



Annex 12A: Descriptive Report Descriptive Report (Graph and charts) for Graduate Judges- JTI Survey

Project of “Providing Legal Training for Legal Institutions in Iraq”

Report on “Judges Survey results”

May 2010

Beirut – Lebanon

1. Introduction

- **Framework of the survey**

This report falls within the project of providing legal training for legal and judicial institutions in Iraq, a project conducted by the Arab Center for the Development of the Rule of Law and Integrity (ACRLI) and is part of the broader frame of the “Rule of Law” project conducted by United Nations Development Programme (UNDP) in Iraq.

Project activities include conducting a full mapping process for legal training modernization needs at the Judicial Training Institute JTI, assessing the training materials and methods, in addition to developing proposals to enable a more efficient and appropriate legal and judicial work environment. The Project will also review the legal library and the JTI’s IT equipments while assessing the institute’s needs and putting forward equipment proposals.

The survey’s main goal is to gather useful data to help the ACRLI in its evaluation process of the current JTI curriculum and comparative study with other Arab and international curriculums with the aim of:

1. **Modernizing the JTI’s teaching curriculum by adapting the best Arab and international practices, and suggesting the addition of new material**
2. **Determining the JTI’s needs as to Library and IT equipments**
3. **Suggesting recommendations for development and recovery**

In addition, the survey will provide an overall picture of the respondents’ different opinions and determine directives that could be of use for the party responsible of the project.

2. Methodology

- **The Work team**

- ACRLI experts and ENM experts (Ecole Nationale de la Magistrature): Preparing the questionnaire form based on best international practices and experiences in this domain.
- International Data Corporation (IDC): technical help for producing the final format of questionnaire

- A specialized field-work team from Iraq: conducting the survey under the supervision of the project management.

- **Surveyed sample size and respondents characteristics**

The survey was conducted with 69 JTI graduate Judges, and their selection was on the basis of level of familiarity with the subject at hand.

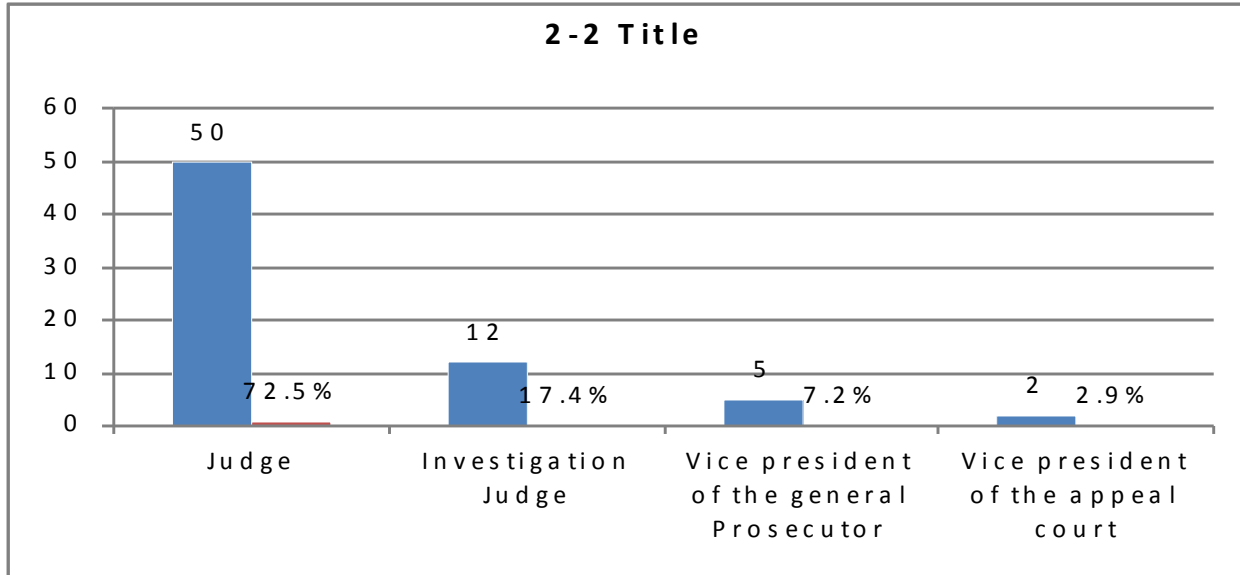
The sample selection also took into account gender representation, and included as much as possible various age groups and levels of education and years of experience, etc. .., in order to reach the greatest amount of required data.

The survey for JTI graduate judges was conducted in Iraq between April and May of 2010.

3. Respondents characteristics/Information on the respondent

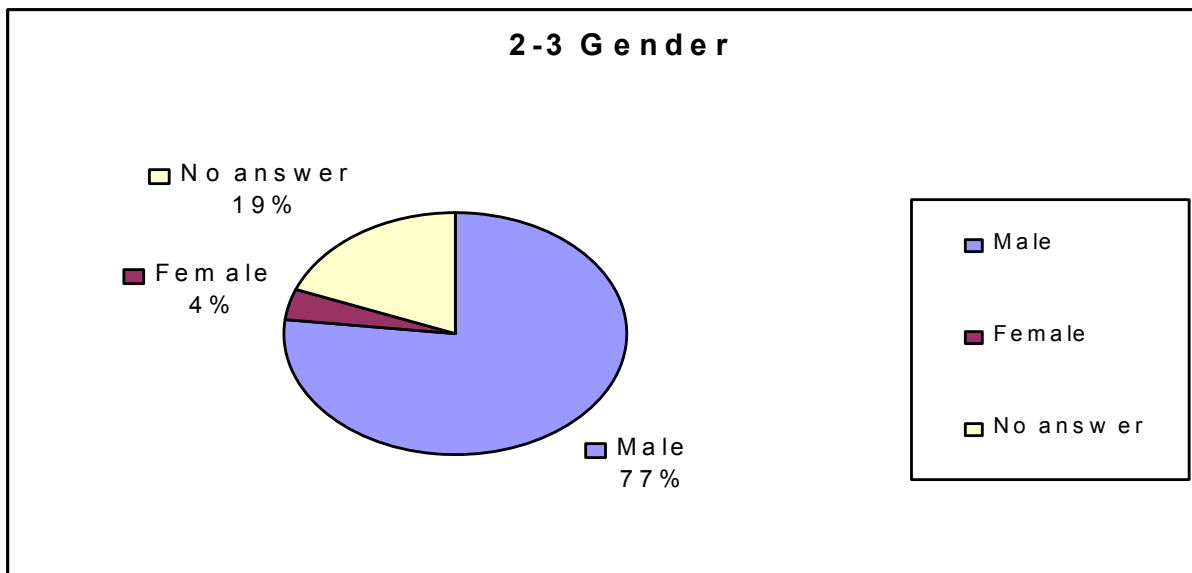
- **Post/Title**

The survey included 50 judges (72.4%), 12 Investigation judges (17.4%), 5 Deputy General Prosecutors, and 2 Vice-presidents of Appeal Court (2.9%).



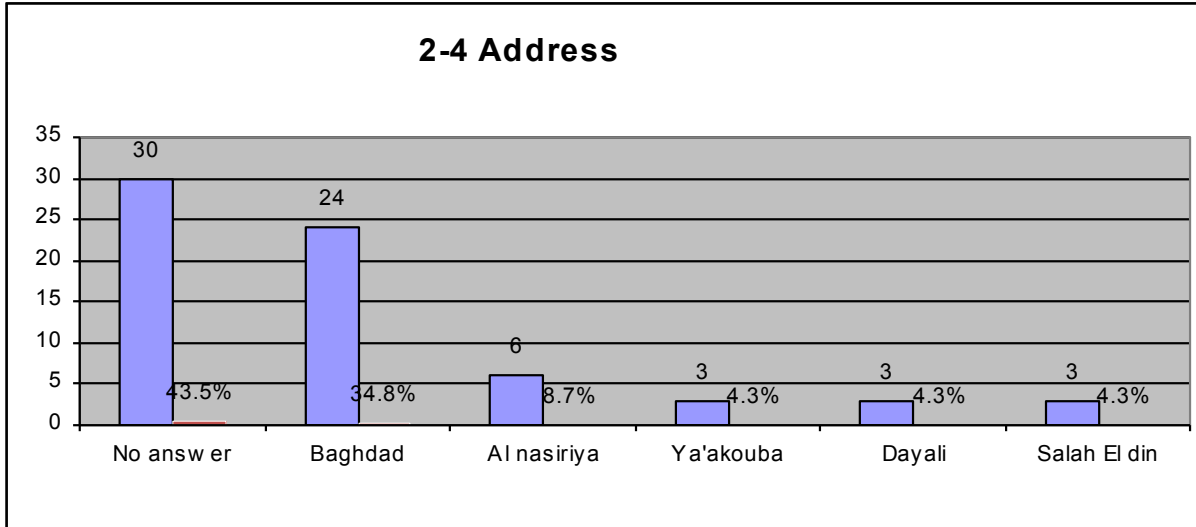
- **Gender**

The survey included 69 respondents: 53 male respondents (77%) and 3 female respondents (4%).



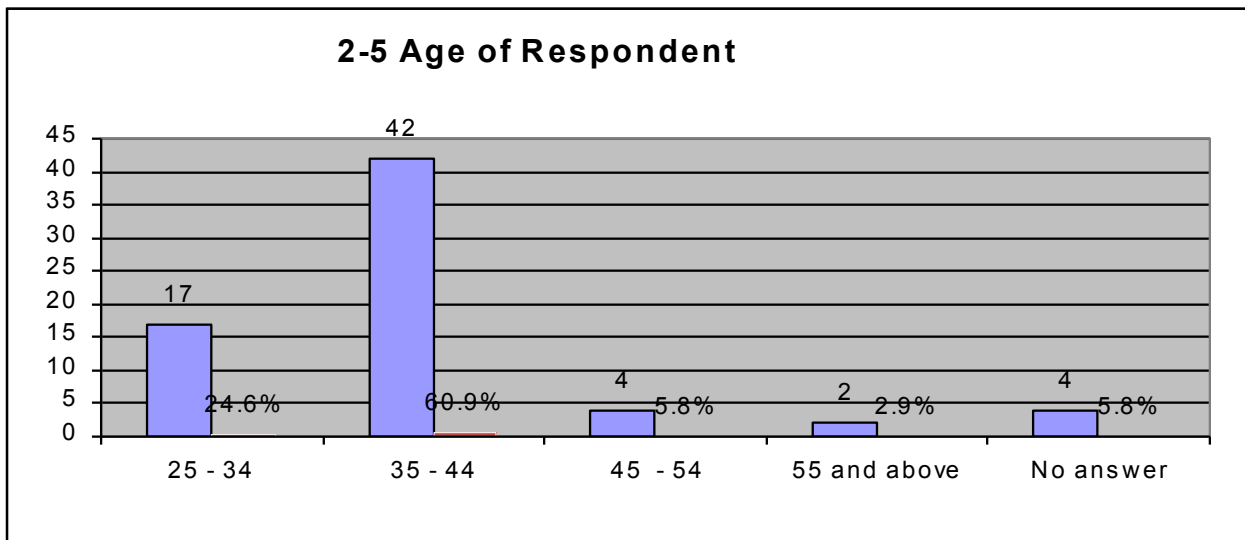
- **City**

The survey revealed that 43.5% of the respondents were from Baghdad, 8.7% from Al Nasiriah, 4.3% from Baakouba, 4.3% from Diala, 4.3% from the Slah el-Dine.



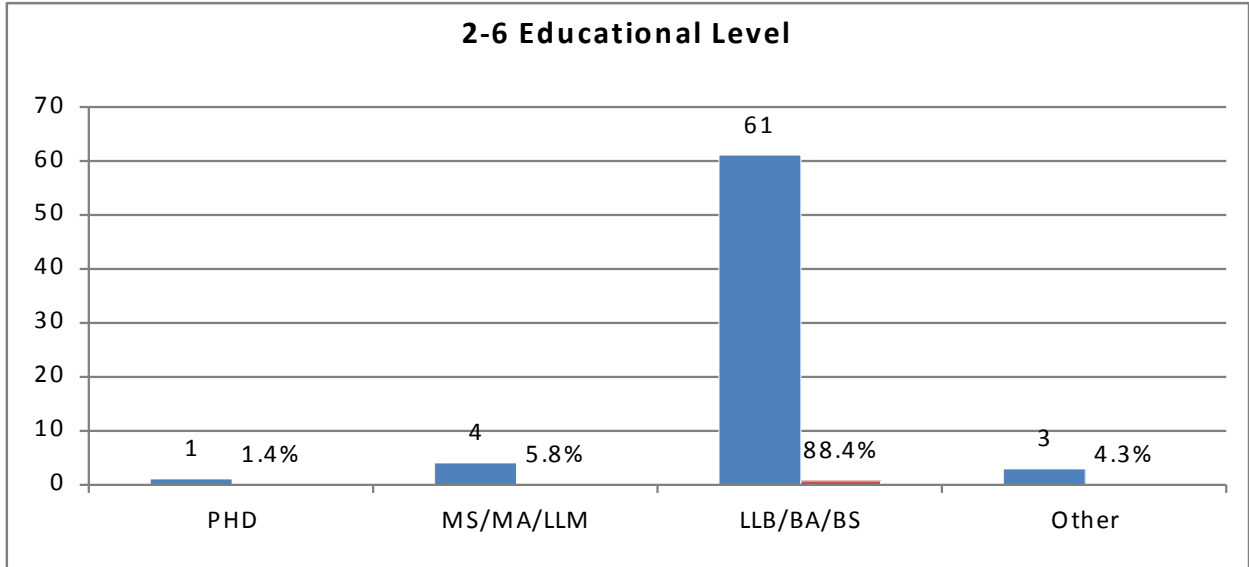
- **Age**

The survey showed that the majority of respondents were between 35 and 44 years of age (60.9%). It should be noted that the percentage of respondents over 45 years of age did not exceed 9%.



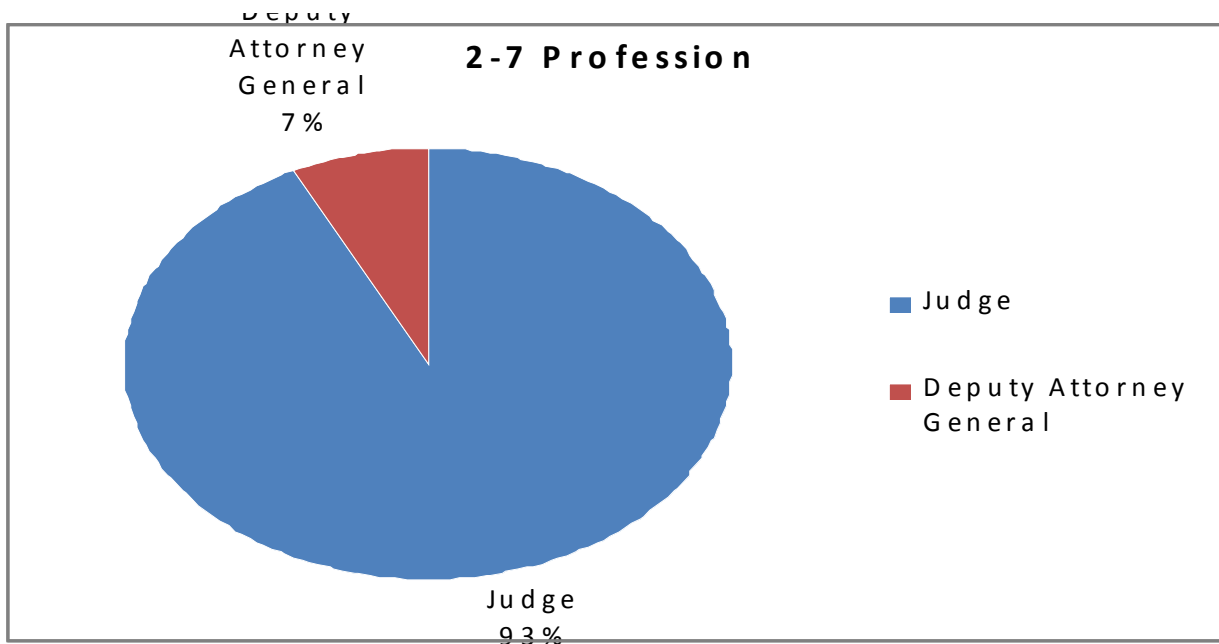
- **Level of Education**

Survey results showed that the majority of respondents, 88.4%, are University Degree holders (BA/BS), while PhD holders were 1.4% and Masters holders (MS/MA/LLM) were 5.8%.



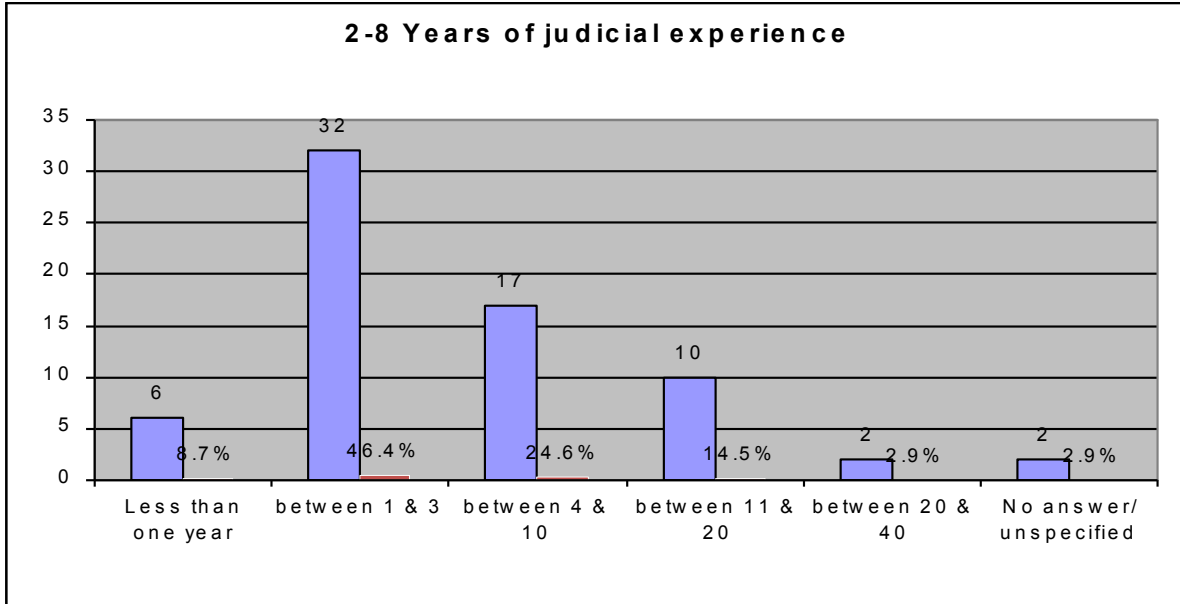
- **Profession**

The survey included 64 judges (92.8%) and 5 Deputy General Prosecutors (7.2%).



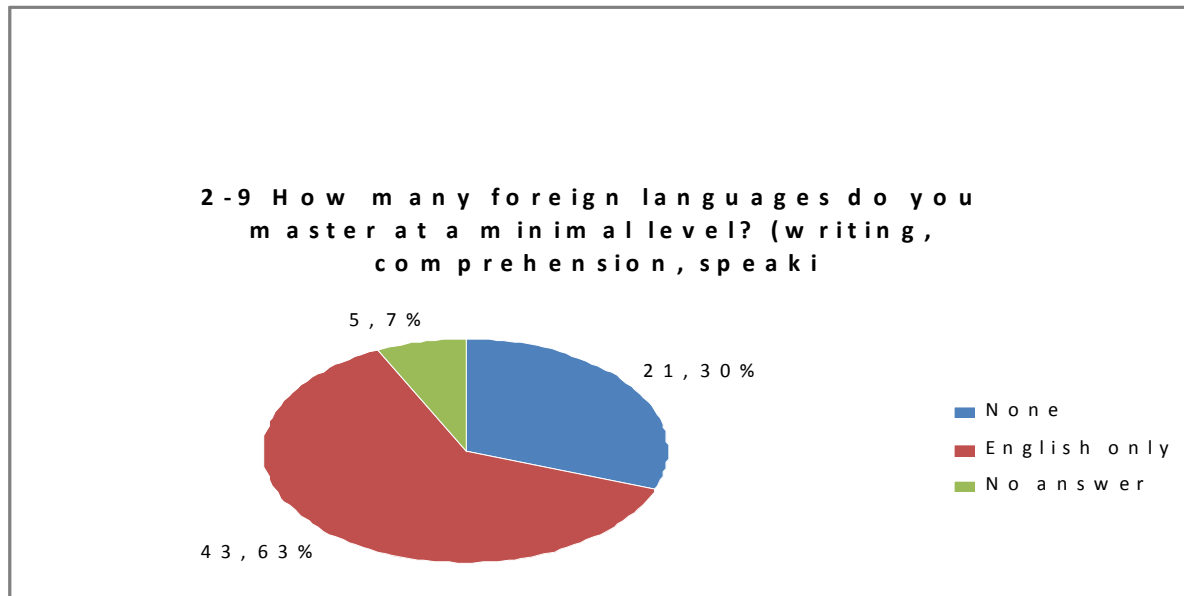
- **Years of experience in judicial and legal field**

46.4% of the respondents (i.e. 32 respondents) had years of experience ranging between 1-3 years, while 17.4% only had over 11 years of experience.



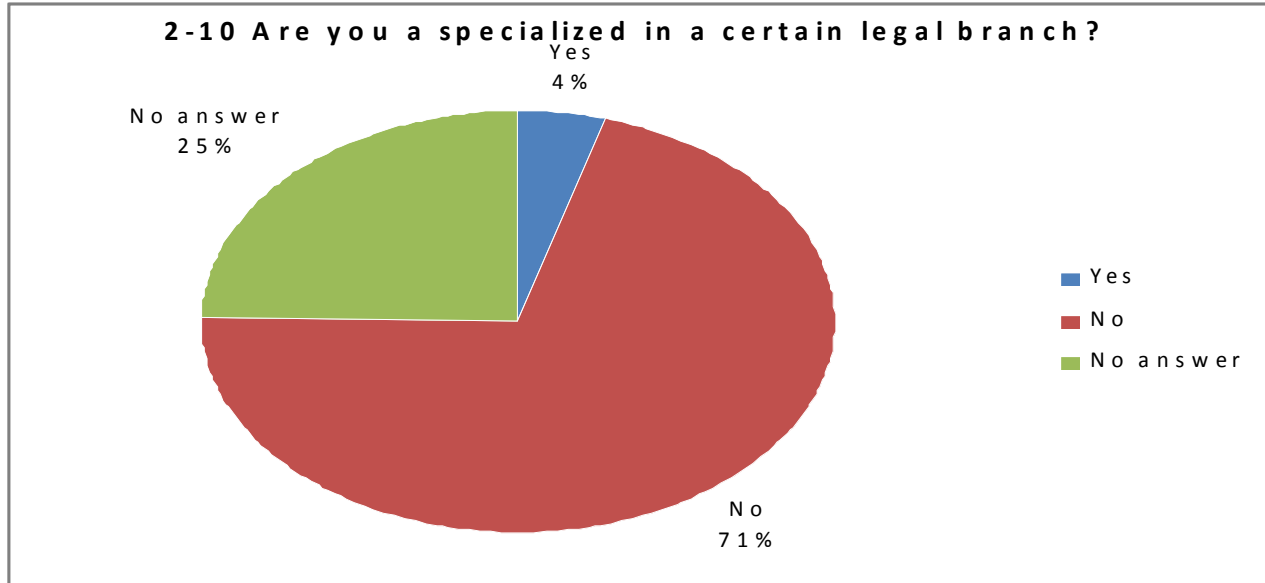
- **Foreign Languages**

21 respondents do not master any foreign language (30.4%), 43 master English only (62.3%).



- **Specialization in a certain legal branch**

The majority of respondents (71%) did not specialize in a certain branch of law, while 4.3% of them are specialists in specific branches of law. Also, 24.6% did not specify the answer.

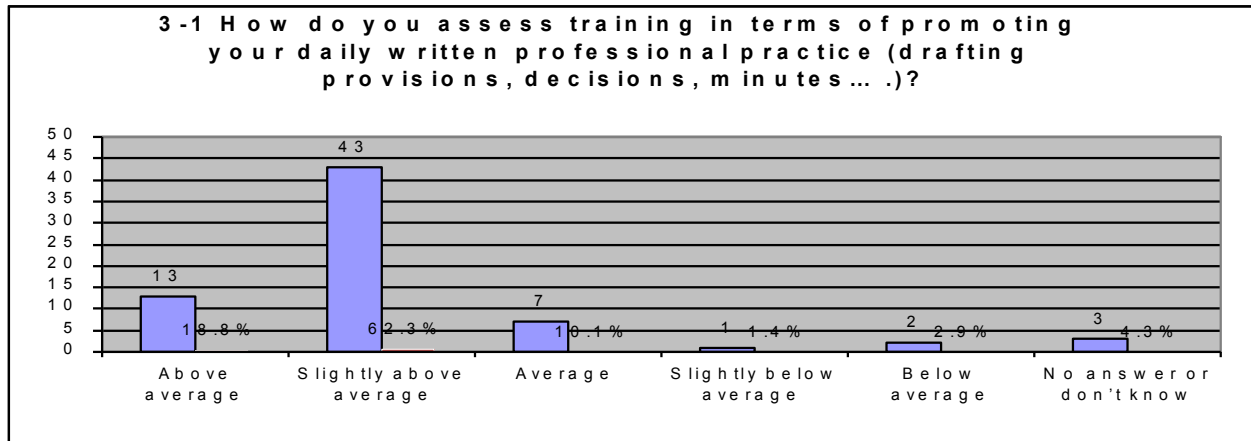


4. Evaluation of JTI's legal training

❖ Part One: General Questions

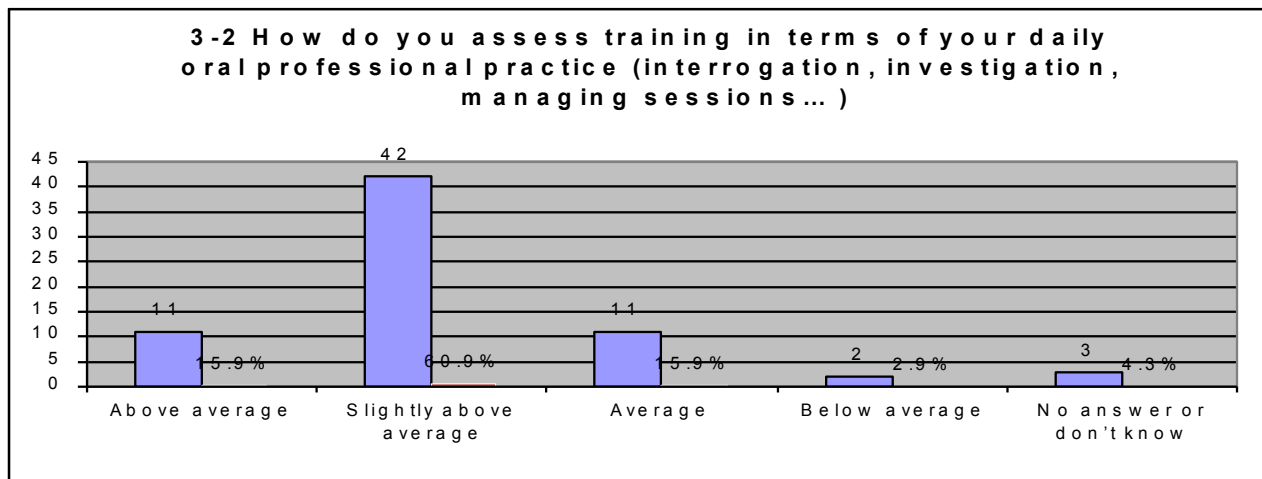
- **Assessing training in terms of enhancing daily written professional judicial practice**

The answers were as follows: 13 respondents (18.8%) answered "Excellent", 43 "good" (62.3%), 7 "Acceptable" (10.1%), 1 "Low" (1.4%), and 2 "Bad" (2.9%), in addition to 3 answers "I don't know/No answer" (4.3%).



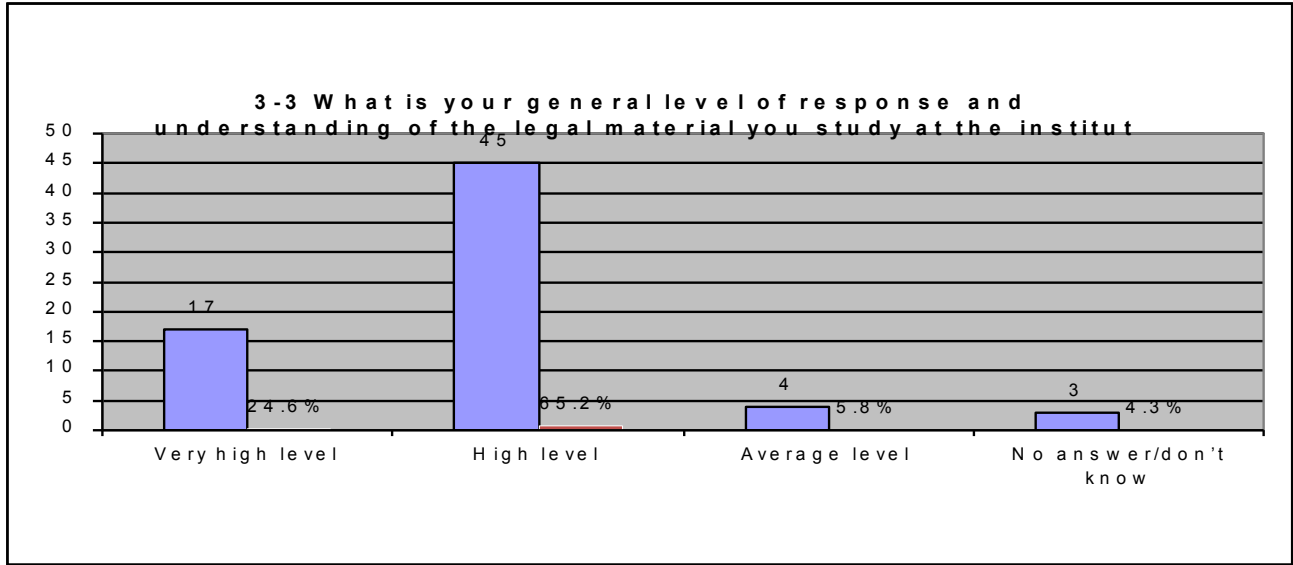
- **Assessing training in terms of enhancing daily oral professional judicial practice**

Respondents were asked to assess training in terms of enhancing daily oral professional practice, their answers were as follows: 11 "Excellent" (18.8%), 42 "good" (60.9%), 11 "Acceptable" (15.9%), 2 "Low" (2.9%).



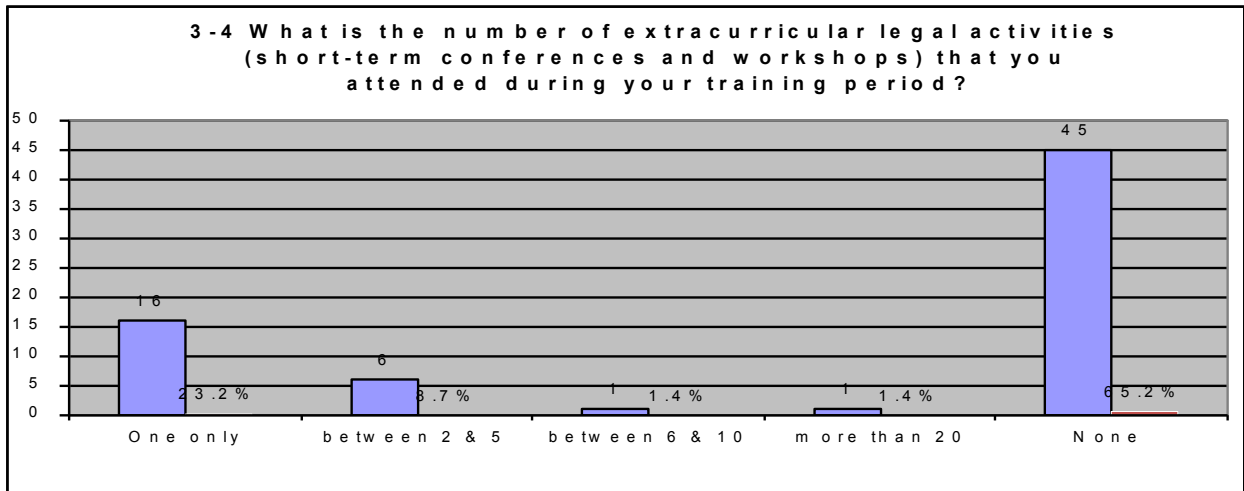
- **Evaluating level of response and understanding of the legal material studied at the institute**

65.2% of respondents reported that their level of response and understanding was “good”, 24.6% “excellent”, and 5.8% “acceptable”.



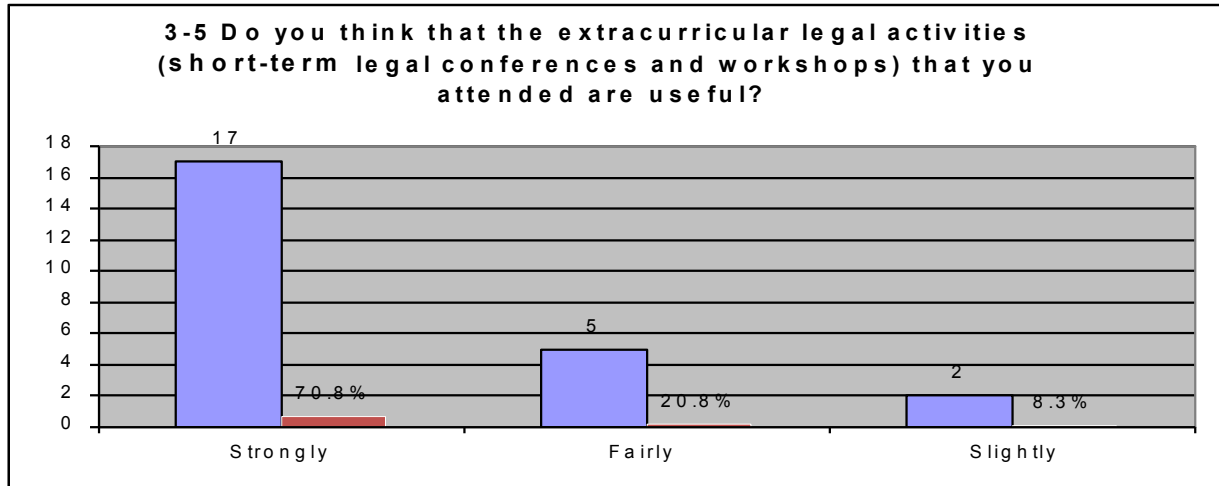
- **Number of extracurricular legal activities attended during training period at the institute**

Survey revealed that 16 respondents attended one conference only (23.2%), 6 attended between 2 to 5 conferences (8.7%), 1 attended between 6 to 10 conferences (1.4%), and 1 attended more than 20 conferences. The majority, 45 respondents (65.2%), did not attend any conference or legal workshop.



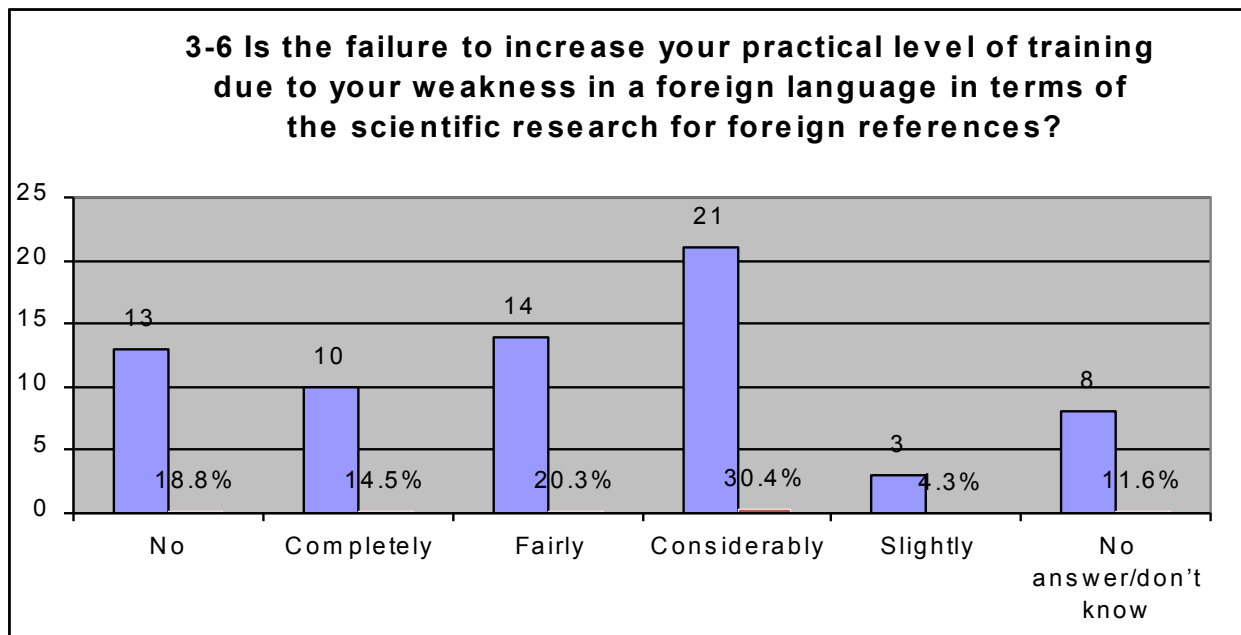
- **Extent of benefit from attended extracurricular legal activities**

70.8% of respondents said they “strongly” benefited from the extracurricular legal activities, while 20.8% reported they “fairly” benefited from the activities and 8.3% “slightly” benefited.



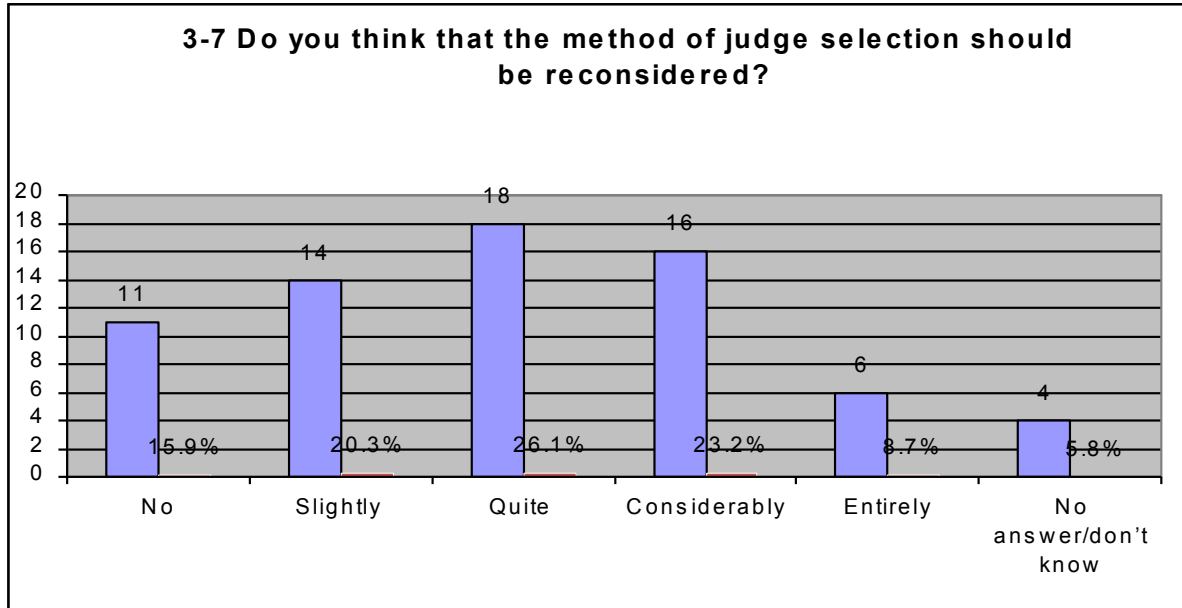
- **The effect of weakness in foreign language on practical level of training in terms of scientific research in foreign references**

18.8% of respondents found no connection between weakness in foreign language and practical level of training in terms of scientific research in foreign references, while 30.4% considered there’s a considerable connection between the two.



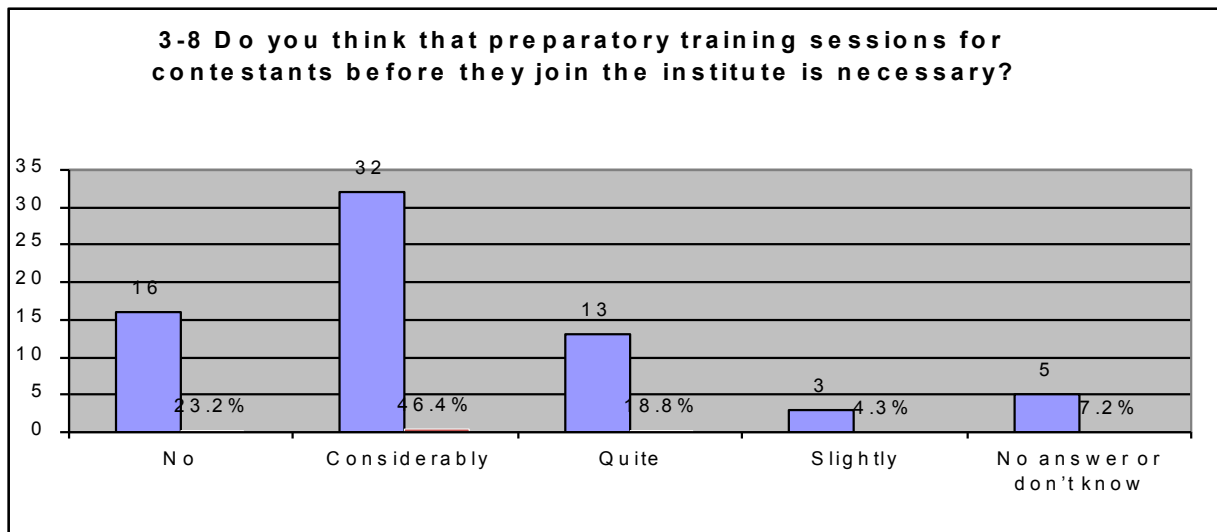
- **On the necessity of reconsidering trainees selection method and to which extent**

The answers were as follows: 15.9% of respondents consider there's no need to reconsider trainees' selection method, 20.3% consider it should be slightly reconsidered, 26.1% quite reconsidered and 23.2% considerably. It should be noted that only 6 respondents (8.7%) consider that the selection method should be entirely reconsidered.



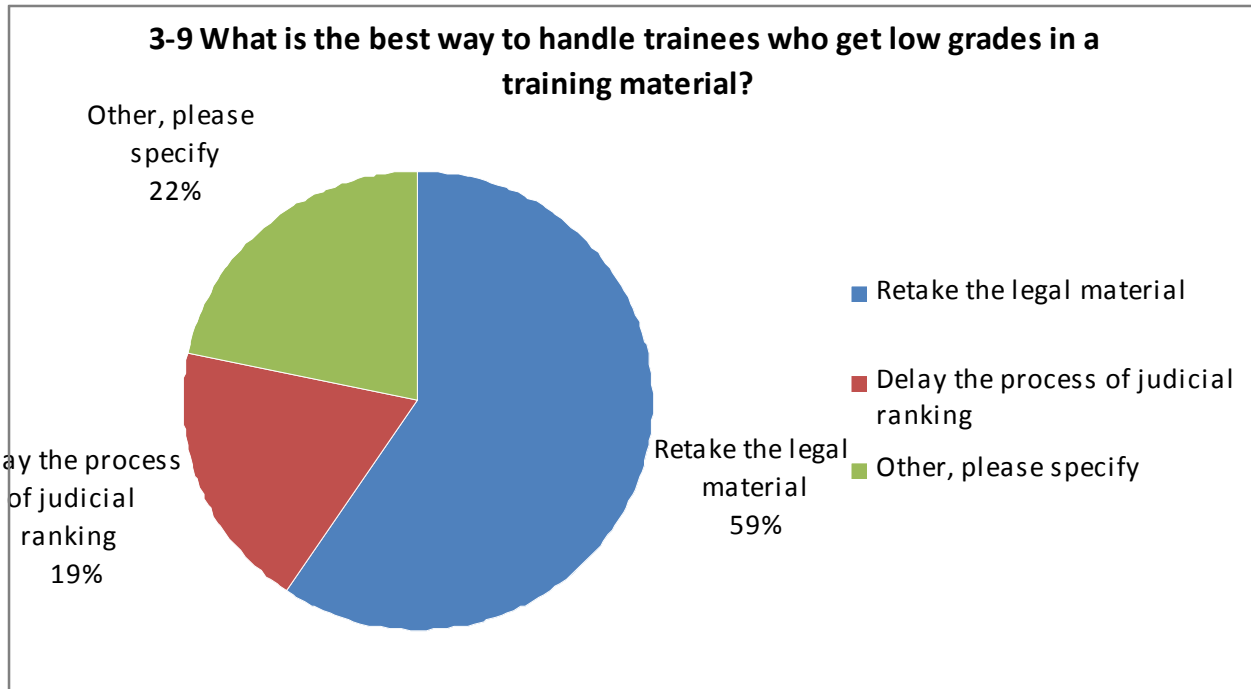
- **On the necessity of conducting preparatory training sessions for contestants before joining JTI and its extent**

46.6% of respondents reported that there's a considerable need for preparatory training sessions, while 23.2% found no need for preparatory training sessions.



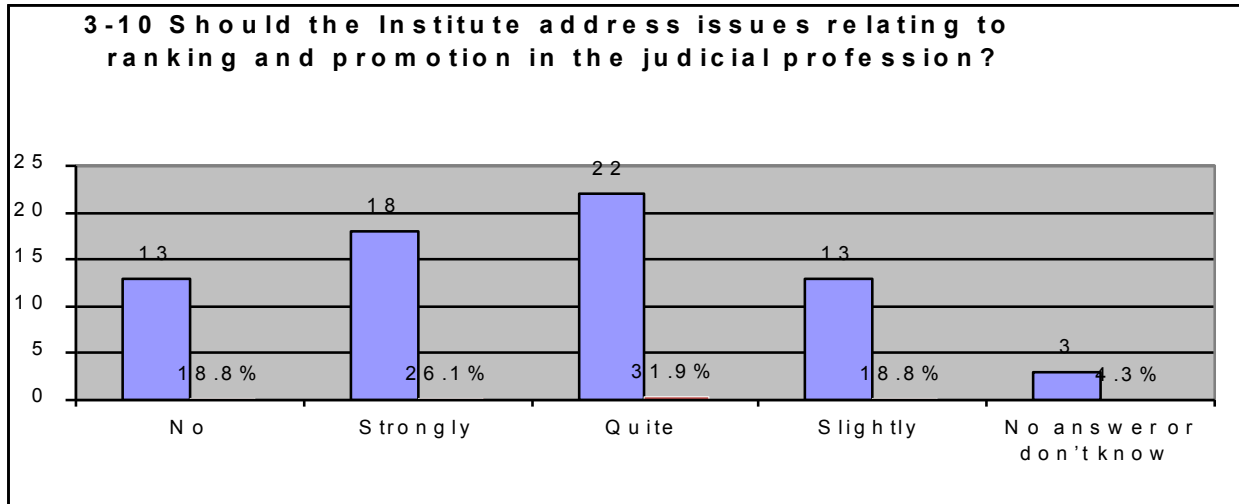
- **On the best way of dealing with trainees' low grades in one of the training material**

Respondents consider that the best way to deal with trainees who get low grades in one of the training material is to retake the legal material (59.4%), while 18.8% consider that a low grade should delay the process of judicial ranking. It should be noted that a high percentage of respondents (21.7%) did not give an answer to this question.



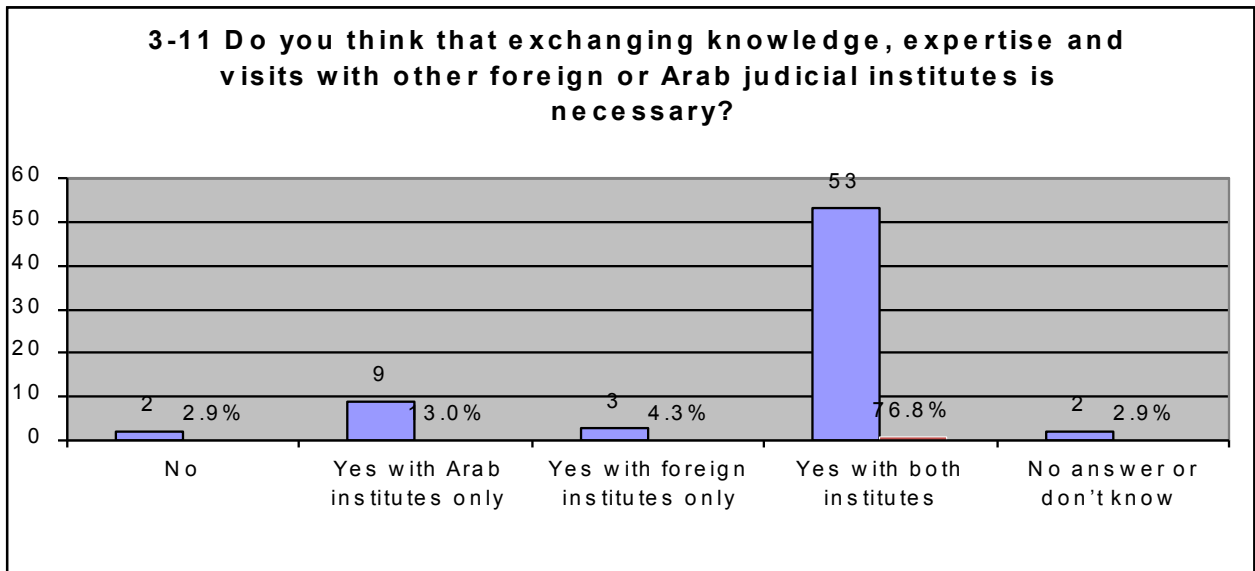
- **On the necessity in the institute to address issues relating to ranking and promotion in the judicial profession**

18.8% of respondents found no need to address issues relating to ranking and promotion in the judicial work, 26.1% consider there's a strong necessity to do that and 31.9% consider there's quite a necessity to address these issues.



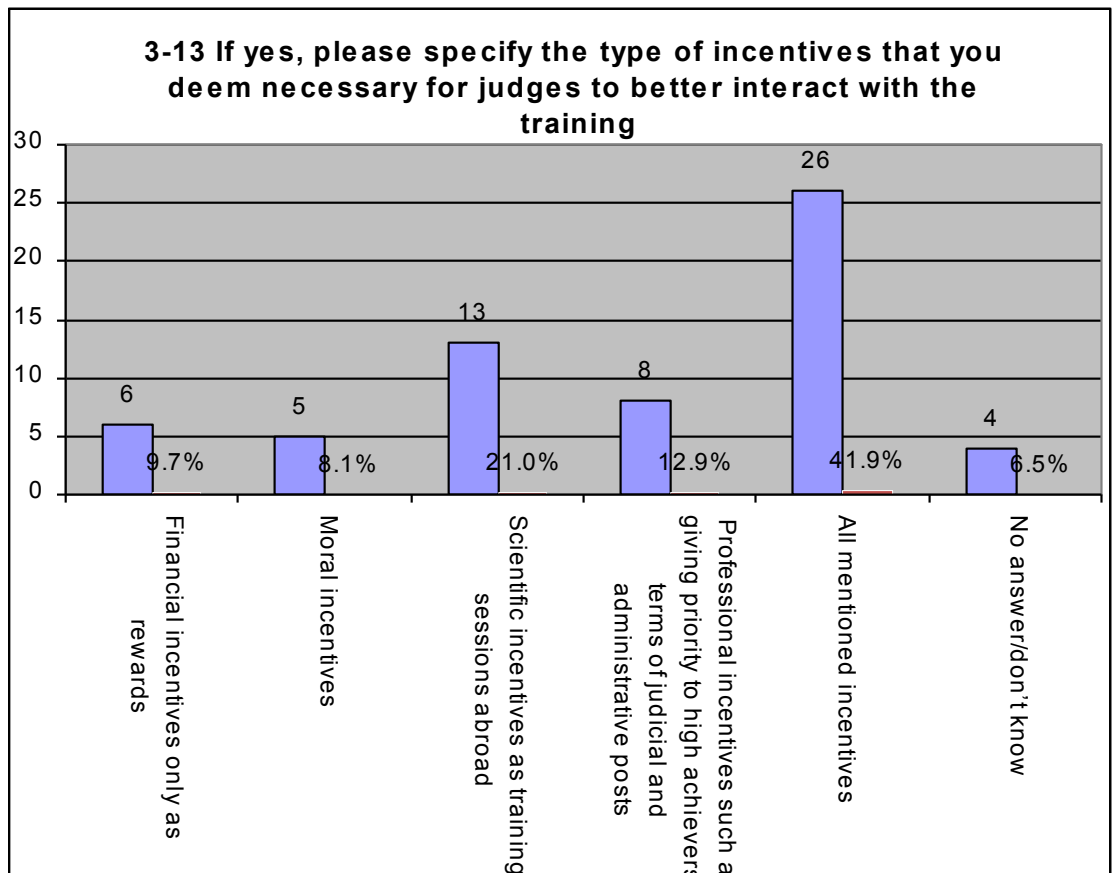
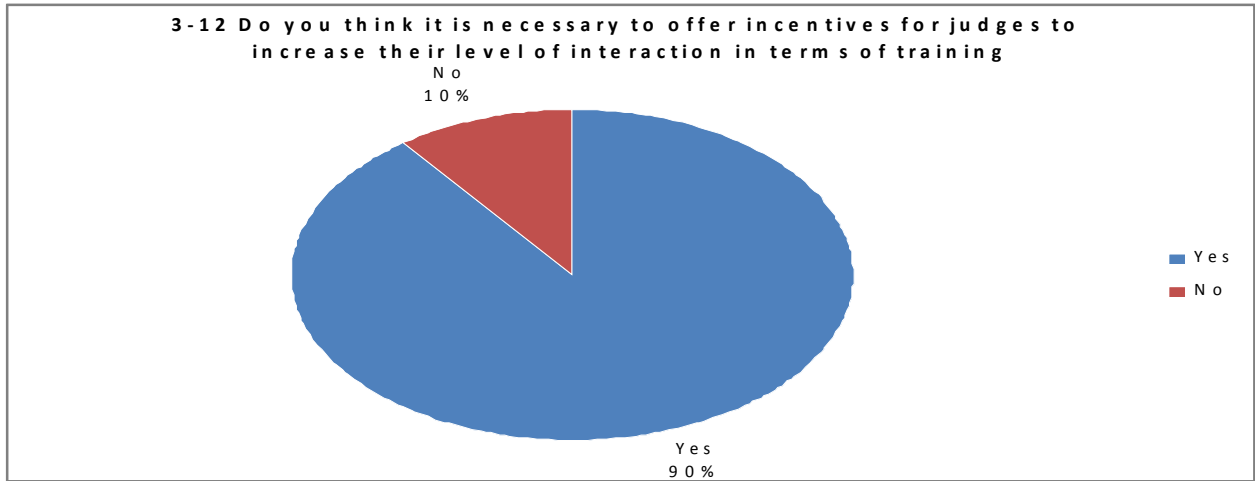
- **On the necessity and benefit of exchanging knowledge, expertise and visits with other foreign or Arab judicial institutes**

Respondents were asked if there is a benefit in exchanging knowledge, expertise and visits with other foreign or Arab judicial institutes, and the majority of them, 76.8%, agreed on the beneficial aspect of such an exchange. 13% agreed also but only with judicial institutes in Arab countries.



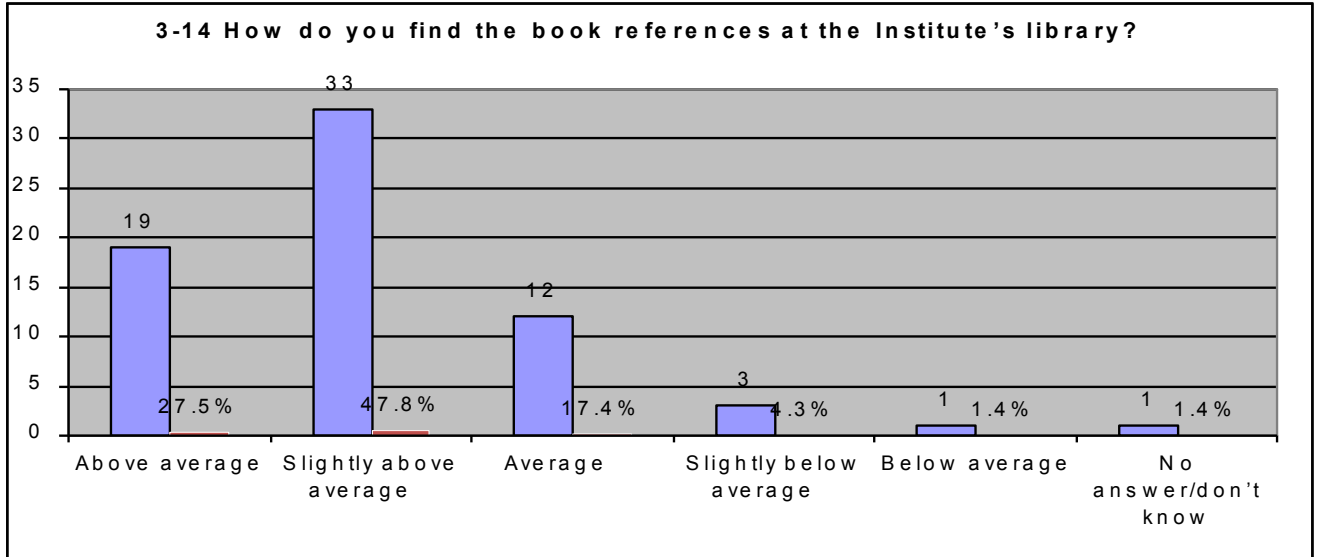
- **On the necessity of offering incentives to trainees to increase their level of interaction in terms of training**

Majority of respondents (89.9%) agreed on the necessity of offering incentives for trainees to increase their level of interaction in terms of training, while the rest (10.1%) do not see any necessity for incentives. And 41.9% of respondents consider that incentives should be financial, moral, scientific and professional.



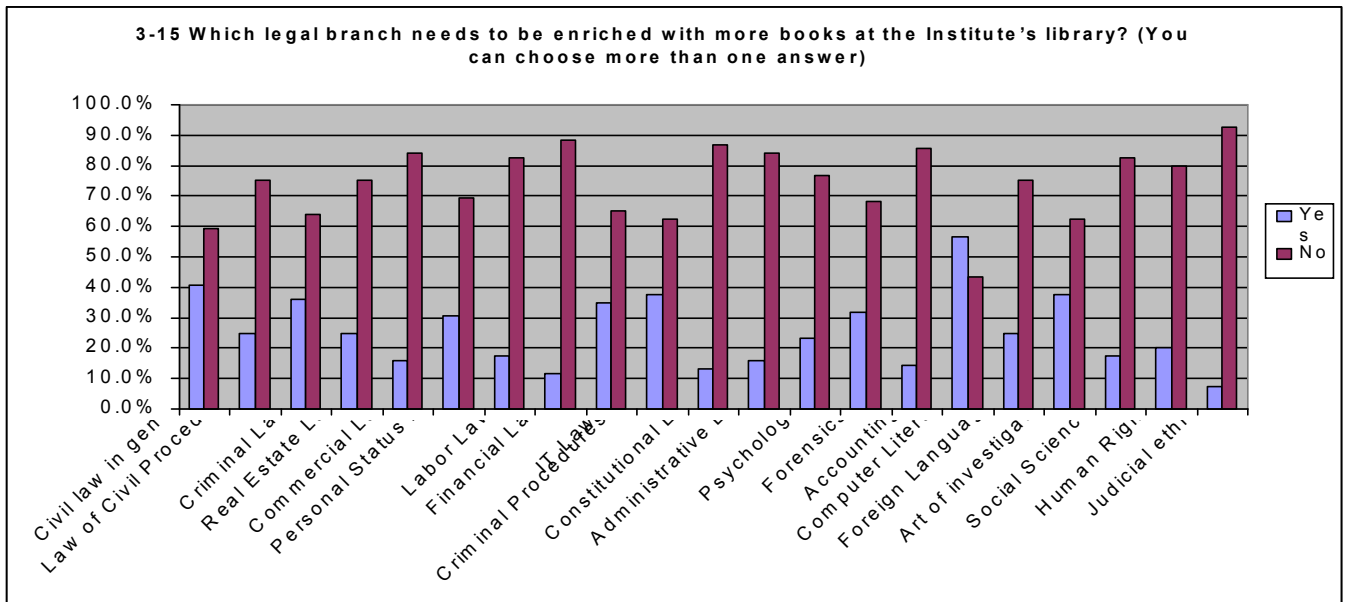
- **Evaluating book references available in JTI's library**

Respondents were asked to evaluate book references available in JTI's library according to a scale of Excellent to Below average. 27.5% considered that the references are excellent, 47.8% good, 17.4% acceptable, 4.3% low and 1.4% not acceptable. It should be noted that most of the evaluations were positive to a certain extent.



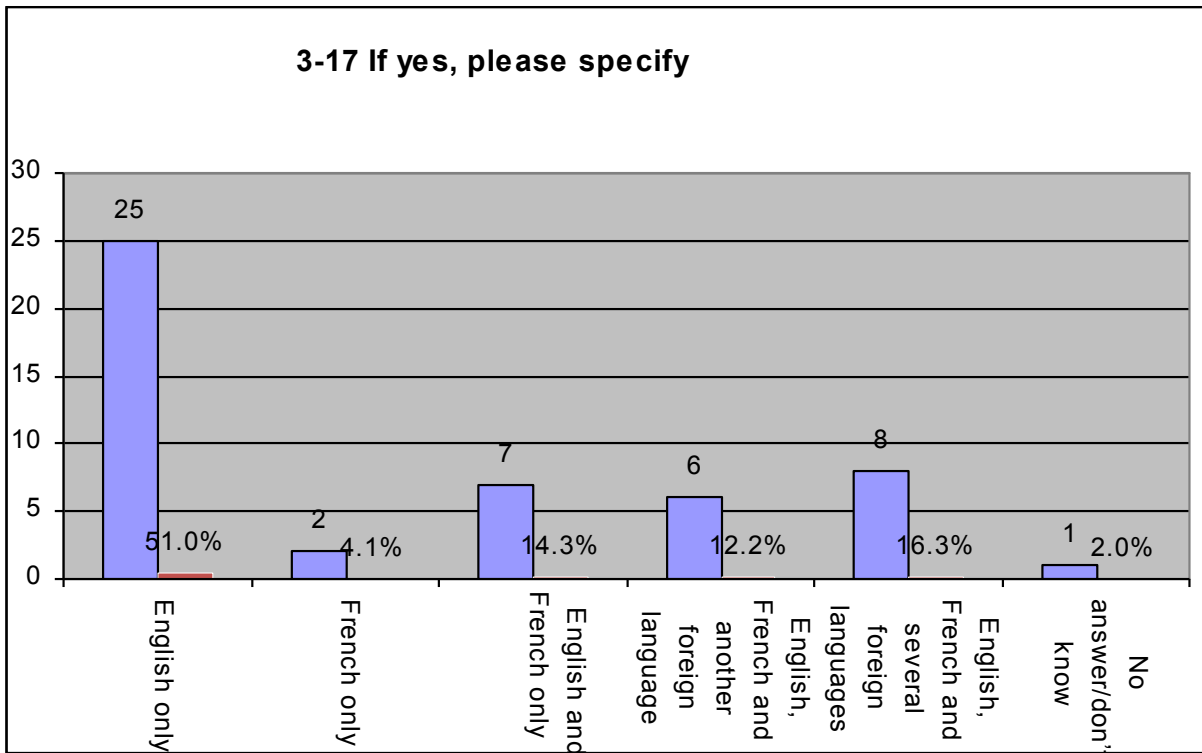
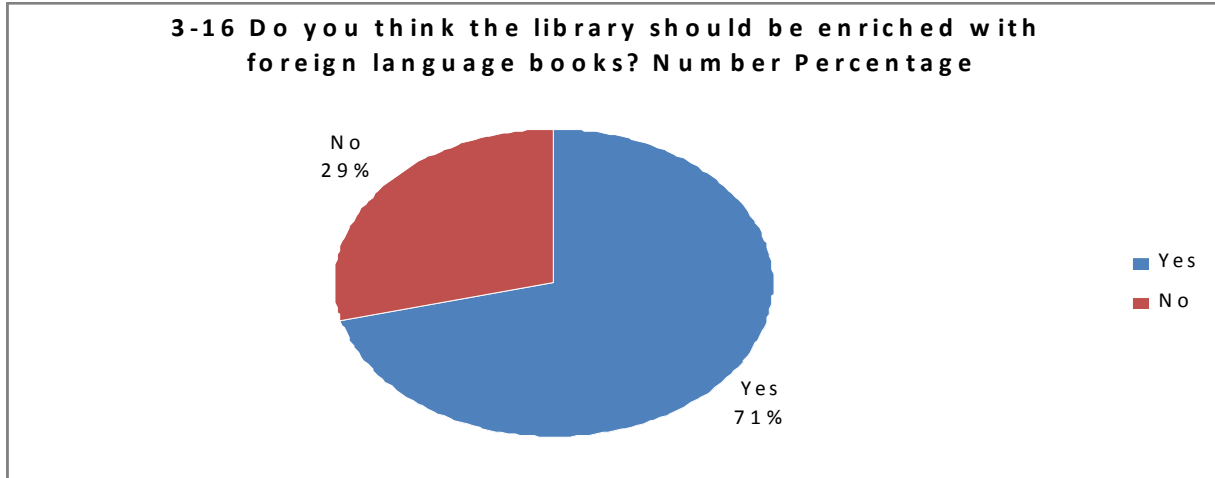
- **Legal branches that need to be enriched with more books at JTI's library**

The greatest need for books was for Computer literacy related books with 56.6% and for Civil law in general with 46.6%. The smallest percentage was for Financial law (11.6%), Constitutional law (13%), Commerce law (15.9%), Administrative law (15.8%) and Judicial ethics (7.2%).



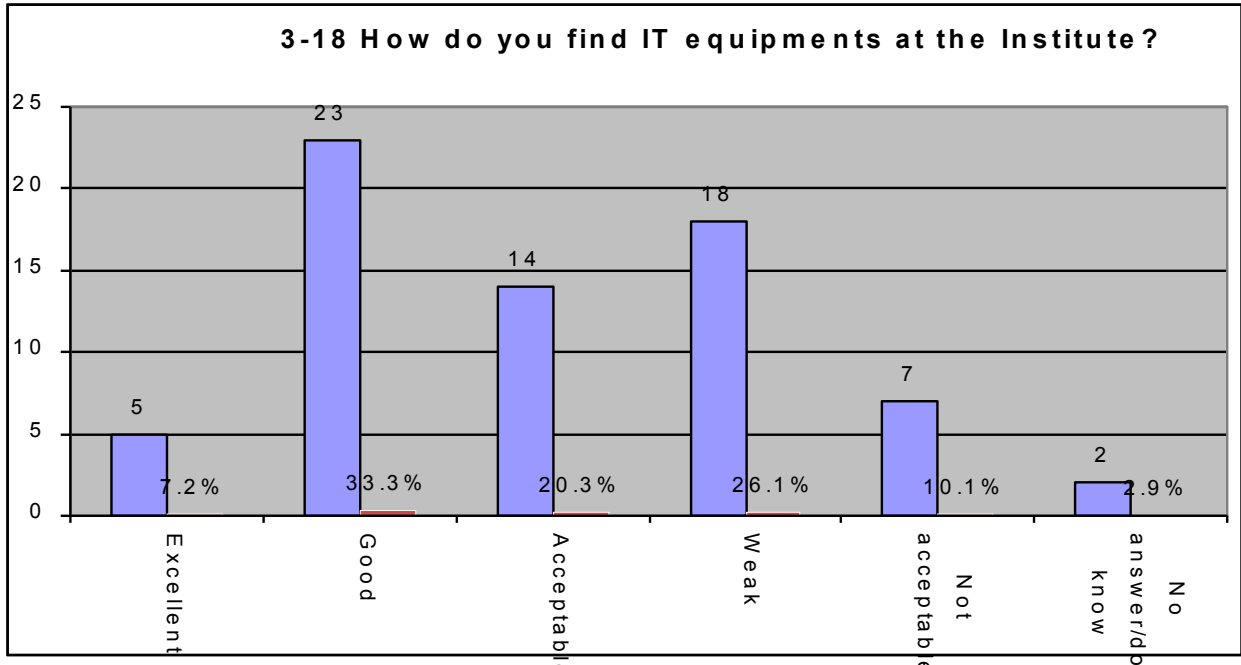
- **On the need for foreign language books in JTI's library**

Results revealed that the majority of respondents (71%) see a need for enriching the institute's library with foreign language books. And 51% of respondents specified that the need is for English books only.



- **Evaluating IT equipments at the institute**

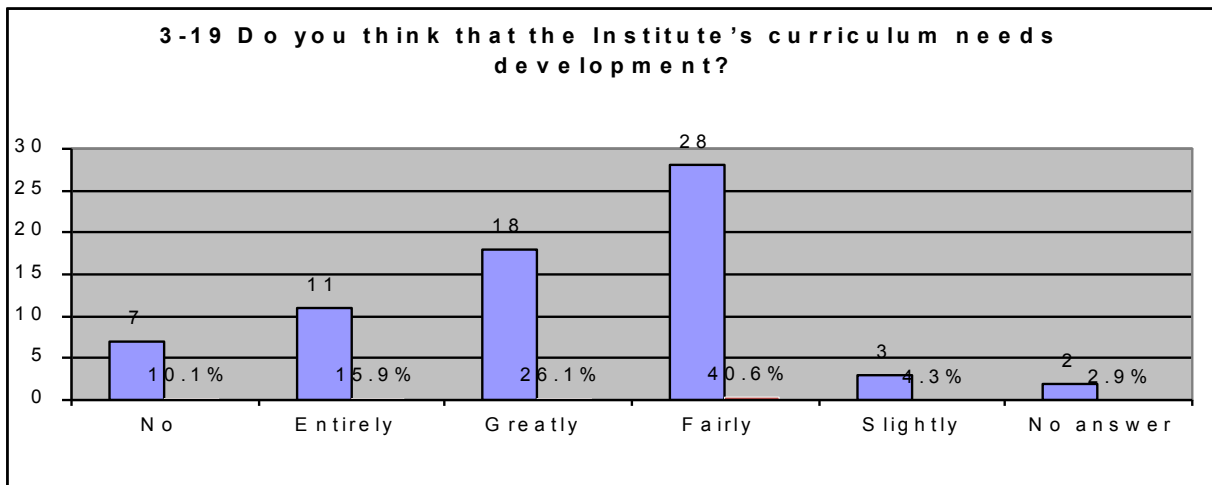
The respondents were asked to evaluate JTI’s IT equipment on a scale of Excellent to Not acceptable, the results were as follows: 7.2% excellent, 33.3% good, 20.3% acceptable, 26.1% weak, 10.1% not acceptable and 2.2% No answer/Don’t know.



❖ **Part Two: JTI’s curriculum related questions**

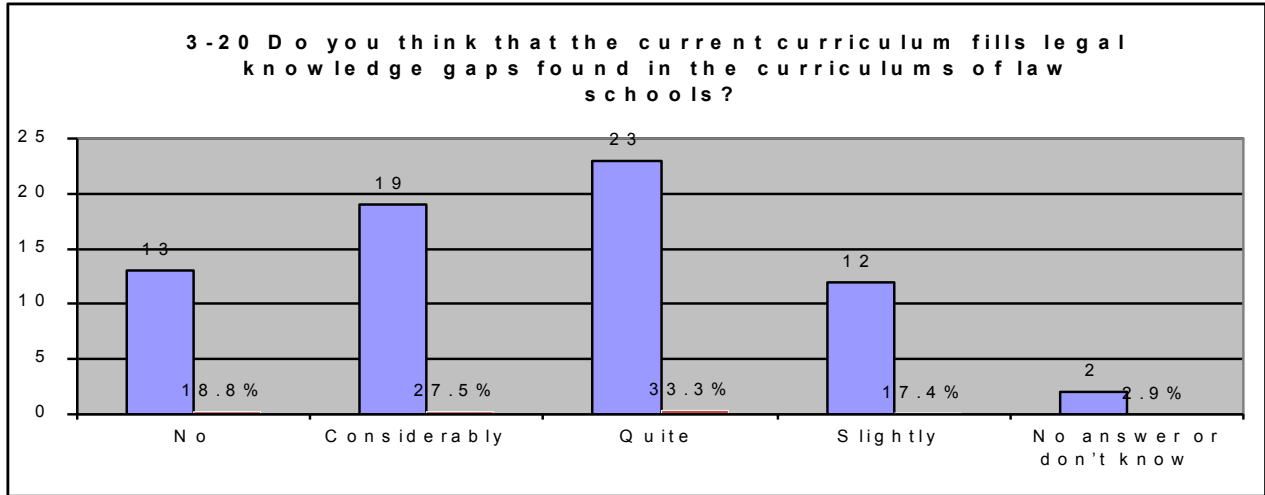
- **Necessity of modernizing current JTI’s curriculum and the extent of modernization needed**

About 80% of surveyed sample reported a need for modernizing the curriculum, (15.9% of them said it should be entirely changed, 26.1% greatly changed and 40.6% fairly changed).



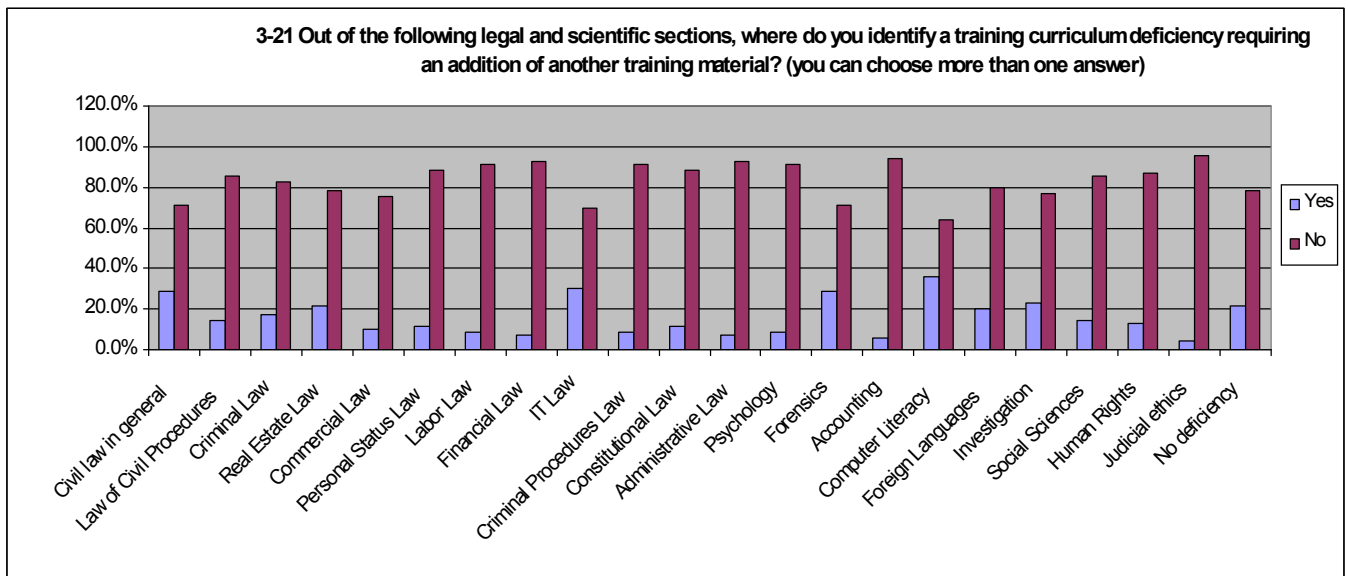
- **On the ability of the current curriculum to fill legal knowledge gaps in law schools' curriculums**

18.8% of respondents considered that the current curriculum does not fill legal knowledge gaps found in the curriculums of law schools, while 27.5% considered it does fill those gaps considerably (33.3% fairly and 17.4% slightly).



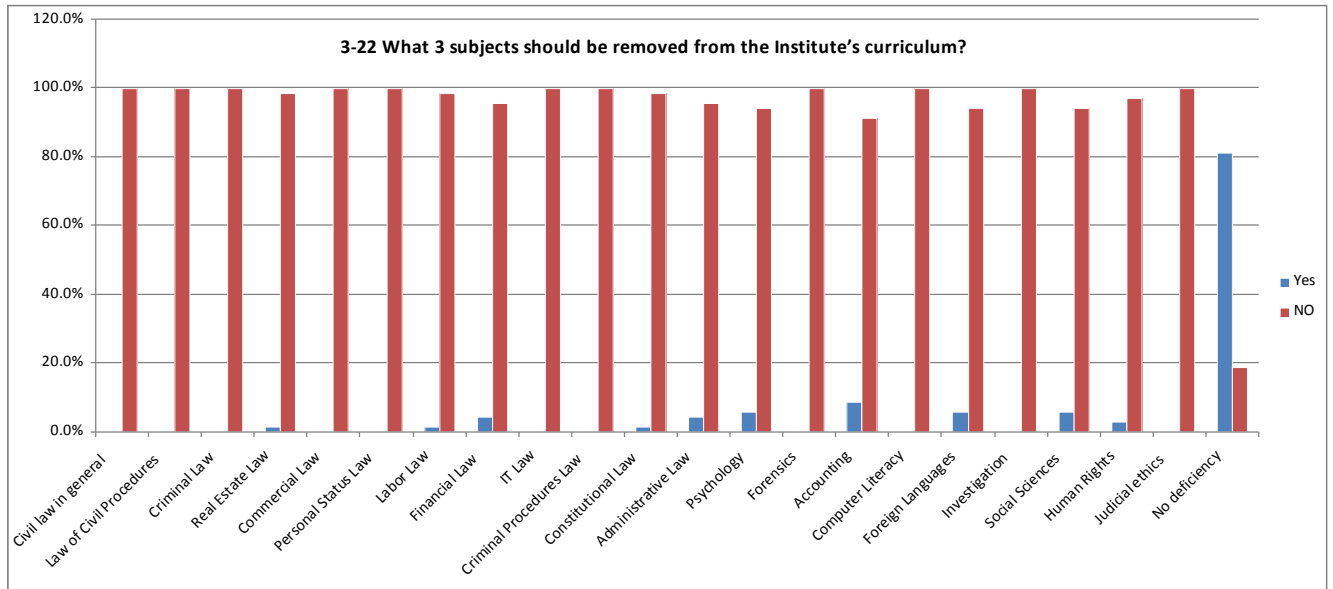
- **On legal and scientific sections containing training curriculum deficiency requiring the addition of another training material**

The survey revealed that most of the legal and scientific sections do not include training curriculum deficiency at JTI.



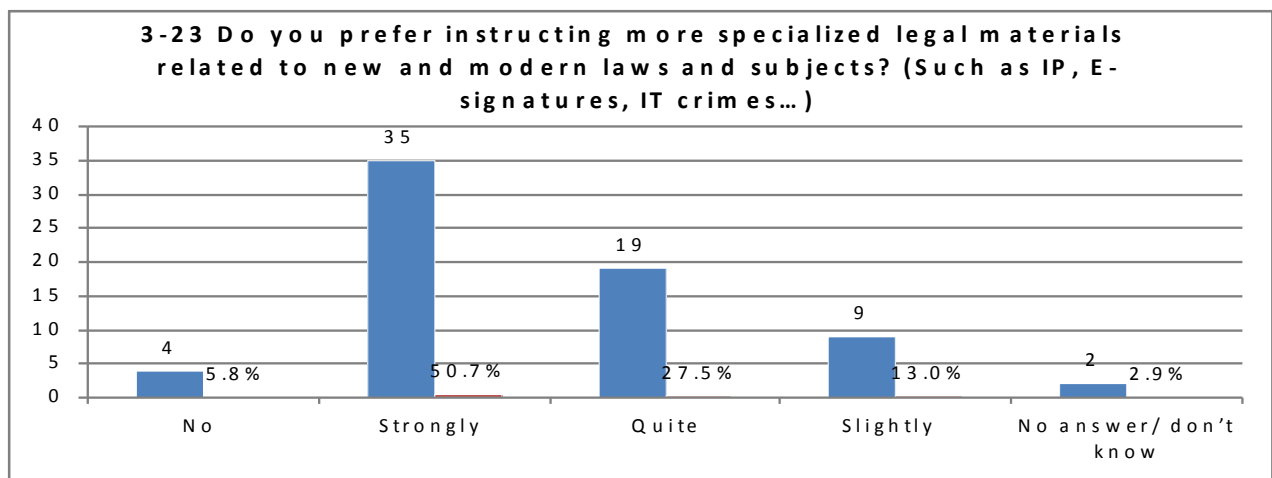
- **Main three subjects to be removed from Institute’s curriculum**

Results revealed that most of the respondents (81.2%) do not see any necessity for removing any subject from JTI’s curriculum, while 18.8% see a need to change some subjects, mainly: Accounting (8.7%), Administrative law (5.8%), Foreign languages (5.8%) and Social sciences (5.8%).



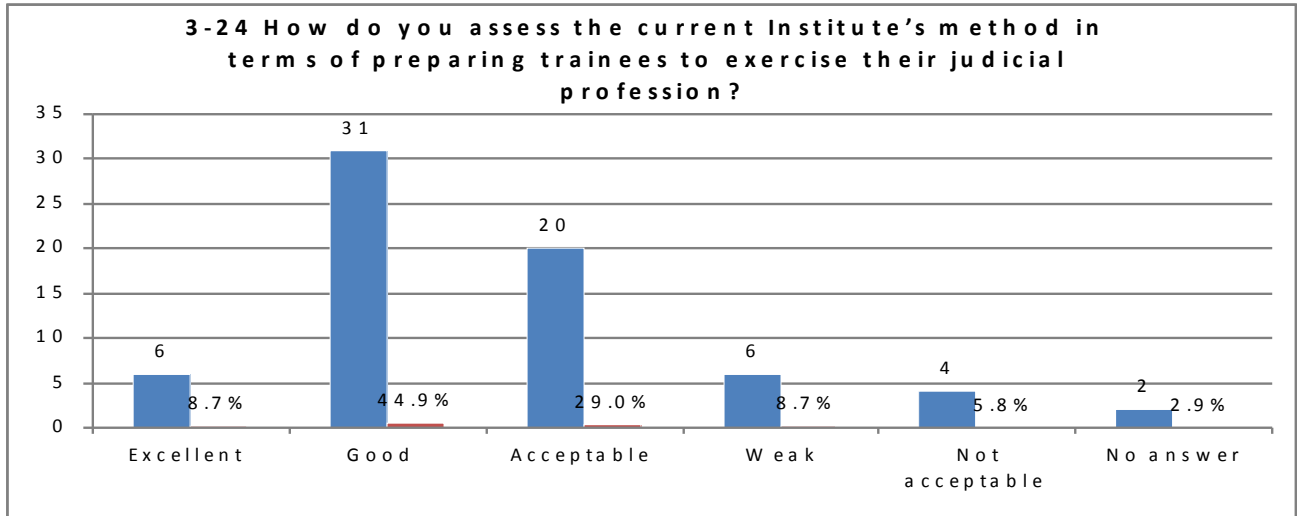
- **On the preference to instruct more specialized legal materials related to new and modern laws and subjects, and to which extent**

Results revealed that 50.75% of respondents strongly prefer instructing more specialized legal materials related to new and modern laws and subjects, and 27.5% quite prefer to instruct such materials. Only 5.8% of respondents gave negative answers.



- **Evaluating the current JTI’s curriculum as for preparing trainees to judicial practice**

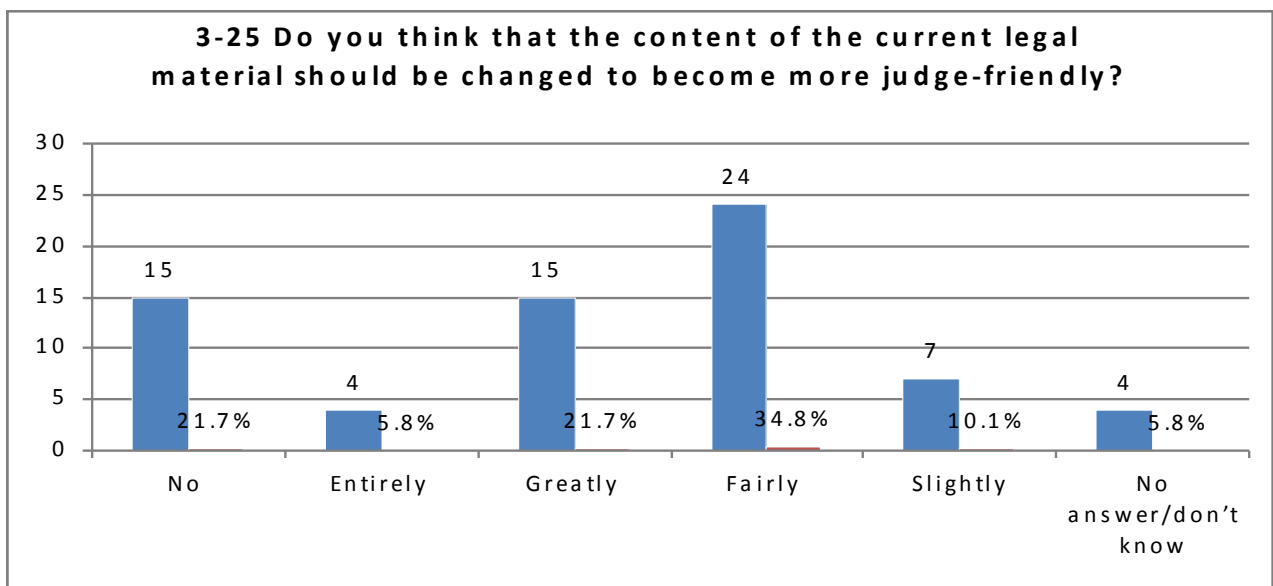
The survey revealed that 44.9% of respondents describe the institute’s current curriculum as for preparing trainees to judicial practice as good, 8.7% as excellent, 29% “Acceptable”, 8.7% as “weak”, and 5.8% as “not acceptable”.



- **On the need to change the content of the current legal material to become more judge-friendly**

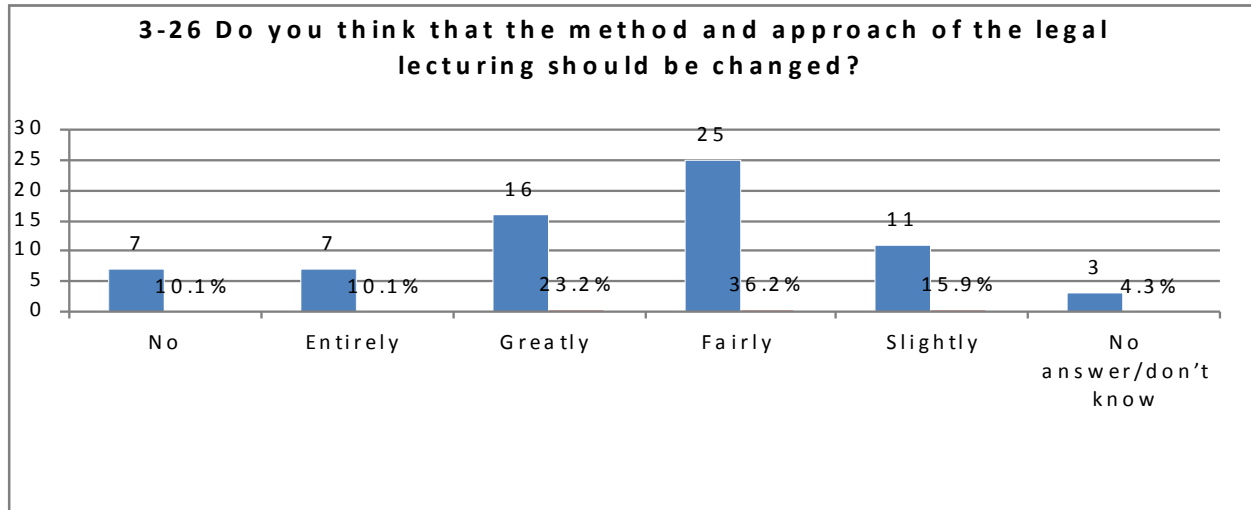
5.8% of respondents consider that the materials’ content should be changed entirely, and 34.8% consider there’s a fair need for content change.

It should be noted that 21.7% confirmed that there’s no need to change materials’ content.



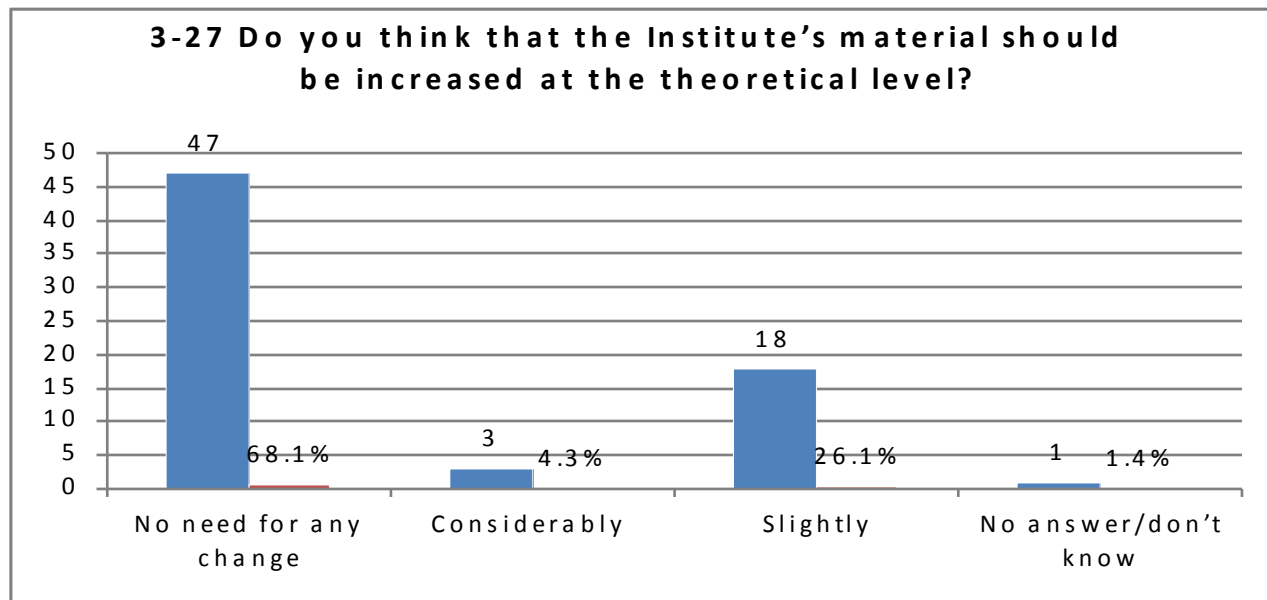
- **On the method and approach of legal lecturing**

10.1% of respondents reported a need to entirely change the method and approach materials of legal lecturing. 36.2% also indicated a fair need to change. It should be noted that 10.1% of the respondents confirmed that there is no need or necessity to change the method and approach.



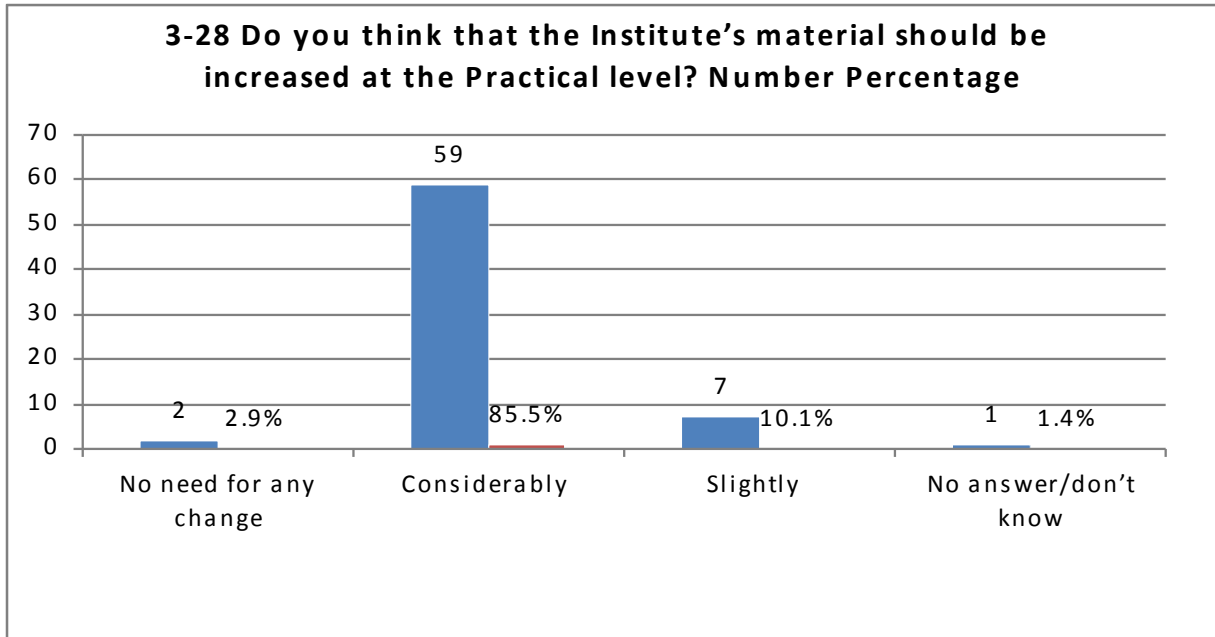
- **On the necessity of increasing JTI's material studied by graduate judges at the theoretical level**

The majority of respondents (68.1%) did not see a need to increase the theoretical level, while 26.1% saw a need to slightly increase the theoretical side.



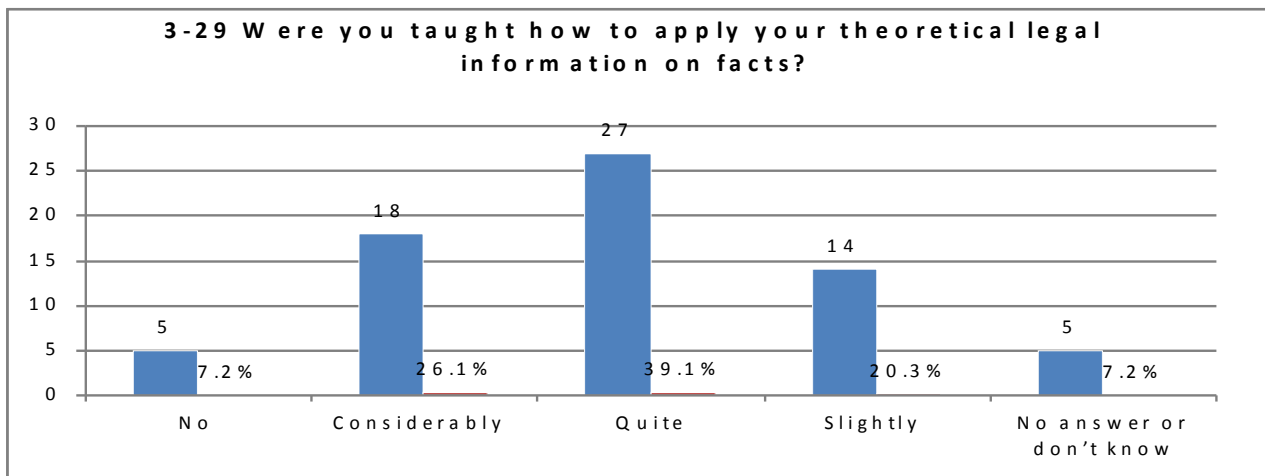
- **On the necessity of increasing JTI’s material studied by graduate judges at the practical level**

Respondents (85.5%) agreed on the necessity of increasing practical applications of materials taught at JTI. It should be noted here that only 2 respondents (2.9%) found no need to increase practical side.



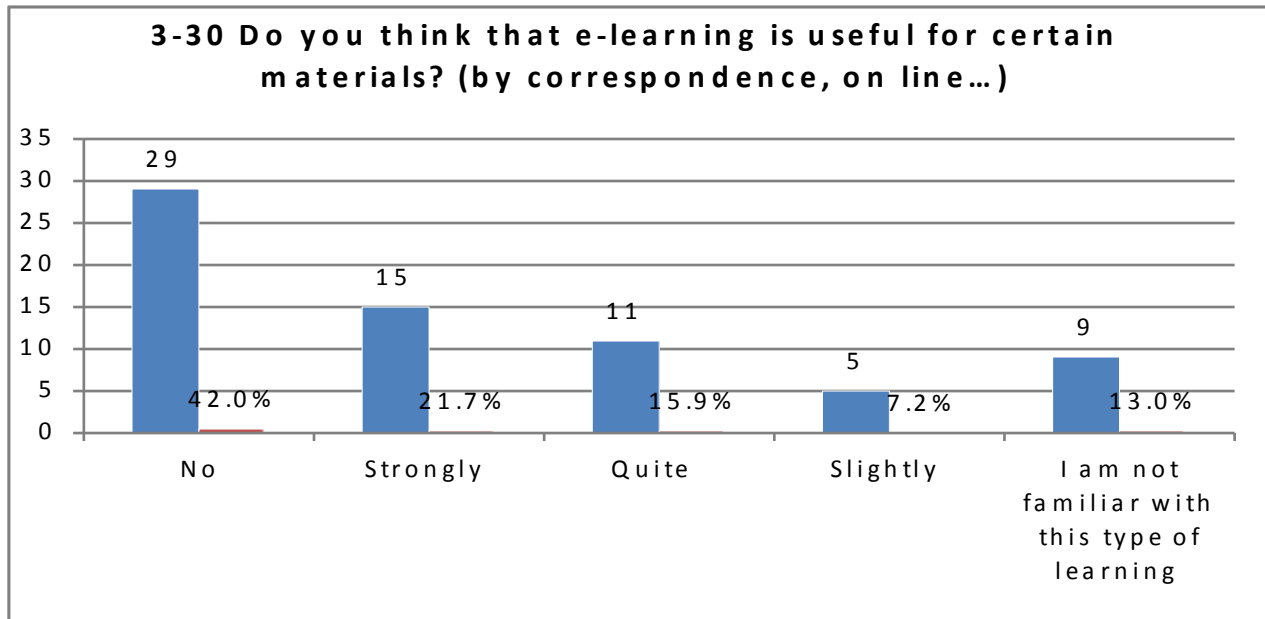
- **On training for applying theoretical legal information on facts**

Results were as follows: 7.2% said they were not trained at JTI to apply theoretical legal information on facts, and 26.1% said they were considerably trained for that (39.1% quite trained, and 20.3% slightly trained).



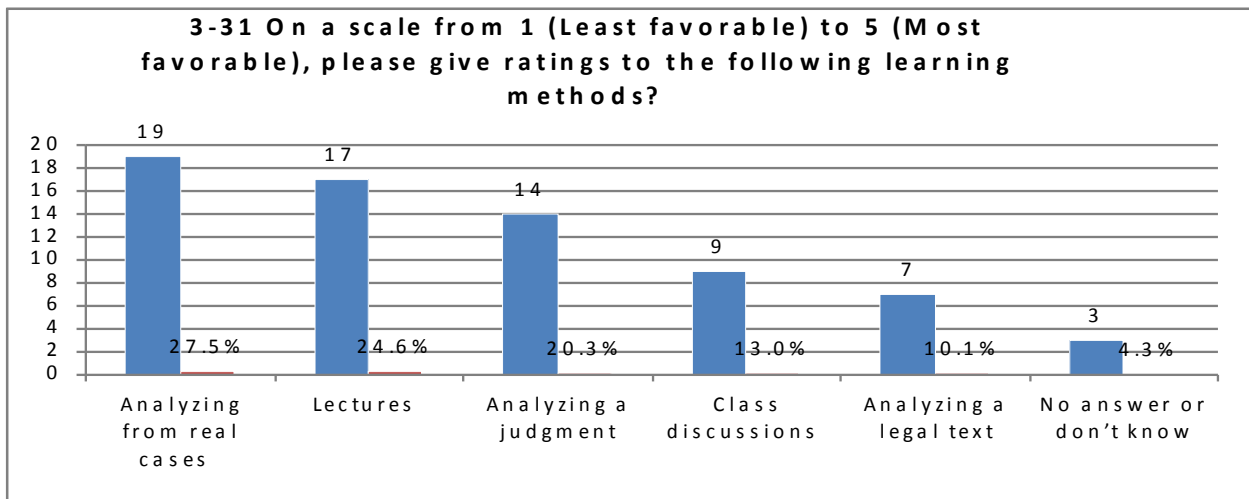
- **On the benefit of adopting e-learning for certain materials and to which extent**

42% reported that there is no benefit from adopting e-learning for certain materials at the Institute. While 44.8% of the respondents considered that there is a benefit in adopting e-learning, at varying levels: 21.7% strongly, 15.9% quite, 7.2% slightly. Interestingly, 13% do not know anything about this type of education.



- **Learning methods ratings according to suitability**

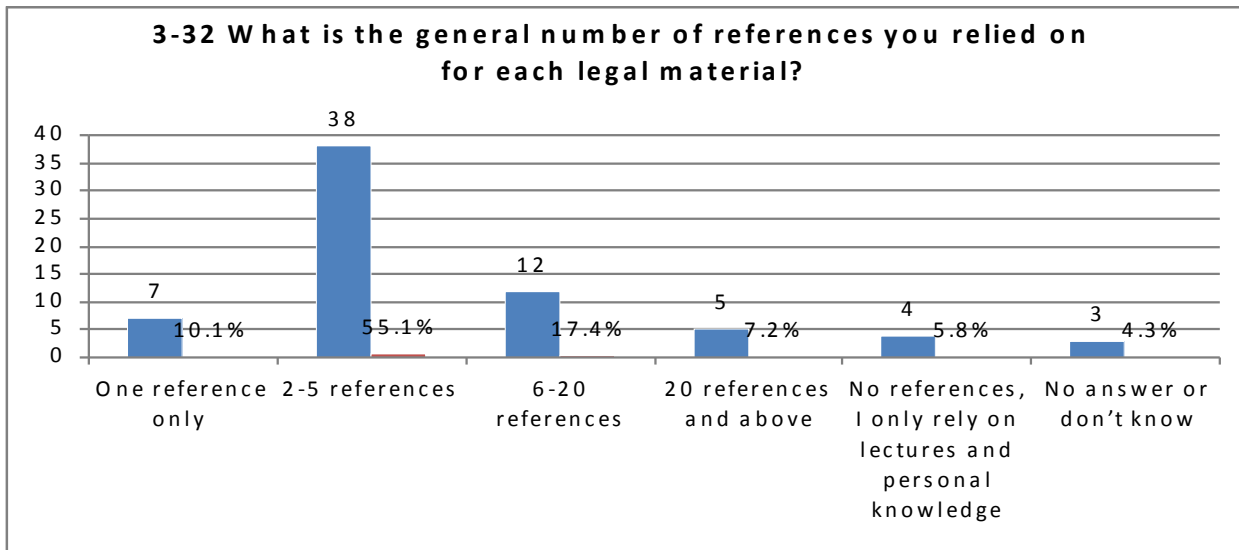
Respondents were asked to give ratings to learning methods on a scale of 1 (least favorable) to 5 (most favorable). About 27.5% of respondents considered that “Analyzing real cases” method is the most suitable.



- **General number of references relied on during training period for each legal material**

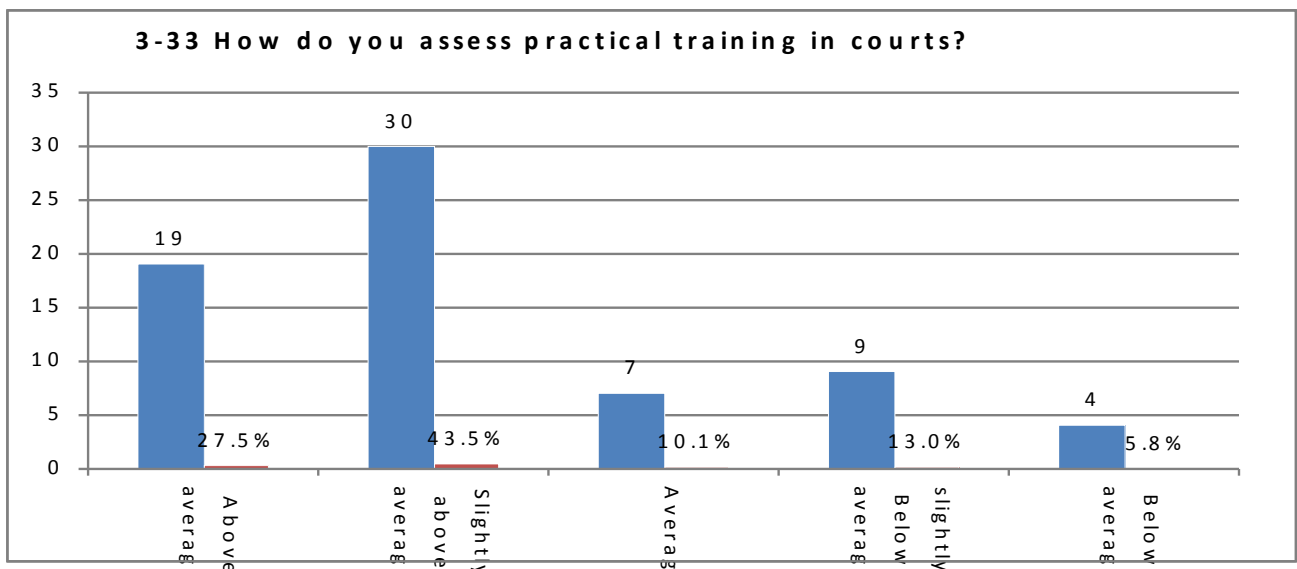
Results revealed that 55.1% of respondents answered that the number of references used was “2 to 5 references”, 10% “one reference only”, 17.4% “6 to 20 references” and 7.2% “more than 20 references”.

5.8% reported they relied on “only lectures and personal knowledge”.



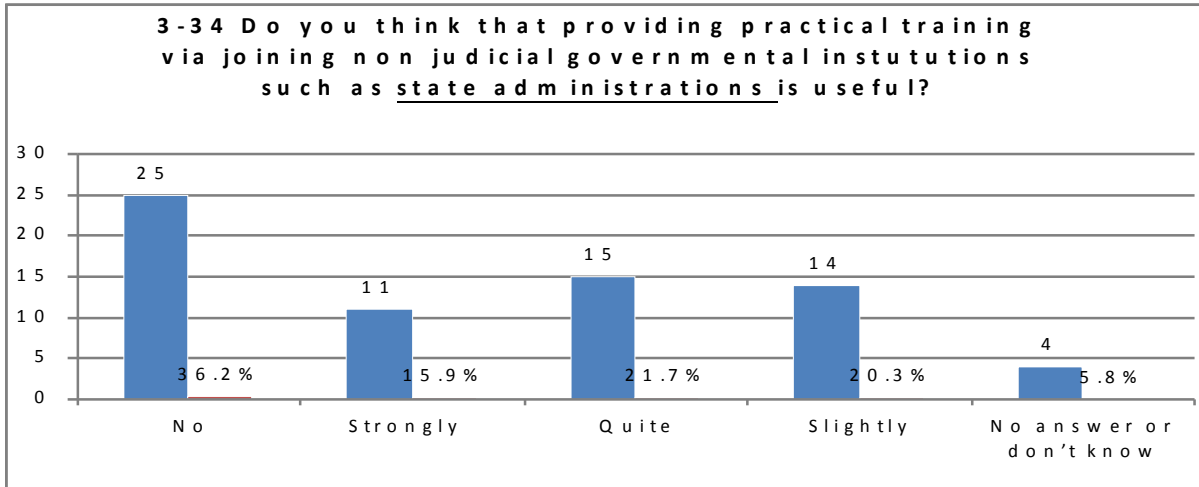
- **Assessing practical training in courts**

Respondents were asked to assess practical training in courts; 27.5% considered the level of practical training was above average, 43.5% slightly above average, 10.1% average, 13% slightly below average and 5.8% below average.



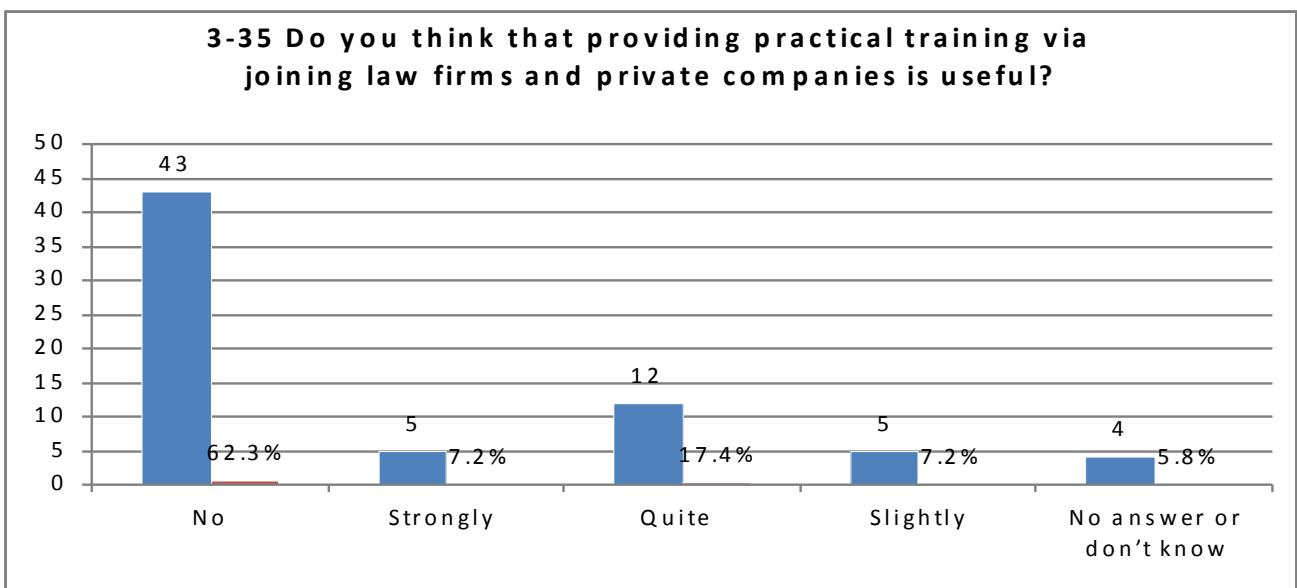
- **On the benefit of providing practical training via joining non judicial governmental institutions such as state administrations**

Respondents were asked to specify if there is a benefit in sending trainees to non judicial governmental institutions such as state administrations; 36.2% answered “no”, 15.9% answered yes “strongly”, 21.74% yes “quite”, 20.3% yes “slightly” and 5.8% “no answer/don’t know”.



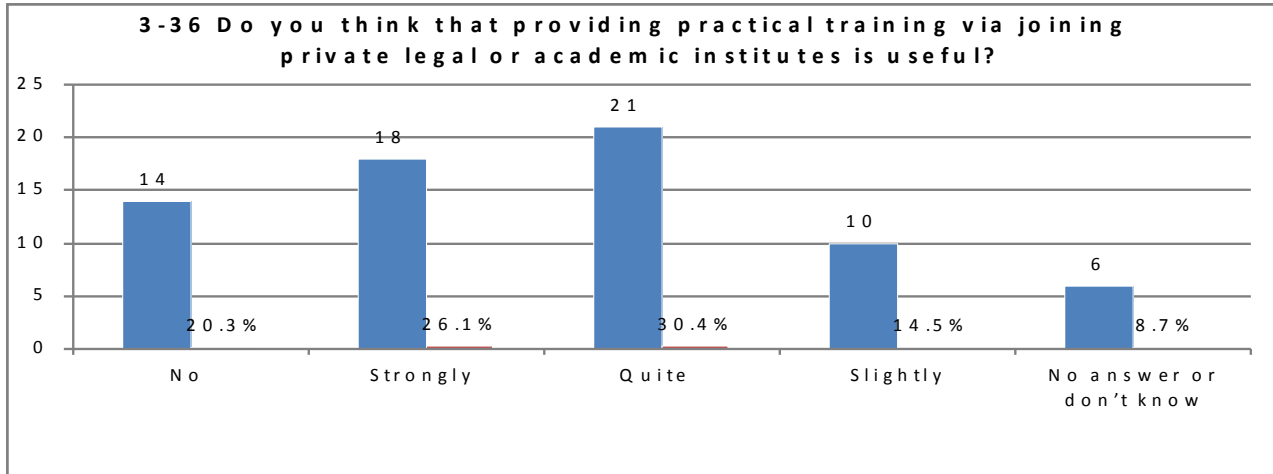
- **On the benefit of providing practical training via joining law firms and private companies**

Respondents were asked to specify if there is a benefit in sending trainees to law firms and private companies; 62.3% answered “no”, 7.2% answered yes “strongly”, 17.4% yes “quite”, 7.2% yes “slightly” and 5.8% “no answer/don’t know”.



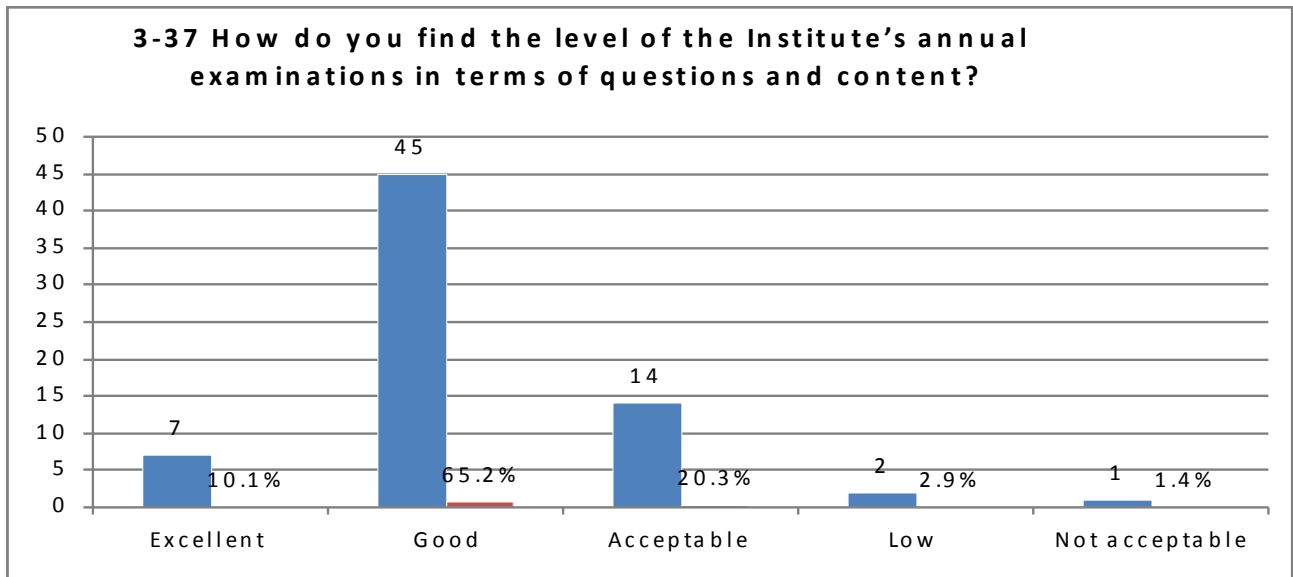
- **On the benefit of providing practical training via joining private legal or academic institutes**

Respondents were asked to specify if there is a benefit in sending trainees to private legal or academic institutes; 20.3% answered “no”, 26.1% answered yes “strongly”, 30.4% yes “quite”, 14.5% yes “slightly” and 8.7% “no answer/don’t know”.



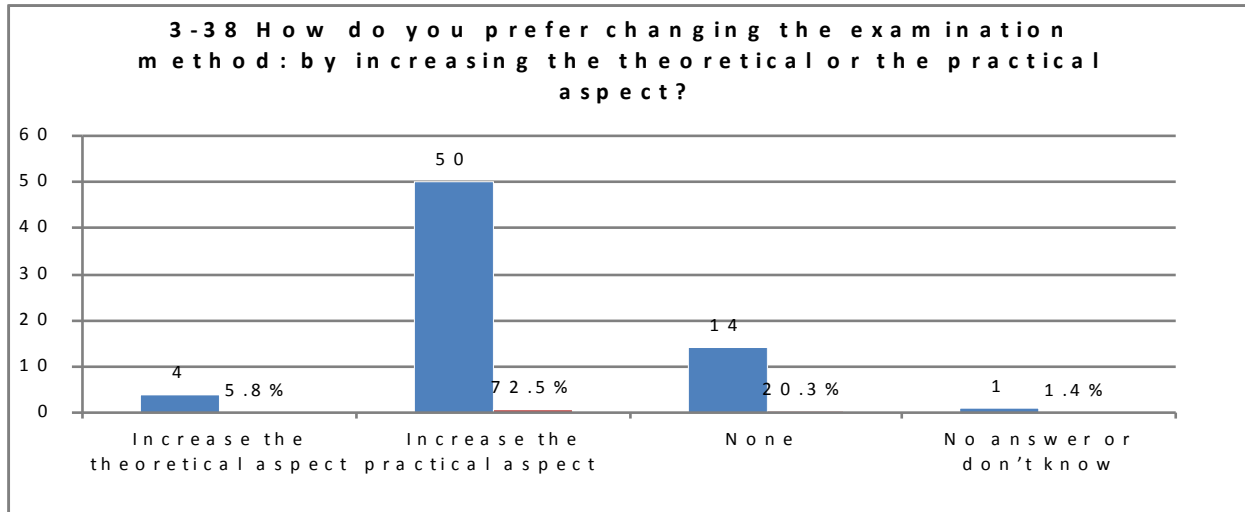
- **On the level of the Institute’s annual examinations in terms of questions and content**

Respondents were asked to evaluate the level of the Institute’s annual examinations in terms of questions and content; 10.1% considered the level “excellent, 65.2% “good”, 20.3% “acceptable”, 2.9% “low” and 1.4% “not acceptable”.



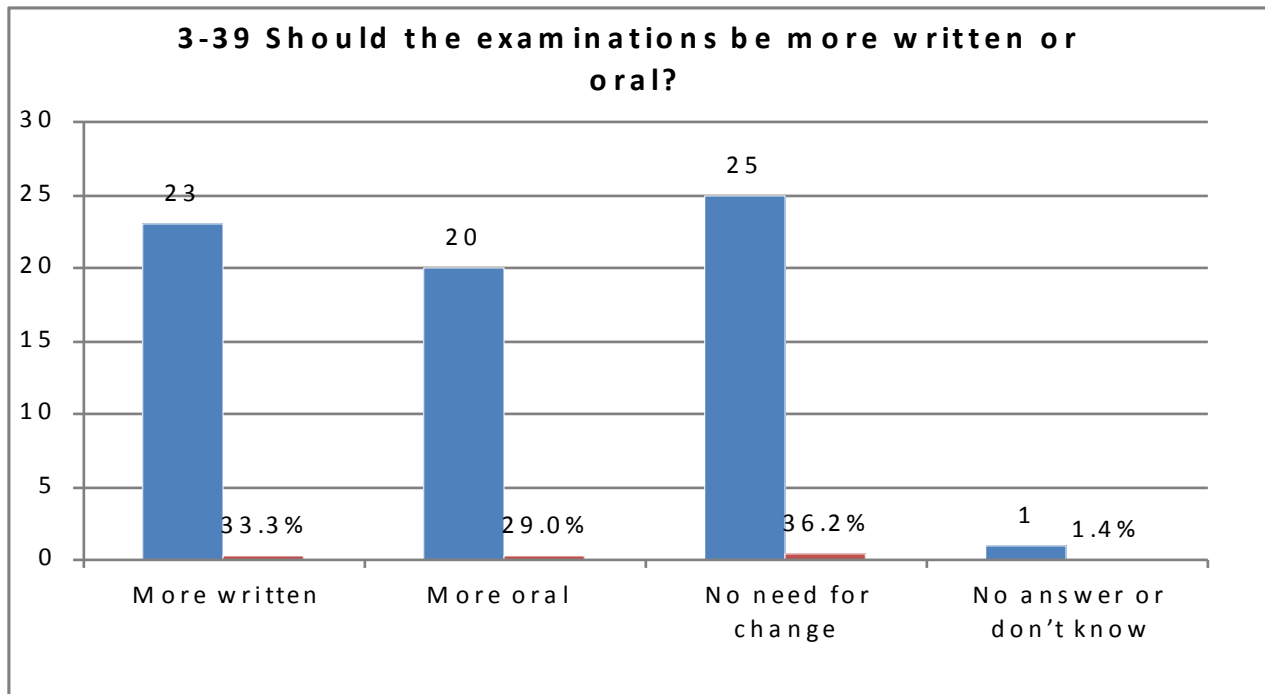
- **On the preference of changing the examination method: by increasing the theoretical or the practical aspect**

Respondents (72.5%) agreed on the necessity of increasing practical aspect of examination, while 20.3% found no necessity for changing examination method.



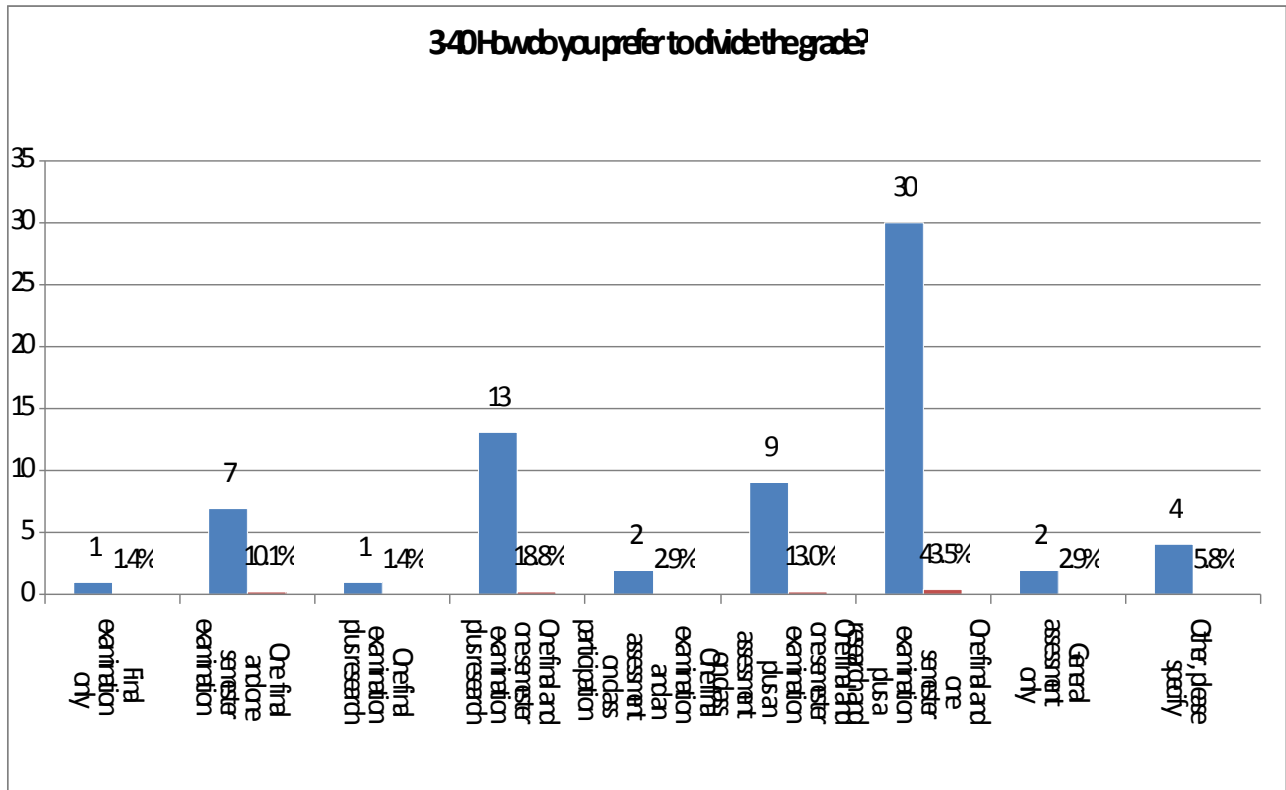
- **On the necessity of increasing examination's written aspect or oral aspect**

33.3% of respondents saw a need to increase written aspect of examination, 29.3% for increasing oral aspect while 36.2% saw no necessity for changing examination method.



- On the method of grade dividing at JTI

The majority of respondents (43.5%) reported that the best method of dividing the grade is “One final and one semester examination plus a research and an assessment on class participation”.

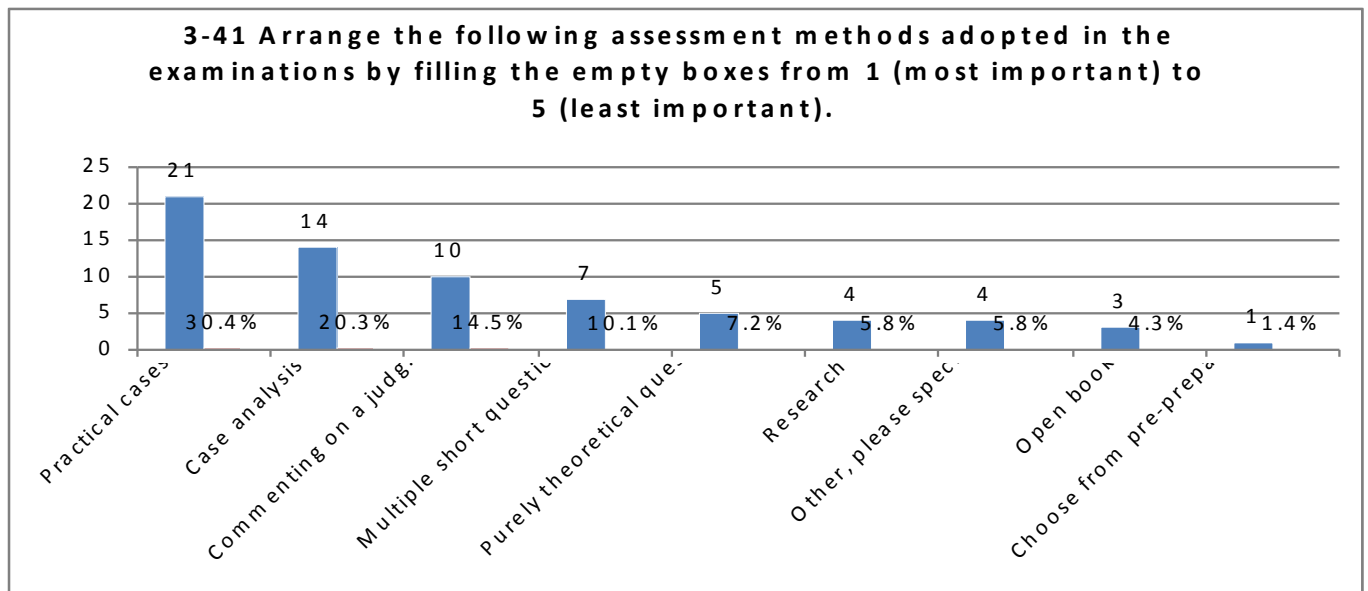


- **Choosing main five methods for trainee assessment**

Respondents were asked to choose main five assessment methods in the examinations on a scale of 1 (most important) to 5 (least important).

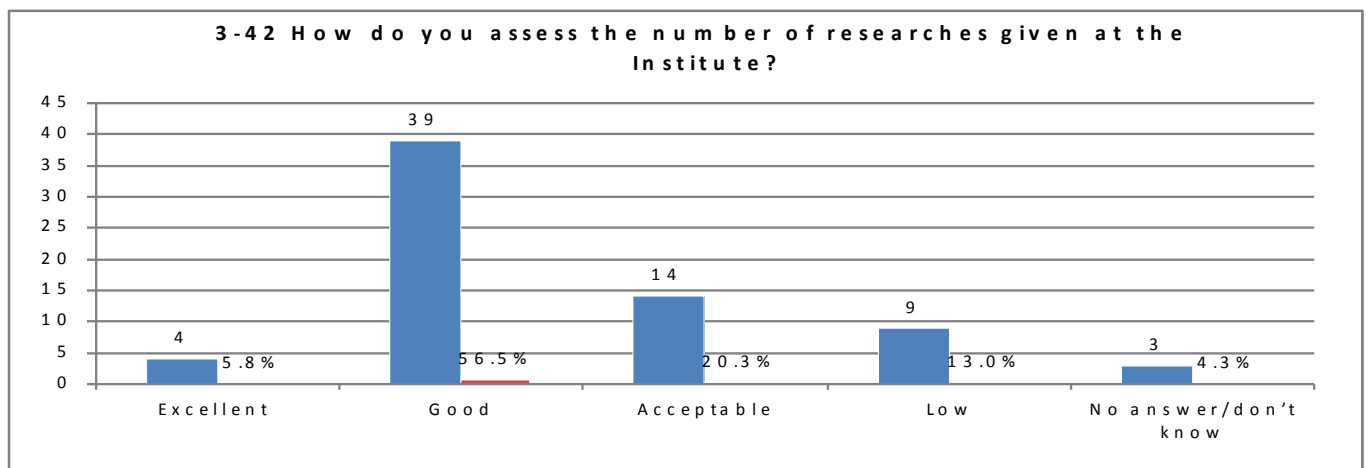
30.4% considered that “practical cases” is the most important method.

The results also revealed that the least important method is “Choose from pre-prepared answers”.



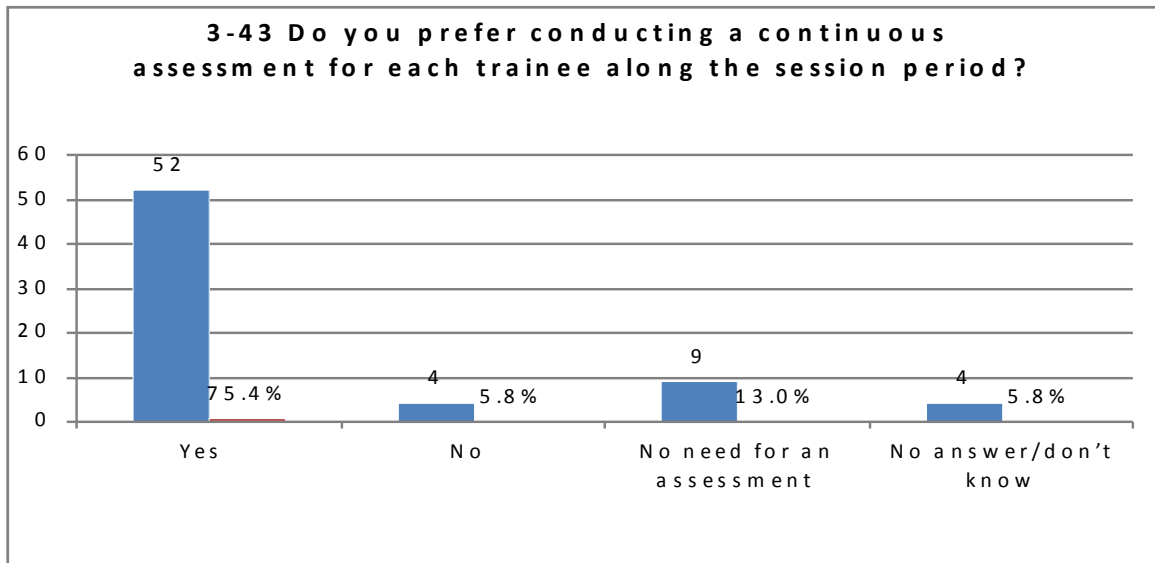
- **Assessing number of research given at the institute**

Respondents were asked to assess the number of research given at the institute; 5.8% consider the number to be “excellent”, 56.5% “good”, 20.3% “acceptable”, 13% low and 4.3% “no answer/don’t know”.



- **Trainee assessment during JTI training period**

The majority of respondents (75.4%) reported they prefer a continuous assessment for each trainee along the session period.

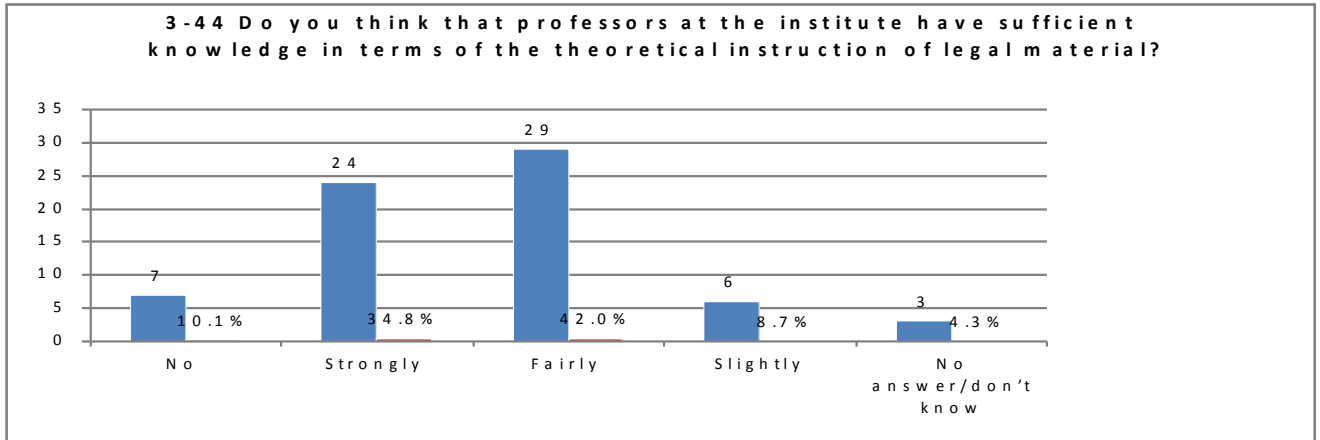


❖ **Part three: Professors related questions**

- **Do professors at the institute have sufficient knowledge in terms of the theoretical instruction of legal material and to which extent?**

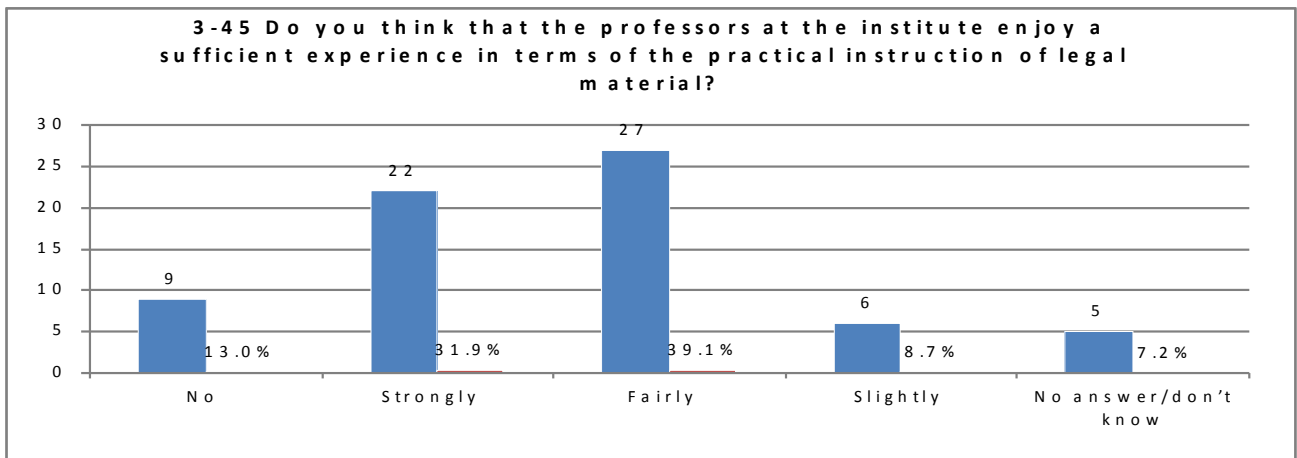
Respondents were asked to assess if professors at the institute have sufficient knowledge in terms of the theoretical instruction of legal material; 10.1% consider that professors do not have sufficient knowledge.

While 34.8% of respondents strongly agreed that professors have sufficient knowledge, 42% fairly agreed, 8.7% slightly agreed and 4.3% “no answer/don’t know”.



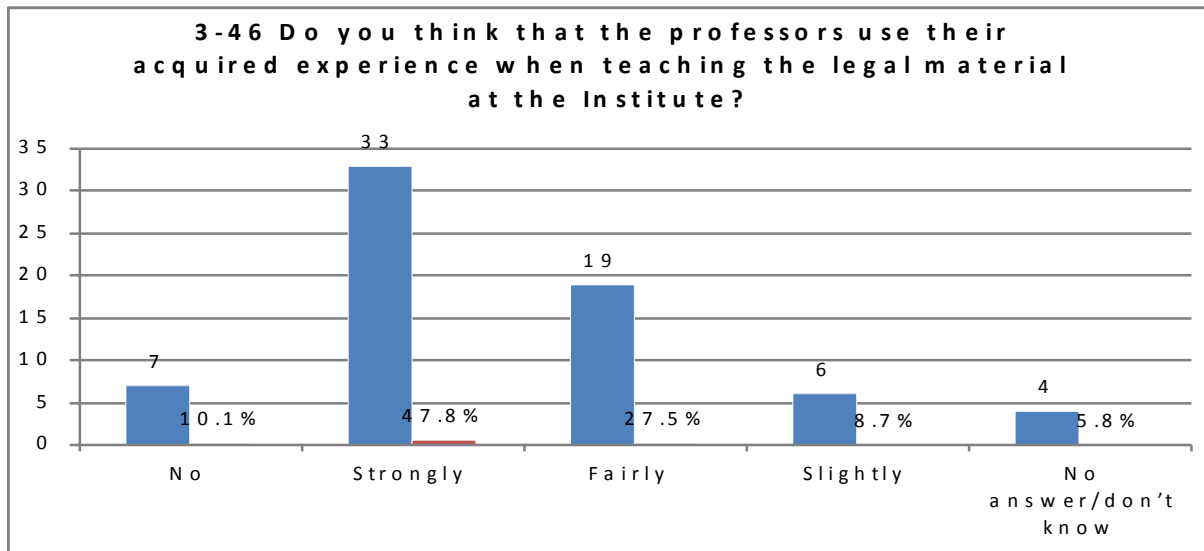
- **Do JTI's professors have sufficient experience in terms of the practical instruction of legal material?**

Respondents were asked to assess if professors at the institute have sufficient knowledge in terms of the practical instruction of legal material; 13% consider that professors do not have sufficient knowledge. 31.9% of respondents strongly agreed that professors have sufficient knowledge, 39.1% fairly agreed, 8.7% slightly agreed and 7.2% “no answer/don’t know”.



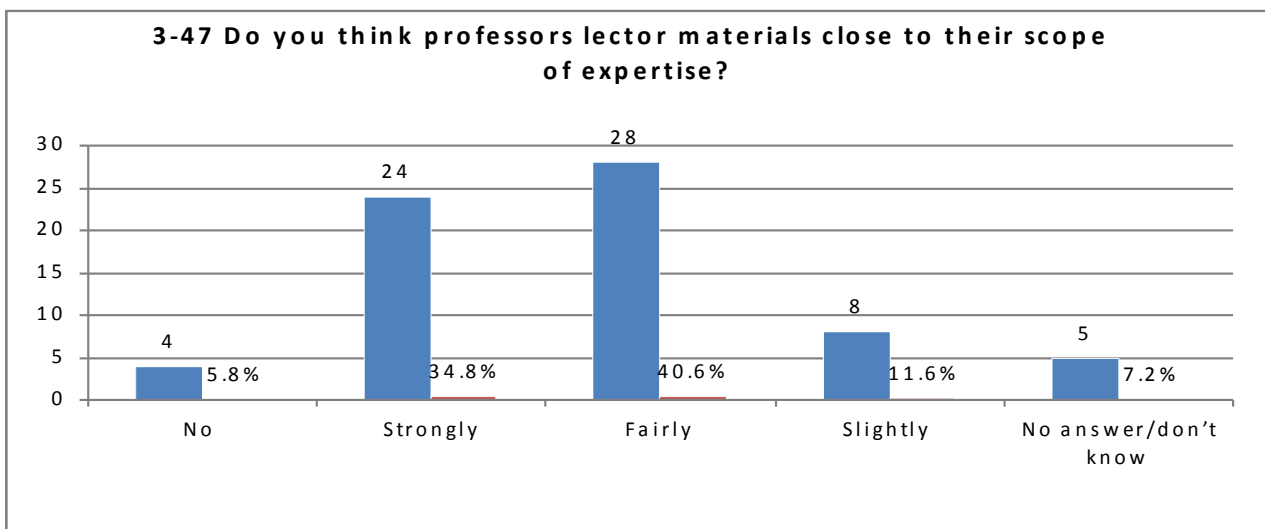
- **Do professors use their acquired experience when teaching the legal material at the Institute?**

Respondents were asked to assess if professors at the institute use their acquired experience when teaching the legal material; 10.1% consider that professors do not use their acquired experience. 47.8% of respondents strongly agreed that professors have sufficient knowledge, 27.5% fairly agreed, 8.7% slightly agreed and 5.8% “no answer/don’t know”.



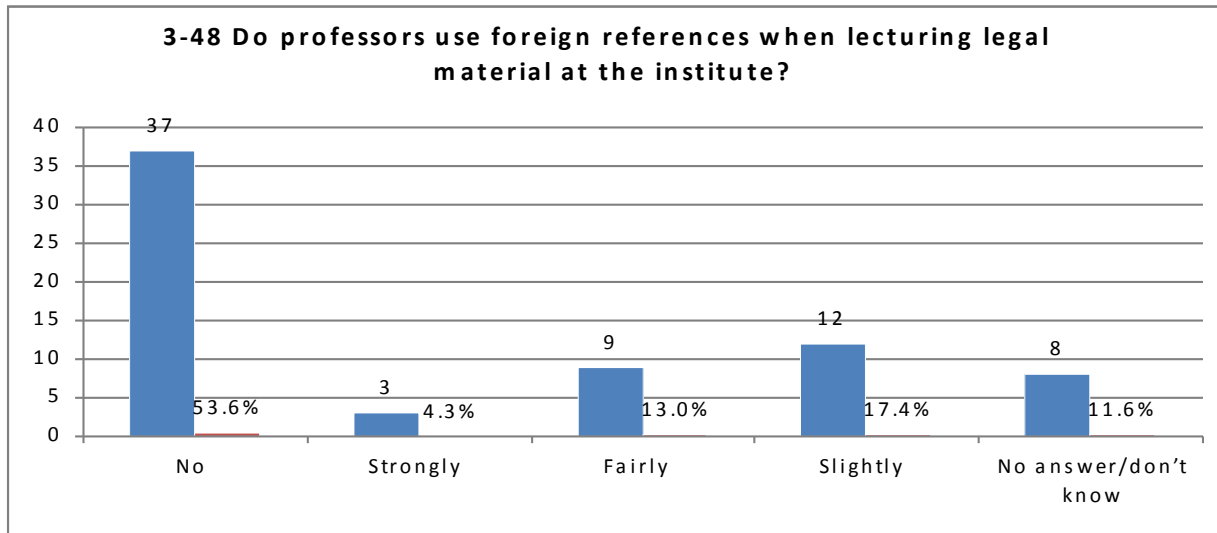
- **Are professors’ lecture materials close to their scope of expertise?**

Majority of respondents consider that professors’ lecture materials is close to their scope of expertise (34.8% answered “yes strongly”, 40.6% “yes fairly” and 11.6% “yes slightly”).



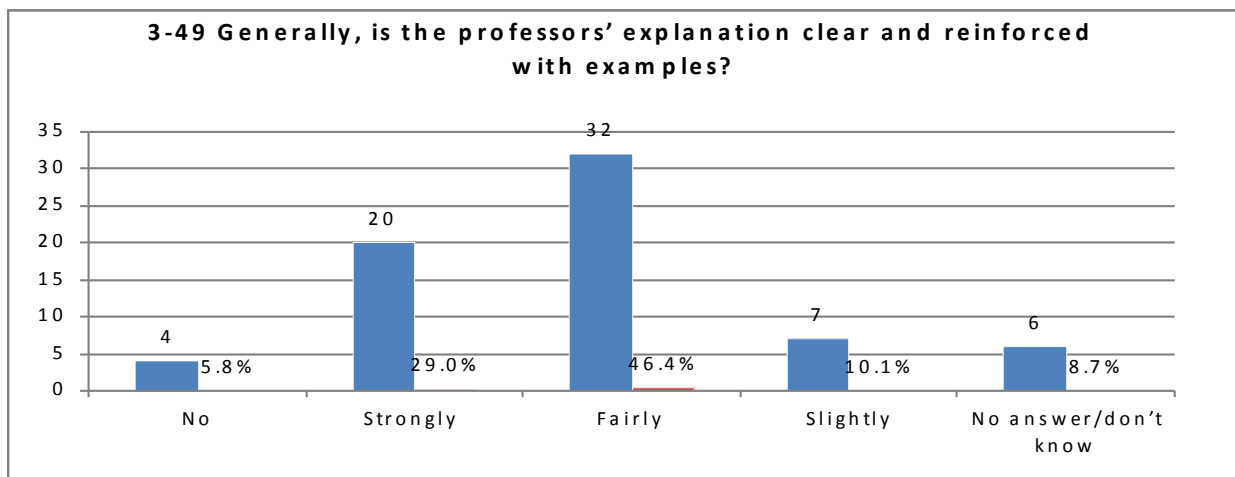
- **Do professors use foreign references when lecturing legal material at the institute?**

Respondents were asked to assess if professors at the institute use foreign references when lecturing legal material; 53.6% consider that professors do not use foreign references. 4.3% of respondents said they strongly use foreign references, 13% fairly, 17.4% slightly and 11.6% “no answer/don’t know”.



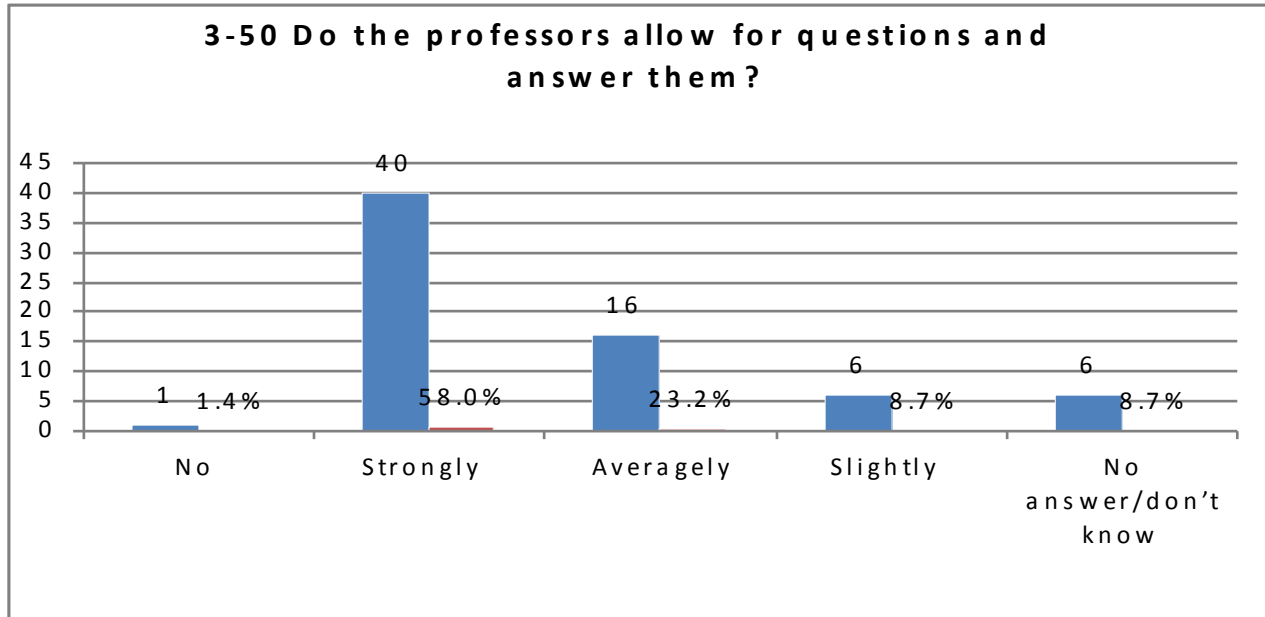
- **Is the professors' explanation clear and reinforced with examples?**

Results showed that only 5.8% of respondents consider the explanation unclear and not reinforced with examples, 29% said explanation is strongly clarified and reinforced with examples, 46.4% fairly, 10.1% slightly and 8.7% “no answer/don’t know”.



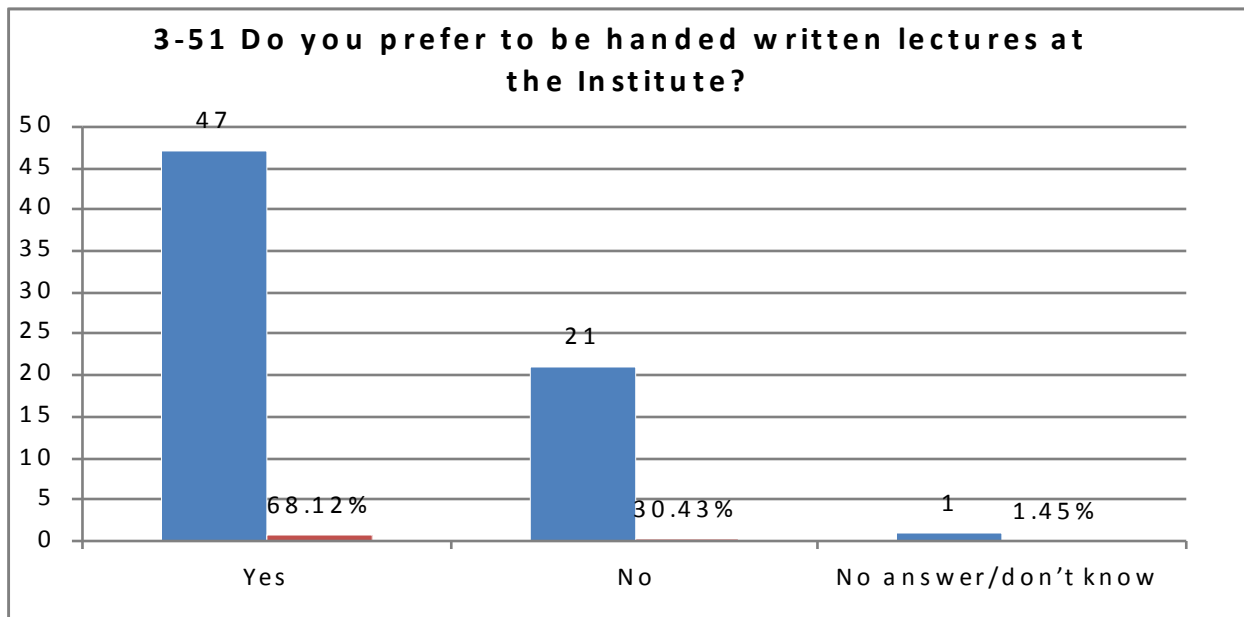
- **Do the professors allow for questions and answer them?**

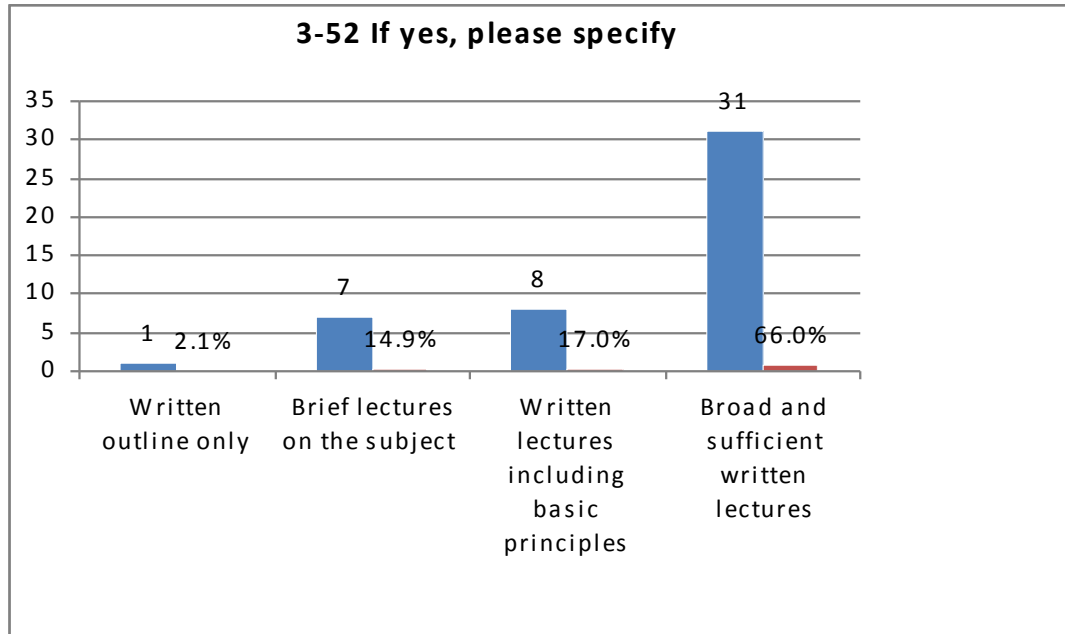
58% of respondents consider that professors strongly allow for questions and answer them, 23.2% fairly, 8.7% slightly and 1.4% No.



- **On the preference to be handed written lectures at the Institute**

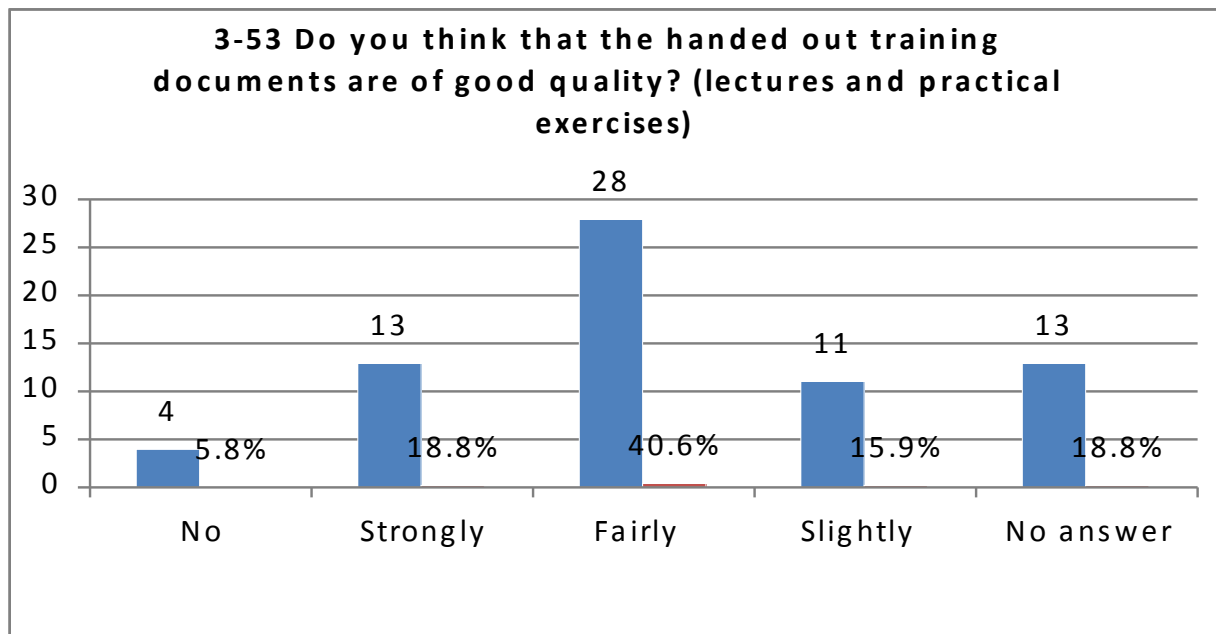
68.12% of respondents reported they would rather be handed written lectures and 30.43% do not favor that. 66% say they would rather have Broad and sufficient written lectures.





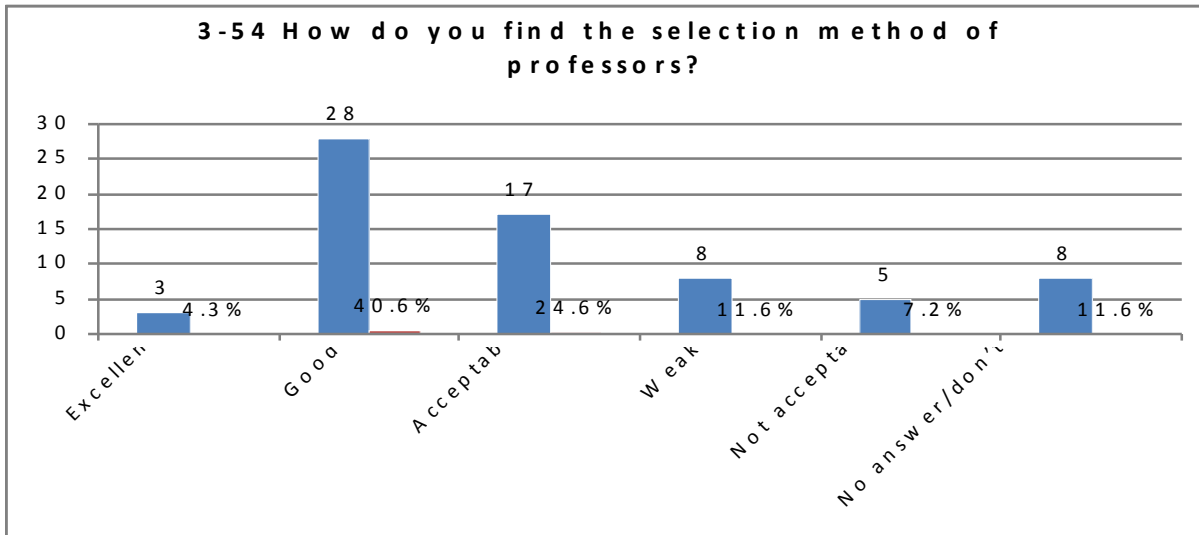
- **Evaluating the quality of handed out training documents**

5.8% of respondents consider the handed out training documents are not of good quality, 18.8% consider it's strongly so, 40.6% fairly, 15.9% slightly and 18.8% "No answer/don't know".



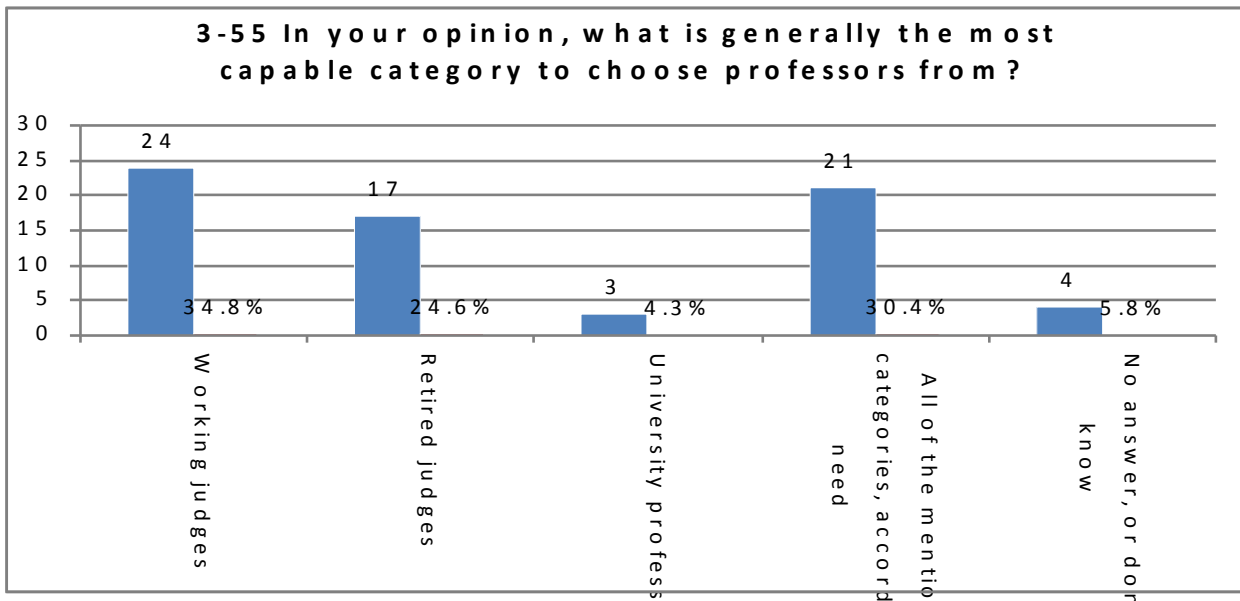
- **Evaluating JTI's professors selection method**

4.3% of the respondents consider the method of professors' selection to be between excellent, 40.6% good, 24.6% acceptable, 11.6% weak, 7.2% not acceptable and 11.6% "No answer/don't know".



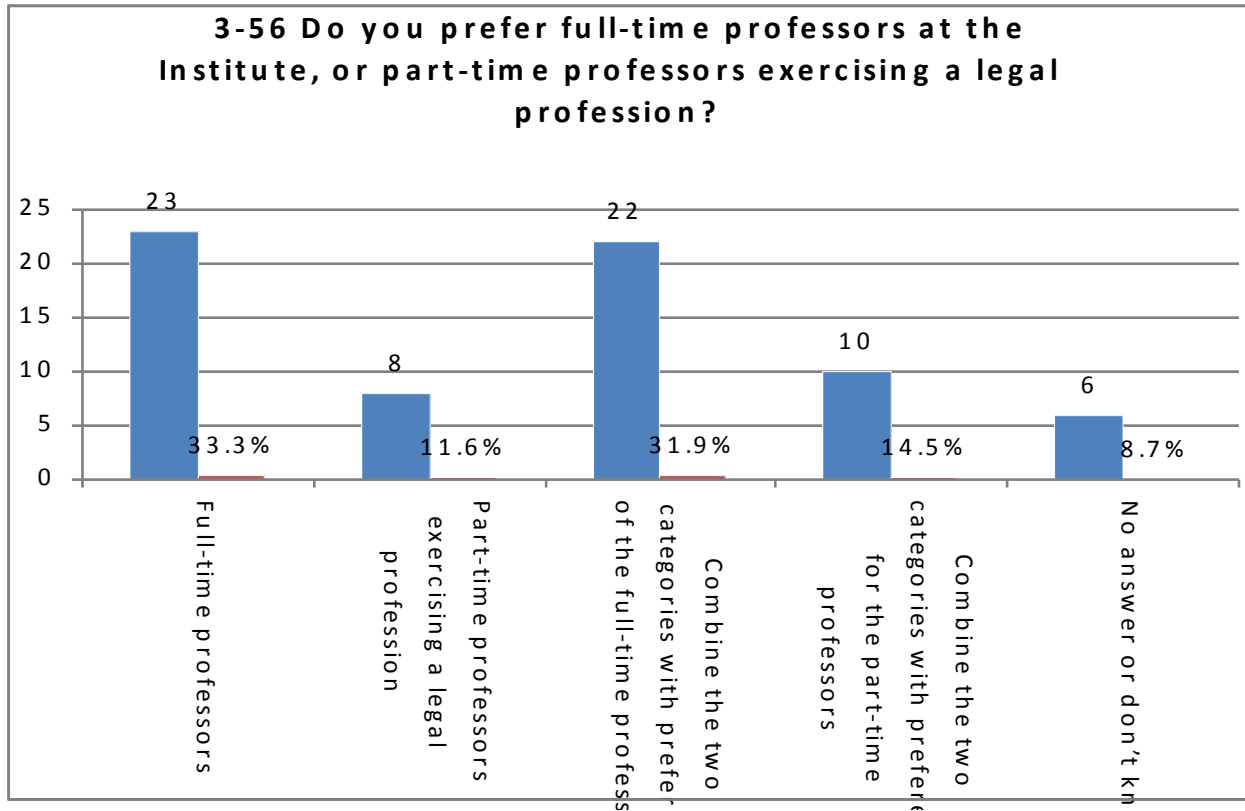
- **On the most capable category to choose professors from**

Respondents were asked to choose the most capable category to choose professors from. 34.8% answered "Working judges", 24.6% "Retired judges", 4.3% "University professors" and 30.4% said it's necessary to choose professors from all of the mentioned categories according to the need.



- **Full-time professors at the Institute, or part-time professors exercising a legal profession**

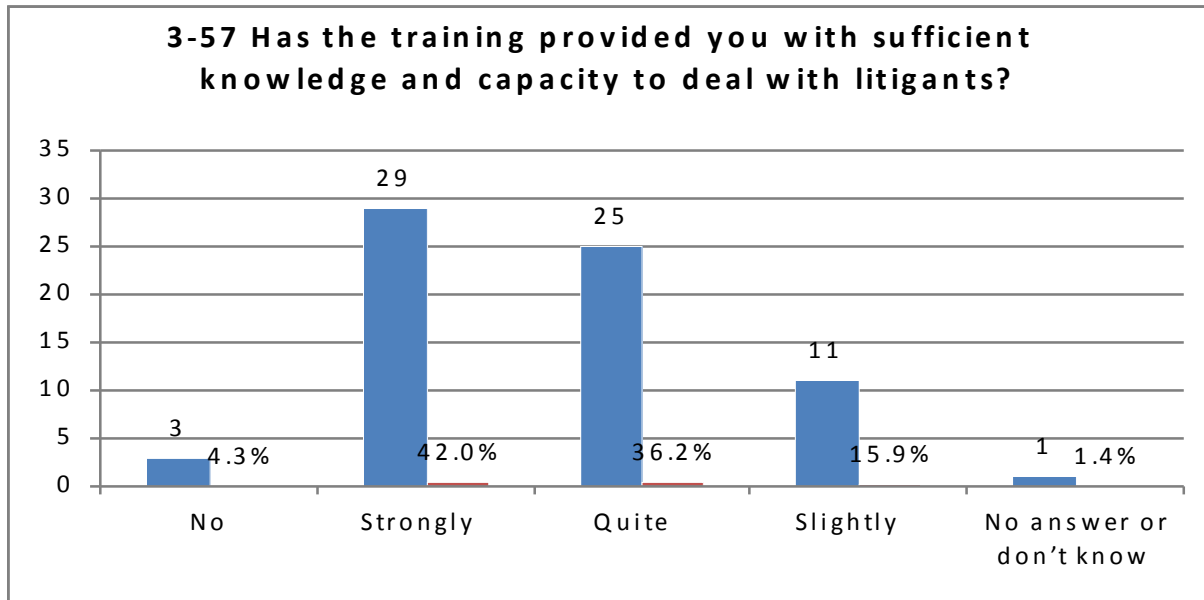
33.3% of respondents said they prefer “Full time professors”, 11.6% “Part-time professors exercising a legal profession”, 31.9% “Combine the two categories with preference of the full-time professors”, 14.5% “Combine the two categories with preference for the part-time professors” and 8.7% “No answer/don’t know”.



❖ **Part four: Questions on relation with others**

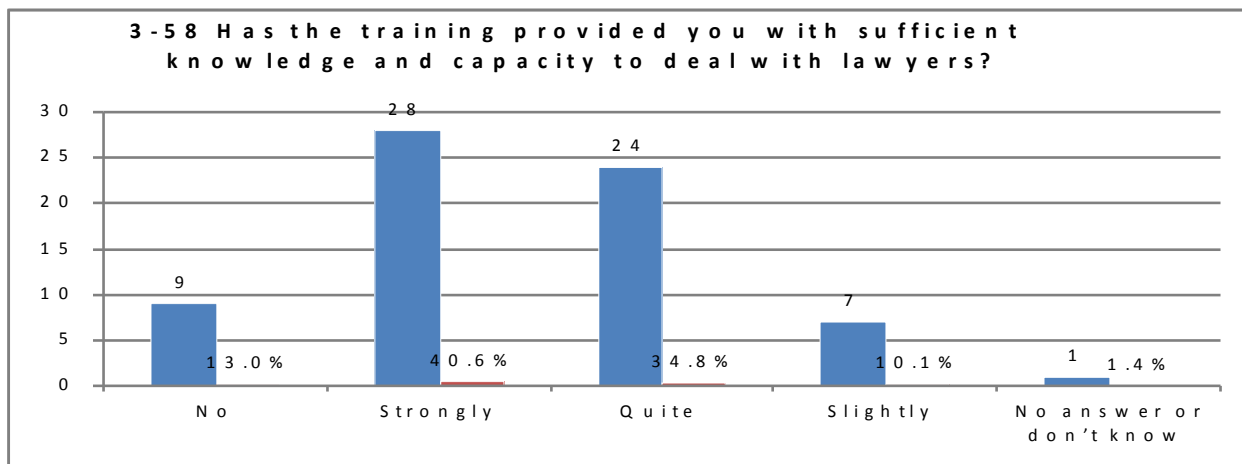
- **On the extent to which the training has provided sufficient knowledge and capacity to deal with litigants**

4.3% of respondents answered “no”, 42% “yes strongly”, 36.2% “yes quite”, 15.9% “yes slightly” and 1.4% “no answer/don’t know”.



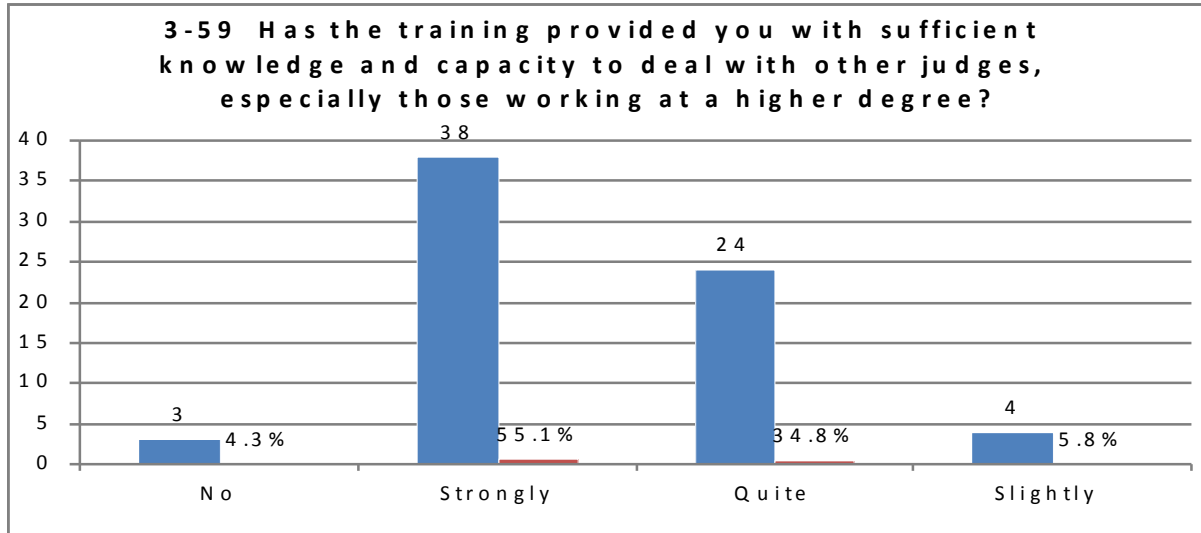
- **On the extent to which the training has provided sufficient knowledge and capacity to deal with lawyers**

The results showed that 13% of the respondents answered "No", 40.6% "Yes, strongly", 34.8% "Yes, quite", 10.1% "Yes, slightly" and 1.4% "no answer/don't know".



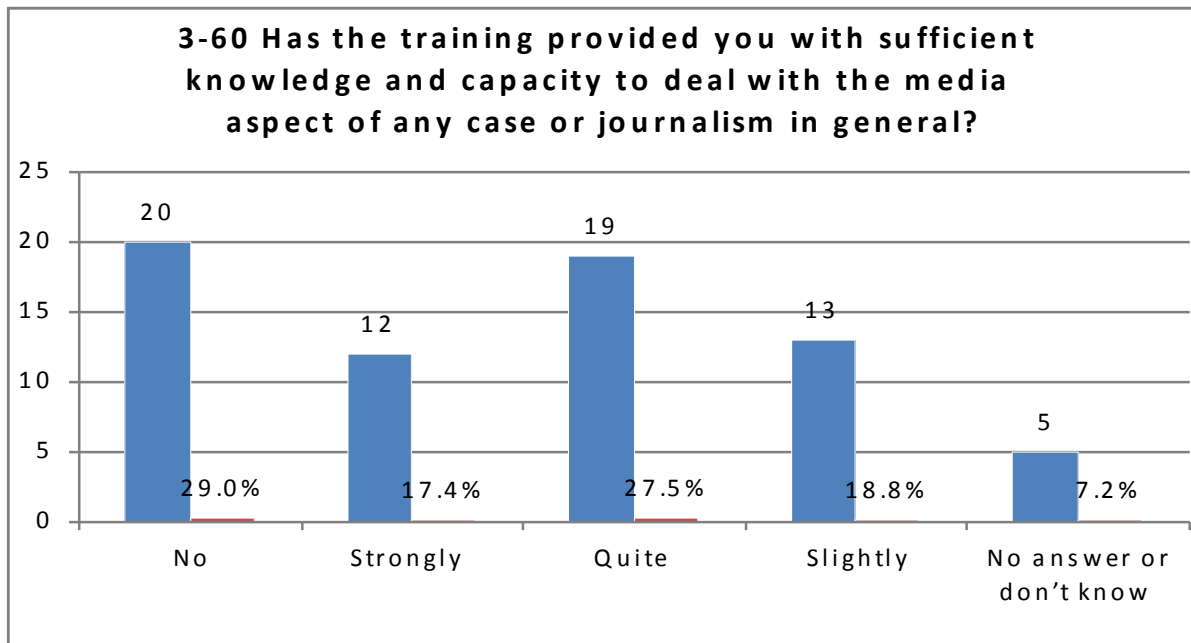
- On the extent to which the training has provided sufficient knowledge and capacity to deal with other judges, especially those at a higher degree

The results showed that 4.3% of the respondents answered "No", 55.1% "Yes, strongly", 34.8% "Yes, quite", 5.8% "Yes, slightly".



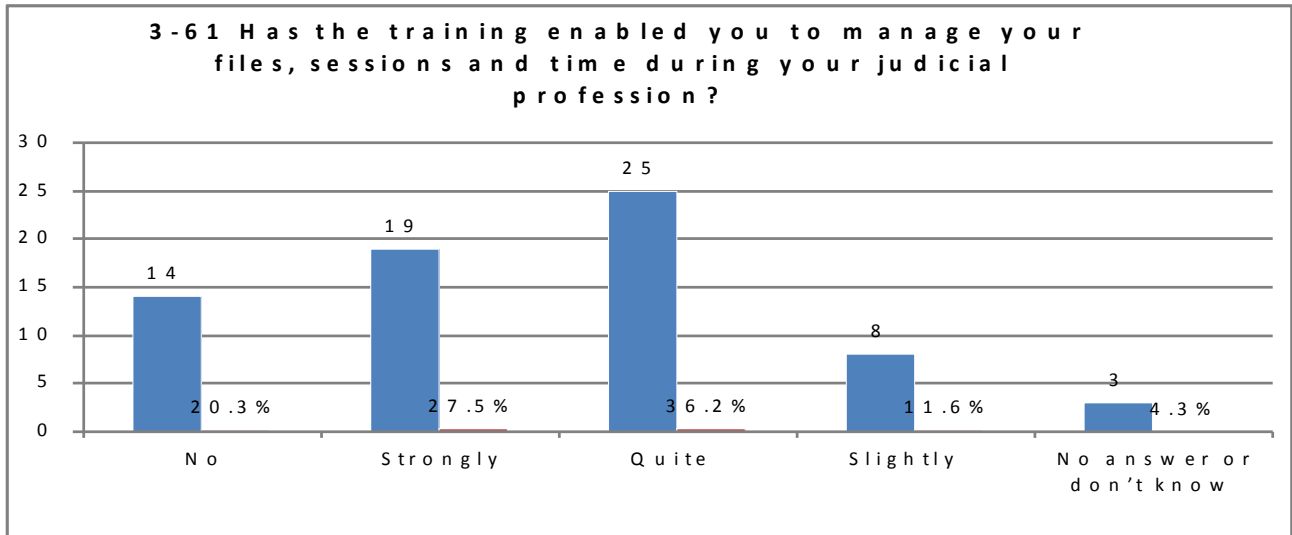
- On the extent to which the training has provided sufficient knowledge and capacity to deal with the media aspect of any case or journalism in general

The results showed that 29% of the respondents answered "No", 17.4% "Yes, strongly", 27.5% "Yes, quite", 18.89% "Yes, slightly" and 7.2% "no answer/don't know".



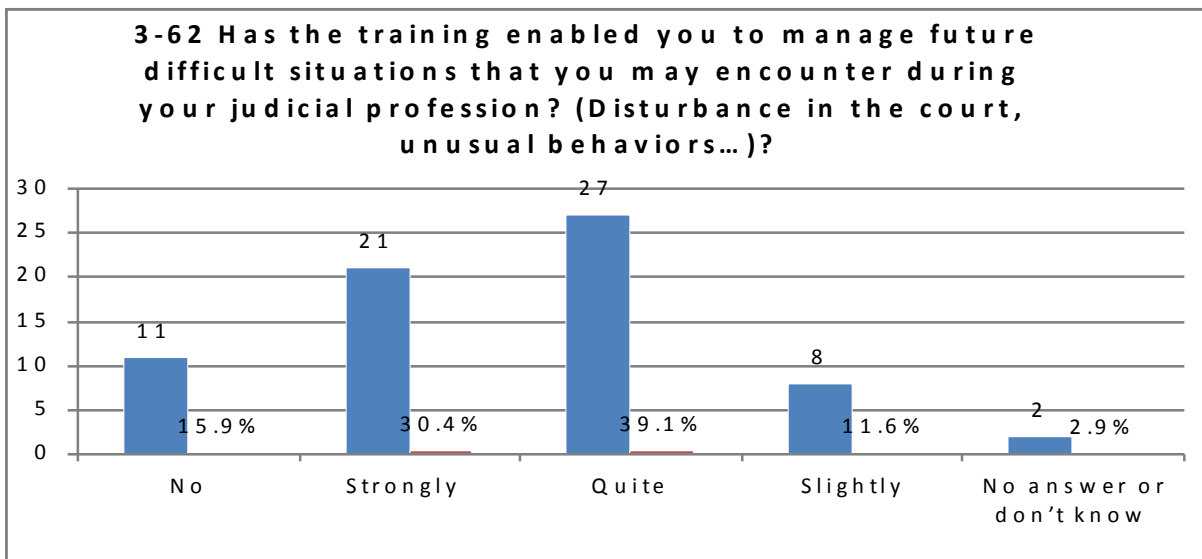
- **On the training enabling trainees to manage files, sessions and time during judicial profession**

The results showed that 20.3% of the respondents answered "No", 27.5% "Yes, strongly", 36.2% "Yes, quite", 11.6% "Yes, slightly" and 4.3% "no answer/don't know".



- **On the training enabling trainees to manage future difficult situations that they may encounter during judicial profession**

The results showed that 15.9% of the respondents answered "No", 30.4% "Yes, strongly", 39.1% "Yes, quite", 11.6% "Yes, slightly" and 2.9% "no answer/don't know".



- **On the training enabling the judge to deal with other administrative authorities in the State**

The results showed that 23.2% of the respondents answered "No", 17.4% "Yes, strongly", 37.7% "Yes, quite", 18.7% "Yes, slightly" and 2.9% "no answer/don't know".

