



JUDICIAL TRAINING:

the right skills to embrace the digitalisation of justice

REPORT



Blue Point Brussels
26, 27 & 28 April 2023

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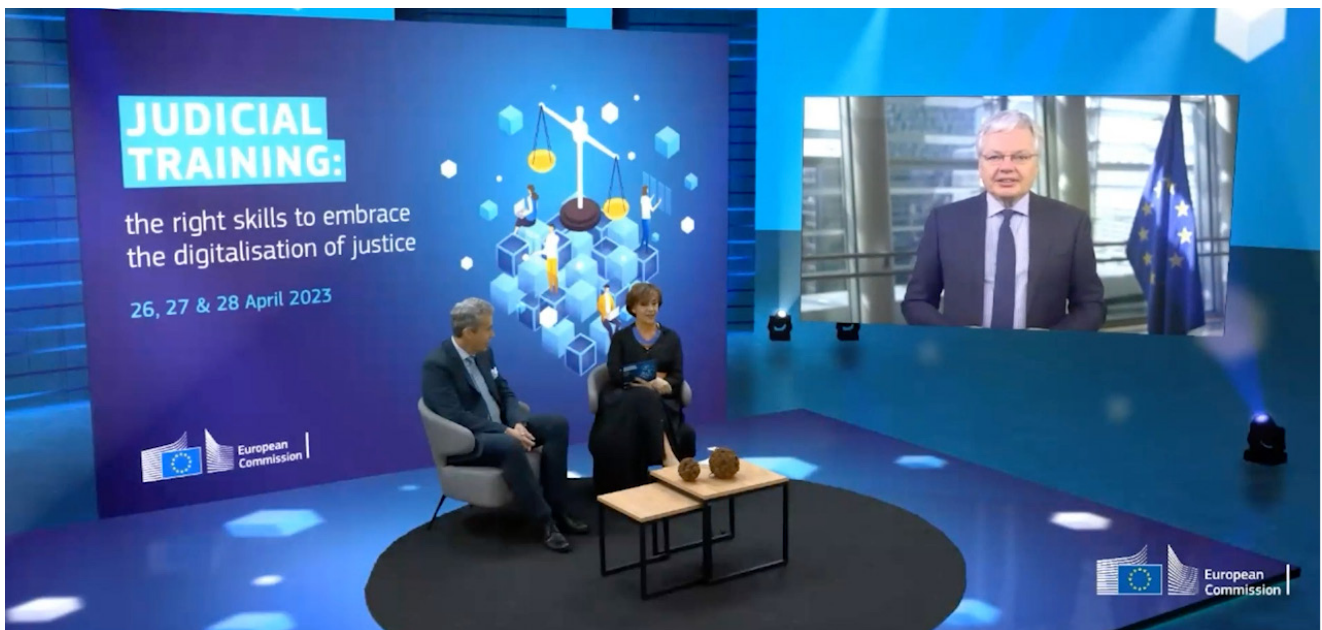
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EXECUTIVE SUMMARY



Dirk Staudenmayer, Head of Unit, Digital transition & Judicial training unit, Directorate-General for Justice and Consumers, European Commission
Florence Ranson, Moderator, Political Presenter, Founding Member of EACD
Didier Reynders, Commissioner for Justice, European Commission

The conference ‘Judicial Training: The Right Skills to Embrace the Digitalisation of Justice’ took place over three mornings, in Brussels and online, 26–28 April 2023. A series of specialised workshops and plenary sessions focused in depth on the digitalisation of justice, one of the priorities set by the [European judicial training strategy 2021-2024](#).

The conference, hosted by the [European Commission](#) (EC), brought together over 290 national and European level training providers and associations in charge of training for judges, prosecutors, court and prosecution office staff, lawyers, notaries, bailiffs and prison and probation staff in the EU Member States, the candidate and potential candidate countries, covering 37 countries.

A series of keynote speeches and interventions framed a sequence of 26 workshop sessions over the three days focusing on three interlinked, but independent themes. Day 1: **Training on the impact of digitalisation on the substance of handled cases**. Day 2: **Training on digital professional tools and technologies**. Day 3: **Learning methodology in the digital age**.

The three keynotes, in chronological order, were:

Paul Nemitz, Principal Adviser for Strategies for Digital Transition, Directorate-General for Justice and Consumers (DG JUST), expected litigation to increase around rules applying to big online platforms. He suggested that training the judiciary should include AI training.

Richard Susskind, President of the [Society for Computers and Law](#), (former IT adviser to the Lord Chief Justice of England and Wales), said digital tools could help to bring about a more affordable and intelligent legal system and looked at lessons learned from the COVID-19 pandemic.

Lizbeth Goodman, Chair of Creative Technology Innovation and Full Professor of Inclusive Design for Education at University College Dublin/Director, SMARTlab, explored why good training should include “untraining”, for instance unlearning bias. She considered how Extended Reality (XR) and AI could support this process.



General headline messages throughout the conference included the need to understand and mitigate the **risks as well as to embrace the opportunities of the digitalisation of justice**. There was a general understanding that we are living through an age of greater technological advance than the world has seen for centuries, with several comparisons made between the modern **Digital Revolution** and the Industrial Revolution of the 18th and 19th centuries.

Meanwhile, panellists cautioned that **more digital innovation is on its way**. This means training will be needed for judges and all other justice professionals for decades to come, as more and more digital breakthroughs occur to impact the way justice is carried out.

Clear **ethical principles** will be required alongside new operational rules and regulations to promote legal certainty and reduce risks. **Diversity and fundamental rights** must continue to be protected at all times in any new digital judicial landscape.

Another shared message across the three days was the need to learn from and continue the best advances of digitalisation driven by the **COVID-19 pandemic**. There was however general agreement that it will not be possible to move every aspect of training programmes online.

Speakers gave an overview of existing **EU funding** already available to support the transition, along with measures to help Member States build the necessary infrastructure. Further **cross-sectoral and institutional cooperation** will also be needed beyond the European or national level to promote the fair, international digitalisation of justice.

“Digitalisation will drastically change how our justice systems function,” said Didier Reynders, **Commissioner for Justice**. *“Basic training is necessary and must continue at the same speed as the digitalisation of our societies.”*

Messages from sessions specific to the theme of each day could also be heard:

On **Day 1, Training on the impact of digitalisation on the substance of handled cases**, it was said that **criminals** are finding new digital arenas in which to commit crimes. The **definition of cybercrime** itself has greatly expanded over recent years. Simultaneously, new legal questions around agency and liability arise when **smart technology** replaces human action.

This means there will be many new areas for **litigation**, all of which will affect the substance of cases. The **collection and use of data**, by banks or individuals, was raised as one example. **Net neutrality, copyright, data protection** and **digital services** were among many other new and emerging areas likely to affect judicial training, which require their own regulatory framework.

There will also be a need to enhance the expertise of justice professions involved in the **enforcement of Intellectual Property Rights (IPR)** through training, as well as in the use of Artificial Intelligence (AI). Overall, it was felt that **flexible, adaptive** – and **continuous** – training would be needed to allow for constantly evolving digital trends and technologies.

Among the many messages of **Day 2 Training on digital professional tools and technologies**, was the idea that digital tools could help to bring about more **affordable and intelligent legal systems**, with a properly trained judiciary. This means, as one speaker put it, “Besides training on the law, we need training on tools.” However, it was also cautioned that **no one size fits all** when it comes to training on digital professional tools and technologies.



The possibility of **co-organising national training workshops** between countries was mentioned. Speakers also gave an overview of **existing EU tools and technologies** to support training, such as the EC IT system e-Evidence Digital Exchange System (**e-EDES**) and the European Electronic Access Point (**EEAP**). Many **more EU instruments** are expected to emerge over the coming decade. This means trainers need to understand what is available and what is upcoming, in order to prepare national judicial systems. This includes understanding the digital tools available on the **website of the Court of Justice of the European Union (CJEU)** and learning how to search **InfoCuria** effectively.

There is, however, a need for some **flexibility in court-to-court communication** between national authorities, particularly as regards children, and between judges of different nationalities. Justice professionals and trainees were asked where possible to **work with IT developers**, to ensure that tools and technologies meet needs.

Finally, plenary and workshop sessions of **Day 3 Learning methodology in the digital age** heard that no single legal solution can be found to provide a universal training methodology. **Case study libraries** were suggested as a way to support learning, along with the need for trainees to try out existing **Virtual Reality (VR)** and **Augmented Reality (AR)** tools. **Training lessons and manuals** should be offered to whole teams at all levels, beginning with the trainers themselves. This also means equipping **offenders and probation officers** to engage with training.

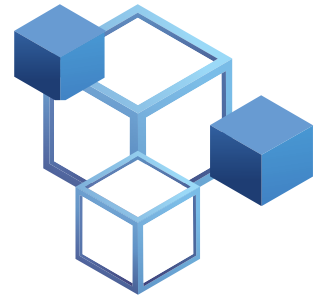
Several countries gave an overview of e-learning systems tried out, with various problems and solutions found along the way. To move learning online is not simply a technical task, the entire course has to be re-engineered and adapted. **National and international systems and certifications** need to be compatible across **EU jurisdictions**.

It was generally felt that although digital training can make courses more **personalised and responsive**, there were concerns about how to ensure **interactivity** between trainees and teachers online and about which digital platform to use. Above all, to develop a learning methodology for judicial training, there is a need to unlearn **unconscious bias**: a process of **“untraining” through training**.

“The EU is in the middle of a digital transition that aims to put us back on track for revolution,” said **Ana Gallego, Director-General, DG JUST**. *“Our citizens deserve a better, more resilient and effective justice.”*



DAY 1



TRAINING ON THE IMPACT OF DIGITALISATION ON THE SUBSTANCE OF HANDLED CASES

INTRODUCTION

This first day of the conference heard experts over the course of a morning discuss the effect digitalisation is likely to have on the substance of handled judicial cases. Senior officials, keynote speakers and workshop leaders presented their experience of handling cases online, both at EU and national level, at the same time as considering ideas around the [European judicial training strategy 2021-2024](#).

“Judicial training must prepare the judiciary to embrace digitalisation. That’s a must. Systems must quickly adapt to reality,” as **Wojciech Postulski, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, DG JUST** put it, reflecting on the day’s agenda. The “exponential digitalisation of our societies” makes it vital to understand the practical, political and policy aspects of digital judicial training.

The morning of presentations and workshops gave participants the chance to consider what needs to be assessed and addressed by the training offer at national and European level. EC officials and professionals in charge of training looked at tools and best practices already available around Europe, as relating to the substance of handled cases, and reflected on how to boost and build up the training offered in the Member States.

Didier Reynders, Commissioner for Justice, addressed the audience with a video message. “Digitalisation will drastically change how our justice systems function,” he said, bringing long-term benefits and challenges. There is already a lot of EU funding available to support the transition, along with measures to help Member States build the necessary infrastructure.

The Commissioner suggested areas for trainers to focus on in the digitalisation of justice. These include the digitalisation of cross-border justice and document transfer. Justice professionals must also be aware of and protect fundamental rights in the digital space.

While digitalisation can save billions in postage and paper costs, the cost of cybercrime by criminals abusing digital service has been put in the trillions.

“Basic training is necessary and must continue at the same speed as the digitalisation of our societies,” Commissioner Reynders concluded.

Dirk Staudenmayer, Head of Unit, Digital transition & Judicial training unit, DG JUST followed, he compared the digital transition to exponential industrial advances of the 18th and 19th centuries. Whereas the invention of the steam engine during the Industrial Revolution can be considered as a peak of human development that meant “replacing human and animal muscle with machine power,” with the Digital Revolution and AI “we are multiplying the human brain to an exponential degree,” he said.



This makes it vital to consider the impact of digitalisation on everything we do, including on the substance of cases.

As an example, Mr Staudenmayer cited the smart fridge. These are already on the market and able to make suggestions about what to buy, based on shopping habits and what is already in the fridge. The next step is the fridge automatically ordering and buying food or drinks. This raises legal questions about liability, error, contract law, agency and representation. Under the existing legal framework, the “victim” of erroneous smart fridge decisions would not be able to make a claim, he said.

Stephan Uttersköld, Director of Education, Swedish Prosecution Service and Erik Brattgård, Swedish Judicial Training Academy, then both joined online.

Mr Brattgård warned that, while judges increasingly receive documents in digital form, they are not always equipped to handle the digital assessment and transfer of evidence, statements and other legal documents. Judges and other justice professionals must be trained to understand how to work digitally while upholding the Rule of Law. At the same time, he cautioned, there is a risk of “overshadowing the essential part of a task a judge is supposed to handle” if technical and digital training are not carefully developed.

Mr Uttersköld added that criminals are finding new digital areas in which to commit crimes. A judicial response is then complicated by the fact that evidence is often only found in the cloud or outside national borders. “How and when we can get hold of this evidence is of the greatest interest,” he said. Efficient tools and smart methods are needed to analyse data obtained online.

KEYNOTE SPEECH

Paul Nemitz, Principal adviser for Strategies for Digital Transition, DG JUST

Mr Nemitz cautioned that “the great book still needs to be written,” when it comes to the Digital Transition – particularly relating to justice. Many things now need to be done at great speed to develop the necessary package of legislation, for instance on including EU law in net neutrality, copyright and data protection.

He predicted that cases against controllers of personal data will become gradually more important. “People take their rights and data rights increasingly seriously.”

This makes new behavioural rules for platforms increasingly important. The EC has emphasised which companies should face the most stringent rules under [The Digital Services Act](#). With a growing public interest in understanding the rules applying to big online platforms, “my prediction is in this area there will be litigation,” for instance under civil liability rules, he stated.

[The Data Governance Act](#) (GDA) also opens new areas for litigation. He predicted these would for instance focus on efforts to regulate the intermediary use of data, such as by banks capitalising on personal data through aggregate data packages that can be used both in the public interest but also by start-ups. Local, regional and business interpretation of the GDA rules, particularly their interaction with the European General Data Protection Regulation (GDPR), is another likely area for litigation.

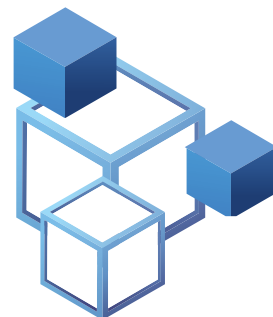
With the [AI Act](#) close to becoming law, judicial training will need to include training on how to comply and what behaviours are allowed. Mr Nemitz said it was unclear to what extent the judiciary will itself be expected to acquire expertise around AI.

“I would say you know how the judiciary is managed in your academies, and how far to go developing AI training for our own purposes,” he told the audience of training professionals. Many judges are very sceptical about new technologies because they have already had negative experiences, he said. “Let’s not promise them the perfect future.”



DAY 1

PARALLEL WORKSHOPS:



1ST SET OF PARALLEL WORKSHOPS

1.1 Regulatory framework for Digital Platforms

Moderator: **Florence Ranson**, Political Presenter, Founding Member of EACD.

Workshop leaders: **Menno Cox**, Head of Sector, European Commission, Directorate-General for Communications Networks, Content and Technology (DG CONNECT); **Enrico Camilli**, Policy Officer, European Commission, Directorate-General for Communications Networks, Content and Technology (DG CONNECT).

Summary of talks: A first session of the conference considered the rules needed and those under development to create online justice for digital platforms. With our economies and most daily activities having now largely moved online, digital services need their own regulatory framework. This must allow for the business model and economic activity of all digital platforms. A general framework is however still lacking, with even an unclear definition of “regulated entities” in the digital sphere.



Florence Ranson, Moderator, Political Presenter, Founding Member of EACD
Ana Gallego, Director-General, Directorate-General for Justice and Consumers, European Commission

This lack of oversight and accountability has created a problem, particularly as platforms become more diverse and global. The new European framework, as developed under the [Digital Services Act](#) and the [Digital Markets Act](#), aims to fill this gap. Under these two acts, online platforms will become more like telecoms and banks, with their own relationship with a regulator to oversee their activities. This new regulatory framework should create a sense of legal certainty and accountability for online platforms, defining terms and conditions for all digital operators. At the same time, the framework needs to create and maintain the right conditions for innovation. While the courts will always act as final arbiter in the regulation of digital platforms, an EU framework provides the necessary building blocks to make a legal case and find justice in response to digital activity.

ACTION POINTS:

- Promote optimising **fundamental rights** online whilst upholding **freedom of expression**.
- Allow decisions to be **contested**, through notice, action, redress and compensation measures.
- Ensure the **EU Charter of Fundamental Rights** is fully enforced and used to underpin digital regulation.
- Recruit the necessary **professional profiles**, including behavioural scientists and data analysts.
- Identify and analyse key and emerging **risk areas**.
- Allow for a constant revision of **data** and access to data.
- Move away from forensic economics and antitrust analysis of economic harm to a **broader understanding** of what needs to be analysed for digital consumer protection.
- Focus on the **mental and physical wellbeing** of minors and children, as part of any regulatory policy for digital platforms.



1.2 It is all cybercrime

Moderator: **Lena Geckle**, Policy Officer, Digital transition & Judicial training unit, [DG JUST](#).

Workshop leader: **Claudia Pina**, Supporting Coordinator, [European Judicial Cybercrime Network \(EJCN\)](#).

Summary of talks: The definition of cybercrime has greatly expanded beyond simple ransomware and phishing to include any crime that is cyber-enabled, which in effect today is almost all crime.

Hosted and supported by Eurojust, the European Judicial Cybercrime Network (EJCN) has worked to identify the main problems that judicial authorities are experiencing in this field. The training gaps that emerged were around both specific crime types for instance human trafficking, fraud, etc. and more horizontal issues, such as digital evidence, cryptocurrencies, and data retention.

Digital evidence, in particular, is a major concern and a significant training need. More than 80% of crime will require digital evidence, and greater understanding is required around how such evidence can be obtained within a Member State, how it can be obtained across borders, as well as from private service providers.

Cryptocurrencies and smart contracts will soon begin appearing in European courts. These are very complex issues that are constantly evolving and there are no uniform responses yet.

The EJCN has structured webinars to address the issues above in a way that is accessible to busy professionals, each webinar is 1.5 hours max. The webinars are very practical, with case-related examples, and often include input from private sector experts. The training is subject-specific and organised into levels – basic, medium, specialised – depending on the depth of knowledge required by the target audience.

ACTION POINTS:

- **Digital evidence** is the area where training is most requested by judicial authorities.
- **Blockchain technology** will soon be a common issue in European courts, so training justice professionals is a matter of urgency.
- **Dividing training on these complex topics into levels** – basic, medium, specialised – will make it accessible to people at the right level and will mean targeted learning can be fit into busy work schedules.
- Justice professionals need to **open their minds to the digital transformation** so that they can adapt with it, because legislation is not moving fast enough to provide all the answers.



1.3 Electronic evidence

Moderator: **Wojciech Postulski**, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: **Teresa Magno**, Judge Assistant to the National Member for Italy, [Eurojust](#), and member of the Cybercrime Working Group, Eurojust; **Lina Aksu**, Judicial Cooperation Officer, Eurojust ([SIRIUS project](#)).

Summary of talks: Participants learned about challenges faced by EU justice professionals when accessing cross-border electronic evidence in criminal investigations. These include fragmentation due to differing definitions of what constitutes electronic evidence at domestic, European and international level; different legal approaches to what constitutes electronic evidence; and different rules on the collection, exchange and probative value of electronic evidence.

Moreover, electronic evidence is extremely easy to tamper with, change or manipulate. Changes to electronic evidence do not always happen with malicious intent; they can easily be carried out accidentally. The integrity of electronic evidence is paramount, but it is also a challenge, as it entails different problems from those that surround the handling of traditional physical evidence. Preservation of electronic evidence is key, especially as the retention time of internet service providers is short.

According to the EC, electronic evidence is relevant in 85% of all criminal investigations, which is why judicial authorities need assistance gathering electronic evidence. [The SIRIUS project](#) was created in 2018 to improve access to electronic evidence of criminal investigations. A restricted platform is available on the [Europol Platform for Experts](#), accessible to EU Member States and countries with an operational agreement. It is designed to strengthen capacity on different modalities and specific procedures for requesting and obtaining electronic data. It also aims to enhance mutual trust through the exchange of expertise and best practices among EU judicial practitioners on cross-border access to electronic evidence.

ACTION POINTS:

- **Carefully document** the date and time when electronic evidence is gathered and each step in its lifecycle.
- Ensure that all the necessary steps are taken through **the chain of custody** to conclude that a certain piece of evidence has been collected, processed, transmitted and preserved properly.
- Reflect upon the consequences of **applying national policy powers to a different Member State** without issuing a proper judicial cooperation request.
- Consider using **Eurojust's specific training portfolio** dedicated to law enforcement and judicial authorities or ask for customised training.
- Make the most of the [SIRIUS project's recorded webinars](#) on a variety of topics relating to electronic evidence.
- Consider attending the **SIRIUS Annual Conference** to build knowledge and increase networking.



1.4 The use of AI in justice and legal practice: why training matters

Moderator: Sara Hjeltnes, Business & Stakeholder Manager, Digital transition & Judicial training unit, DG JUST.

Workshop leader: Simone Cuomo, Secretary General, Council of Bars and Law Societies of Europe (CCBE).

Summary of talks: The use of AI in the legal industry has become increasingly important, particularly regarding its potential to impact the fairness and transparency of trials. AI can be used throughout the trial process, from prosecutor databases to judges' deliberations, and may be particularly useful in anonymising post-trial court decisions. However, AI tools could disrupt the traditional dynamic of the trial, leading to concerns around the transfer of decision-making power, lack of transparency and the biases of AI programmers.

To integrate AI into the judicial processes, clear ethical principles and operational rules are required to ensure legal certainty and to avoid risks. Specifically, all parties must be able to identify the use of AI in the procedure, differentiate between AI-generated results and judge decisions, and contest or discuss AI outcomes. The neutrality of AI also needs to be verifiable, and compliance with GDPR principles is necessary to protect client confidentiality. However, access to AI tools is limited, particularly for small law firms, which make up 97% of the legal profession. There are also jurisdiction-specific issues, as many tools are only available in certain languages.

Overall, the use of AI in the legal industry presents both opportunities and challenges. While AI tools can support legal analytics and provide added value to legal services, it is essential to ensure that they are integrated into the judicial process in a way that upholds the principles of fairness, transparency and impartiality. It is also important to provide digital empowerment and training for justice professionals to enable equitable access to AI tools and increase awareness of how they work. By doing so, it may be possible to reduce the number of people with unmet justice needs and expand access to legal services through digitalisation.



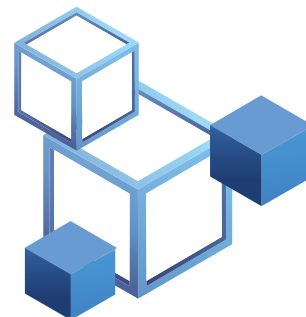
Sara Hjeltnes, Business & Stakeholder Manager, Digital transition & Judicial training unit, Directorate-General for Justice and Consumers, European Commission
Håkan Klarin, Chief Information Officer, Swedish Prison Service

ACTION POINTS:

- Promote **digital empowerment of justice professionals** to ensure equitable use of and access to novel technologies, without undermining professional competence.
- Train lawyers to provide services that **add value** to the AI tools.
- Augment the basic principles of the legal process with **creativity and critical thinking**, especially regarding **machine-generated** decisions.
- Hone **social intelligence** in lawyer training to provide the “human touch” to clients, demonstrating compassion and guidance.



2ND SET OF PARALLEL WORKSHOPS



1.5 A Digital Competence Framework for Justice

Moderator: Florence Ranson, Political Presenter, Founding Member of EACD.

Workshop leaders: Abigail Fernández González, Director, Centre for Legal Studies (CEJ), Spain; Teresa Muñoz-Reja Herrero, Deputy Director, Centre for Legal Studies (CEJ), Spain.

Summary of talks: This workshop considered the need to define a digital competence framework for justice, through the results of a programme adapted to the digital transformation process of the Spanish judicial system. The Spanish case study was developed in response to the European guidelines on digital training for justice professionals, as a potential reference source for other EU countries.

Building a digital competence framework for justice is both a challenge and an opportunity for judicial training institutes. These institutes need to provide training for justice professionals that improves their awareness of digitalisation and AI, as well as giving them the skills and tools needed to work in an increasingly digitalised field.

The Spanish programme aimed to identify the key competences to offer training, as part of a complete framework. Training should be offered at four levels, ranging from basic to expert, through intermediate and advanced. Overall, the programme identified 23 AI competencies, spread over five key areas.

ACTION POINTS:

- The **five key areas** for **digital competence training** are: Digital Rights & Duties; Digital Environment of Justice; Accessibility & Attention to Citizens; Digital Transformation & Change Management; Security & Sustainability.
- Adopt a **360 vision** of digital competence, through holistic and strategic training programmes.
- Maintain a focus on protecting **individual rights and the rights of specific groups**, including vulnerable groups.
- Help trainees understand the importance of good **electronic data collection and processing** to support decision-making.
- Promote **flexible, adaptable training** in response to emerging data and trends.
- Offer training in **foreign languages** as part of digital competence judicial programmes.
- Guarantee that **submissions and statements made in an online hearing** are as valid and as legal as if made in court.
- Help citizens access **equal and inclusive justice**, including justice access points and online services, considering that a digital **divide** exists.
- Promote **ethical and legally responsible behaviour** through good knowledge and application of the **EU Declaration on Digital Rights**.



1.6 EU agencies experience and offer of judicial training on digitalisation

Moderator: **Lena Geckle**, Policy Officer, Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: **Noemi Alexa**, Head of sector, Exchange, Research and Analysis, [European Union Agency for Law Enforcement Training \(CEPOL\)](#); **Plamen Ivanov**, IP cooperation specialist, [European Observatory on Infringements of Intellectual Property Rights \(EUIPO\)](#); **Gabriel Toggenburg**, Head of Human Rights Structures & Mechanisms Sector Institutional Cooperation and Networks Unit [FRA](#), [European Union Agency for Fundamental Rights \(FRA\)](#).

Summary of talks: Participants were informed about CEPOL's innovative high-quality training activities for law enforcement officials and judicial professionals. Cyberbites consist of short online self-paced products on topics such as open-source intelligence (OSINT), OSINT & social media, the Darkweb and OSINT & cryptocurrencies. E-lessons are longer and go into more detail; the latest of these is a virtual reality-based e-lesson on illicit drugs laboratories. A series of webinars enables participants to acquire the necessary skills, knowledge and expertise to tackle various forms of criminality.

EUIPO is tasked with enhancing the expertise of professionals involved in the enforcement of Intellectual Property Rights (IPR). It achieves this by organising regular seminars and webinars for judges of IP courts and public prosecutors. A balanced mix of face-to-face and online events covers a variety of themes and topics as well as updates on recent case-law. Most take place in a closed and secure environment, in which judges feel confident exchanging ideas and receiving good practices.

A low level of use of the EU Charter of Fundamental Rights at national level has led to the European Union Agency for Fundamental Rights developing a wide range of training and training tools dealing with the charter. These were summarised for participants along with some conclusions. For example, the digital arena is perfect for quickly accessing data and for interactive, step-by-step learning. However, hesitancy remains, and in-person training remains key.

ACTION POINTS:

- **Keep up to date** with [CEPOL's Cyberbites](#) for the most recent knowledge in the fast-changing environment of open-source intelligence.
- Follow a CEPOL e-lesson such as one of the latest, on **behaviour analysis for migrant smuggling**.
- **Attend an upcoming EUIPO event**, such as Trade Secrets Litigation Trends in the EU (22 September 2023), 3-4 October 2023 on the Impact of New Technologies on the Enforcement of IPRs and Judicial Cooperation, or Liability of Online Intermediaries (1 December 2023).
- Make full use of a number of **innovative FRA tools** such as the new Charter-app, the "Charterpedia" database, the Charter e-guidance for judges, the Charter Trainers' manual, and other digital tools.



1.7 Digitalisation of notaries' training

Moderator: **Wojciech Postulski**, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: **Peter Stelmaszczyk**, President, [Council of the Notariats of the European Union \(CNUE\)](#); **Marc Wilmus**, Chair, [Council of the Notariats of the European Union \(CNUE\)](#) "Training" Steering Committee; **Juan Kutz Azqueta**, Representative, [Spanish Notariat](#); **Andrea Grisilla**, Project Manager, [Council of the Notariats of the European Union \(CNUE\)](#).

Summary of talks: Digitalisation facilitates communication between notaries and other authorities, but simultaneously brings challenges around security and reliability. The job of notaries is to provide legal certainty and for this, highly secure platforms and reliable digital tools are necessary.

Under the [European judicial training strategy for 2021-2024](#), 30% of notaries in the EU should be undertaking continuous EU law training each year by 2024. For this reason, the [Council of the](#)

[Notaries of the European Union \(CNUE\)](#) has focused its efforts on training. CNUE organised 10 seminars across Europe to meet with stakeholders and assess the training needs of notaries, which led to the creation of eLearning modules on three topics: company law, family law and GDPR.

A presentation of Spain's approach to training and testing notaries in the field of anti-money laundering (AML) then followed. Spain's Centralised Organisation for the Prevention of Money Laundering (OCP) developed digital training on topics, such as frozen asset lists, politically exposed persons, terrorist financing and others. This training is obligatory for Spanish notaries and has been effective in increasing AML compliance. The EC is co-financing the development of similar training at EU level, supported by the expertise of the Spanish Notariat.



ACTION POINTS:

- Continuous training is recognised as essential for notaries under the [European judicial training strategy 2021-2024](#), such that all Member States must play their part in this.
- The CNUE eLearning modules will soon be available at the [European Notarial Network website](#).
- The [Spanish AML training and awareness programme](#) is available in Spanish with English subtitles on the European Notarial Network website.
- EU-level AML training, similarly to the Spanish programme, is under development and will be offered at European level.



1.8 The use of AI in prisons and probation contexts

Moderator: Sara Hjeltnes, Business & Stakeholder Manager, Digital transition & Judicial training unit, DG JUST.

Workshop leaders: Pedro das Neves, Executive Director, IPS Innovative Prison Systems and Editor, JUSTICE TRENDS Magazine; Håkan Klarin, Chief Information Officer, Swedish Prison Service; Emilia Gomez, Lead Scientist, EC Joint Research Centre (JRC).

Summary of talks: Workshop leaders discussed the need for balancing the risks and opportunities of AI. This includes examining the benefits of AI in supporting operations and decision-making (including cell allocation or recidivism prediction), but also concerns around bias and data quality. Offender assessments and structured risk assessments could be used to collect relevant data for predictive modelling. The HORUS 360 iOMS project, funded by the EC, is researching and designing a solution to manage data, generated during the detention life cycle through the use of AI and predictive analysis technology.

Participants also discussed the potential gains of AI in efficiency, prevention, prediction and intelligence. There are potential challenges around integrity, bias, power and control. To find the right balance, AI could be used not only for safety and security, but also for social inclusion and improving diversity. Furthermore, risks can be mitigated through data quality, knowledge, governance structures and cooperation across borders. EuroPris is working on upcoming recommendations for the ethical and organisational aspects of using AI and related digital tech in prison and probation services.

The audience also learned about the issue of trustworthy AI in law enforcement. One interdisciplinary project presented studies on the use of AI in recidivism prediction, comparing machine learning predictions with human predictions on a dataset of juvenile offenders in Catalonia. While machine learning provided higher accuracy, it also exhibited lower fairness: the algorithm considered features, such as gender and foreign status, which are immutable aspects of defendants. Machine learning should support, rather than replace, human decision-making. The importance of building trustworthy AI through “explainability”, transparency and accountability was also stressed.

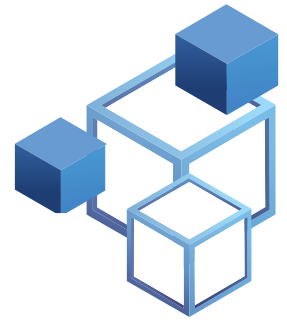
ACTION POINTS:

- Ensure the collection of **relevant, representative and quality data** to answer the questions of today.
- Evaluate the **readiness of current IT systems** to implement AI technologies.
- **Involve universities and other research institutions** in the validation of risk assessment tools.
- Align the **AI management process** with structures of governance to ensure that the interests of all stakeholders are accounted for.
- Create and maintain **algorithm evaluation** and support to enable more accurate predictions and the elimination of bias.
- Base **new training models** around this effective use of AI.



DAY 2

TRAINING ON DIGITAL PROFESSIONAL TOOLS AND TECHNOLOGIES



INTRODUCTION

The second conference day took a more practical focus, with talks and presentations based around identifying good technologies for the digitalisation of justice.

This shift “away from substantive law and onto tools” gave participants the chance to hear actual ways of digitalising the judiciary through training, explained **Lena Geckle, Policy Officer**, Digital transition & Judicial training unit, **DG JUST**. “No IT tools will be of any benefit if professionals don’t know of them or how to use them,” said Ms Geckle. This also means considering the risks of tools and mitigating them where necessary.

The EC already offers two major tools to support digitalisation. These include financial tools, but also practical training tools, such as the [European Training Platform \(ETP\)](#).

The ETP offers training courses but also self-training materials on EU law and related matters, such as books, guidelines and e-learning modules for any legal profession. Besides, new learning tools for different justice professionals and practical support learning videos are among the next tools being developed, the so-called E-capsules and learning videos concerning the European Court of Justice.

“Besides training on the law, we need training on tools,” concluded Ms Geckle. “That exists and more will come.”

KEYNOTE SPEECH

Richard Susskind, President of the Society for Computers and Law, former IT adviser to the Lord Chief Justice of England and Wales described exemplary digital tools and how they are used, as well as some of the problems in the way of a full roll-out.

“In many jurisdictions, the process is too complex,” he said. “In these cases, we have an analogue court system in a digital world.”

Fundamentally, he said “this is a problem of access to justice.” Some of the worst cases in the world can be found in Brazil and India, where tens of millions of legal cases are never expected to be resolved. Overall, the OECD estimates that just 46% of the people in the world live under the protection of the law.

Digital tools can help to bring about a more affordable and intelligent legal system. Whereas traditionally, technology was seen as a way of “optimising” existing systems and court processes, digital technologies now can innovate, rather than simply automate.

As one example, he referred to the [Remote Courts Worldwide](#) service launched by the UK in March 2020, in response to the increased digitalisation of courts. Around the world, 172 jurisdictions now hold remote hearings. “In January 2020 this was unimaginable,” Mr Susskind said.



He described the COVID-19 pandemic as a “remarkable experiment” and a “springboard” to new tools and technologies. But he added “I do not believe the new world has arrived.” Home working and Zoom meetings are only part of a paradigm shift, with more digital innovation on its way for the delivery of court services.

We are all living through an age of greater technological advance than the world has ever witnessed. Systems are increasingly capable of more and more, with no finish line in site. “By 2030, our lives will have been transformed by technologies that have not yet been invented.”

Possible innovations for the near future include pop up law courts holding virtual reality hearings. Online dispute resolution for small cases could rule out physical hearings and oral evidence for low-value claims. Machine learning systems using predictive models could be increasingly able to predict the answers in some cases, such as patent cases, more accurately than any court.

Training will be needed for judges for decades to come, he predicted, and this training will increasingly relate to digitalisation. “Just as a surgeon today cannot say they are not interested in technology, judges will need to become hybrid technologists,” Mr Susskind predicted.

Yoana Nikolova, Team Leader e-Justice Portal and budget team, Digital transition & Judicial training unit, [DG JUST](#), then gave a presentation on the [European e-Justice Portal](#). As a “one-stop shop at EU level for justice matters,” Ms Nikolova explained, the portal is designed to be used by citizens, businesses and justice professionals. The portal aims to link up existing national justice applications and databases, without duplicating or replacing existing national systems. It has been operational since 2010 and is now available in 23 languages, covering more than 150 topics. Visits have increased from double digits in early 2010 to almost 6 million in 2022.

Some of the “Major dynamic functionalities” already offered, she said, include a case law search option, the [European Training Platform](#) and search engines to [find a lawyer or notary](#). The next steps will be to add a bailiff search function, and to create the “My e-Justice Space”.

The [European Case Law Identifier \(ECLI\)](#) was itself set up following a 2011 request from Member States, added Ms Nikolova. Challenges to finding case law across borders and online as identified by Member States included differences regarding national practices and the lack of a common set of metadata, as well as language barriers.

ECLI has been available on the e-Justice Portal since mid-2016. EU co-funding is now being offered to extend and enhance ECLI coverage, particularly through better availability of additional metadata criteria.

DAY 2 PARALLEL WORKSHOPS:

1ST SET OF PARALLEL WORKSHOPS

2.1 Guide on the use of AI based tools by lawyers and law firms in the EU

Moderator: Florence Ranson, Political Presenter, Founding Member, EACD.

Workshop leader: Peter Homoki, Surveillance Working Group, Council of Bars and Law Societies of Europe (CCBE).

Summary of talks: This workshop gave a presentation of the [AI4Lawyers Project](#), co-funded by the EU Justice programme to consider the use of AI by small firms. Specifically, the project prepared a Guide on the use of AI by lawyers and law firms in Europe, to help lawyers better understand the use of AI and other novel IT technologies in their daily practice. The [Guide](#) aims to be educational and provides practical information on what tools to use and how to use them.

The Guide was finalised on 31 March 2020, right at the start of lockdowns and other COVID-19 containment measures around the EU, meaning that “it would be an understatement to say a lot has happened since then.”

The speaker presented six scenarios for a small firm using AI, including bilateral contract negotiations and paid client meetings. AI4Lawyers found that, while AI can improve efficiency, particularly on the fragmented legal IT markets across countries and regions, Europe is nowhere near a situation in which lawyers will be replaced by chatbots. In most cases, it is more important for lawyers to retain client confidence than to save costs.

ACTION POINTS:

- Work within the CCBE, at bars and law societies, to **update the 2012 guidance on cloud computing** to better reflect AI tools.
- Evaluate **large language model (LLM) capabilities** for lawyers, to assess reliability.
- Maintain **“human in the loop”** throughout AI systems to hold client trust.
- Consider **languages and jurisdictions** for prioritisation.
- Develop **hands-on demonstrations and illustrations** of the use of AI-based tools.
- Protect and promote **privacy and client confidentiality** through a focus on the skills of individual lawyers and law firms.
- Address problems of **outsourcing and independence**, for instance regarding vendor lock-ins.



2.2 Principles and standards of digitalisation of professionals: Guidelines of the European Commission for the Efficiency of Justice (CEPEJ), European Network of Councils for the Judiciary Digital Justice Working Group Recommendations

Moderator: **Lena Geckle**, Policy Officer, Digital transition & Judicial training unit, DG JUST.

Workshop leaders: **Daniel Schmidt**, Secretary, Working Group on Cyberjustice and Artificial Intelligence of the European Commission for the Efficiency of Justice (CEPEJ); **Egidija Tamošiūnienė**, Vice-president, Lithuanian Council for the Judiciary, member, European Network of Councils for the Judiciary (ENCJ) Digital Justice Group.

Summary of talks: In terms of the status and trends of digitalisation, the future is digital. AI is on the rise, although currently more as auxiliary technology than in decision support. At the same time there is wide variation in exposure to digital tools, between countries, inside countries, between different fields of justice (administrative, civil and criminal) and between different courts. In terms of the principles and standards of digitalisation, the principles and standards of Article 6 of the [European Convention on Human Rights](#) (the right to a fair trial) should be the focus. Any specific standards or principles promoted as regards digitalisation need to be in line with Article 6.

When it comes to the AI challenge, the principle “under user control” should preclude a prescriptive approach and ensure that users are informed actors and in control of their choices. When any AI-based information system is implemented, it should be accompanied by computer literacy programmes for users and debates involving professionals from the justice system.

Digital access to the judiciary is desirable for litigants and legal professionals because it makes procedures more accessible, easier and faster. The challenge is to move judiciaries closer to the digitalisation process. The executive branch of the judiciary has sole responsibility for digitalisation, which has an impact on the independence of the judiciary. In the context of algorithms, AI and machine learning, access to judicial decisions depends in the long term on machine learning and automatic anonymisation. However, AI is not always compatible with judicial reasoning, so there is a strong need to monitor AI, which should be ethical-by-design.

ACTION POINTS:

- Consider **ECHR Article 6** in the digital context.
- Digitalisation is a good way to **improve efficiency** if done properly and in line with human rights and the Rule of Law.
- Users of digital systems in the judicial environment – and those exposed to AI-based systems – **must understand** how these systems work, as well as the risks involved.
- Digital training needs must be made very **specific to the needs of the target group**. There is no “one size fits all” approach.
- Ensure **easy access to online files** for court users and for people with no digital access.
- Consider developing a **common European system** for the **anonymisation** of judicial decisions.
- There is an urgent need to **find the right balance** between data protection and judicial transparency.
- Any digital AI-based system should be **user-friendly for all user groups**.
- An **independent institute** consisting of experts, magistrates, court staff and representatives of the European Network of Councils for the Judiciary could be the way forward to control an AI-based system.

2.3 Vigilance regarding the use of digital tools: AI and the Rule of Law

Moderator: Wojciech Postulski, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leader: Prateek Sibal, Programme Specialist at the Digital Policies and Transformation Section, Communication and Information Sector, Internet Governance, [UNESCO](#).

Summary of talks: This workshop focused on some of the tools UNESCO has developed around AI and the Rule of Law, such as on-the-ground training and training the trainer sessions, while particular attention was given to UNESCO's [Massive Open Online Course \(MOOC\) on AI and the Rule of Law](#). UNESCO's aim is to strengthen the capacity and knowledge of judges, prosecutors, lawyers and other professionals in the judicial system regarding international and regional standards relating to AI and human rights.

The MOOC has six modules: Digitalisation of Justice Systems, AI use in Justice Systems, Online Courts, Algorithmic bias, AI and human rights, and AI ethics and governance issues. The target audience includes judges, prosecutors, lawyers, administrators and individuals at legal tech companies.

In addition to the MOOC, UNESCO also carries out face-to-face training and webinars. UNESCO is also developing a training manual for training the trainers at national level and offers a comic strip and a microlearning course for awareness raising of AI issues.

There are six potential fields within the justice sector, where AI can be used: E-discovery and document review; predictive analytics (which should be approached with extreme caution), language recognition and analytics; dispute resolution; risk assessment; digital files; and docket management. The implications – both positive and negative – of using AI in justice systems require full and ongoing consideration for instance regarding privacy and security, data ownership, or judicial excellence.

ACTION POINTS:

- AI can be used to positively impact the work of justice professionals, but there are **potential pitfalls** around, for example, privacy, data ownership and algorithmic bias.
- **UNESCO's MOOC on AI and the Rule of Law** is an excellent starting place for training judicial operators in AI and the Rule of Law.
- UNESCO is encouraging national authorities to **co-organise national training workshops** with them on AI and the Rule of Law.



2ND SET OF PARALLEL WORKSHOPS

2.4 Digitalisation of judicial cooperation in civil matters

Moderator: Florence Ranson, Political Presenter, Founding Member, [EACD](#).

Workshop leaders: Marie Vautravers, Legislative Officer, unit for Civil justice, [DG JUST](#); Dragos Serban, IT Project Manager, IT sector, [DG JUST](#).

Summary of talks: Within the next decade, all courts and competent authorities involved in a cross-border civil or commercial case will be required to use digital tools to, for example, initiate a case, communicate, request or issue a certificate. Trainers need to understand what is available and what is upcoming, to prepare national judicial systems.

The session heard that several different types of EU instruments already exist for digital cooperation in civil and commercial matters. These include civil procedure and the final stage of negotiation in cases around divorce, parental responsibility, small claims, and contractual obligations. Channels for authority-to-natural/legal person cooperation include the [European Electronic Access Point \(EEAP\)](#). In the near future, instruments will be available on for instance the recognition of parenthood, or the cross-border protection of vulnerable adults.

New channels for authority-to-authority cooperation include common software developed by the EU, as well as specific models of national IT systems. One of the first new EU instruments to emerge will be for the digital service of documents and the taking of evidence, in 2025. Others are expected to be developed over the years 2025-2033.

Participants saw a reference trial run of a civil case management system, running from log-in to case resolution, through presentation of a dashboard and workflow. The test case showed communication between legal professionals in Czechia and Poland.

ACTION POINTS:

- Understand the likely **timeline for new EU digital instruments** for judicial cooperation in civil matters.
- Recall that the **EU has no competence** to make rulings in purely **domestic civil cases**.
- Consider **which EU rules are directly applicable in cross-border civil cases**, for instance if a child is abducted abroad or damage occurs abroad.
- Promote the **digitalisation of judicial cooperation** for cross-border civil cases.
- Allow for some **flexibility in court-to-court communication** between national authorities, particularly as regards children, where interpersonal communication between judges of different nationalities is needed.
- Prepare for developments in **digital court hearings**, which will be possible in the future, not only for cross-border cases, but also when a national is away from his or her home country for reasons of **work, family or leisure**.
- Understand that professionals at **all levels will require basic skills** to log in and understand user type, accessibility options and other elements of digitalisation.
- Involve **ministry officials and other competent authorities**, such as child protection officers, in an understanding of tools for the digitalisation of justice.
- Consider who will need **access links and passwords** for a new EU digital case management system.



2.5 Digitalisation of judicial cooperation in criminal matters

Moderator: **Lena Geckle**, Policy Officer, Digital transition & Judicial training unit, **DG JUST**.

Workshop leaders: **Katerina Entcheva**, Legal and Policy Officer, Digital transition & Judicial training unit, **DG JUST**; **Sabina Valek Derganc**, Legal and Policy Officer at the Information Systems Development unit, **DG JUST**.

Summary of talks: Participants received details of the EC IT system **e-Evidence Digital Exchange System (e-EDES)**. This is the result of the request by the European Council in 2016 to have a secure online portal for electronic requests and responses and the corresponding procedure. It has two distinct components: the secure communication infrastructure – the e-CODEX system – composed of the e-CODEX Connector and the eDelivery Gateway; and the Reference Implementation Portal (the interface for sending and receiving data). The architecture was described in detail. The aim of **e-EDES** is to provide faster, secure and reliable communication in cross-border judicial cooperation procedures in criminal matters, while guaranteeing protection of procedural and human rights.



Top left

Lena Geckle, Policy Officer Digital transition & Judicial training unit, Directorate-General for Justice and Consumers, European Commission

Katerina Entcheva and **Sabina Valek Derganc**, Legal and Policy Officer, Digital transition & Judicial training unit, Directorate-General for Justice and Consumers, European Commission

Top right

Pedro Das Neves, Executive Director, IPS Innovative Prison Systems and editor of JUSTICE TRENDS Magazine.

Bottom centre

Daniel Schmidt, Secretary, Working Group on Cyberjustice and Artificial Intelligence of the European Commission for the Efficiency of Justice (CEPEJ)

The [proposal on digitalisation of judicial cooperation and access to justice in cross-border civil, commercial and criminal matters](#) was presented. This proposal was adopted by the EC in 2021 and is currently being negotiated by the core legislators: the European Parliament and Council. The objectives are to improve the efficiency and resilience of cross-border judicial cooperation between competent authorities; reduce administrative burden and costs, increase legal certainty, and enhance protection of parties' procedural rights; and establish a legal basis for hearings by videoconference in criminal matters.

Also presented were: [Digital Information Exchange in Terrorism Cases](#) (amending Regulation (EU) 2018/1727); the [Joint Investigation Teams collaboration platform](#); European Production and Preservation Orders for electronic evidence in criminal proceedings and for the execution of custodial sentences following criminal proceedings ([e-Evidence Regulation](#)); and the [Proposal for Transfer of Criminal Proceedings](#)).



ACTION POINTS:

- Justice professionals are encouraged to take time to **understand these new digital systems** and tools and become familiar with their operation.
- It is important that justice professionals **work closely with IT developers** on these new systems and tools, so that they are **easy to use and specifically aligned** with the needs of judges and other judicial professionals.
- Justice professionals must **provide feedback** on the ease of use of these digital systems and tools.
- Training of justice practitioners is an essential tool for ensuring the **correct and effective application** of the upcoming Regulation on the digitalisation of judicial cooperation and access to justice in cross-border civil, commercial and criminal matters.
- **Timely and targeted training activities** for all justice practitioners involved in the activities envisaged under the upcoming Regulation are required.

2.6 Digital tools for CJEU case-law search

Moderator: Wojciech Postulski, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, DG JUST.

Workshop leaders: Pedro Cabral, Head of Unit, Research and Documentation Directorate, Court of Justice of the European Union; Carolina García Rato, Administrator at the Research and Documentation Directorate, Court of Justice of the European Union.

Summary of talks: This workshop began by detailing some of the digital tools available on the [website of the Court of Justice of the European Union](#) (CJEU) both on EU law ([Factsheets](#), Annual Reports of the Court, [Monthly Case-Law Digests](#), Global case-law digests) and on national law (Research notes, Flash-news). In addition, the CJEU has publicly available documents on cases brought before the Court of Justice, the General Court and the Civil Service Tribunal that are searchable via its [InfoCuria database](#). As this is a rich and vast database, understanding how to effectively search it is a valuable skill and this was the focus of the workshop.

Users can do simple searches by case number, which will provide information such as the request for preliminary ruling, names of parties and subject matter. An advanced search will screen and analyse the full text of documents for keywords. Advanced search can also be used to look for cases that mention specific case-law or legislation using the criterion 'references to case-law or legislation'. A demonstration was provided on how users can refine their search criteria to get the most relevant results.

Learning how to search [InfoCuria](#) effectively requires a small investment of time that will bring justice professionals and students considerable benefits.

ACTION POINTS:

- The [CJEU website](#) provides a wealth of up-to-date information on EU and national law.
- The [InfoCuria database](#) is an important and dynamic source of information for legal professionals and students.
- The [CJEU library](#) provides online access to its bibliographic resources [through Curius](#).
- Trainers are encouraged to **teach professionals about these digital tools** and how best to use them.



3RD SET OF PARALLEL WORKSHOPS

2.7 Les défis de la numérisation de la justice : procès numérique et formation judiciaire, France et Italie, expériences comparées.

Moderator: Florence Ranson, Political Presenter, Founding Member, EACD.

Workshop leaders: Haffide Boulakras, Deputy Director, École nationale de la magistrature, France; Gianluca Grasso, Member of the Board of Directors, Scuola superiore della magistratura, Italy.

Summary of talks: This second day workshop compared similar, yet different experiences of judicial training and the digitalisation of justice, as seen in France and Italy.

In **France**, over recent years, there has been a general perception among the media and the public that justice is in crisis. A review of justice systems (États généraux de la Justice) drew conclusions in the summer of 2021, including around the digitalisation of justice. An objective for France moving forward will be to completely “dematerialise” cases, digitalising every stage of a case.

Digitalisation will certainly help to simplify and modernise judicial systems, but to succeed, it must also be seen to benefit all stakeholders. The French review found that all stakeholders currently see professional digitalisation as involving a downgrading of everyday life. This was in part because of the cultural shift needed to move from informal online activities at home to official work, with a personal smartphone or computer for instance often preferred to court IT equipment.

While the French presentation looked at criminal procedures, the Italian speaker focused on the civil. However, in both jurisdictions the “cultural revolution” of digitalisation was understood as far more than simplifying or dressing up old procedures. Italy was said to have until recently been lagging behind other EU markets, but to now have the digital infrastructure needed for modernisation and action, while allowing for the respect of rules.

When **Italy** began work on the digitalisation of justice 30 years ago, digitalisation was seen primarily as a way of enabling predictive justice. Today, this has evolved into a platform allowing for the digitalisation of everything, from filing pleas and defence material to reaching a verdict. Judges may in most cases ask to hold hearings online, if there are no connectivity issues. Digital hearings are however considered to be a means not an end, with further digitalisation to continue at speed.



ACTION POINTS:

- Training must enable professionals to handle the **cultural as well as technical challenges** of moving systems and procedures online.
- **Behavioural changes** must be made to support this cultural shift.
- The digitalisation of justice brings new **security challenges**, which must be solved as soon as they emerge. This includes the need to ensure work tools are always secure, at the same time as being shared.
- The **state** must at all times take into account the specificities of digitalisation, which cannot be managed by training programmes alone.
- **Digital transition tools** must themselves be the subject of training courses, alongside training about the law. Most failures around the digitalisation of justice in France were the result of a lack of training.
- **Judicial schools** must be involved in building up a digital jurisdiction, rather than being left alone until new work practices and procedures emerge.
- All **trainee legal professionals** need to follow courses in digitalisation, to ensure they understand digital tools.
- Digitalisation should be a part of **ongoing education and lifelong learning**, with annual courses as a positive option.
- Support a **dual approach to training** in digitalisation, including both traditional training courses and self-learning through handbooks and e-learning.

2.8 Upscaling the Digitalisation of Justice: Training Activities to Support Legal Practitioners. Experiences of the Academy of European Law (ERA)

Moderator: Lena Geckle, Policy Officer, Digital transition & Judicial training unit, DG JUST.

Workshop leader: Viktor Vadász, Deputy Director, Academy of European Law (ERA).

Summary of talks: ERA provides high-quality training for legal practitioners. The organisation focuses on all aspects of EU law, such as family law, criminal law, financial law and IP law, and is constantly expanding the training portfolio as EU law is continuously infiltrating new fields in which legal practitioners need to be updated.

Digitalisation has become a very important part of ERA's long-term strategy. This involves upgrading the equipment and investing in the technology to provide an optimal digital environment for training activities, as well as investing in the content of the training programme.

Participants learned how ERA adopts a hybrid approach to training legal practitioners, combining face-to-face training with a strong online programme. Many of the training topics cross different areas. For example, cryptocurrencies concern both financial law and criminal law. New structures are necessary to address the new challenges thrown up by digitalisation of the different fields of law. New training methods have to be introduced, for example by allowing legal practitioners to test and try out different approaches and learnings in a secure environment.

Examples were given of some of ERA's latest training courses. These include: Legal Challenges of the Metaverse; Transnational use of Video Conferencing in Criminal Proceedings; AI in Criminal Justice; European Consumers in a Digitalised Society; Digital Finance: MiCAR & DORA; Digital Contracts and Data-Trading; and Digital Technology in Family Matters.



ACTION POINTS:

- Training is an area that requires **constant investments** in the knowledge and the technology of digitalisation, as it is constantly evolving.
- When it comes to training, **digital skills need to be seen as important as legal content**, and not as subordinate.
- **Feedback from legal practitioners** on training methods and content is important, to ensure that the training given meets the needs of participants.
- Participants were encouraged to make the most of ERA's [self-learning portal](#) and online webinars.
- Online training is efficient, but it is not enough; **face-to-face training is also needed** as it increases mutual trust.

2.9 DIGICOR Scenarios and Training Course on the Implementation of 15 digital technologies in prisons and probation

Moderator: **Wojciech Postulski**, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: **Rhianon Williams**, Project Manager, [DIGICOR](#), Bremen Justice Ministry, Germany; **Pedro Das Neves**, Executive Director, [IPS Innovative Prison Systems](#), Editor, [JUSTICE TRENDS Magazine](#).

Summary of talks: [DIGICOR](#), funded by the EC [Erasmus+ programme](#), is a training project aiming to foster digitalisation in prison management services. Its research has found that, when it comes to digitalisation, the focus in the prisons sector has been largely on issues around security technology, such as drones, biometrics and post-release monitoring. [DIGICOR](#) would like to see more initiatives on using technology to reduce recidivism, for instance for e-learning.

[Fifteen scenarios](#) with huge potential for digitalisation were presented. These included inmate communications, e-learning, videoconferencing with courts, telemedicine, offender management systems, Smart Prison Initiatives and AI in corrections.

Prison staff will need high levels of digital literacy for this, so [DIGICOR](#) has developed an [eLearning course](#) containing 12 modules that cover the 15 scenarios alluded to above. These modules are based on specific topics and can be used independently of each other, providing prison staff with a solid grounding in the topic that can then be further developed with training at local level.

[DIGICOR](#) has established recommendations for various stakeholder groups (prisoners, prison staff and administration, probation counsellors and clients, national and EU decision makers) in order to present and share their research outcomes.



ACTION POINTS:

- **Digital education and training** for both prison staff and inmates is vital and the [DIGICOR eLearning course](#), which will be available in the coming months, is an excellent starting point.
- Digitalisation should be exploited, not just for monitoring and surveillance purposes, but as a **means of ultimately reducing recidivism**.
- Roll-out of digitalisation in the prison sector varies widely across Europe so **knowledge transfer between Member States** should be encouraged to level the playing field.
- It is important to **maintain the momentum on digitalisation in prisons** and avoid rolling back on progress made during the pandemic.

2.10 Italian and Portuguese experience on training court staff accompanying digitalisation reforms

Moderator: Sara Hjeltnes, Business & Stakeholder Manager, Digital transition & Judicial training unit, DG JUST.

Workshop leaders: José Júlio Fernandes, Senior trainer, [Direção-Geral da Administração da Justiça, Portugal](#); Alessandro D'Ancona, Head of General Affairs Office, [Ministero della Giustizia, Italy](#).

Summary of talks: Portugal's experience in digitalisation of the justice system was presented first. The country has been working on this for over two decades with significant progress, but there are still some obstacles to overcome. An e-learning platform provides training resources on various procedural areas, including civil procedure, criminal proceedings, administrative and tax processes. The platform is highly flexible, allowing trainees to access content at any time and place. Portugal has also been involved in various EU projects, including one focused on creating a new training model for justice officers.

Italy's experience in training court staff and digitalising the justice system was then presented. The Italian Ministry of Justice is responsible for providing training, both initial and ongoing, and there are two different training bodies that share the same objectives. Italy has a telematic civil trial, which is a bilingual notification service for judicial decisions through digital means. It has implemented an e-learning platform that provides a wide range of courses, including telematics training on the most common software used in courts and the judiciary. Additionally, there are specific tools for civil trials provided by the DGSIA, which is the IT department of the justice system. Italy has also worked on improving communication between the educational branches of the magistracy and the Ministry of Justice.

ACTION POINTS:

- Address the need for **initial and continuous training** on digital tools via e-learning modules.
- Increase **accessibility and ease** of training via e-learning platforms.
- Ensure **communicability between the digital infrastructure** in different educational and administrative branches of the justice department.
- Digital literacy should not only be taught but also be **evaluated and certified** in a systematic manner.



DAY 3

LEARNING METHODOLOGY IN THE DIGITAL AGE

INTRODUCTION

The last day of the conference saw attention turn to a methodology for learning in the digital age, with legal, technical and policy experts giving their view of the situation. This focus included thoughts on how best to use the digital tools and practices discussed over the previous two days' panels as part of good judicial training.

KEYNOTE SPEECH

Lizbeth Goodman, Chair of Creative Technology Innovation and Full Professor of Inclusive Design for Education at University College Dublin/Director, SMARTlab, presented some recent highlights of her more than 3 years' work applying novel learning to judicial training.

Importantly, she said, good training should include "untraining." This means unlearning bias, in the first instance. Digitalisation, she said, makes it easier to come afresh to a situation, shedding layers of past prejudice. Ms Goodman's work with [SMARTlab](#) includes sectoral training in "unconscious bias".

[SMARTlab](#) was founded in 1992 as an education system "for all levels of cognitive and physical ability," she explained. The system therefore values diversity, including women, children, elders and other marginalised groups.

"No single legal situation can be assumed to meet the needs of a universal solution," Ms Goodman said. [SMARTlab](#) instead develops creative, user-driven and highly personalised situations, using Extended Reality (XR) and AI to support pro-social change. "Each situation is unique as each person is unique," she explained. "There is no one size fits all in judicial training."

Situations analysed and addressed by [SMARTlab](#) include a project to develop specific XR training for bias among people with autism, codesigned with and by people living with autism.

Climate change analysis and environmental projects also benefit from the "overview effect" fostered by the [SMARTlab](#) approach. Real-world solutions can also be developed around the rights of older people, and people with reduced or temporarily reduced mobility, using inclusive design.

In the context of judicial training, she said an unconscious bias platform could be used for job interviews or management training. Ms Goodman said she would "love to develop new tools with colleagues looking at legal aspects of unconscious bias," to make a legal system accessible for all and breaking the "cycle of exclusion."

"Unconscious bias underlies so many aspects of everyday life, especially for the legal professions," she said. "It shapes how people see the status quo."



DAY 3 PARALLEL WORKSHOPS:

1ST SET OF PARALLEL WORKSHOPS

3.1 Members of the European Judicial Training Network (EJTN) experience in digitalising training offer

Moderator: Florence Ranson, Political Presenter, Founding Member, [EACD](#).

Workshop leaders: Ingrid Derveaux, Secretary General, [European Judicial Training Network \(EJTN\)](#); Silviya Dimitrova, Deputy Director, [National Institute of Justice \(NIJ\)](#), Bulgaria; Raf Van Ransbeeck, Director, [Institut de formation judiciaire \(IFJ-IGO\)](#), Belgium; Dariusz Szawurski-Radetz, Judicial Assistant, [National School of Judiciary and Public Prosecution](#), Poland.

Summary of talks: This session heard four experts from the [European Judicial Training Network \(EJTN\)](#) sharing experience and best practices about switching training activities online and accelerating the digital transition. The [EJTN](#) coordinates almost 1 000 events every year, training around 7 000 judges, prosecutors and court staff across Europe. The COVID-19 pandemic imposed a radical change to keep the network alive, switching all activities online. The EJTN Virtual Classrooms Project experience was presented to illustrate the objective of proper training with and about digitalisation. This project began in 2022, offering online and hybrid events and workshops, and is now live in 12 training institutes.

Digitalisation today is everywhere: a reality that all actors in judicial training have a duty to consider. A main question for everyone however remains how to understand what digitalisation really means. Early questions also concerned how to ensure interactivity between trainees and teachers online, and which digital platform to use. The challenge of knowing who is actually following and engaged with digital training is also a question.

Although participation in EJTN training fell in 2020 following the outbreak of the pandemic, some 87% of training was successfully carried out online. This digital transition for training will remain an EJTN priority over the next 3 years.

In Bulgaria, an e-learning portal allows justice training to be accessible 24/7, as well as to be continuously updated. This [NIJ Shared Learning Spaces](#) project includes the provision and installation of video-conferencing equipment in 13 courts and prosecutors' offices. Digital training can also mean courses can be more digital and responsive. The digitalisation of judicial training is not however an easy process. Hybrid training sessions are not always possible and will depend on the space available for digital equipment.

Belgium began the COVID-19 pandemic with very few digital resources. Early on, government ministers said Zoom was not secure enough for judicial training and blocked its use, creating problems with the installation of the EJTN Zoom Room. At first, Belgium relied on Cisco Webex – only to have to make this compatible with the simultaneous use of Teams as the situation developed, which led to increasing calls for ministers to agree on one shared cross-border training platform.

Virtual reality goggles were trialled in Poland in September 2022 as a way of creating and uplifting conventional training. As well as successfully developing new judicial training courses and experiences, VR was found to bring the added advantage of guaranteeing that a trainee is 100% engaged with course activities, unlike with conventional programmes.



ACTION POINTS:

- Keep online activities **shorter** than live events.
- Include the use of **interactive tools** such as Polls.
- **Train the trainers** in adapting content from live to online sessions.
- Consider ways of **attracting and engaging** participants – when cameras are both on and off.
- Increase focus on the protection of **fundamental rights**, for instance the protection of the individual's rights in the digital space.
- Continue and develop digital procedures and courses started during the COVID-19 pandemic through **podcasts and updated websites**.
- Provide clear instructions for the use of **VR goggles**, as well as managing user expectations.
- **Offer digital training on the job** to overcome objections to taking on a perceived extra burden of online courses.
- Offer lessons and manuals to **whole teams**, beginning with a focus on trainers.
- Recall that not all training should remain online after the pandemic, with some **face-to-face** interaction essentials.

3.2 Augmented reality training cards for legal sector

Moderator and Workshop leader: Tara O'Neil, Chief Innovation Officer, [SMARTlab Niagara](#).

Summary of talks: Participants learned that Augmented Reality (AR) can be a powerful tool for learning as it offers multiple benefits. It can improve long-term memory. Paper- and video-based training degrades in the memory faster than 3D experiences that involve depth perception. Recall is also significantly higher after an immersive AR experience. In one study, when participants were tested on the same information, the paper-based group scored 57%, while the AR group scored 80%. AR also shows higher memory retention when compared to an audio experience.

In a live experience of AR, participants discovered for themselves that an AR app with text and image improved the ability to remember and recall key facts. Moreover, through its use of visual, audio and interaction, AR increases engagement. It promotes storytelling, enabling layered and nuanced narratives to be given in different voices. This develops momentum; participants are compelled to complete the engagement. Importantly, AR dilutes or even removes bias.

AR experiences can have lasting effects on behaviour. Scientists found that after interacting with AR, people's interaction with the real world also changed, even when the AR device was removed. Participants also learned that AR leads to deep emotional connection between a person, a specific object and a specific goal, stimulates meaningful interaction, and induces strong empathic feelings.



ACTION POINTS:

- AR tools are becoming more accessible, easier to use, and many are free to use. Participants were encouraged to **try out AR tools** for themselves.
- One way forward is to **build case study libraries** for learning using AR Training Cards.
- It is not necessary to use AR glasses; **a mobile telephone** can offer a sensational/decent AR experience.
- Think about the **benefits of gamification** and how to engage people, cognitively change bias, and create a call to action.
- Consider how AR could **change behaviour** in the judicial system and how it could apply to the prison system.

3.3 Technology enhanced teaching and learning at the Law Society of Ireland

Moderator: Wojciech Postulski, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: **TP Kennedy**, Director of Education, [Law Society of Ireland](#); **Rory O’Boyle**, Solicitor, [Law Society of Ireland](#); **Caroline Kennedy**, IT Manager, [Law Society of Ireland](#).

Summary of talks: The [Law Society of Ireland](#) is the representative, educational and regulatory body of the solicitors’ profession in Ireland. This workshop focussed on its educational role – training incoming solicitors as well as continuing professional development – and how the Law Society is leveraging technology in this space.

Technology-assisted learning is appealing to professionals who are time poor and need to fit training into busy schedules. It also enables geographical inclusivity as, in the Irish case, solicitors based far from the learning centre in Dublin can benefit from training.

Various tools are used, such as [Moodle](#), which provides a centralised platform for students and teachers, [PanOpto](#), for dissemination of recorded material and wikis for collaborative learning. Mobile apps are also used to enable professionals to learn on the go.

The [Law Society of Ireland’s](#) experience has shown, however, that face-to-face learning is indispensable and so a blended approach is required. A flipped classroom approach is central, whereby background learning is done in the student’s own time leaving in-class time for discussions. The goal is to train 21st century lawyers with strong digital proficiency, critical and reasoning skills, as well as communicative and collaborative capacity.

ACTION POINTS:

- Using a **‘flipped classroom’ model**, whereby students have learned the fundamentals of a subject in advance and in their own time, enables classroom time to be used for discussion and learning.
- To move learning online is not simply a technical task, the entire **course has to be re-engineered and adapted** to this type of learning.
- The [Law Society of Ireland](#) promotes the benefit of **blended learning** i.e. both eLearning and face-to-face elements.



3.4 Prison and probation officers for the 21st century, recommendations for training

Moderator: Lena Geckle, Policy Officer, Digital transition & Judicial training unit, DG JUST.

Workshop leaders: Jana Špero, Secretary General, [Confederation of European Probation \(CEP\)](#); Dorin Muresan, Group Chair, [International Corrections and Prisons Association \(ICPA\)](#).

Summary of talks: Participants learned about the use of digital technology in the field of probation. [CEP](#) is a network of members across 39 countries working towards the goal of rehabilitating offenders. They aim to professionalise the probation sector, raise the profile of probation in the global arena of criminal justice and overcome challenges such as recruitment, professional development, and training. Two types of training are necessary for probation officers: basic training and specific training on different classes of offenders. [CEP](#) has an expert group on technology to identify and develop good practices in digitalising probation, including smartphones, video conferencing, virtual reality and mobile applications. Virtual reality experiences and scenarios are used to train treatment staff and probation officers. The staff can observe the interaction between the officer and offender and then leverage this learning experience in real life. A mobile application called Changing Lives is used by offenders to discourage recidivism.

Participants then heard about digitalising probation. During the COVID-19 pandemic, [ICPA](#) developed an online learning academy. Generation Z is now entering the workforce with different learning styles than previous generations. They learn primarily by doing – working through examples – so training materials need to be adapted to meet different learning styles. [ICPA](#) aims to create European standards for training to facilitate cross-jurisdictional abilities. They are creating an ideal profile for probation officers and rethinking probation officer training. The [PO21 Policy recommendations](#), 43 in total, include promoting methods that foster transversal digital competence development and exploring the potential of distance or blended learning and virtual reality for training. The [PO21 Library](#) has over 100 training resources in eight languages that trainers and trainees can use to search for resources and information for training, meaning emotional intelligence. Critical cases were also developed to go beyond basic police academy training and represent major dilemmas in prison environments, such as suicide attempts in prisons and managing friendly and official relationships.

ACTION POINTS:

- Training needs to account for the **new generation** and be tailored to their learning style.
- With digital advancement, systems and certifications need to be **compatible across jurisdictions** at the EU level.
- In addition to training probation officers to use the technology, technological innovation should be available to **offenders, and probation officers** should be trained to equip offenders to use it effectively.
- Explore **virtual reality scenarios** further to enable officers to react appropriately to critical cases and offenders to explore possibilities on their release.



2ND SET OF PARALLEL WORKSHOPS

3.5 Virtual reality and impact evaluation of such training methods

Moderator: Florence Ranson, Political Presenter, Founding Member of EACD.

Workshop leaders: Guillaume Ebelmann, VR/AR Services Manager, BU Innovation & Digital; Maria Denami, Associate Professor in Educational Science, Université de Haute-Alsace.

Summary of talks: This workshop looked at how VR is used to address training needs in the pharmaceutical industry and how lessons learnt can be applied to training the judiciary and other justice professionals. The value of VR in training is that it can enable the learner to experience real-life scenarios, understand the risks and see the potential results of poor performance without compromising on data protection. From an employer's perspective, it is also cost-effective. From the learner's perspective, practising situations in VR should enable professionals to approach such situations more rationally, more accurately and more quickly in real life.

Creating effective VR tools for training involves graphic designers, 3D designers and, most importantly, the instructional designer. The latter plays a central role in analysing initial materials, establishing priorities and categories, developing the scenario, assessing the actions that will have to be performed and measuring the training outcomes.

VR training is already being used in training police agents in Germany and there is huge potential in this field, particularly in a context where there are insufficient numbers of experts and experienced police officers to carry out the training required. VR enables officers to self-train in particular situations, such as managing car chases, transporting explosive devices or more procedural matters, such as evidence collection.

ACTION POINTS:

- While industry-specific experts have a role to play in developing VR products, the **pedagogical team along with the tech team** should lead the project.
- VR training is already being rolled out in some police forces **for training in managing car chases, defusing and transporting explosive devices, evidence collection, dealing with implicit biases** and more.
- **Employer-employee cooperation** is required for the successful roll-out of VR training.
- **Post-training assessment** is vital to assess the adequacy of the training.

3.6 Future Proofing: Impact uncertainty and scenarios for the future

Moderator: Lena Geckle, Policy Officer, Digital transition & Judicial training unit, DG JUST.

Workshop leader: Tara O'Neil, Chief Innovation Officer, SMARTlab Niagara.

Summary of talks: Participants were introduced to five trends that are likely to change how people perform their jobs in the next ten years: We live in the AI ecosystem and it is changing everything; immersion in the metaverse is mind-blowing; emerging tech has a significant environmental impact; new technologies are likely to have an impact on the way we work; and augmented humans / humanised robots are here to stay.



These five trends can be plotted on an Impact Uncertainty Map, with uncertainty on the x-axis and impact on the y-axis. The truth, however, is that we simply are uncertain about their possible impacts. However, such an exercise can help determine which technologies are likely to be important, and which may need to be planned for. Revisiting these trends and updating them regularly can provide a foundation for long-term strategic planning.

VR can be helpful when looking into the future as it pushes a person into scenarios that might never usually be considered. It therefore presents opportunities to change the way a person perceives reality. VR can also better understand the potential flaws of a new scenario.

For judicial professionals, VR could be used to see crime scenes from totally new perspectives, or role-play court cases. In law schools, VR could be used to examine actual cases of the past, to experience them afresh and understand where people made mistakes.

ACTION POINTS:

- Think about **biometric information**: Who can access it? How safe is it? What are the laws around it? Who can generate it?
- If you **grant access to your biometric data**, can you ask for it back? If so, can you be sure that it's been wiped clean?
- Consider that 1.1 billion people in the world are **unable to prove their identity**. Therefore, they have no access to healthcare, social protection, education or finance.
- Be aware that many of these new technologies and emerging tools are evolving and being implemented extremely rapidly, so **preparedness is essential**.
- Check out the **Future Today Institute**, a leading foresight and strategy firm that helps leaders and organisations prepare for complex futures through its pioneering of a data-driven, technology-led foresight methodology.
- Try out some of the **tools available**, many of which are free, easy to use and accessible.
- Prepare for the future by being open to **multiple possible futures**.
- Participants were encouraged **not to wait for the future to arrive**, as all these new technologies are here already and are being used.

3.7 Beyond Traditional Methods: The Future of Unconscious Bias Training Through Immersive Technology

Moderator: Wojciech Postulski, Team Leader of the Judicial training team of the Digital transition & Judicial training unit, [DG JUST](#).

Workshop leaders: Nicola Herbertson, SMARTlab UCD virtual world researcher, co-Founder of [3DNovations](#); Thomas Olivia, Executive Director & Chief AI/XR/VR Metaverse Creative Developer, [3DNovations](#); Louis Olivia, Chief Software Engineer & Inclusive Metaverse XR/VR Developer, [3DNovations](#).

Summary of talks: This session looked at an innovative approach to addressing unconscious bias in the legal sector by harnessing the power of 3D metaverse environments and virtual reality. Experts presented the latest advances in immersive technology and their potential to enhance equality and justice, revolutionising unconscious bias training and awareness of personal bias.



The metaverse is potentially an “immersive, interactive and safe” environment for learning about unconscious bias through training. Advantages of using virtual worlds for unconscious bias training include increased engagement, accessibility, customisation and scalability, but disadvantages range from the challenges of costs and technical expertise to the potential nausea caused by VR for some people.

Cutting-edge innovation can for instance combine VR, motion, heart rate, and eye tracking sensors to provide real-time, multi-dimensional feedback of the user’s cognitive and emotional states. In a training exercise, trainees could then be presented with different scenarios and information about jury candidates and aim to make unbiased and fair judgments. Examples of how this could be used in unconscious bias training include detecting micro expressions and implicit biases, measuring the impact of different stimuli and interventions and assessing the effectiveness of the training programme.

An overview was given of using a virtual courtroom to simulate jury selection, measuring physiological and emotional responses of participants to gauge unconscious bias. Other examples of how AI & Data Science can be used for unconscious bias training include chatbots that simulate real-life interactions, algorithms that identify and reduce bias in recruitment and selection, and simulations that demonstrate the impact of different biases.

The metaverse can also make it possible for trainees from diverse backgrounds to explore for instance real-life courts virtually. 3D innovations thus remove barriers to participation, including for autistic adults. An unexpected benefit of the COVID-19 pandemic was that, by shifting communication online and away from face-to-face interaction, it removed some barriers faced by vulnerable citizens in accessing services.

ACTION POINTS:

- Use the metaverse and AI to explore biases that were previously overlooked, such as **semantic and language bias**, and which may also disproportionately affect people living with **autism**.
- Consider using an **avatar** that does not match the participant’s appearance “in reality”, to minimise or remove unconscious bias.
- Develop opportunities to explore the world from a **third-person perspective**, for instance through the use of **drones** for court visits or presentations.
- Encourage participation from **marginalised groups** such as people living with autism by offering hybrid or VR technologies.
- Think through the **risks and opportunities** of using AI to offer faster, better and more accessible justice.
- Experiment with “virtual” **jury selection scenarios**, giving participants different scenarios and information about the jury candidates and asking for unbiased and fair judgments.
- **Recognise the importance of addressing unconscious bias in the legal sector**, the advantages of using metaverse virtual worlds and specialised monitoring equipment for unconscious bias training, and the potential of AI to enhance and automate training.



3.8 Connecting people online

Moderator and Workshop leader: **Abigail Heathcote**, Certified Coach Advisor, [GreenHouse Group](#).

Summary of talks: During the meeting, the speaker identified three important areas for delivering effective online training: keeping attention, structuring for engagement and facilitating for psychological safety.

1. To catch and **keep attention** in online training, a soft start can help participants connect with one another and the topic of the training. Research shows that if people participate at the beginning of a session, they are more likely to be present and participate throughout the rest of the session. Connection building can be done in various ways, including icebreakers, traffic light indicators and sharing personal stories. Eye contact is essential in listening attentively – to create it on screen, look just below the camera or at the box with the participant's face.

2. **Structuring for engagement.** Even a meeting or session around one single topic needs to have three parts: 1) people need to focus and become present for the session, 2) the work needs to be done, and 3) there needs to be a wrap-up summary and close. Focusing and becoming present are particularly important in online settings, as people tend to carry over attention residue from other tasks. To structure for engagement, the speaker suggested starting with a clear and concise agenda, breaking up the content with interactive activities and keeping the pace up to maintain engagement.

3. **Facilitating for psychological safety.** Psychological safety is essential to create a safe environment for participants to share their thoughts, feelings and ideas without fear of judgement. To create psychological safety, the speaker suggested setting ground rules, actively listening, acknowledging and validating participants' contributions, and handling conflict constructively.

ACTION POINTS:

- During online training, encourage participants to **keep their cameras on** to keep engagement high.
- **Invite different opinions** explicitly (for instance, "Who has something different?") to foster interactivity and varied points of view.
- Incorporate **icebreakers and periodic check-ins** to maintain engagement, ensuring that these activities remain positive.
- If the training includes **PowerPoint** presentations, avoid reading off the slides and occasionally minimise the slides so participants can see the presenter's face.



CONFERENCE CONCLUSION

Moderator: Florence Ranson, Political Presenter, Founding Member of [EACD](#).

Speaker: Ana Gallego, Director-General, [DG JUST](#).

“We are fully into the digital transition. This is happening. We cannot miss this opportunity,” said **Ana Gallego, Director-General at DG JUST of the EC**, closing the conference on ‘Judicial Training: The Right Skills to Embrace the Digitalisation of Justice’. The risks of digitalisation of course need to be identified and addressed accordingly, she added, but “we would get nothing by simply not acting. Our citizens deserve a better, more resilient and effective justice.”

CITIZEN JUSTICE

Access to justice is a fundamental right that needs to be defined by a human court. The digitalisation of justice can open up opportunities for citizens to go to court, Ms Gallego said, particularly in remote and rural areas. This will “facilitate citizen justice” by making it possible to appear in court in a secure, interoperable way. At the same time, technology can “blindly affect” a citizen’s individual rights. “This is a major concern that cannot be ignored.”

TO SAFELY GO

Among the main challenges facing the digitalisation of justice, alongside the creation of proper infrastructure, the development of a legal framework and the provision of adequate training are security challenges, she added. Attacks must be prevented through a high level of data protection, particularly considering that judicial data is extremely sensitive. The EU will promote and support safe standards for the way technology is embedded in our lives, meaning “the Digital Transition has to be accompanied by and not miss respect for fundamental rights and the Rule of Law,” she explained.

THE EU LEADER

“The EU is in the middle of a digital transition that aims to put us back on track for revolution,” Ms Gallego concluded. “Digitalisation has changed our world. How citizens relate to each other and to business. It is a game changer in how we provide services.” This is why EC President Ursula von der Leyen made it a priority to build “[A Europe fit for a digital transition](#)”. With this in mind, the EC will continue to provide funding and propose legislation, helping Member States to invest in the training and infrastructure needed to increase Europe’s digital autonomy and capacity, she said.

“Embrace the transition,” concluded conference moderator **Florence Ranson**, reflecting on lessons learned over three days. “Be multipliers of this message. Enhance uptake and help your colleagues to use technology at its best.”



ANNEX I

SPEAKERS LIST

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Chair of Creative Technology Innovation and Full Professor of Inclusive Design for Education at University College Dublin/Director, [SMARTlab](#)



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ANNEX II

SESSION RECORDINGS

Video Recordings of all sessions can be accessed through the following link:

<https://judicialtrainingdigitalisation.eu/video-recordings-1/>



GETTING IN TOUCH WITH THE EU

In person

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