. The Steering Committee will meet at least once in two months. The Steering Committee will be responsible for submitting bases for interim and final project reports, including financial balance statements. The Steering Committee will communicate via telephone or e-mail accordingly to actual needs. The project task will be filled by managing teams constituted of partner organisations' employees. The teams will be in daily contact as actually required. Ministry of Justice has the role of coordinator in the project; members of Judicial Academy team will directly participate in performance of particular project activities, namely development of professional content of e-learning courses (modules). A special web page will be created to serve to internal communication of the managing team and further for

dissemination and promotion purposes as an important part of the project. The web page will have a closed part accessible only to partners provided with user name and login password. This part will monitor progress of the project, fulfilling of tasks, reports on individual stages of the project etc. Project works will be launched upon working meeting of the project representatives. A part of the project management will be financial audit which will also be attached to the final report.

The main role of Ministry of Justice in the project will consist in responsibility for smooth course of the project activities and for project managing with respect to administration and financing. Ministry of justice will submit interim reports and balances of project expenditures to the provider of financial means and will be responsible for their accuracy and recency. The Ministry as an applicant will guarantee that competitive biddings for delivery of goods and services will be organised in accordance with valid Czech law. The Ministry will guarantee and hire an external company/expert for these purposes. The Ministry's representative will organise regular meetings with the project partner in order to assess reached results and update working plans for next periods. The Ministry will actively collaborate upon ensuring publicity for the project. Further, the Ministry will be responsible for development of the model of sustainability of the project and of other utilisation of the project's outputs.

Judicial Academy ČR will be responsible for performance of most project works in close cooperation with the applicant. Judicial Academy staff will specify concrete technical and technological requirements for implementation of e-learning in the facilities the project is designed for, will analyse needs of the target groups, will supervise completion of necessary IT infrastructure for implementation of e-learning, will specify requirements for individual educational modules and their specific contents. Finally, the realisation team of Judicial Academy will manage pilot assessment of the educational modules and will produce evaluation of that assessment.

Detailed description of the realisation team

The Steering committee will appoint the head project manager, technical project manager and head methodologist of distance education and e-learning. The head project manager and the technical manager and methodologist are expected to be as well members of the Steering Committee of the project.

Definition of tasks

Head project manager

is responsible to:

- Steering committee
- Grant provider in accordance with the concluded contract

duties of the Head project manager:

- ensures all communication with the grant provide, is the contact person,
- cooperates with technical project manager, head methodologist of distance learning and e-learning and other participants to project works,

- develops the system of monitoring and evaluation of the project, submits the evaluation to the Steering Committee for approval and ensures its execution during the project period,
- submits requests for payment to the grant provider,
- executes Steering Committee's decisions
- ensures economic part of the project implementation, including book keeping,
- ensures updating of information on the project on web pages (text of the project, time schedule, outputs, minutes from meetings, interim reports submitted to the grant provider, etc.),
- coordinates the project works in accordance with the concluded grant contract including observation of time schedule,
- guarantees working out of interim/final reports to be submitted to the Steering Committee and the grant provider.

Technical project manager

is responsible to:

- Steering Committee of the project

duties of the Technical project manager:

- supervises technical implementation of the project,
- communicates with HW and SW suppliers, solves contingent insufficiencies and complaints,
- is responsible for observation of technical time schedule of the project,
- elaborates draft technical solutions of individual parts of the system, presents them to the Steering Committee and after approval is responsible for their implementation,
- coordinates works on technical solution of the project,
- coordinates software testing,
- works out technical documentation to the project outputs

Head methodologist of distance learning and e-learning

is responsible to:

- Steering Committee of the project
- supervises preparation and organisation of development of teaching materials in accordance with adopted distance methodology,
- manages and coordinates realisation of studies, checks feedbacks on progress and quality of studies and their assessment,
- coordinates necessary adjustment and amendment of study supports,

- collaborates in choice of tutors and elaborates budgets of study programmes,
- organises and is responsible for:
- training of tutors in methodology of distance and on-line learning accordingly to adopted LCMS system,
 - training of authors of distance texts,
 - preparation and development of teaching materials accordingly to adopted distance methodology,
 - necessary adjustments and amendments to the study supports,
 - participates in study programme budgeting.

Outsourcing

The applicant currently does not dispose with qualified e-learning experts, authors of study supports of electronic learning tutors. The preparatory and pilot testing stage will therefore use the form of **outsourcing**, i.e. hire of services. Companies that provide outsourcing of particular services (namely technical and study administration of servers and tutors' activities) will be selected by a transparent competitive bidding.

Authors

Prospective authors will primarily be addressed and chosen from university lecturers and pedagogues, judges, prosecutors and university experts.

Development of study supports for electronic learning requires both professional knowledge and specific skills. The authors will therefore be instructed in methodology of writing distance texts.

In addition, the study attendants, authors and tutors will be provided with special manuals for electronic learning and work within the system.

2. Stage of implementation of infrastructure

Actions to be completed within this stage:

- establishment of technical infrastructure,
- furnishing of server centres and client nodes
- installations of basic software environment,
- testing on operation of the established infrastructure and
- establishment of learning portal.

The established learning portal will have the characteristics of LCMS system with open structure so that it could serve as ELMS system in the future. This means that the attendant could not only study within the environment but also to place orders to:

- attendance at seminars (at blended learning courses),
- accommodation,

- catering (possibly travel reservations).

The system will have to be capable to incorporate **m-learning**, i.e. must contain tools supporting platforms like Pocket PC (or Palm) and mobile technology WAP, including the option to use RSS channels.

LCMS (master LMS system and editorial CMS) will enable to:

- register participants of courses and plan and organise instruction,
- create courses,
- organise virtual classes,
- monitor study activities of students,
- organise tutor assistance,
- select information by default parametres and combinations according to requirements and actual needs,
- combine the users communication, both synchronous asynchronous,
- verify students level of knowledge prior and after commencement of studies,
- keep records on study results and tests,
- keep statistics of study success rate,
- linking to other databases (namely personal),
- monitor and manage tutorials (face-to-face instruction) in combined courses etc.

Through the web interface (portal) the students will register to the courses, browse study materials, verify their knowledge, pass partial and final tests and communicate with tutors and other participants of the studies.

LCMS supplier will be chosen upon competitive bidding. The current market offers a sufficient number of companies capable to deliver LCMS as specified. Development of own LCMS would be non-economical and ineffective.

Access to the learning portal will lead via web interface. The master server will be located on parent-network of Judicial Academy. The learning portal will be accessible directly from individual workplaces of all levels.

3. Stage of implementation of study supports

Actions to be completed within this stage:

- Author versions of study supports obligatory part of the 1st grade programmes (adaptation and qualification courses and course for judicial and legal trainees).
- Completed the “main” access gate for learners with the offering of study texts and the following features:
 - Study supports in the learning portal will be registered and structured into learning programmes and modules with respective supports.

- Each student will have his own page from which he will study, communicate and check his assignments.
- Individual study supports will be able to edit and supplement with literature and internet links (the link could also be a file with an example, video sequence, sound file, flash animation, shockwave etc.).
- Structure with advanced system of sending and registering of assignments, including commentary and assessment chain.
- Possibility to discuss the studied topics will be ensured in virtual chat room through internal communications system.
- Each student will be delegated to a tutor who will serve as a study guide and advisor and who will provide feedback upon checking of study results.

Study programmes will consist of:

- **Manuals** for work in the specific electronic system. Manuals for students, authors of distance and e-learning texts and tutors will be available on CD's.
- Study **Modules** designed for learners. The modules will be created for all three grades of the learning pyramid, and further divided into specific study supports (study texts structured into chapters, subchapters, etc.).

First grade – basic and qualification study. This stage is compulsory **for all attendants**. The first grade will consist of:

- **Adaptation courses** for new personnel – having the character of basic, introductory learning.
- **Qualification studies for judicial officers** (three year studies, the graduates will gain qualification for performance of the function of judicial officer).
- **Courses for judicial and legal trainees** – three years qualification study accomplished by specialist judicial examination and specialist final examination of legal trainees. Successful passing of the examination is a necessary prerequisite for being appointed judge or prosecutor.

Second grade – professional training. This stage has the characteristics of advanced and actualisation learning:

- **Advanced learning** is understood as learning leading to “deepening” of already gained knowledge and skills to be applied upon professional performance.
- **Actualisation learning** is understood as learning that responds to latest changes in respective legislation (amendments to legal regulations), changes in conception of the particular legal branch or changes in methodology or attitude to the specific issue. Actualisation learning leads to mastering of knowledge required for quality and qualified performance.

Third grade – specialised learning. Specialised studies are of a long-term character. This grade will be realised through professional, topic- and profession

oriented specialisation courses designed for selected profession groups and targetted to their further studies. The objective of this grade is to enhance professional competence and capacity.

E-learning modules for first grade

- will consist namely of the following:
 - Manual for distance and electronic education
 - E-learning module for tutors (instructors)
 - E-learning module for students
 - Adaptation education:
 - Module I.
 - Resort structure and position of judiciary bodies
 - Position of judicial and legal trainees under labour law, issues of their expert training and its evaluation
 - Efficiency and ethics of court proceedings
 - Module II.
 - Position and responsibility of a judge and prosecutor
 - Administration and file management of a court
 - Administration and file management of prosecuting attorney's office
 - General inspection of Ministry of justice, its execution and powers
 - Module III.
 - Personality of a judge and prosecutor
 - Behaviour critical situations
 - compulsory education for judicial trainees and legal candidates:
 - Module I. – civil law,
 - Module II. – criminal law,
 - Module III. – business law,
 - Module IV. – administration law,
 - Other modules – for example:
 - European Union
 - Fight against corruption
 - Environmental basics
 - Ethics for public administration
 - Information systems in public administration
 - Electronic signature

- Security of information systems
- Equality between men and women

E-learning modules for second grade

- Criminal judiciary:
 - Criminal activities connected with securities and bills of exchange
 - Appellative proceeding
 - Criminal proceedings with foreign element
 - Criminal activities connected with misuse of narcotics and psychotropic substances
 - Alternative punishments
 - Restorative justice
 - Position of the injured in criminal proceeding
 - Criminality in transportation
 - Corruption
 - Custody proceeding
 - Juvenile criminality
 - Economic criminality
 - Financial criminality
- Civil judiciary:
 - Insolvency act
 - Moot court methodology
 - Decision making in actions for the protection of personal rights
 - Probate proceedings
 - Unfair competition
 - European legislation on trademarks
 - Law of bills of exchange
 - Tenancy law
 - Proprietary rights, mortgage law, easements
 - Law of communities
 - Damages and unjust enrichment
- Administrative justice:
 - Asylum proceedings
 - Acts on service
 - Conflict of interests
 - Environmental protection

- Free access to information
- Insurance
- Decision making in financial matters
- Procedural issues in court and administrative proceedings

E-learning modules for third grade

- Community law
- Civil and business law in European judicial space
- Criminal law in European judicial space
- European law of contract
- Human rights and protection of human rights under European convention of the protection of human rights
- EU directive on the prohibition of discrimination
- Education in insolvency law
 - economy,
 - modern organisational forms of management,
 - global society
- Modules focused on professional legal language:
 - English legal terminology for civil and business law.
 - English legal terminology for criminal law.
 - German legal terminology for civil and business law.
 - German legal terminology for criminal law.
 - French legal terminology for civil and business law.
 - French legal terminology for criminal law.

Instruction in the above mentioned modules in progress, though in face-to-face form. Implementation of e-learning will enable better availability of the modules.

Numbers of developed study supports

Number of created manuals	3
Number of created study supports (grade 1-3)	60
Pilot tested modules (out of the total)	10

Titles of the respective modules and study supports are provisional and are subject to change as well as their draft structuring.

4. Pilot testing and evaluation

Pilot testing

Pilot testing will be applied on **first grade modules**:

- adaptation education,
- qualification studies for judicial trainees and legal candidates,
- qualification training for judicial management.

10 modules will be pilot tested on a sample of about 500 attendants. Participation in the programme will be certified by attendance lists and a statistics of user connection through LCMS.

Results of the evaluation questionnaire will be processed and used for final adjustment of the modules.

Off-line version of modules will be available on CD-ROMs. The CD-ROMs will contain additional multimedia features that are not suitable to place in LCMS environment (e.g. due to their size) – for example longer video sequences.

Selected parts of the study texts, namely those serving as manuals, will be produced and delivered in a printable version.

Evaluation

Evaluation will go through the entire process of project implementation to assess value of the programme, determine critical points and reveal possible mistakes, all this in order to provide remedy. The evaluation will put impact on validation of the study programme and will be conducted by the project manager and partner in collaboration with counselling and evaluation companies.

Validation of the study programme means all methods of assessment and evaluation of the produced programme. Its aim is to verify how the programme meets the defined goals. The validation results will serve as a basis for revision of the programme in electronic environment. Insufficiencies and errors in the educational programme could decrease the volume and quality of studied knowledge and skills and even may cause in the learner lack of confidence in his abilities.

Validation of the educational programme will consist of analysis of the following three consequent stages:

- verification of the programme in practice,
- evaluation of the verification,
- modification of the programme.

Ensuring publicity of the project and project outputs

Web sites

Web pages of the Ministry of Justice (www.justice.cz) and Judicial Academy will permanently provide basic information on the project together with chronological

description of individual activities, detailed information on progress in work on each stage, as well as samples of study supports.

Entrance to the learning portal will be located at the Judicial Academy's web pages: all project managers will be provided with unique username and login password and the environment will serve to loading and sharing of project files.

Information on the project will be published on professional websites – namely on Elearningeuropa <http://www.elearningeuropa.info/>, Telmae educational portal <http://telmae.karlov.mff.cuni.cz/welcome.nsf>, on pages of the National Centre for Distance Learning <http://www.csvs.cz/struktura/ncdiv/ncdiv.html>, etc.

Conferences

The project, its mission and objectives will be promoted internationally at conferences on modern learning technologies and their implementation into the practice (e.g. annual conference Belcom - Praha, conference on education in public administration - Olomouc, conference and international fair of lifelong learning - Olomouc, conference of the National Centre for distance Learning etc.). The project will be presented at the conferences in order to inform the professional public and to share the experience with pilot programmes implementation and results of their evaluation.

Expected is international cooperation with educational institutions throughout Europe, and the project outputs will be presented to partner institutions abroad.

Publications, articles

Detailed information on the project will be published in a symposium from the abovementioned conference and in articles for Judicial Academy Bulletin. Partial reports on individual stages of the project will be published in other periodicals and journals of judiciary and in nationwide and regional media.