



Annex 12C: Descriptive Report (Graph and charts) for Professors- JTI Survey

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

Report on “Professors 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**

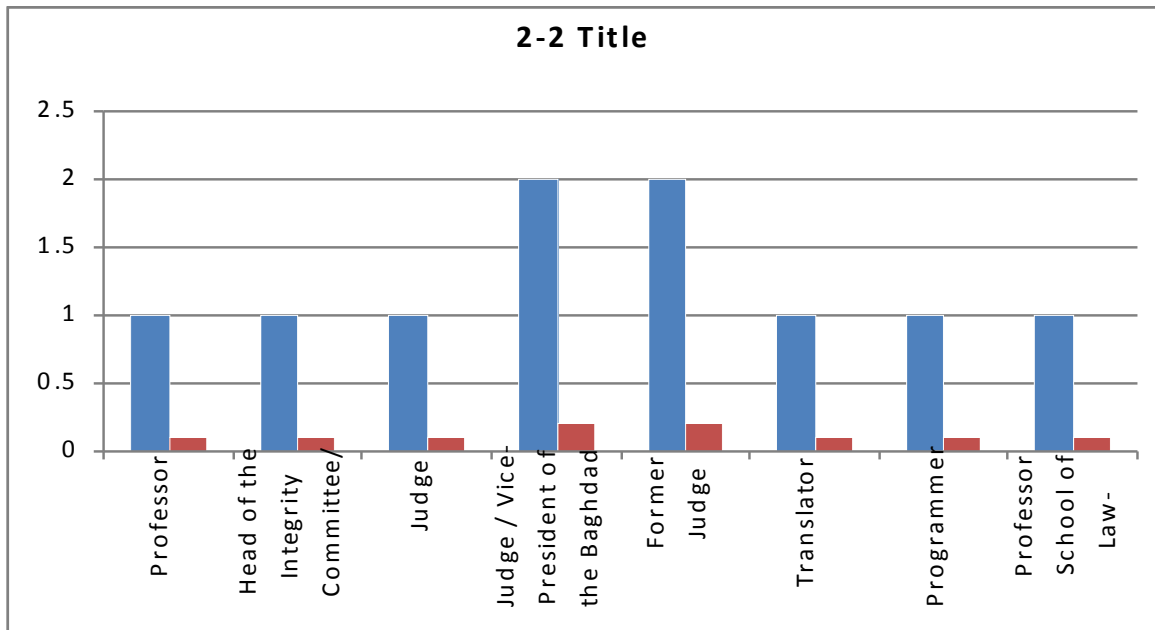
The survey was conducted with 10 JTI professors in Iraq.

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

3. Respondents characteristics/Information on the respondent

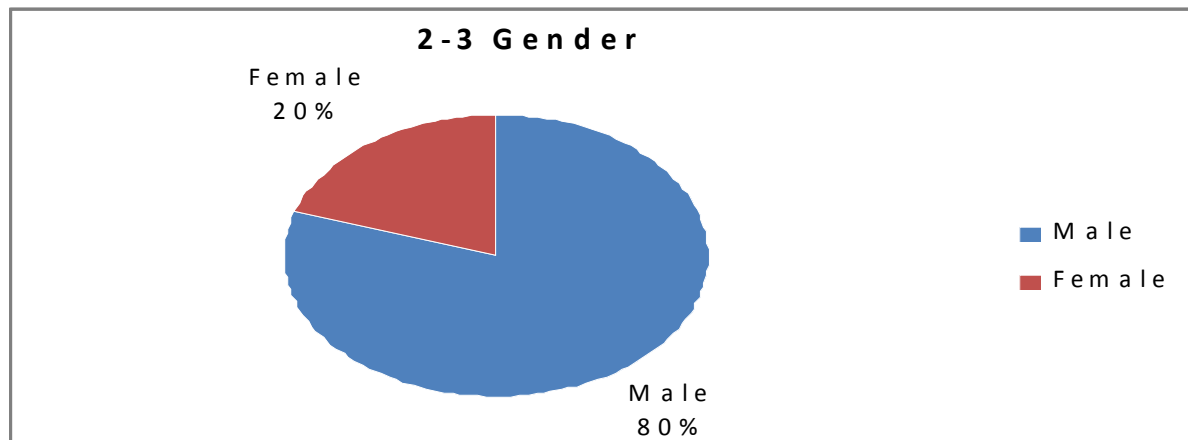
- **Post/Title**

The survey included the Head of Integrity Committee (10%), 1 judge (10%), 2 judges – Vice presidents of Appeal Court in Baghdad (20%), 2 Retired Judges (20%), 1 Translator (10%), 1 programmer (10%) and 1 Professor at Law School- Baghdad University (10%).



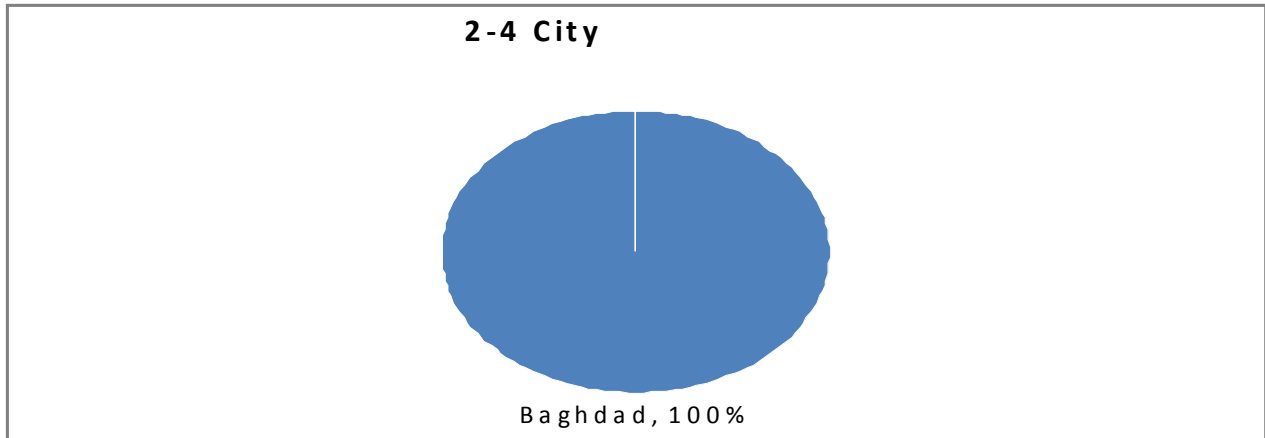
- **Gender**

The survey included 80% male respondents and 20% female respondent.



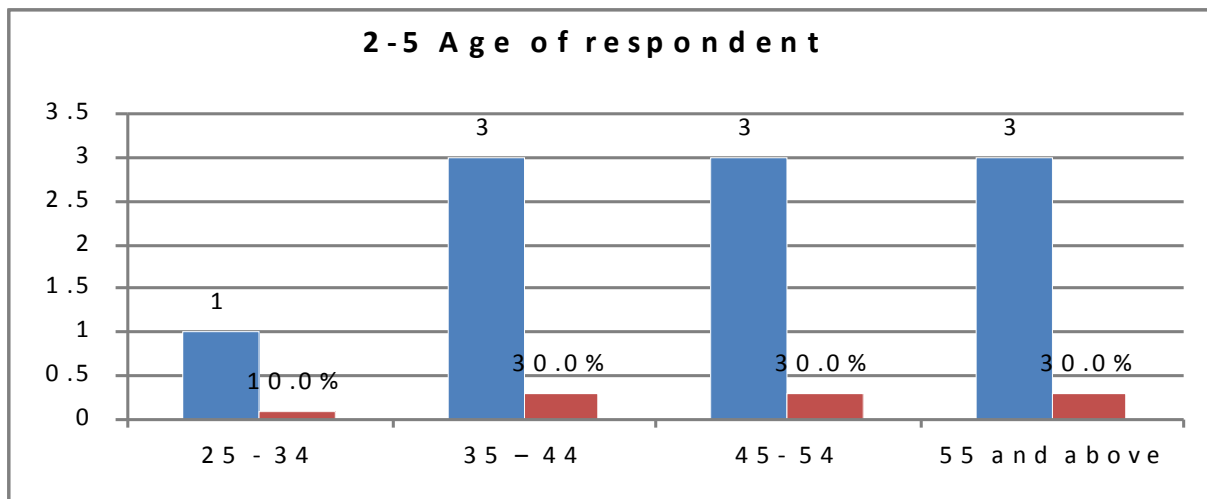
- **City**

The survey revealed that all respondents were from Baghdad.



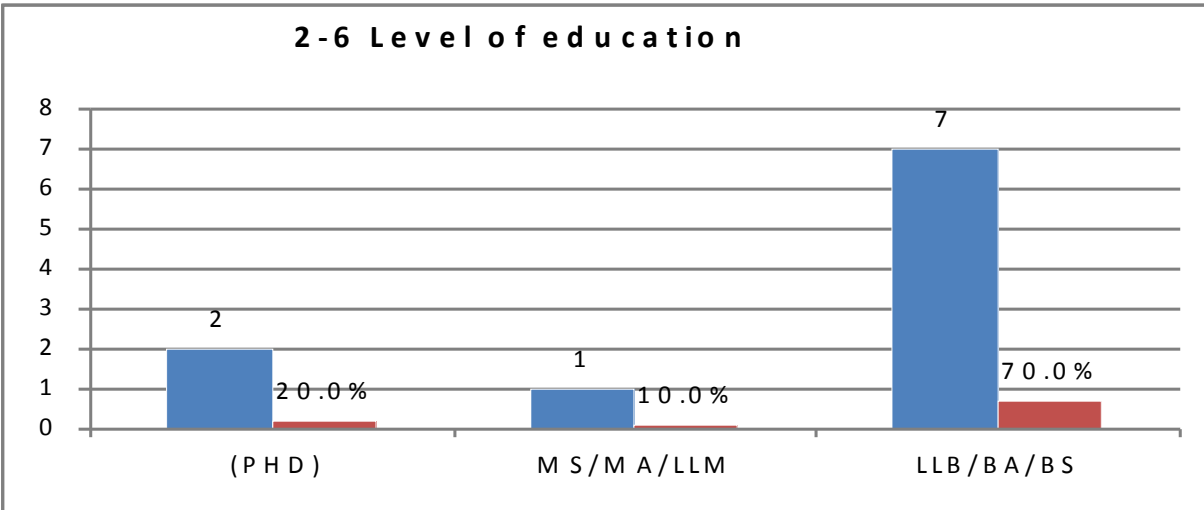
- **Age**

The survey showed 30% of respondents were over 55 years old, 30% between 35 and 44 years and 30% between 45 and 54 years.



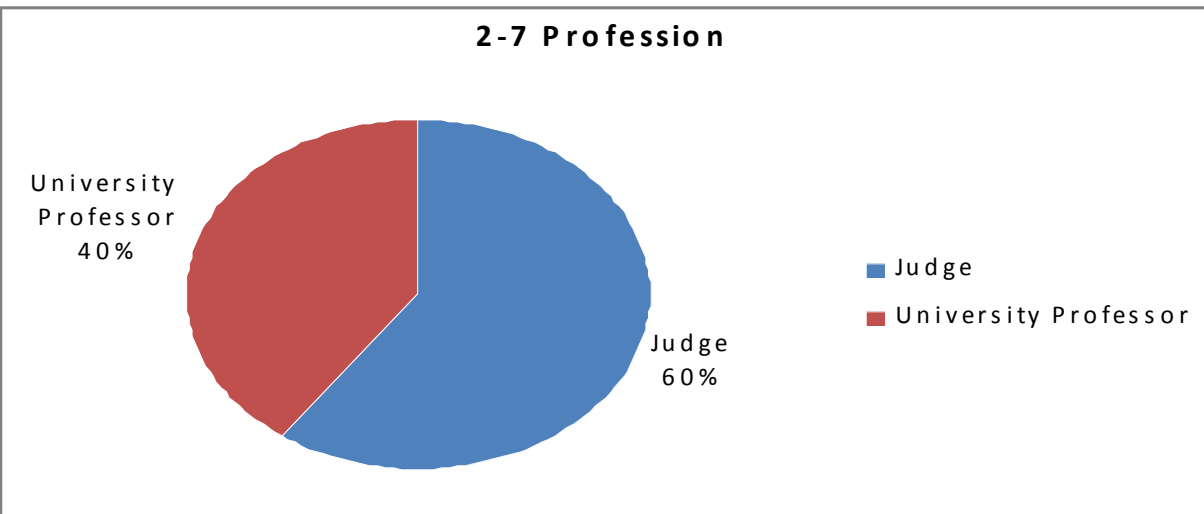
- **Level of Education**

Survey results revealed that the majority of respondents (70%) are University Degree holders (BA/BS).



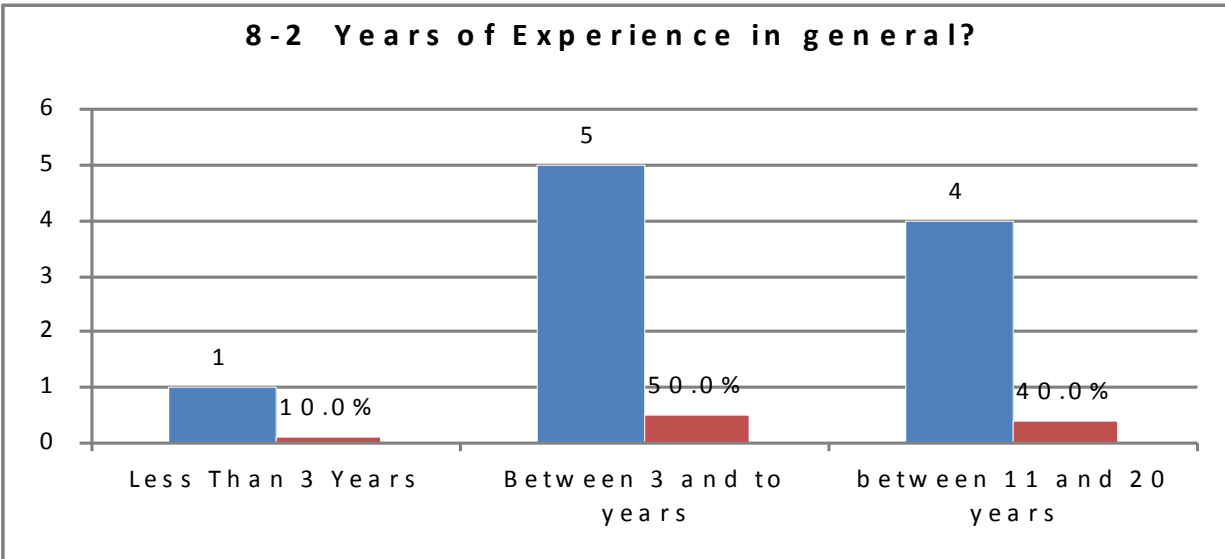
- **Profession**

Survey revealed that 60% of respondents are judges and 40% University professors.



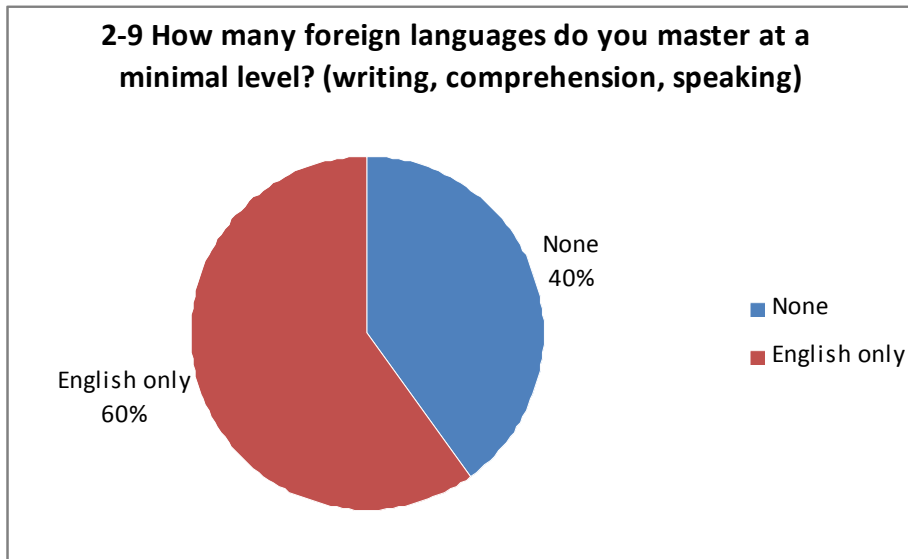
- **Years of Experience in teaching in general**

Survey revealed that half of respondents have between 3 to 10 years of experience.



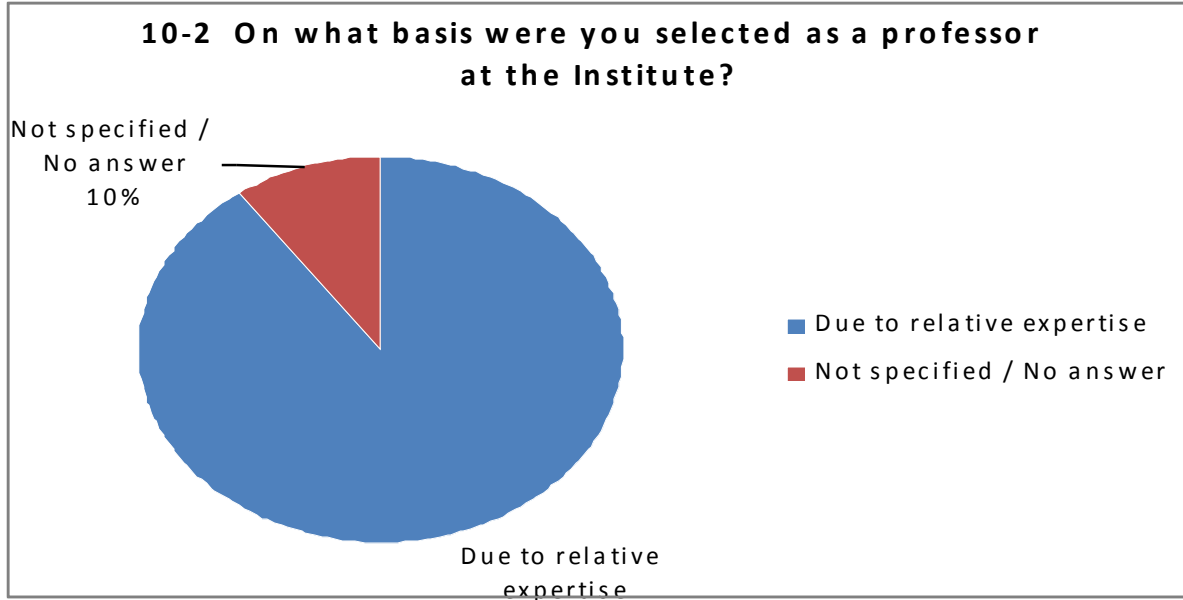
- **Foreign Languages**

4 respondents do not master any foreign language (40%), 6 master English only (60%).



- **Basis of professors' selection at the institute**

Survey revealed that the majority of respondents (90%) were selected on the basis of relative field of expertise.

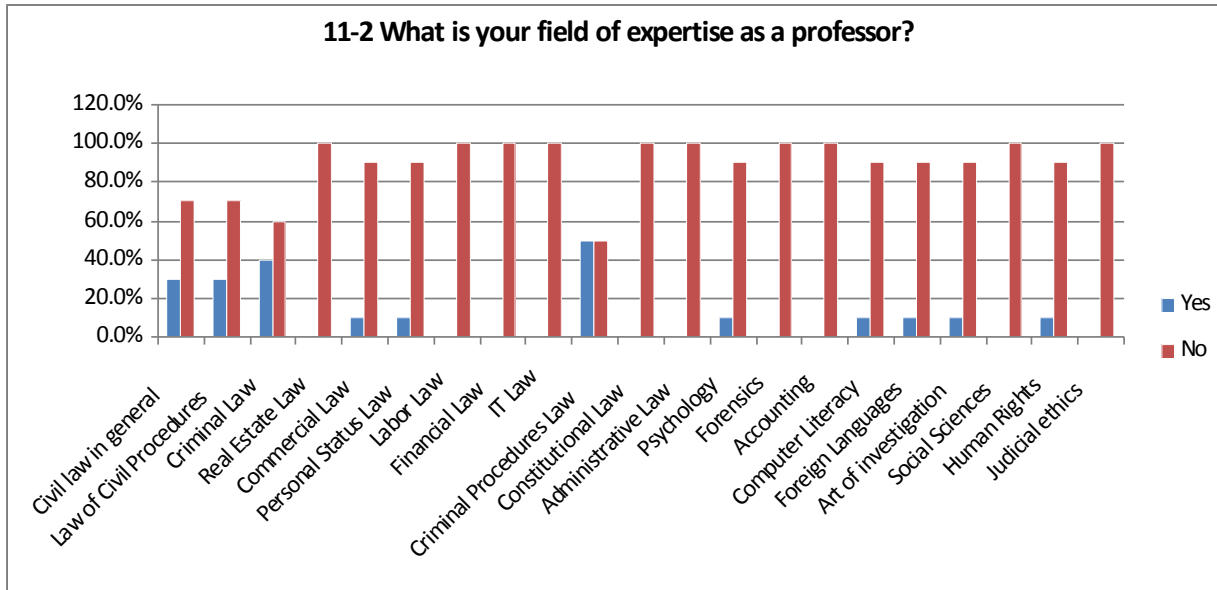


- **Original field of expertise**

Results were as follows:

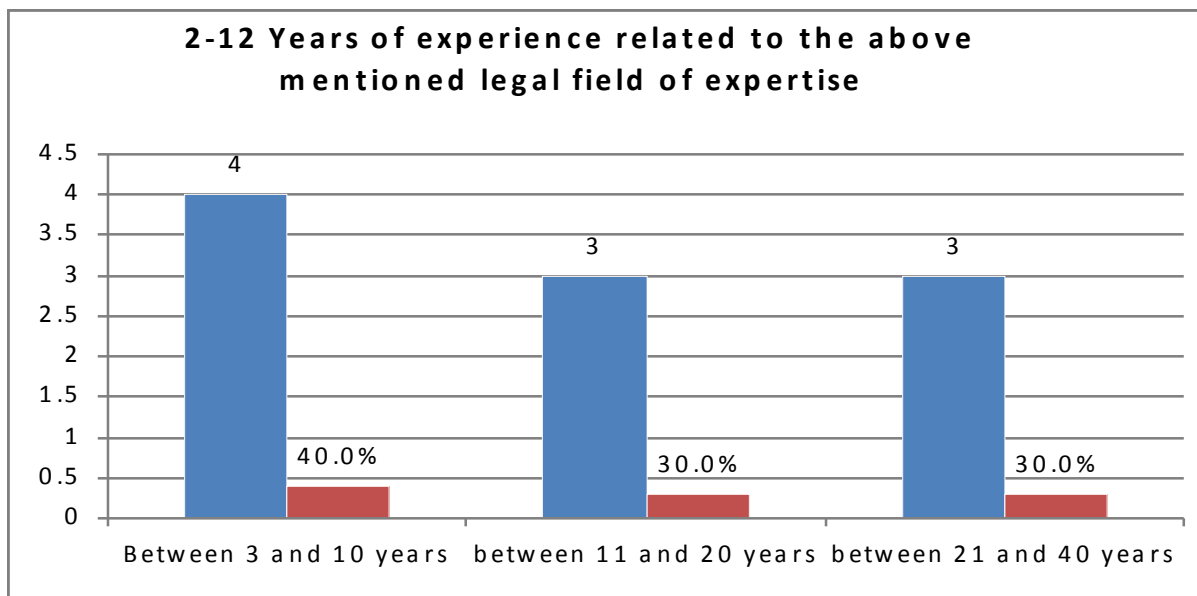
11-2 What is your field of expertise as a professor?	Yes	No
Civil law in general	30.0%	70.0%
Law of Civil Procedures	30.0%	70.0%
Criminal Law	40.0%	60.0%
Real Estate Law	0.0%	100.0%
Commercial Law	10.0%	90.0%
Personal Status Law	10.0%	90.0%
Labor Law	0.0%	100.0%
Financial Law	0.0%	100.0%
IT Law	0.0%	100.0%
Criminal Procedures Law	50.0%	50.0%
Constitutional Law	0.0%	100.0%
Administrative Law	0.0%	100.0%
Psychology	10.0%	90.0%
Forensics	0.0%	100.0%
Accounting	0.0%	100.0%

Computer Literacy	10.0%	90.0%
Foreign Languages	10.0%	90.0%
Art of investigation	10.0%	90.0%
Social Sciences	0.0%	100.0%
Human Rights	10.0%	90.0%
Judicial ethics	0.0%	100.0%



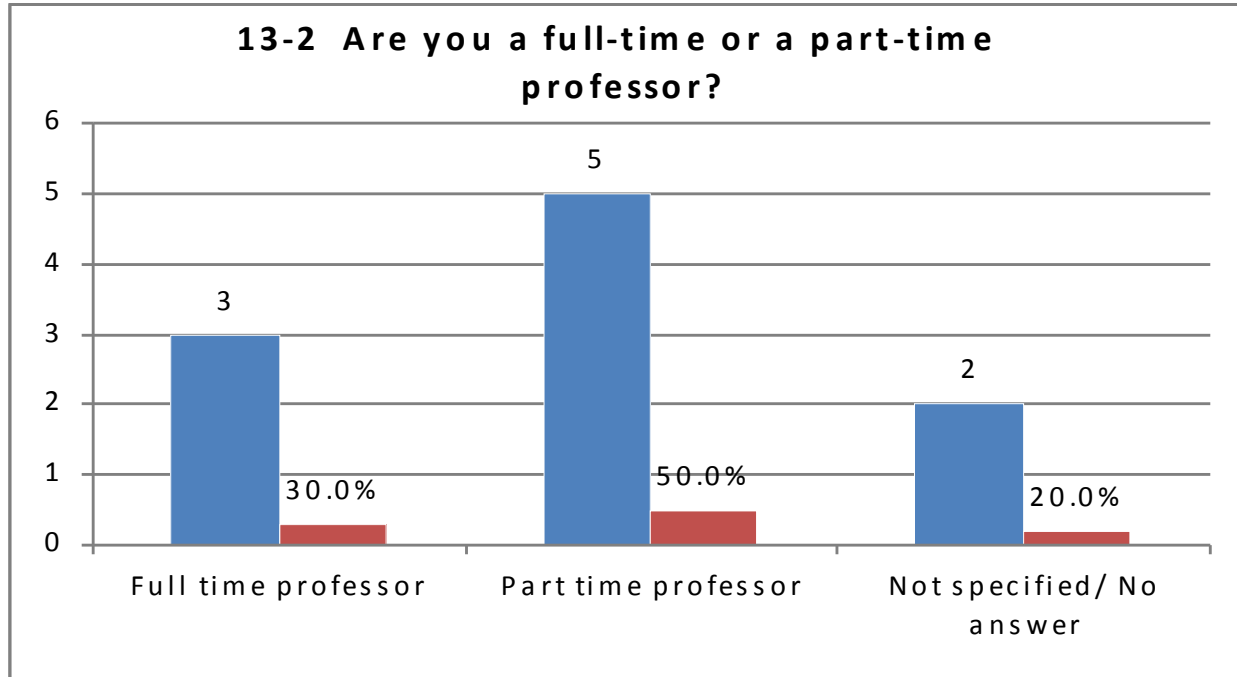
- Years of experience in original field of expertise**

Survey revealed that 40% of respondents have 3 to 10 years of experience in their original field of expertise, 30% between 11 and 20 years and 30% between 21 and 40 years.



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

Survey revealed that half of respondents are part-time professors.

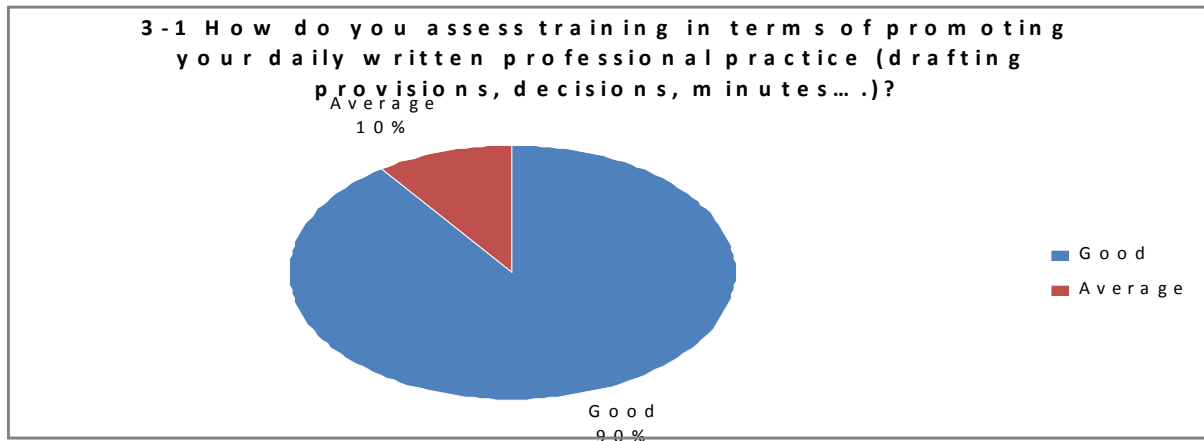


4. Evaluation of JTI's legal training

❖ Part One: General Questions

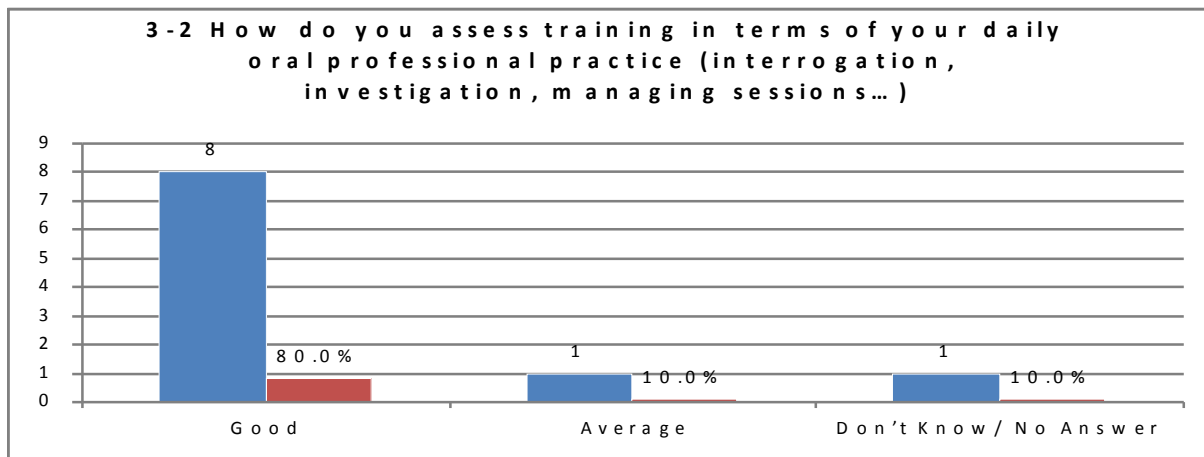
- **Assessing JTI's training in terms of promoting the daily written professional practice of the trainee/judge**

The respondents were asked to evaluate the institute's training for promoting the daily written professional practice of the trainee/judge; the majority of them (90%) considered the training "good".



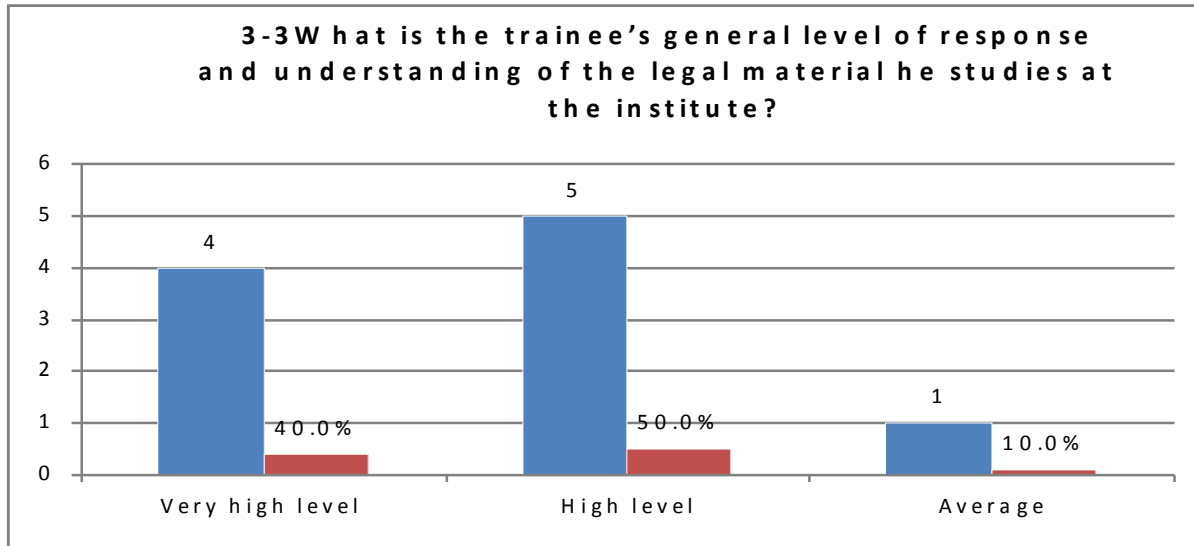
- **Assessing JTI's training in terms of promoting the daily oral professional practice of the trainee/judge**

The respondents were asked to evaluate the institute's training for promoting the daily oral professional practice of the trainee/judge; the majority of them (80%) considered the training "good".



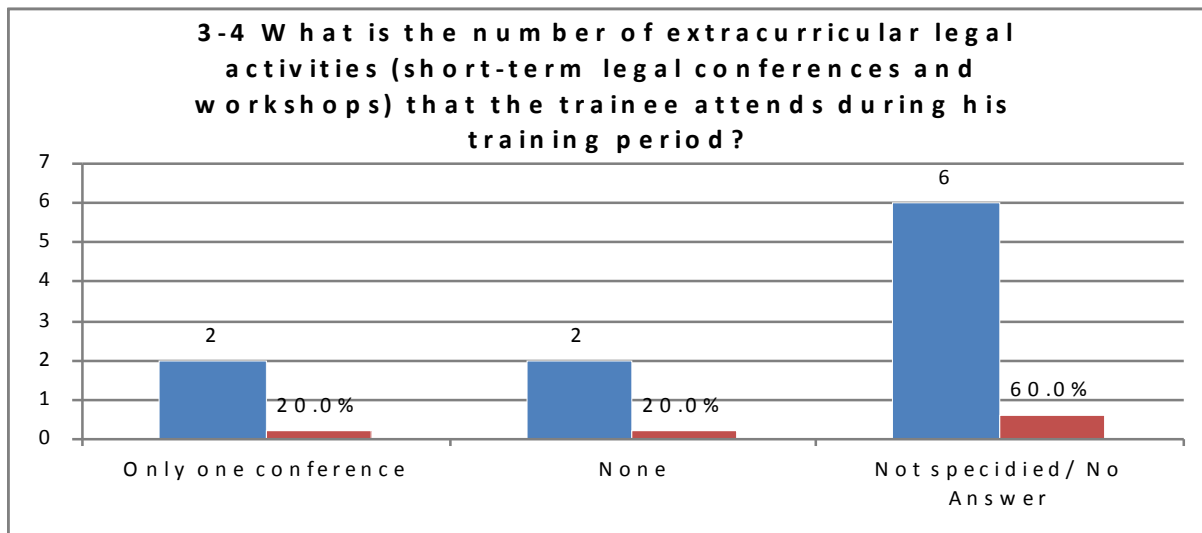
- Evaluating the general level of response and understanding of the legal material studied at JTI

Respondents were asked to evaluate the general level of response and understanding of the legal material studied at the institute; half of respondents evaluated it as “good” and 40% as “excellent”.



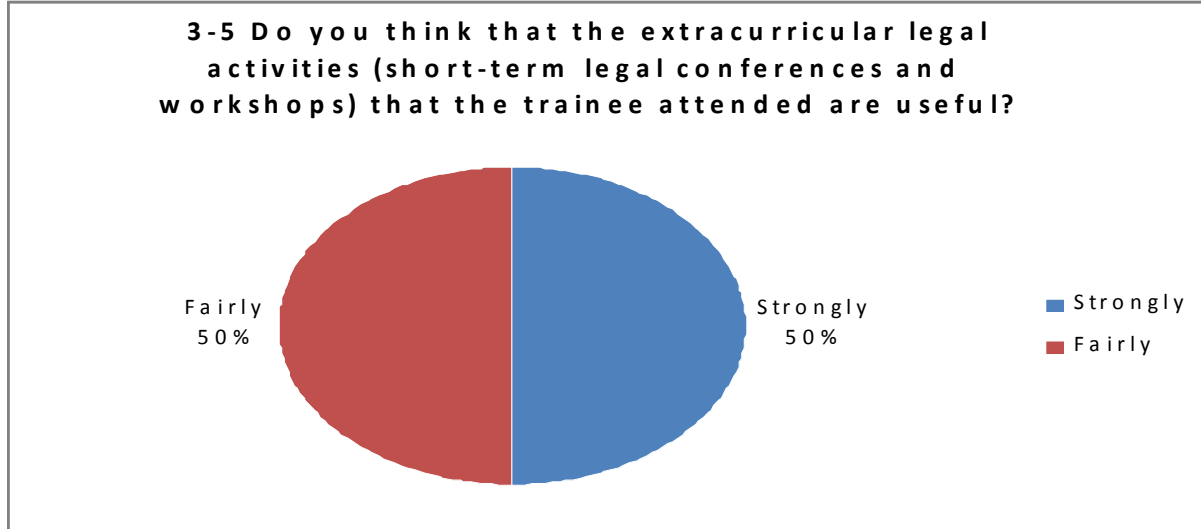
- Number of extracurricular legal activities attended during training period at the institute

60% of respondents did not specify an answer while the rest of respondents reported that the number of extracurricular legal activities attended do not exceed one conference.



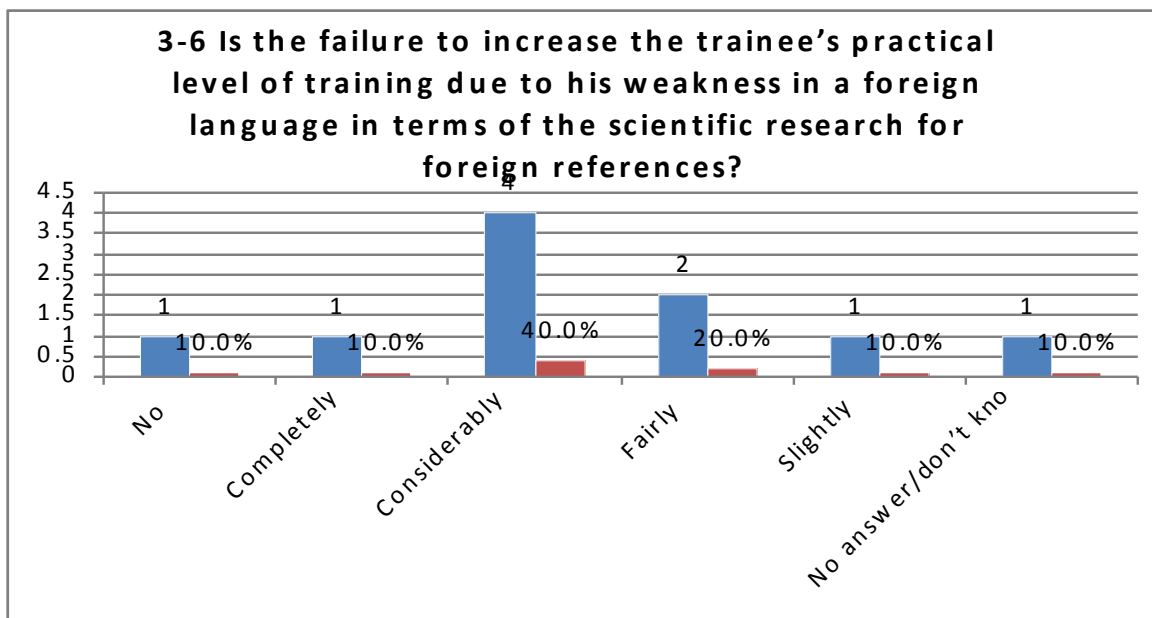
- **Extent of benefit from attended extracurricular legal activities (short-term legal conferences and workshops)**

Results were equally divided (50%) between “yes strongly” and “yes fairly”.



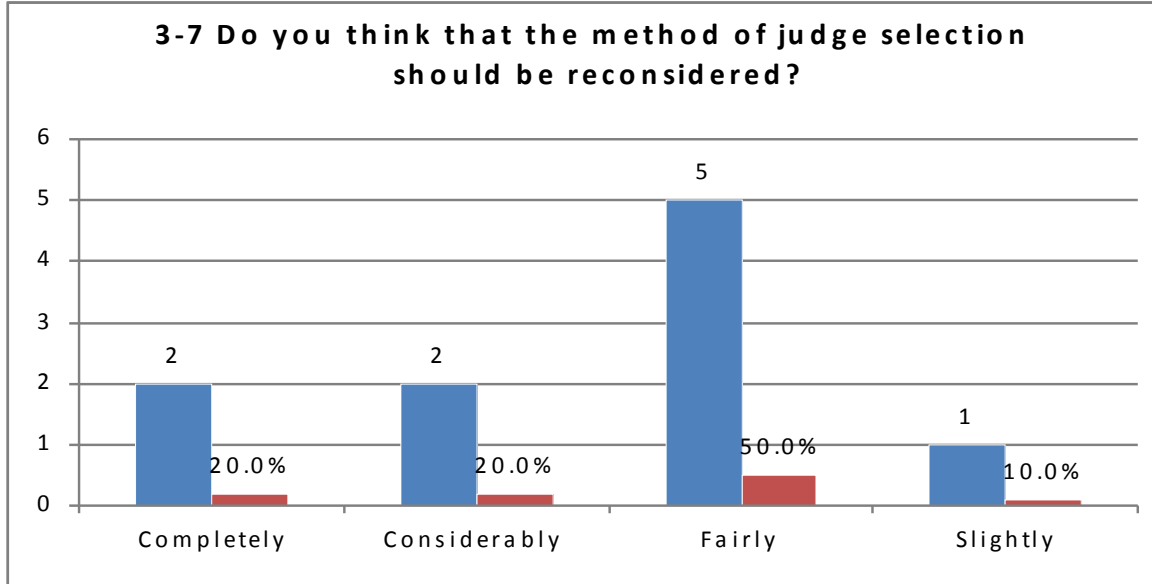
- **Link between weakness in foreign language and failure to increase practical level of training in terms of scientific research in foreign references**

Majority of respondents considered there is a connection (complete or slight) between not mastering a foreign language and increasing training’s practical level.



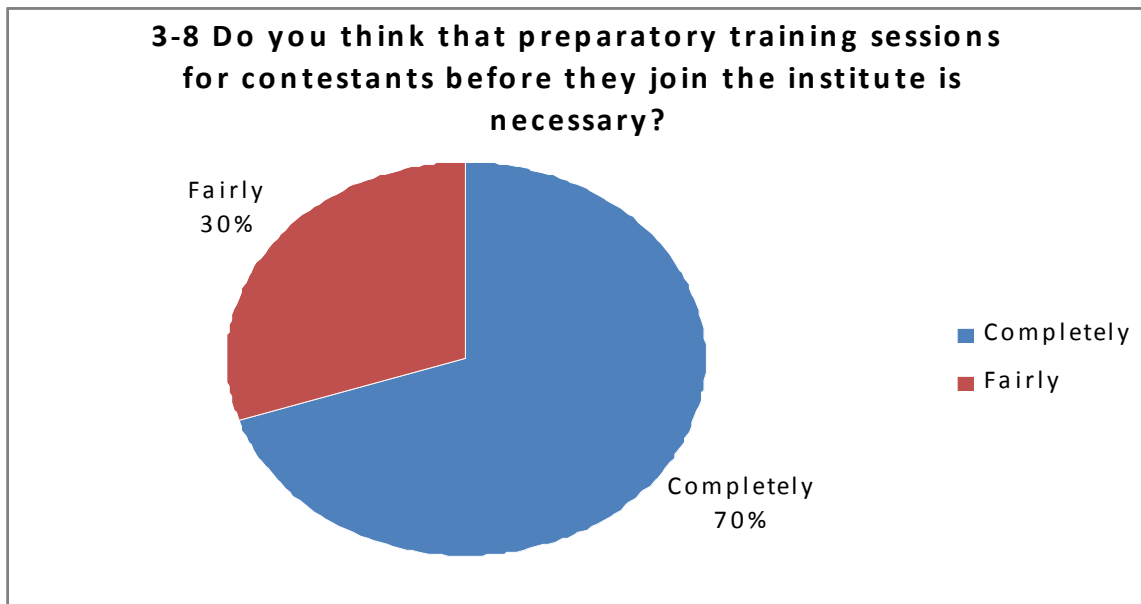
- **On the necessity of reconsidering trainees selection method and to which extent**

The majority of respondents reported a need to reconsider trainees' selection method.



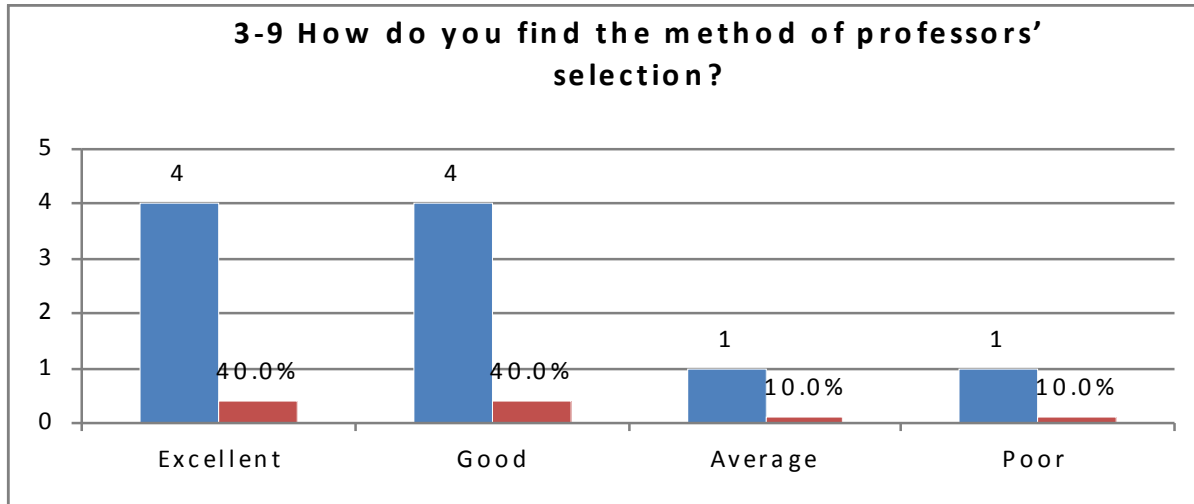
- **On the necessity of conducting preparatory training sessions for contestants before joining JTI**

The majority of respondents (70%) reported a need for preparatory training sessions for contestants before joining the institute (completely).



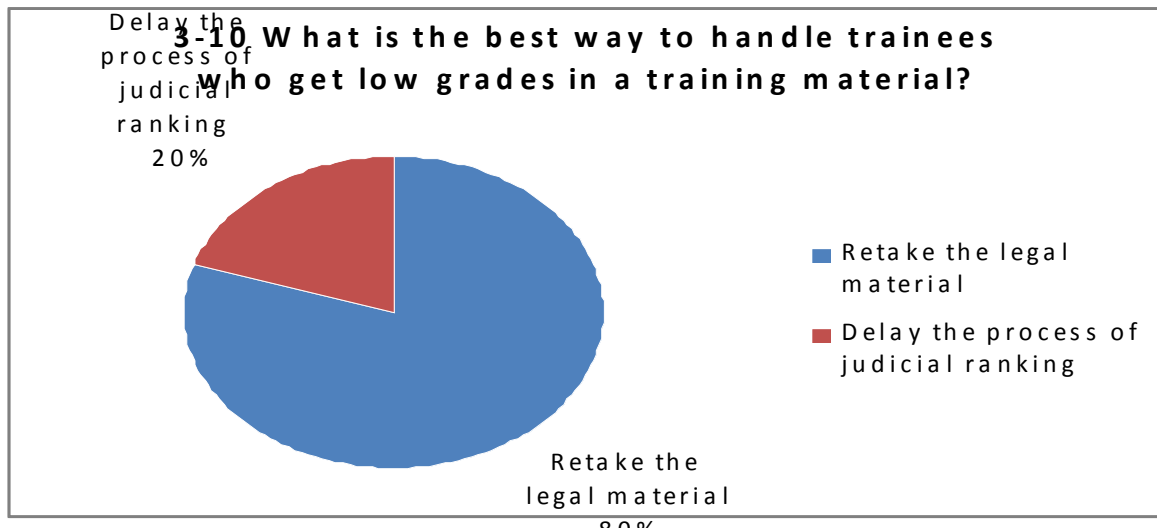
- **Evaluating professors' selection method**

Results were as follows: 40% excellent, 40% good, 10% average and 10% poor.



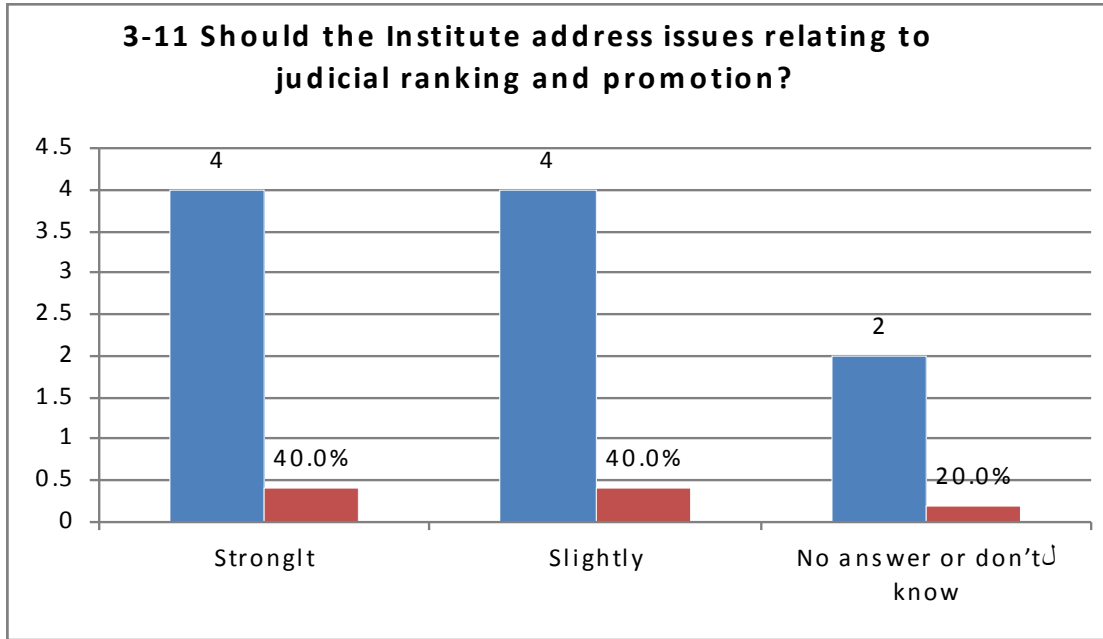
- **On the best way of dealing with trainees' low grades in one of the training materials**

The majority of respondents (80%) considered that the best way to deal with trainees' low grade on of the materials is "retaking the legal material".



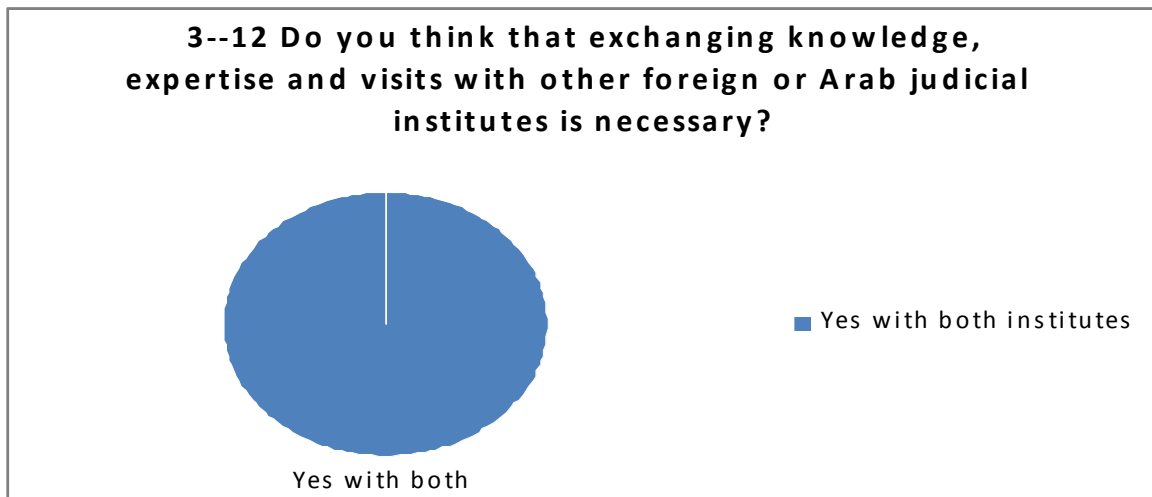
- **On the necessity in the institute to address issues relating to ranking and promotion in the judicial profession**

The majority of respondents (80%) reported the necessity (between strongly and quite) of addressing issues relating to ranking and promotion in the judicial work.



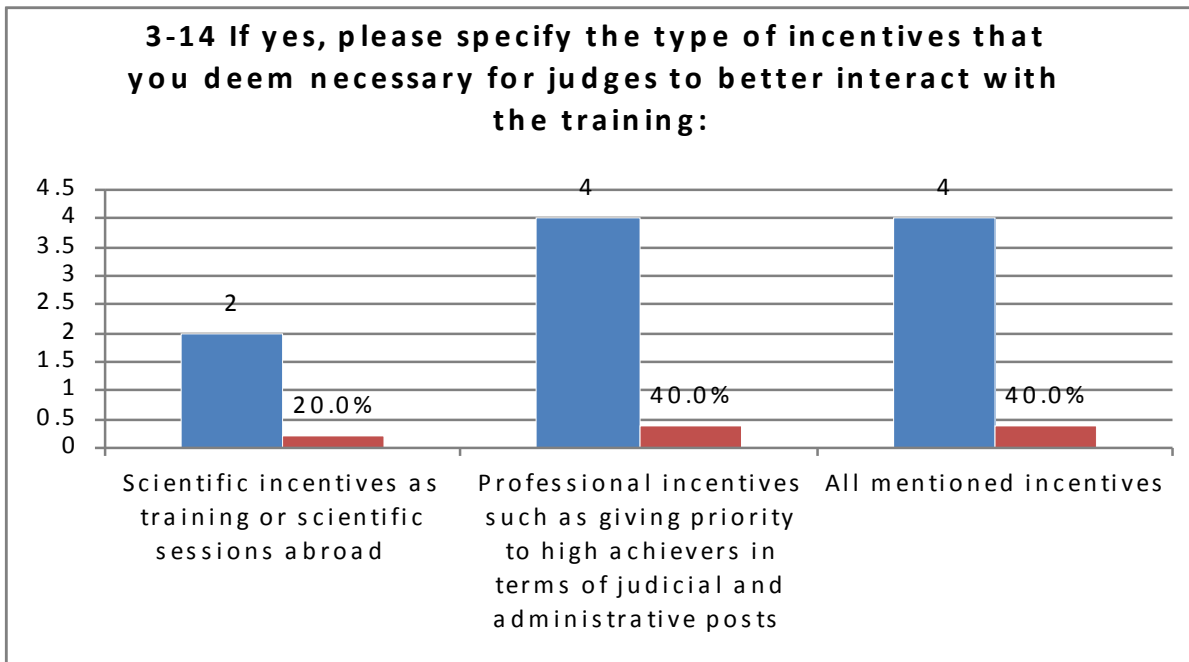
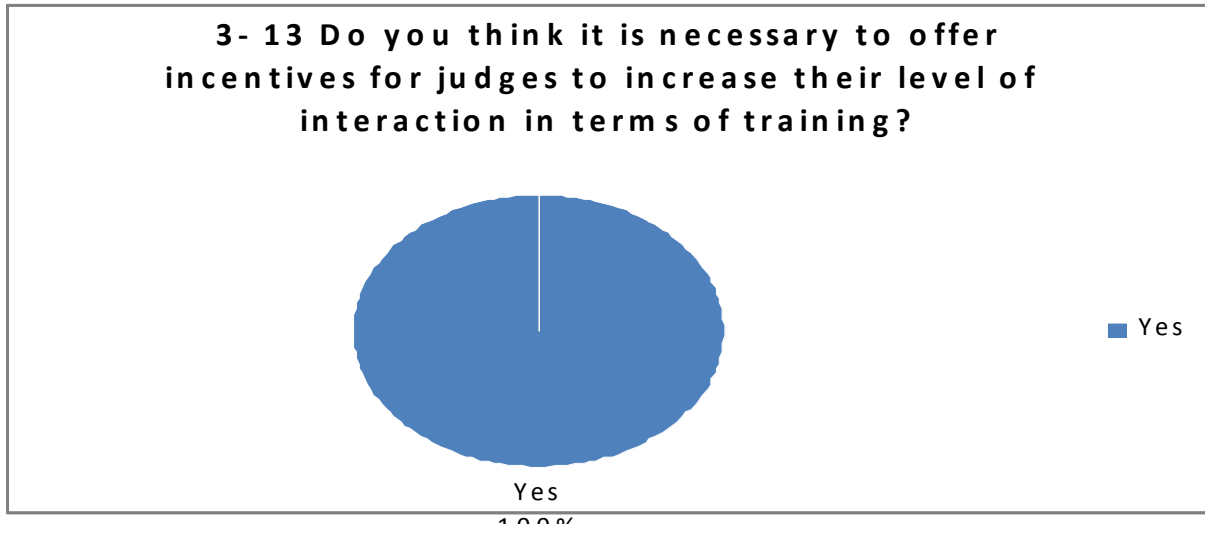
- **On the necessity and benefit of exchanging knowledge, expertise and visits with other foreign or Arab judicial institutes**

Respondents agreed (100%) on the necessity of exchanging knowledge, expertise and visits with Arab and foreign institutes.



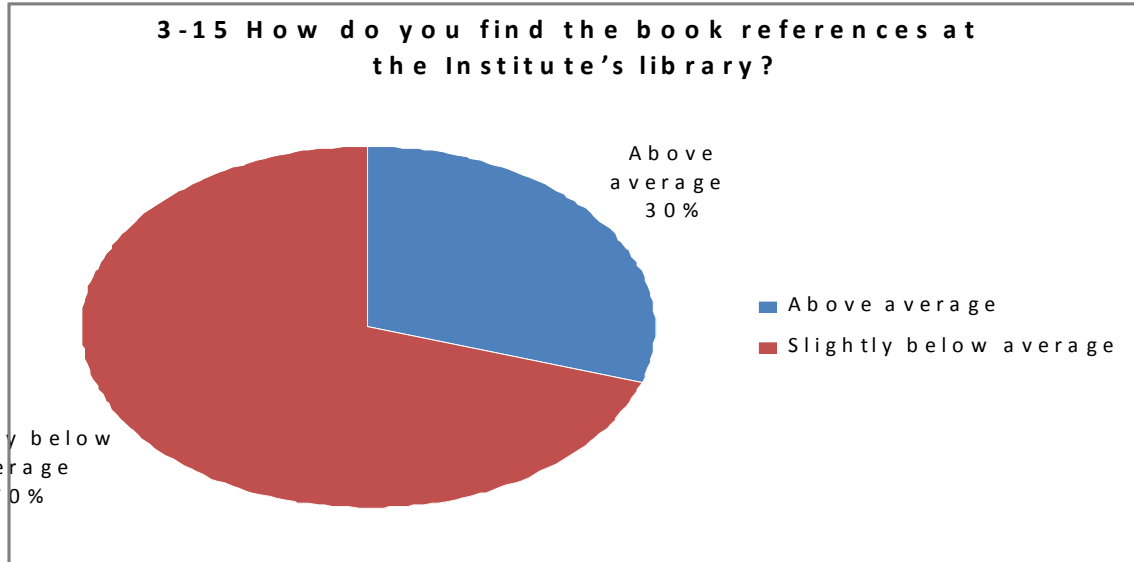
- **On the necessity of offering incentives to judges/trainees to increase their level of interaction in terms of training: specify type of incentives**

Respondents agreed (100%) on the necessity of offering incentives for judges to increase their interaction with training. Results also revealed that most of the respondents (40%) consider that incentives should be financial, moral, scientific and professional.



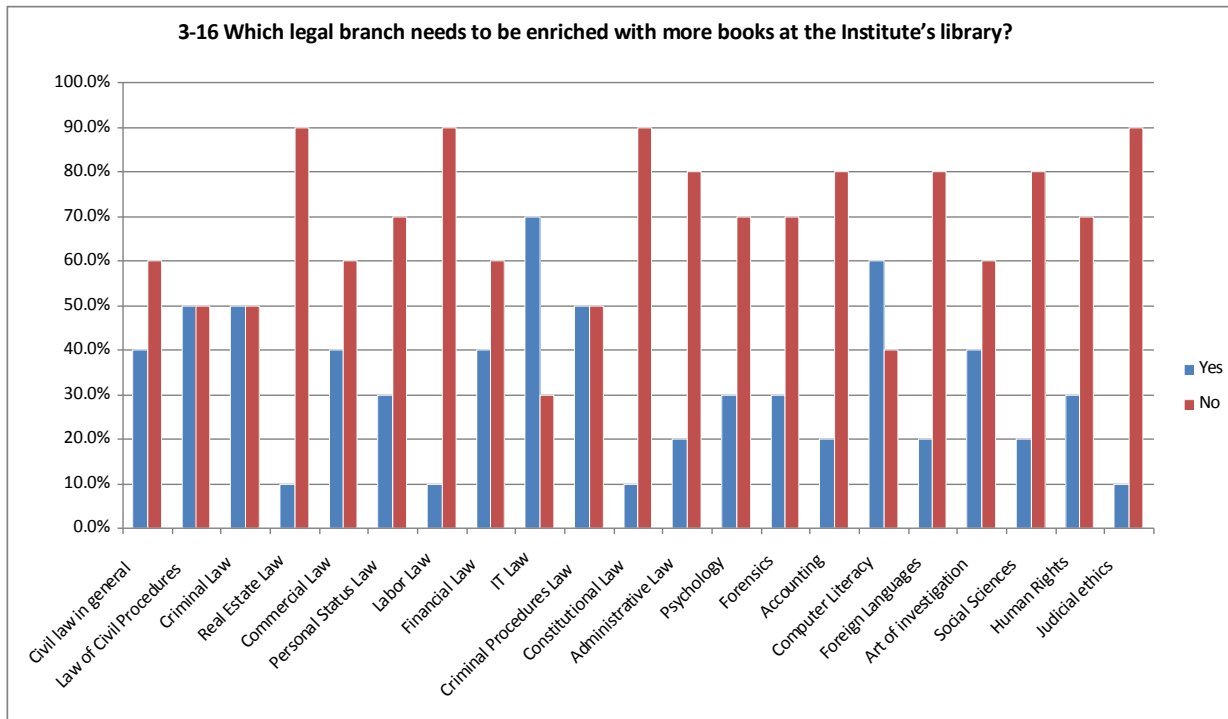
- **Evaluating book references available in JTI’s library**

The majority of the respondents (70%) reported that book references available in JTI’s library are good.



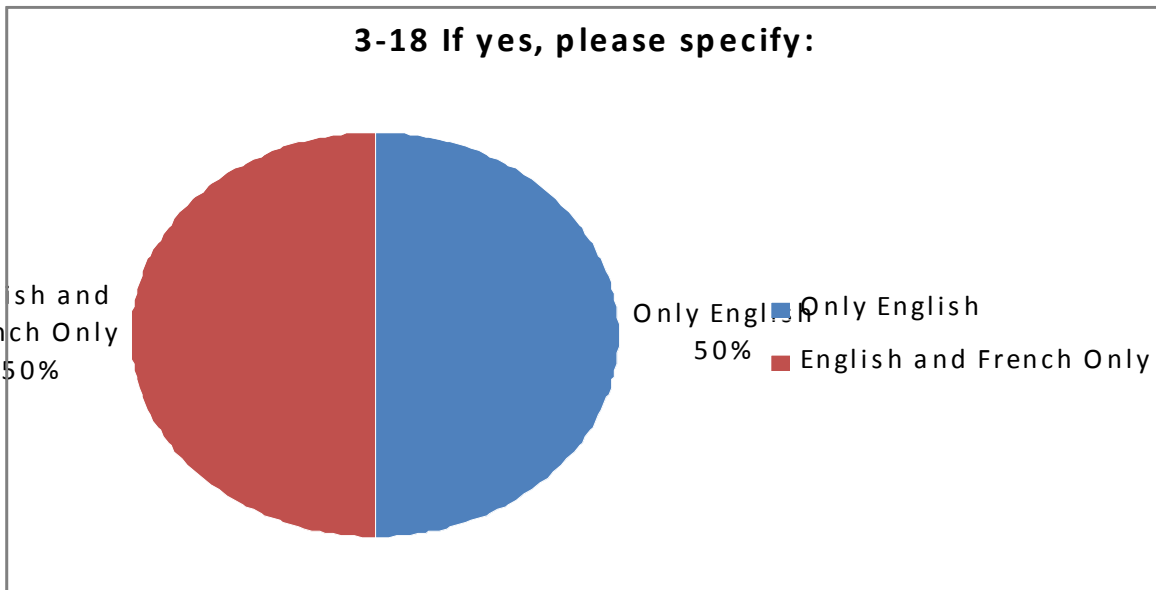
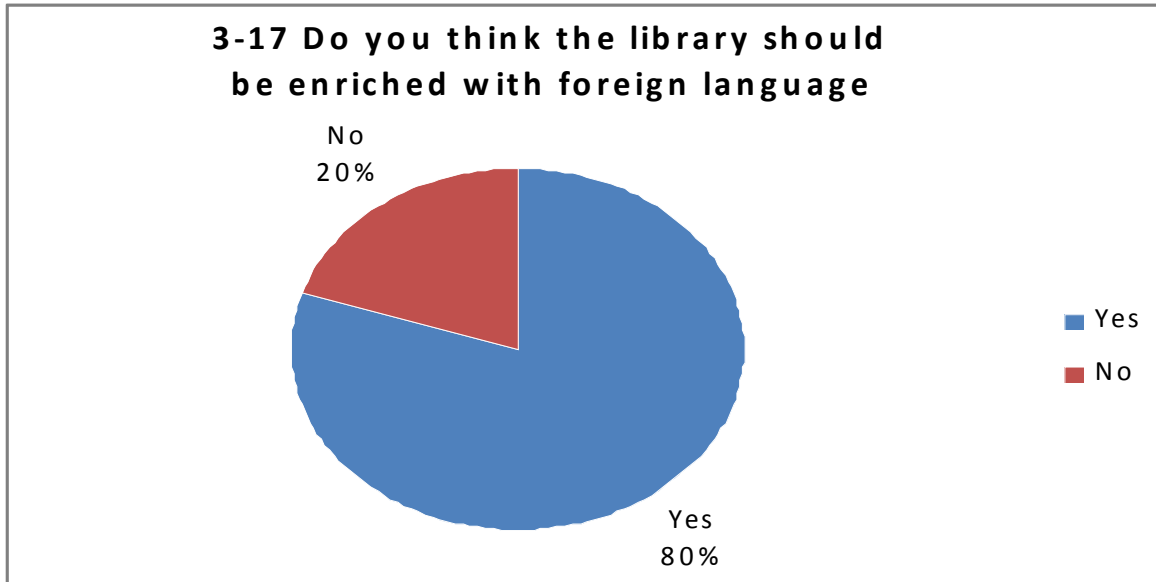
- **Legal branches that need to be enriched with more books at JTI’s library**

The survey revealed a need to focus mainly on books related to “IT law”, “Computer Literacy”, “Law of Civil Procedures”, “Penal Code” and “Personal Status law”.



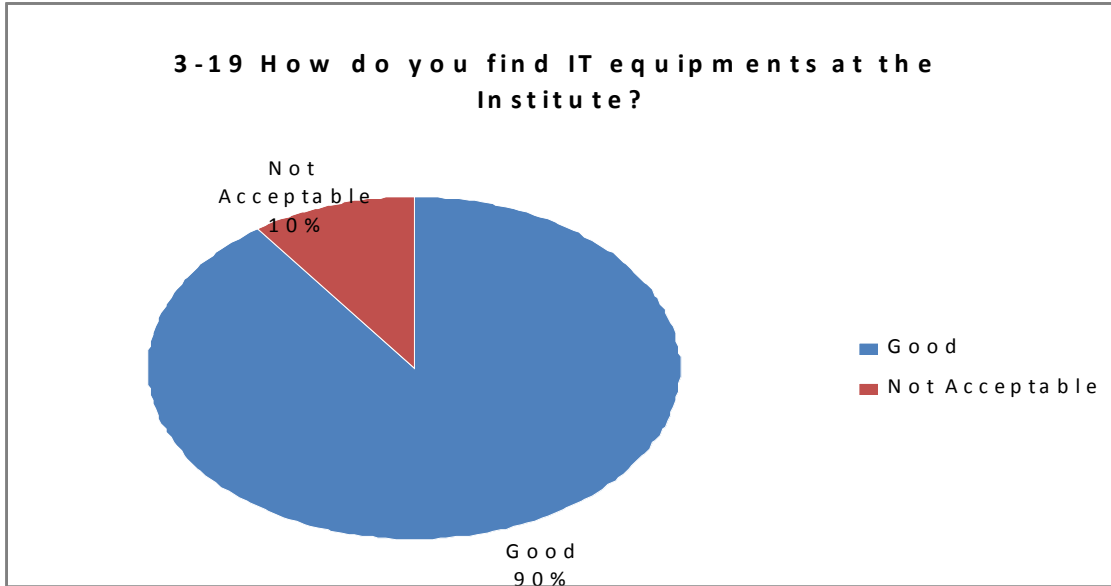
- **On the need for foreign language books in JTI's library: which language**

Majority of respondents (80%) considered there is a need for enriching the institute's library with foreign language books. And half of the respondents specified that the need is for English books only while the other half asked for English and French books.



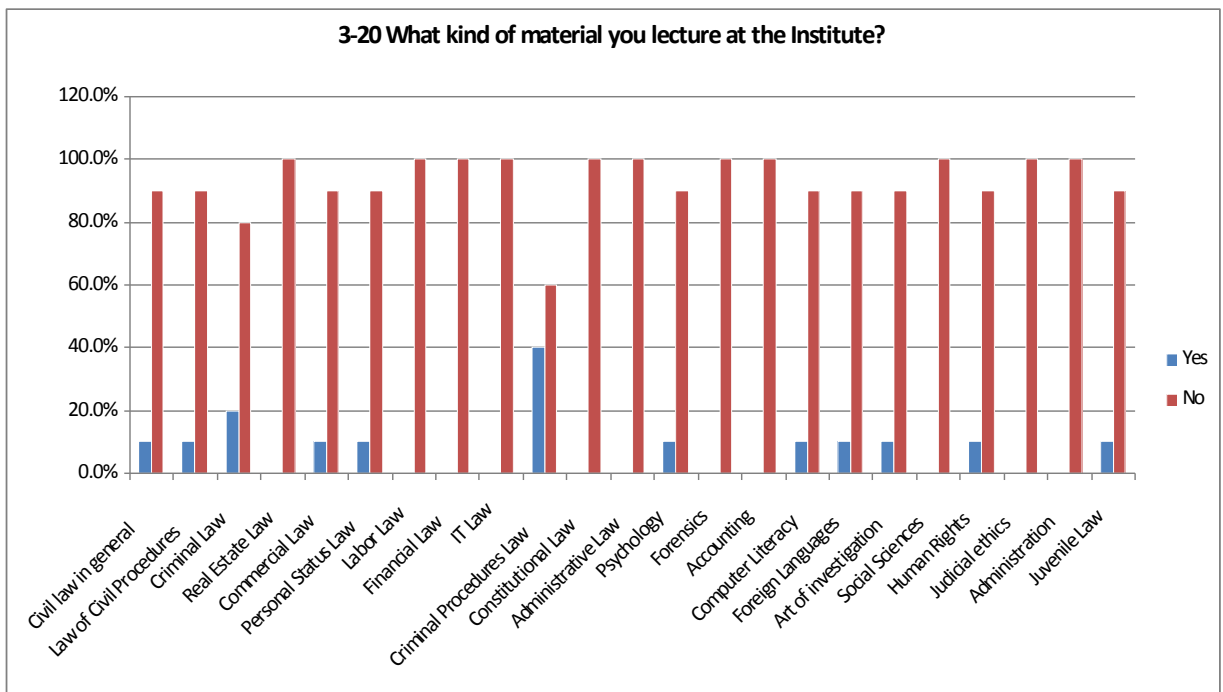
- **Evaluating IT equipments at the institute**

The respondents were asked to evaluate JTI's IT equipment on a scale of Excellent to Not acceptable, and the majority of them (90%) considered the IT equipment level as good.



❖ **Part Two: questions related to material taught at the institute**

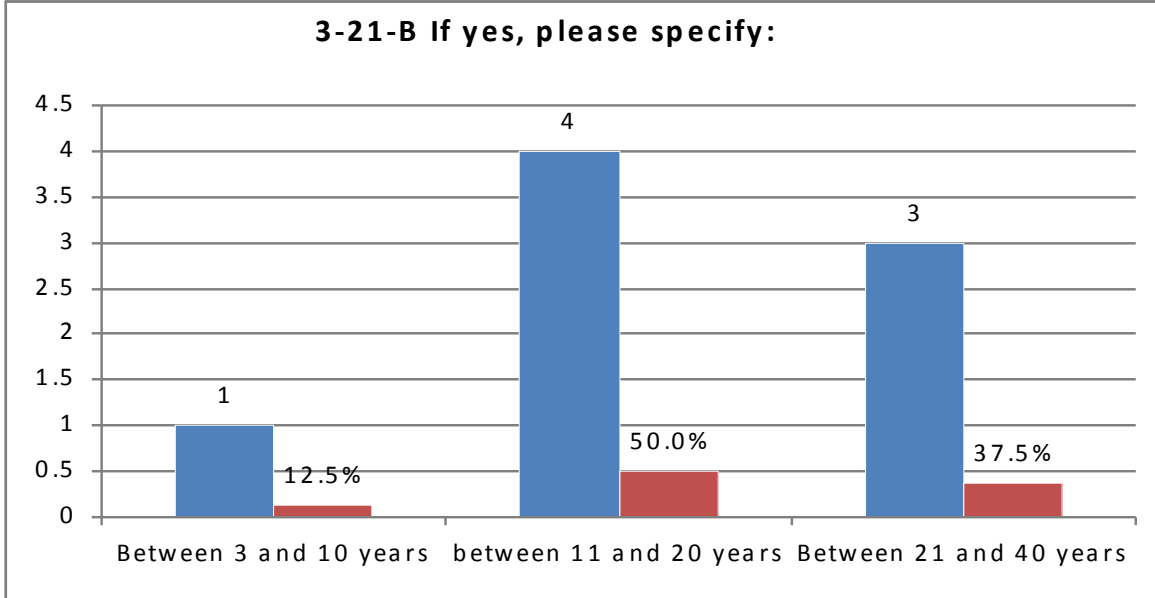
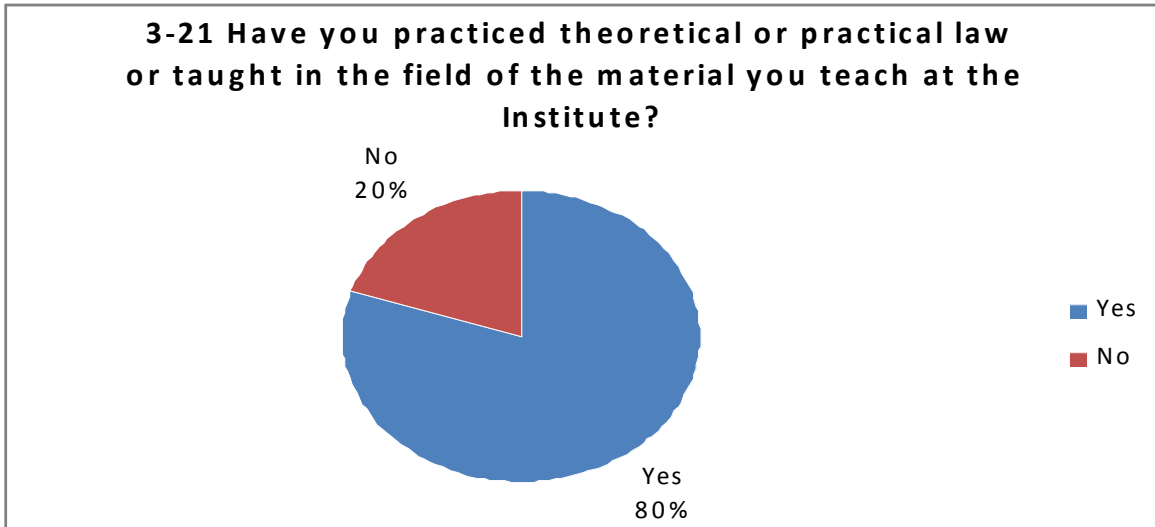
- **Material you teach at the institute**



3-18 What kind of material you lecture at the Institute?	Yes	No
Civil law in general	10.0%	90.0%
Law of Civil Procedures	10.0%	90.0%
Criminal Law	20.0%	80.0%
Real Estate Law	0.0%	100.0%
Commercial Law	10.0%	90.0%
Personal Status Law	10.0%	90.0%
Labor Law	0.0%	100.0%
Financial Law	0.0%	100.0%
IT Law	0.0%	100.0%
Criminal Procedures Law	40.0%	60.0%
Constitutional Law	0.0%	100.0%
Administrative Law	0.0%	100.0%
Psychology	10.0%	90.0%
Forensics	0.0%	100.0%
Accounting	0.0%	100.0%
Computer Literacy	10.0%	90.0%
Foreign Languages	10.0%	90.0%
Art of investigation	10.0%	90.0%
Social Sciences	0.0%	100.0%
Human Rights	10.0%	90.0%
Judicial ethics	0.0%	100.0%
Administration	0.0%	100.0%
Juvenile Law	10.0%	90.0%

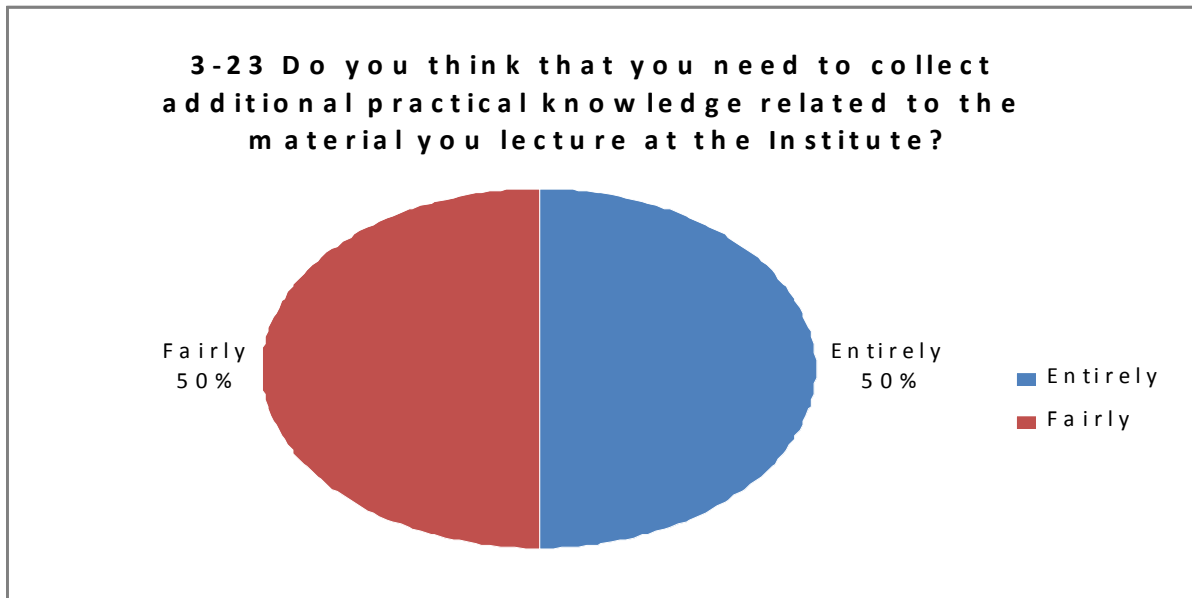
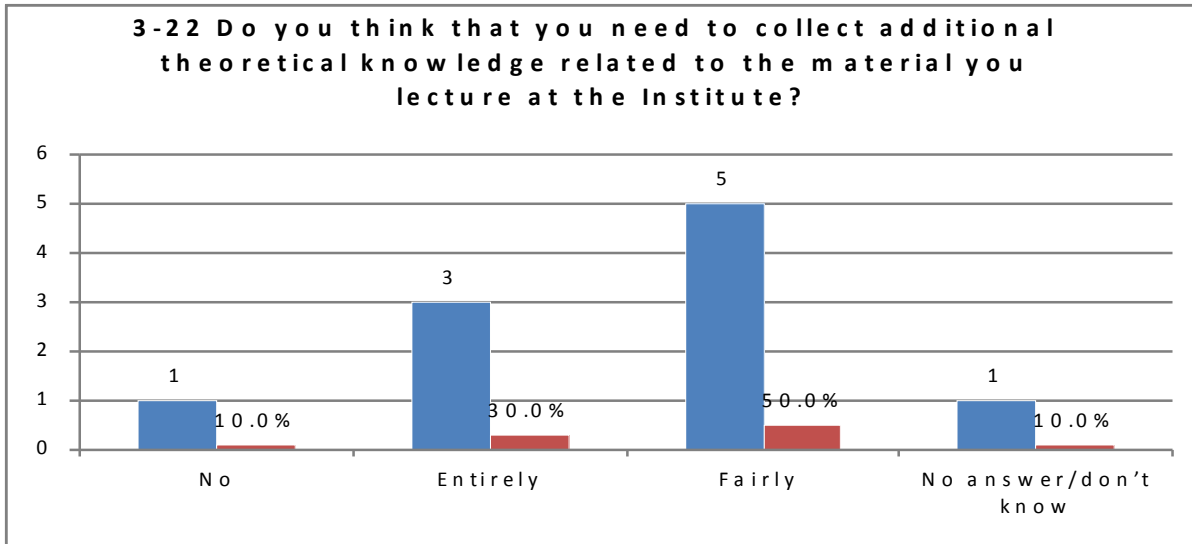
- On having practiced theoretical or practical legal work or taught in the field of the material you teach at the Institute: specify the material

Survey revealed that majority of respondents (80%) has having practiced theoretical or practical legal work or taught in the field of the material you teach at the Institute. Also, half of the respondents had years of experience varying between 11 and 20 years.



- **On the necessity to collect additional theoretical and practical knowledge related to the material you lecture at the Institute**

Survey revealed that all respondents considered there's a necessity (entirely to fairly) to collect additional theoretical and practical knowledge related to the material you lecture at the Institute.



- **On the extent of using professional acquired experience when training at the Institute**

Survey revealed that majority of respondents answered “yes considerably”.



- **On preferring to teach another material at the institute: specify the subject and reason of this preference**

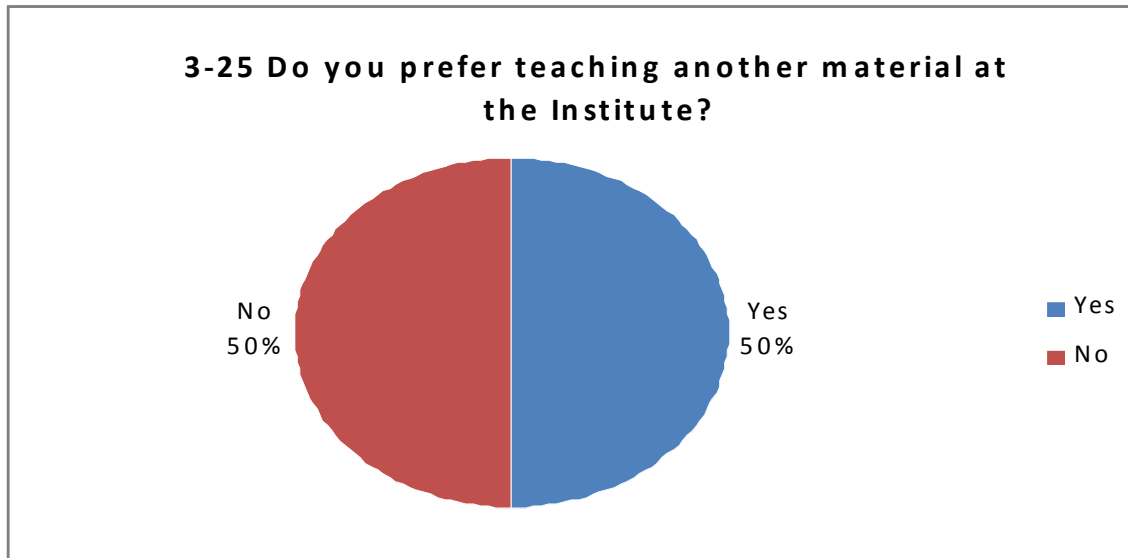
Results for this question were contradictory; half of the professors do prefer to teach another material, while the other half does not.

As for specifying the material preferred, results came as follows:

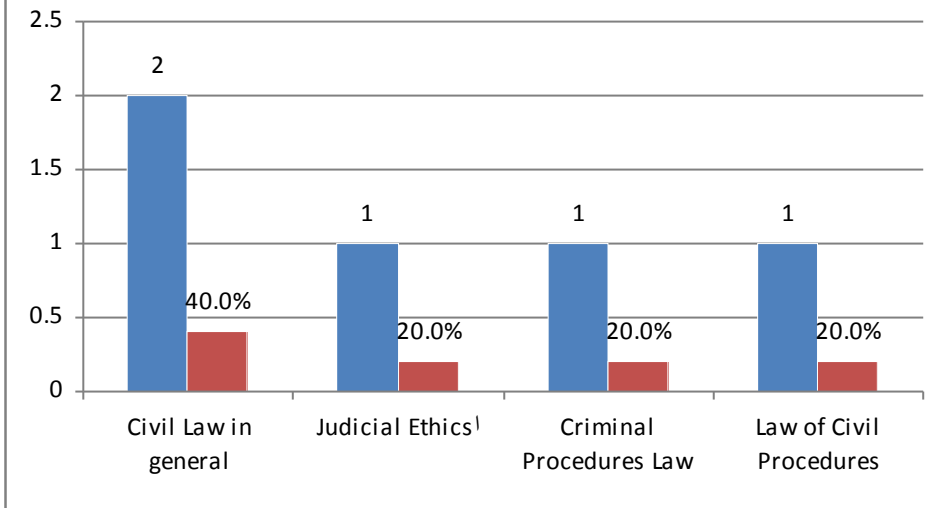
40% “Civil law in general”, 20% “Judicial ethics”, 20% “Criminal procedures law” and 20% “Civil procedures law”.

50% of respondents who chose “Civil law in general” and “Criminal procedures law” explained that they are better specialized in these two subjects and can provide much benefit for trainees.

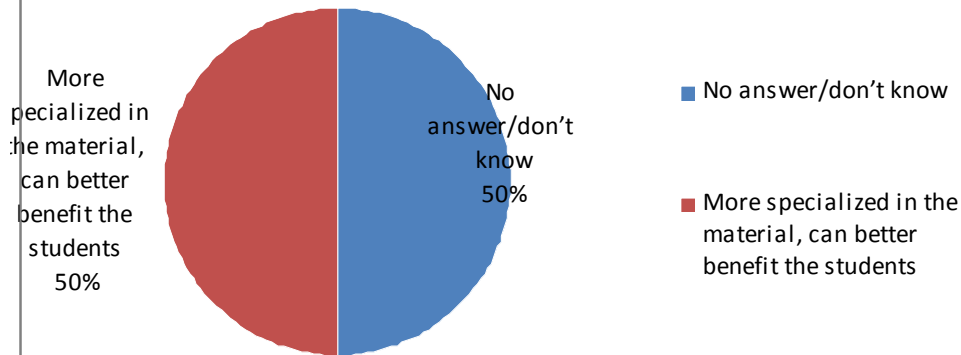
Respondents who chose “Judicial ethics” explained that they chose this subject as it develops the knowledge and personality of the judge.



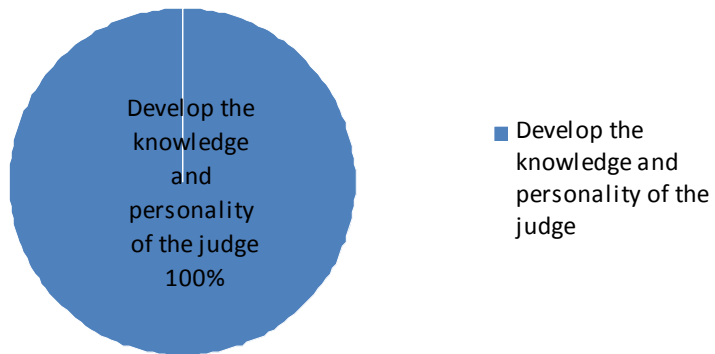
3-26 If yes please specify the material



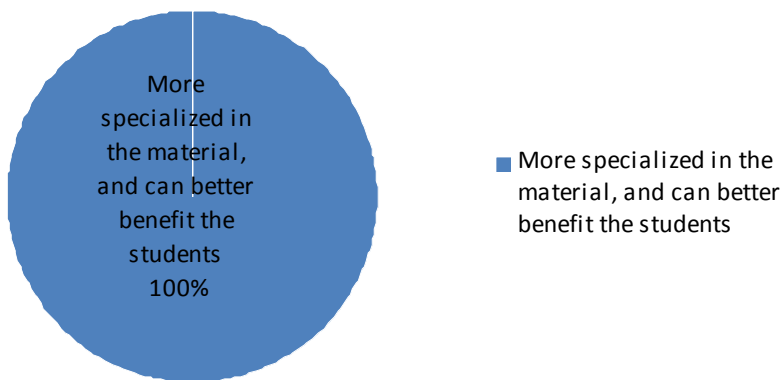
If the Civil Law in general Specify the reason :



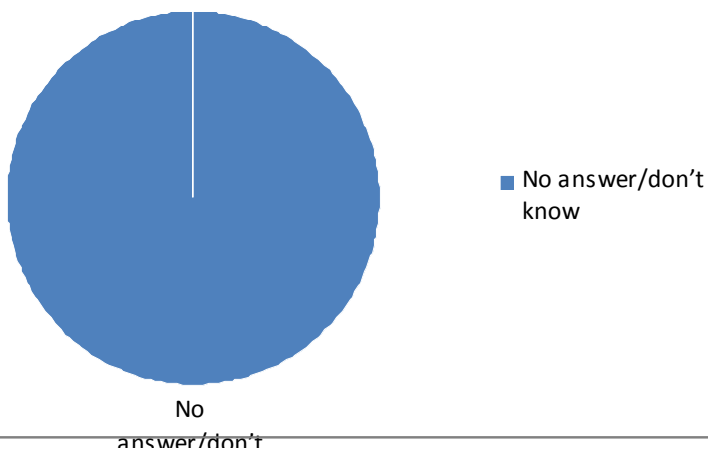
If Judicial Ethis Specify the reason:



If criminal Procedures Law Specify the reason:

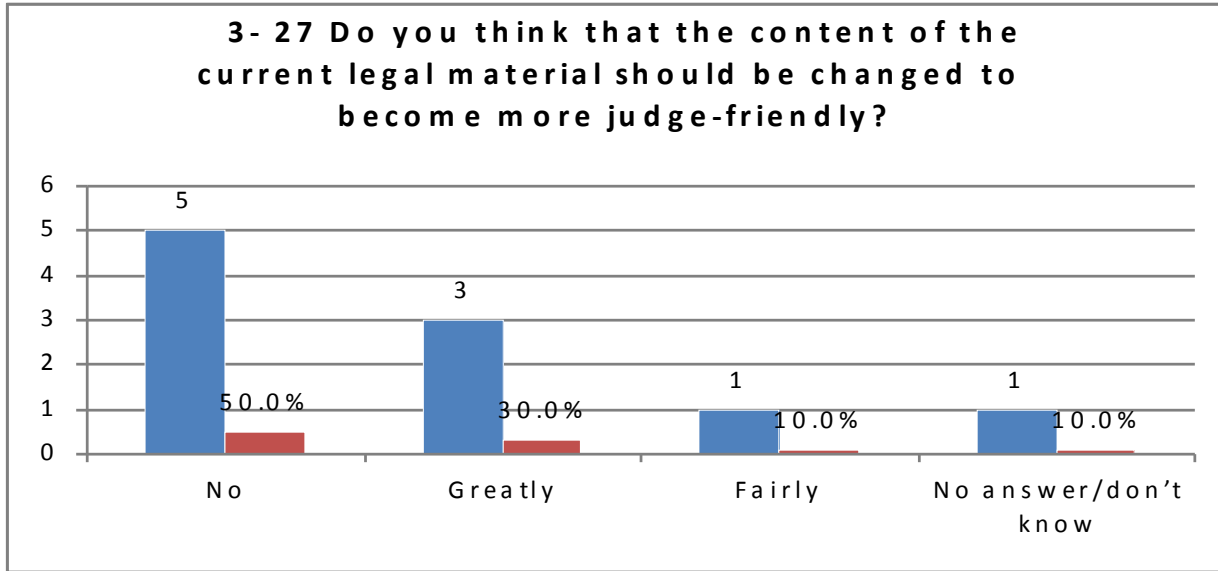


If Law of Civil Procedures specify the reason:



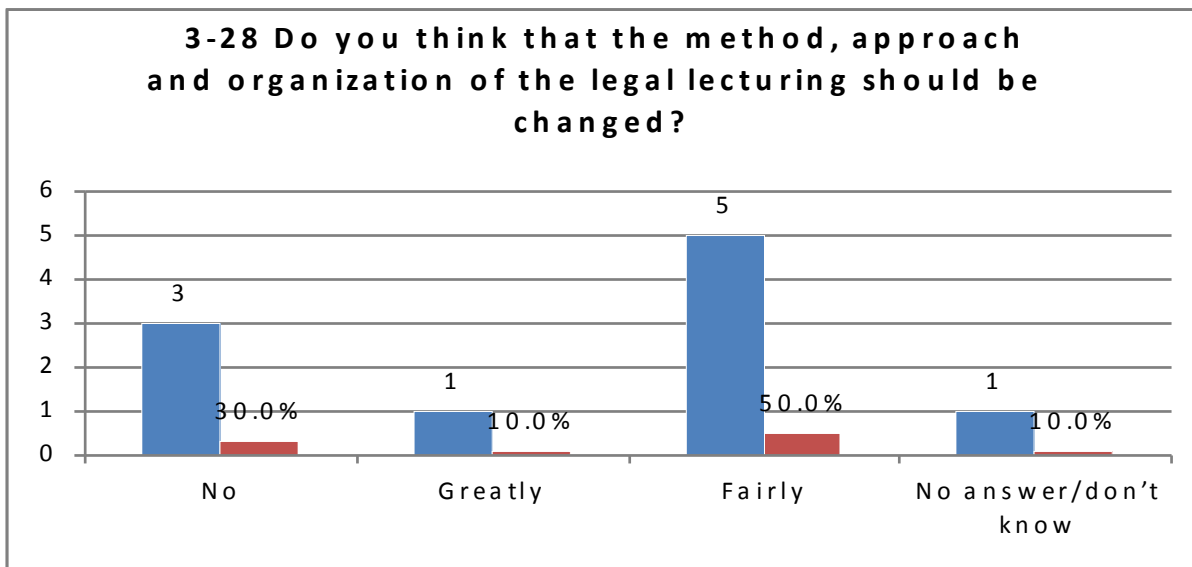
- **On the need to change the content of the current legal material to become more judge-friendly**

50% of respondents consider that there's no need to change materials' content while 30% consider it's fairly necessary to change the current material content.



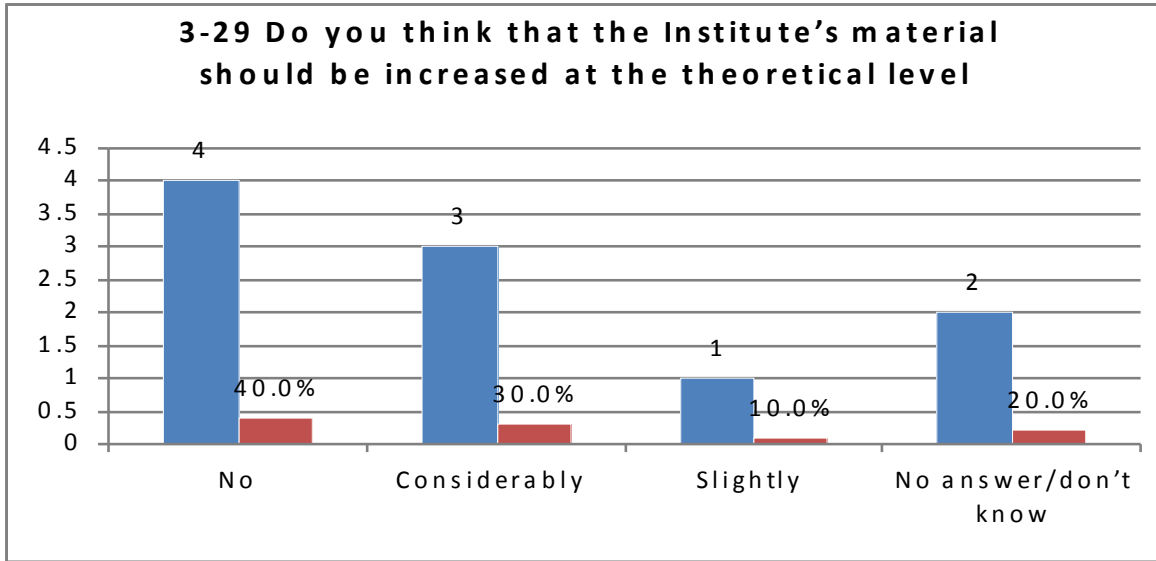
- **On the method and approach of legal lecturing**

30% of the respondents reported that there is no need to change the method and approach of legal lecturing or the organization of legal materials, while half of the respondents consider it fairly necessary to change the method and approach of legal lecturing or the organization of legal materials.



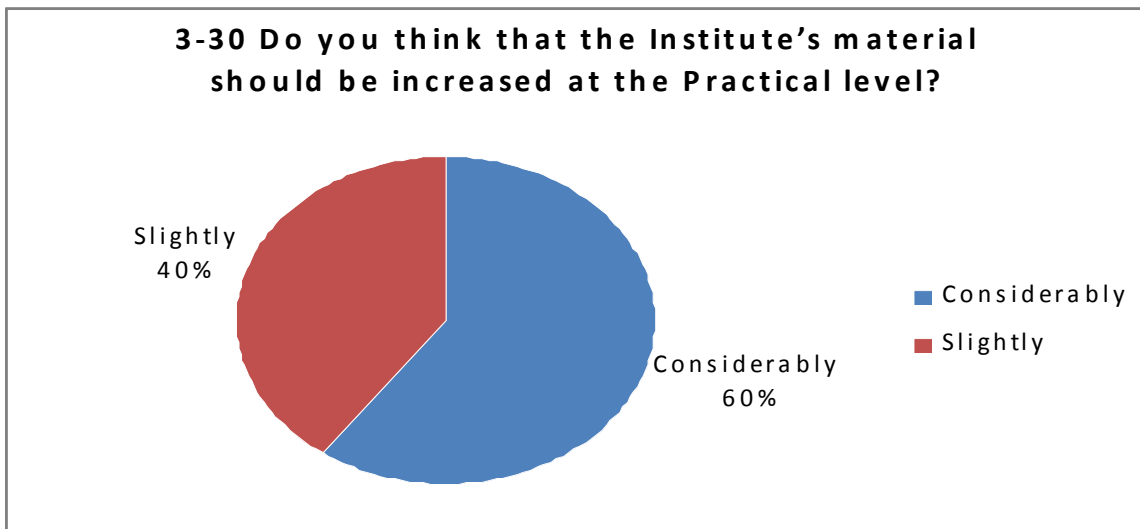
- **On the necessity of increasing JTI’s material at the theoretical level**

Results for this question were a bit contradictory; 40% of respondents did not see a need to increase the theoretical level of the institute’s materials while 30% saw a great necessity to do so.



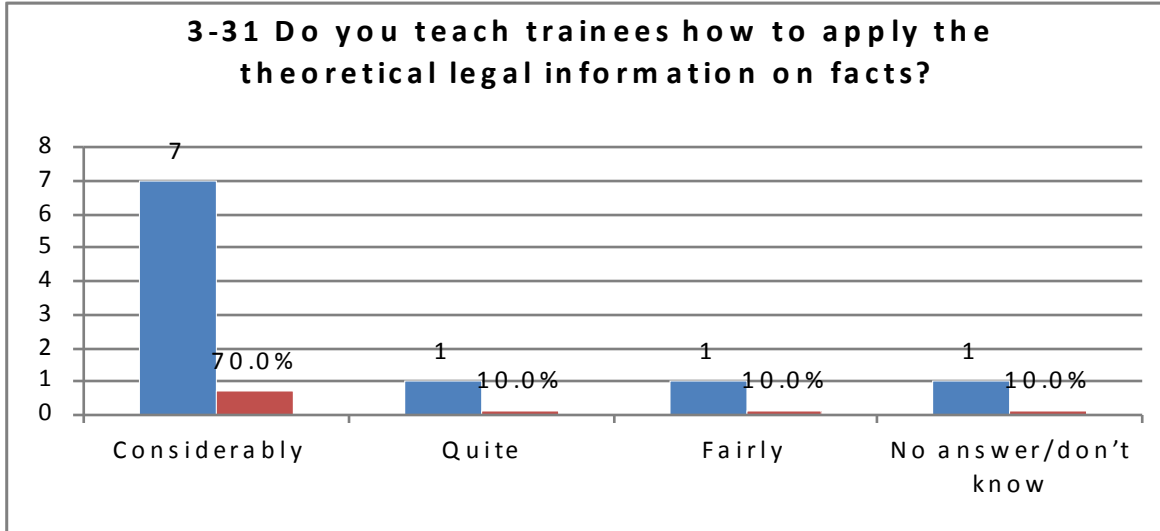
- **On the necessity of increasing JTI’s material at the practical level**

All of the respondents reported a necessity to increase the practical level of the institute’s materials (greatly or slightly).



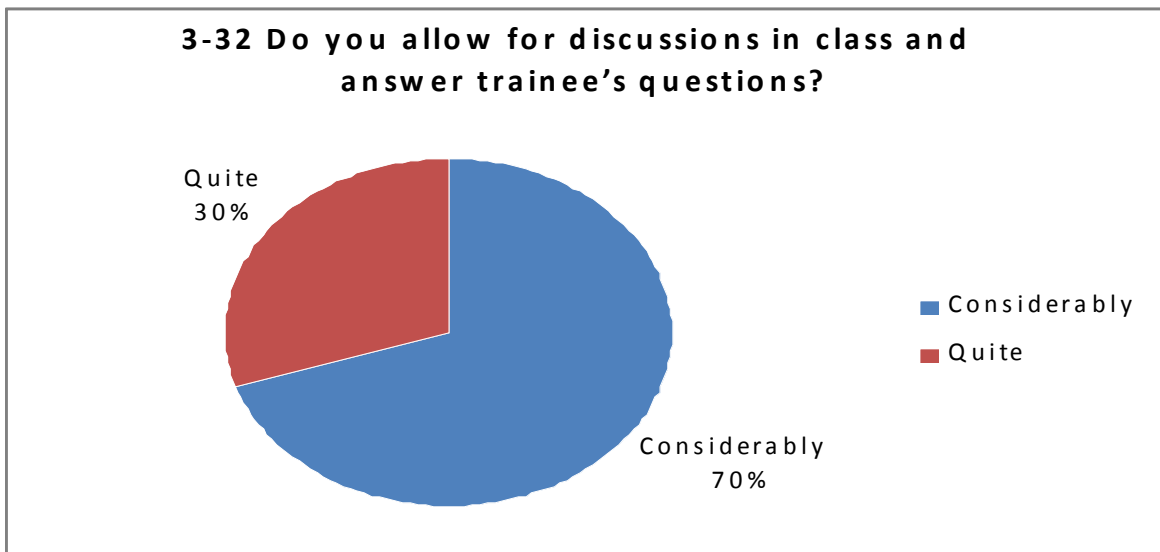
- **On teaching trainees how to apply theoretical legal information on facts**

Survey revealed that majority of respondents (70%) reported they do “considerably” teach trainees how to apply theoretical legal information on facts.



- **On allowing for discussions in class and answering trainees’ questions**

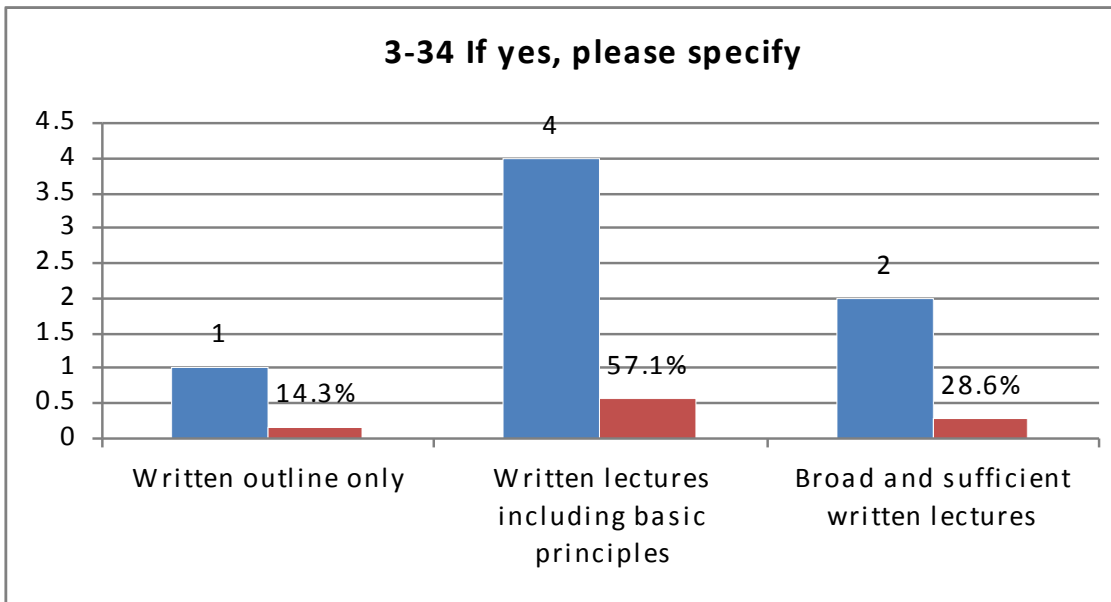
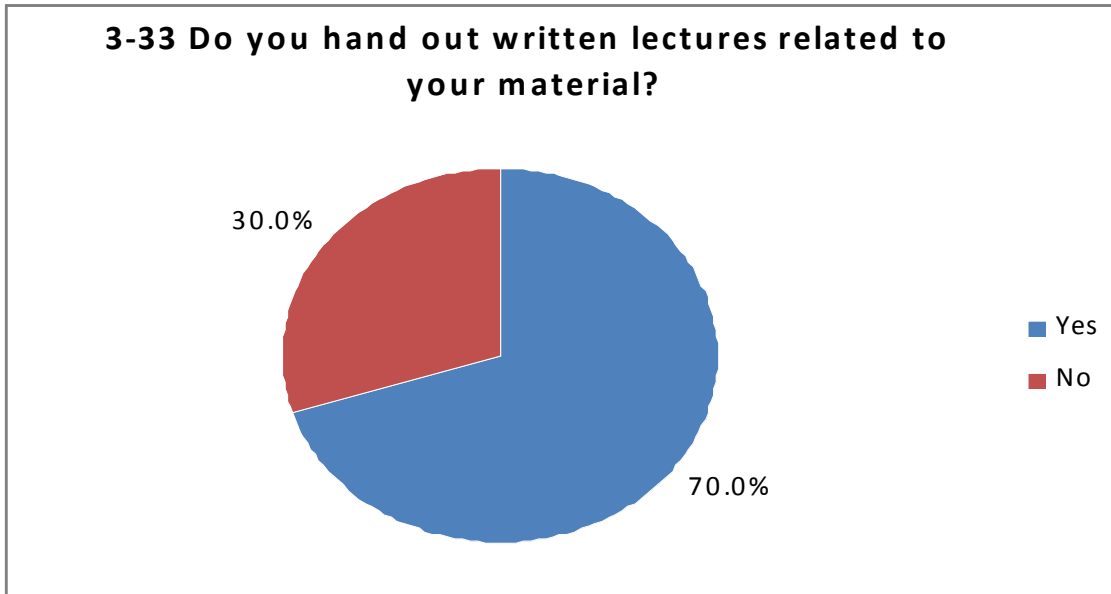
All respondents reported they do allow for questions and discussions during training.



- **On handing out written lectures at the Institute: type of lectures**

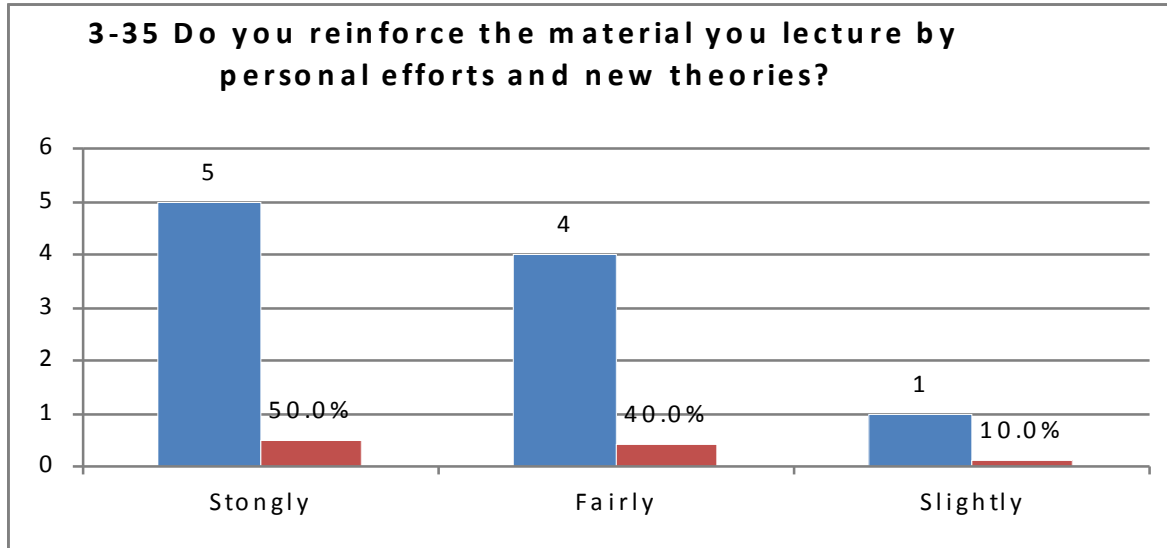
Majority of respondents (70%) reported they hand out written lectures during classes.

57.1% of lectures are written lectures including basic principles.



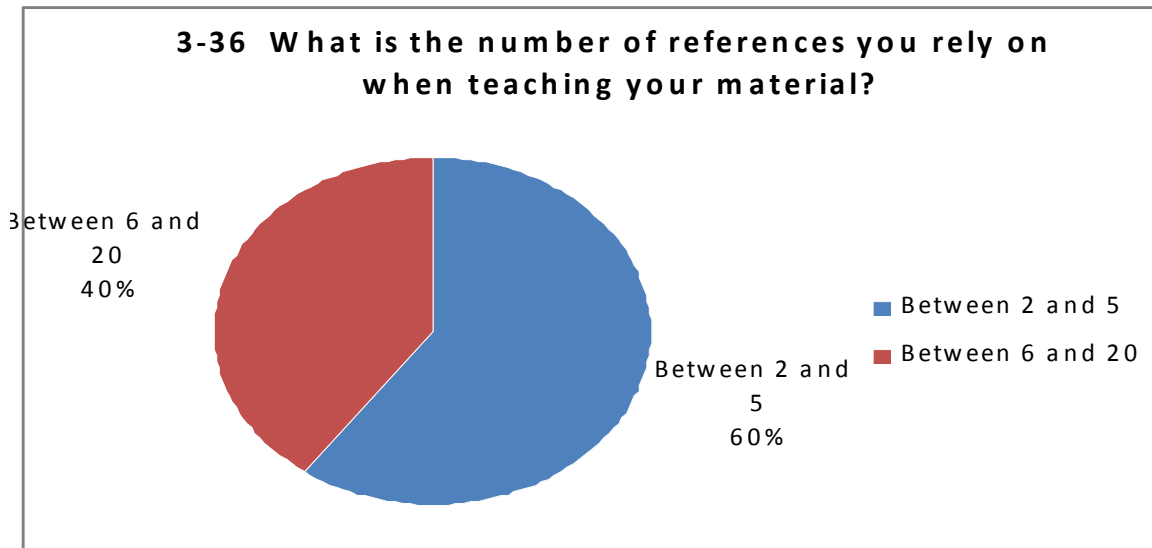
- **On the extent of reinforcing and updating the material you lecture by personal efforts and new theories**

Survey revealed that majority of respondents reinforce and update the material they give by personal efforts and new theories.



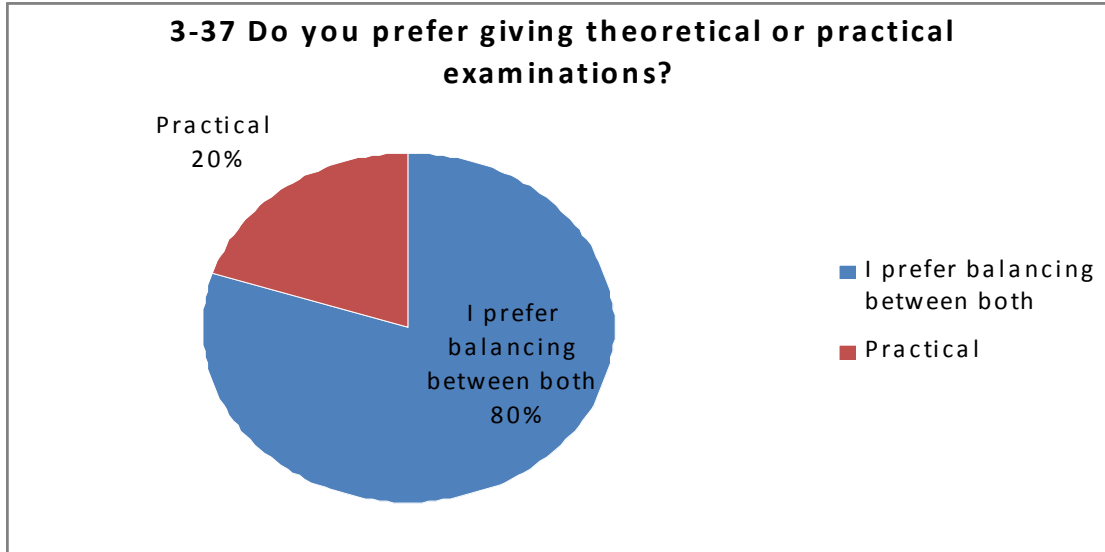
- **Number of references relied on by the professor for teaching each legal material**

Survey revealed that 60% of respondents reported that the number of references they rely on is “between 2 and 6” and 40% “between 2 and 20”.



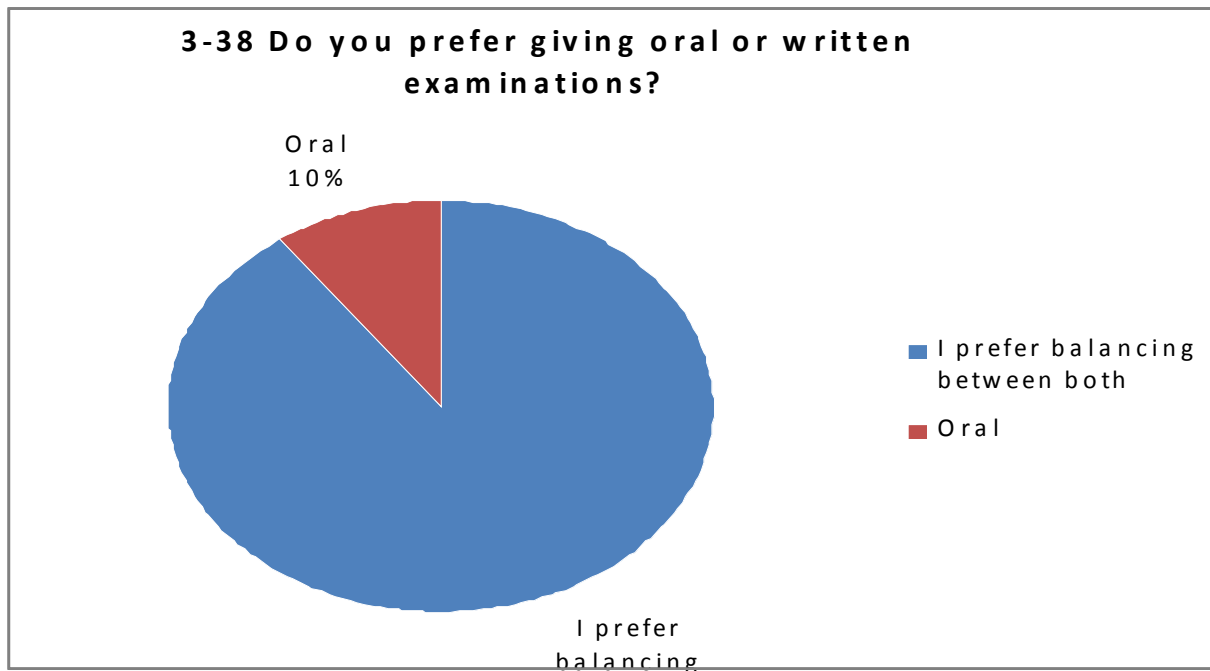
- **On preferring theoretical or practical examinations**

Survey revealed that the majority of respondents (80%) prefer balancing between both practical and theoretical aspects of examination.



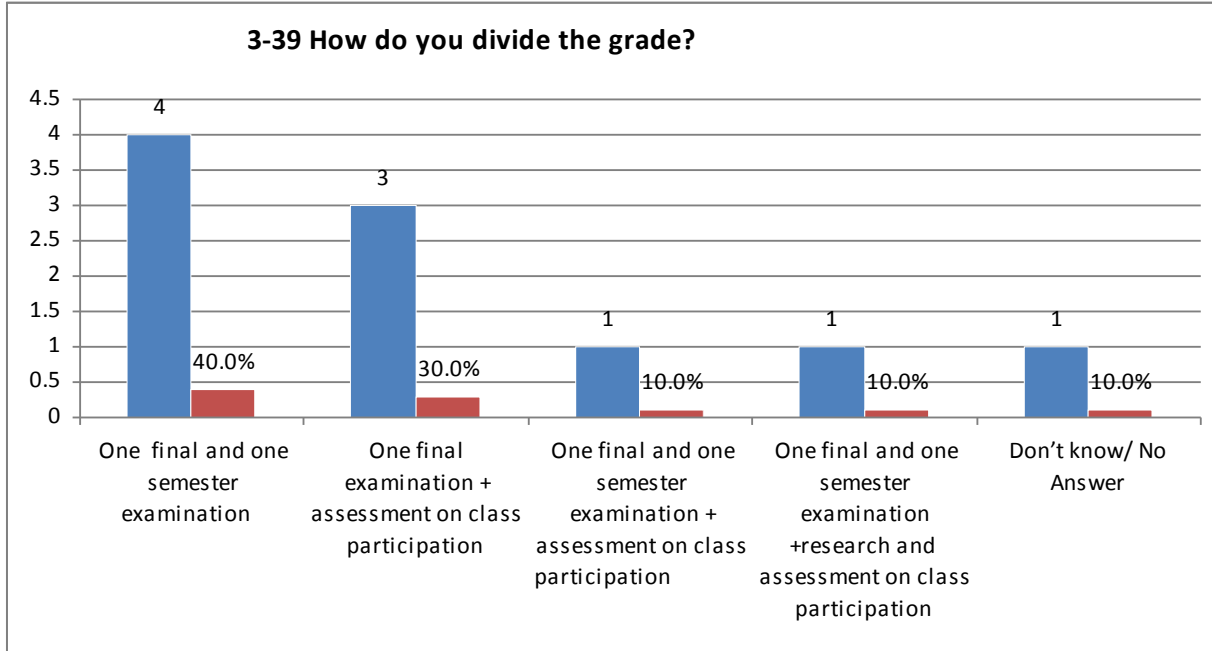
- **On preferring written or oral examinations**

Survey revealed that the majority of respondents (90%) prefer balancing between both written and oral aspects of examination.



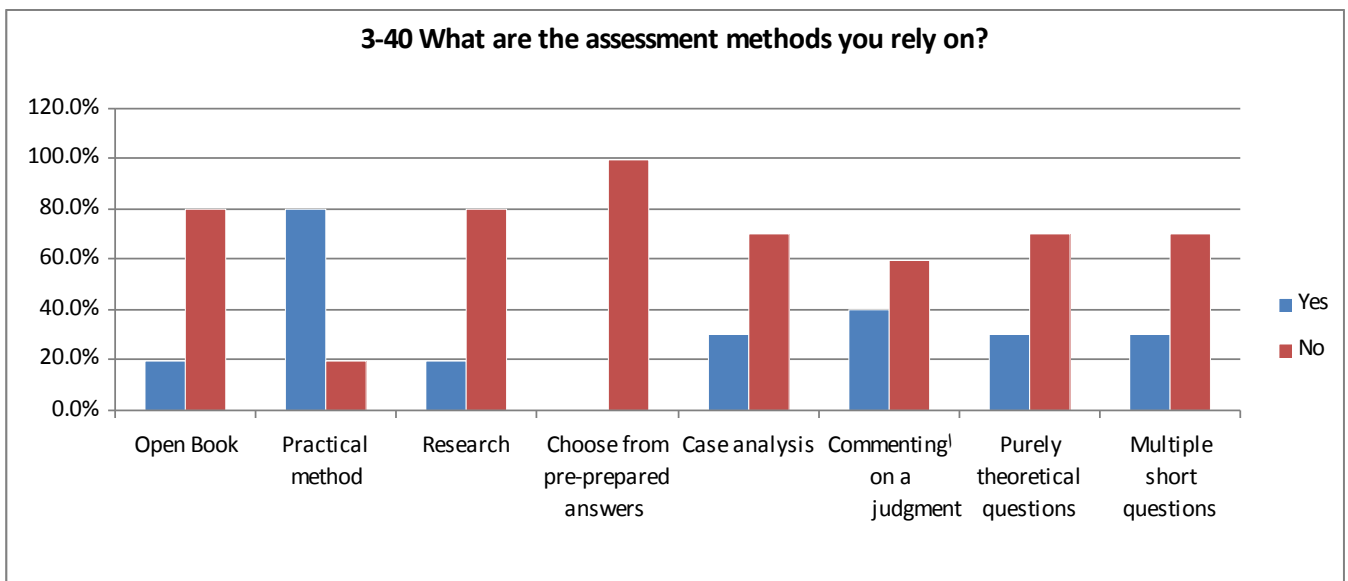
- **On the method used by the professor for grade dividing**

Survey revealed that 40% of respondents “One final and one semester” while 30% prefer “One final and one semester examination plus an assessment on class participation”.



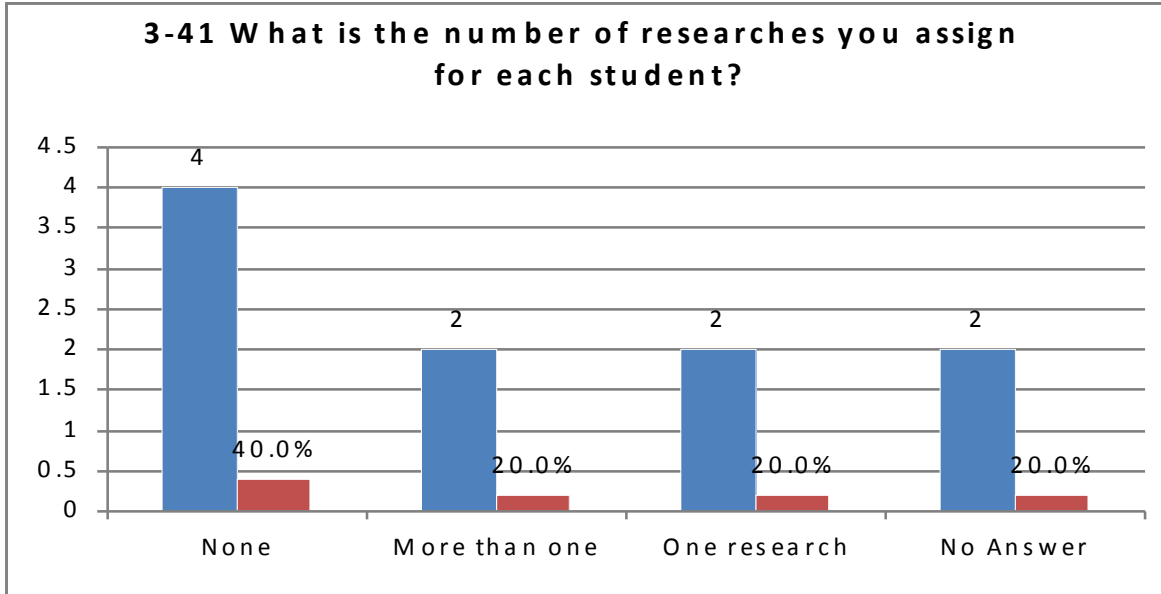
- **Trainees assessment methods relied on by the professor**

Survey revealed that all professors are not in favor of “Choose from pre-prepared answer” method and they all consider that “practical cases” method.



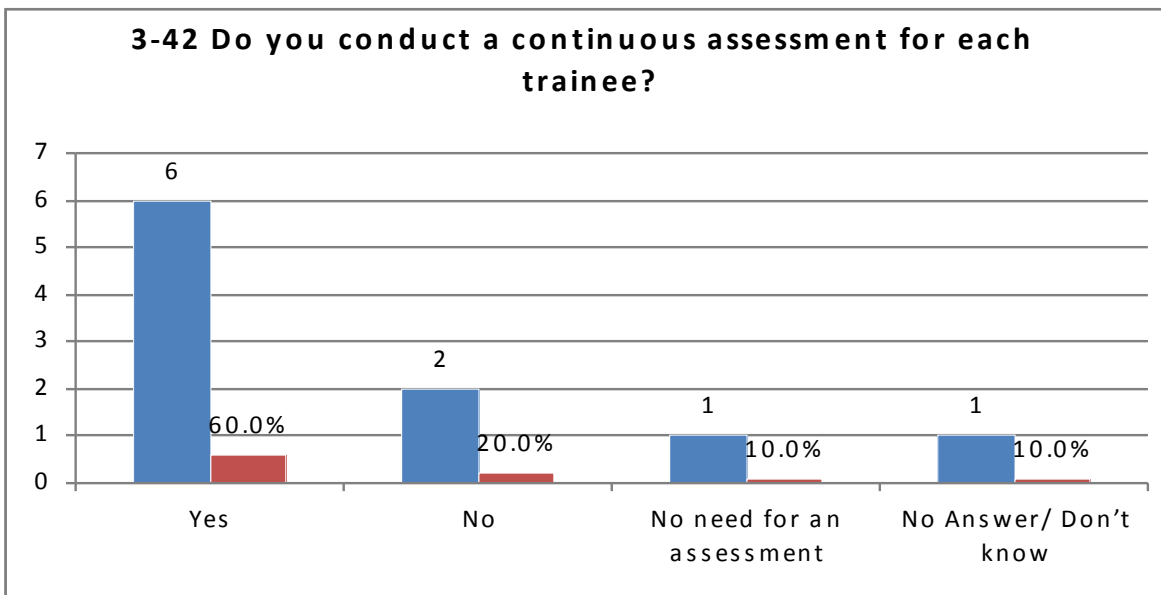
- **Number of researches assigned for each student**

40% of professors do not assign any research for trainees while 20% assign more than 1 research and 20% assign only one research.



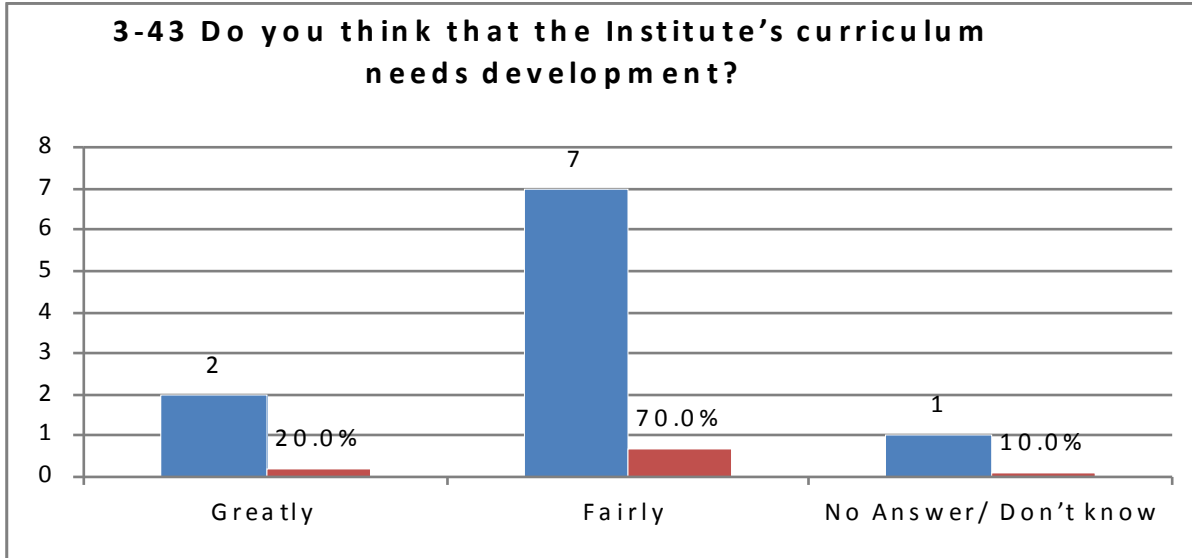
- **Conducting a continuous assessment for each trainee**

The majority of respondents (60%) reported they conduct continuous assessment for each trainee.



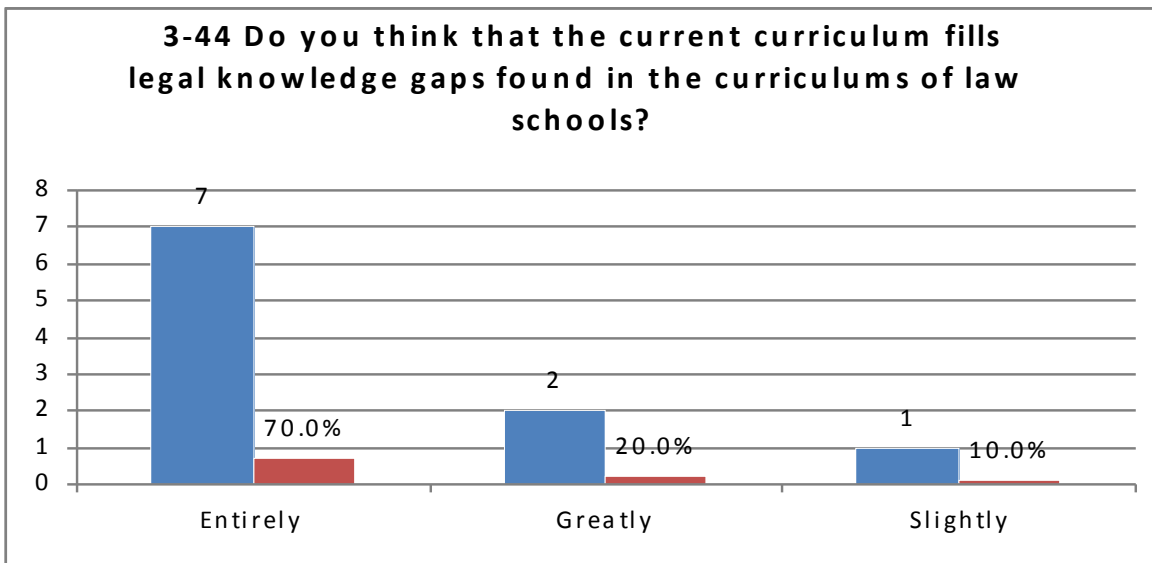
- **Modernizing current JTI's curriculum**

The majority of respondents (70%) reported a need to fairly modernize the current curriculum at JTI.



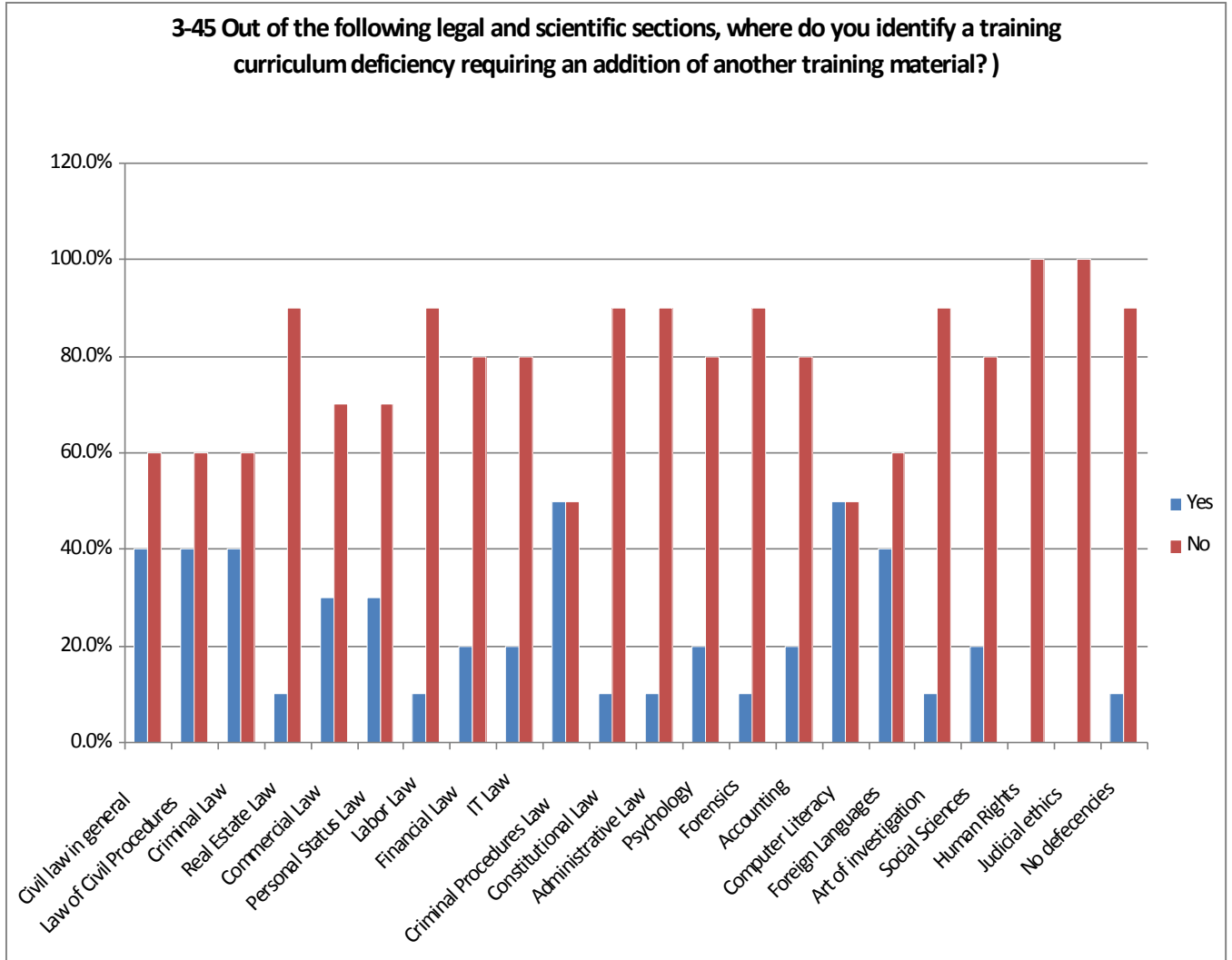
- **On the ability of the current curriculum to fill legal knowledge gaps in law schools' curriculums**

70% of respondents considered that the current curriculum greatly fills legal knowledge gaps found in the curriculums of law schools.



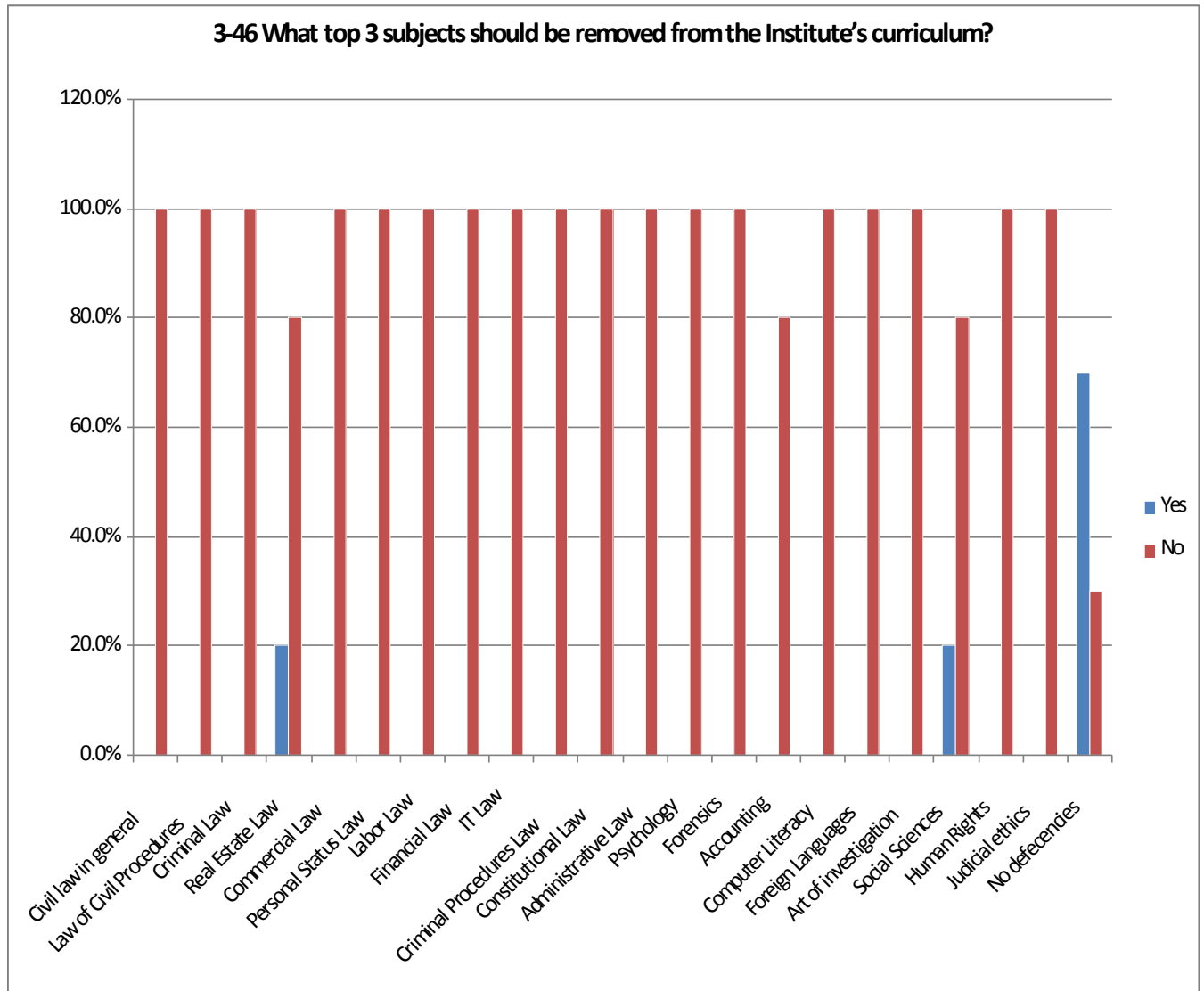
- Identify deficiencies in legal and scientific sections in training curriculum requiring an addition of another training material

Survey revealed an important deficiency in “Criminal procedures law” and “Computer literacy”.



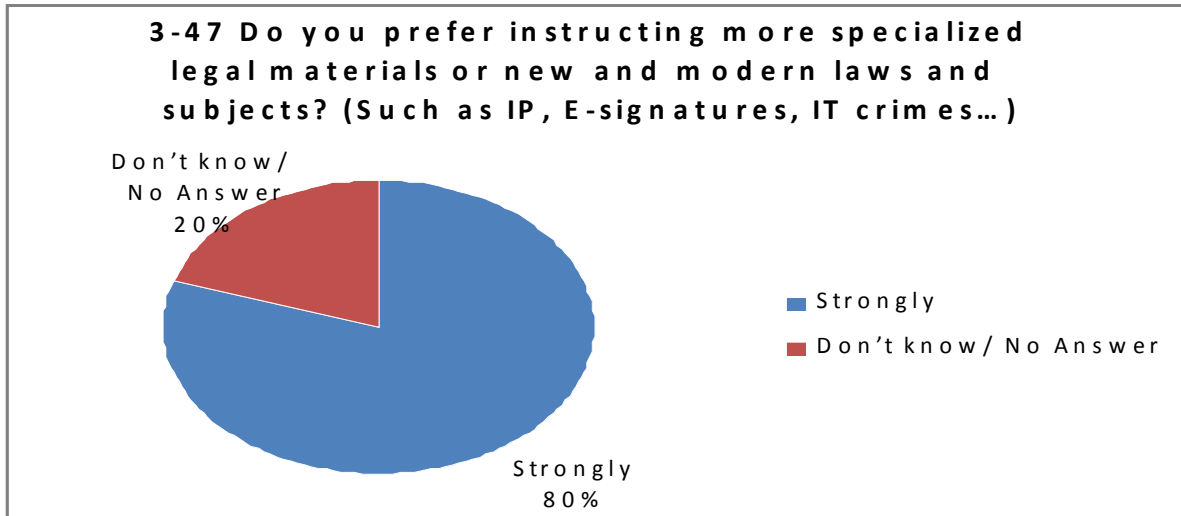
- **Main three subjects to be removed from Institute’s curriculum**

Results revealed that most of the respondents (70%) do not see any necessity for removing any subject from JTI’s curriculum. Results also revealed that main subjects to be removed from curriculum if need be are: Social sciences and real estate law.



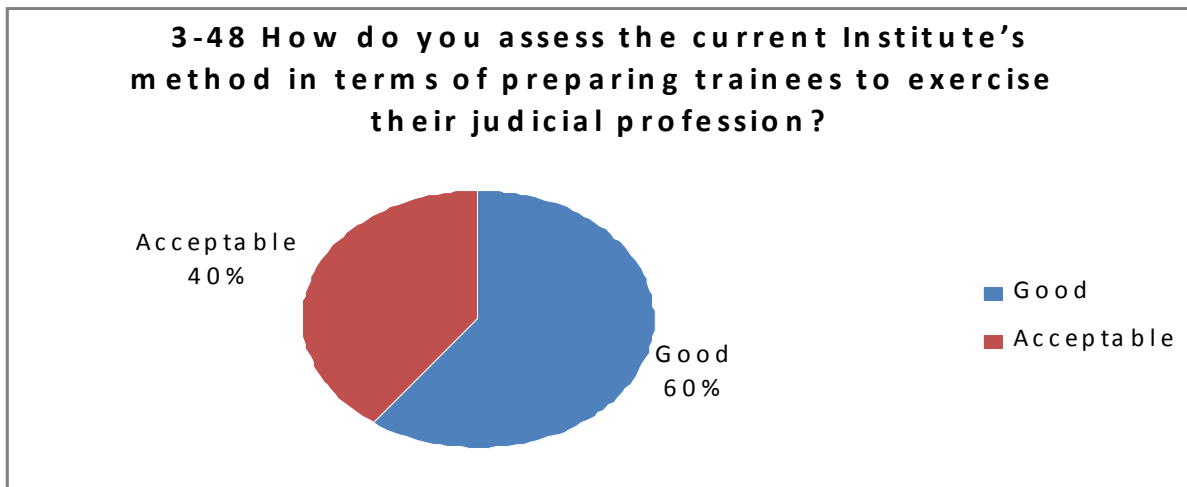
- **On the preference to instruct more specialized legal materials related to new and modern laws and subjects**

Majority of respondents (80%) strongly prefer instructing more specialized legal materials related to new and modern laws and subjects.



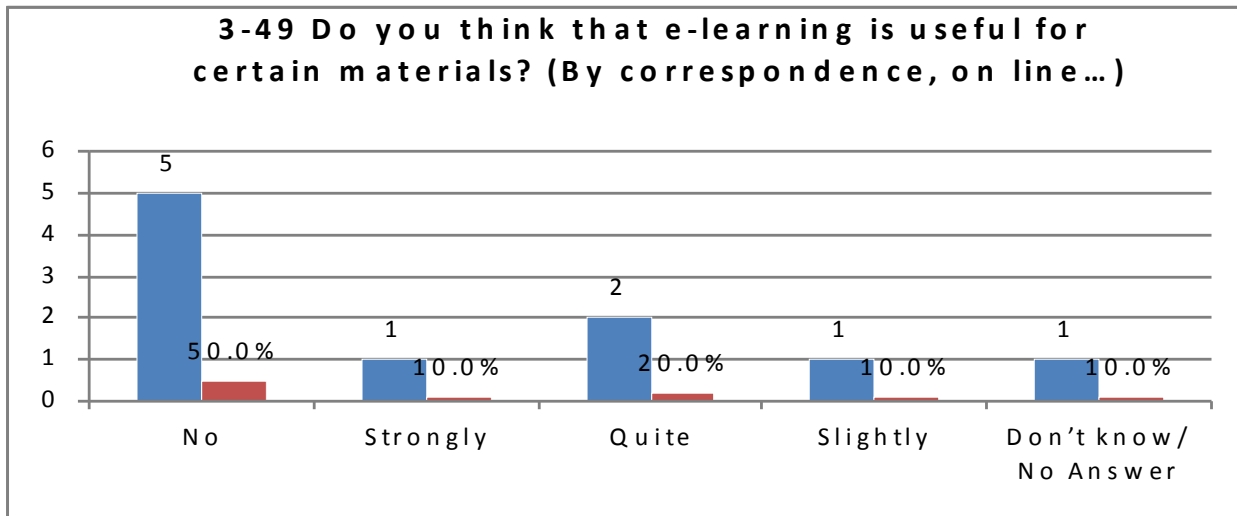
- **On assessing the current Institute's method in terms of preparing trainees to exercise their judicial profession**

60% of respondents assess the preparation as good and 40% as acceptable.



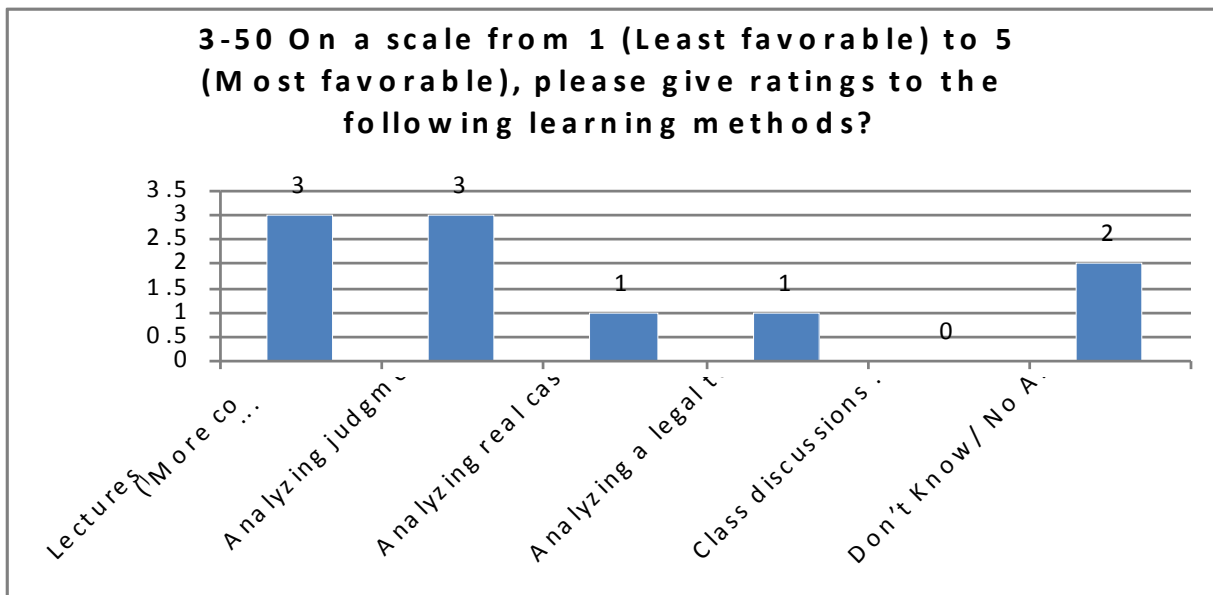
- **Benefit of adopting e-learning at JTI**

Half of the respondents (50%) found no benefit in adopting e-learning.



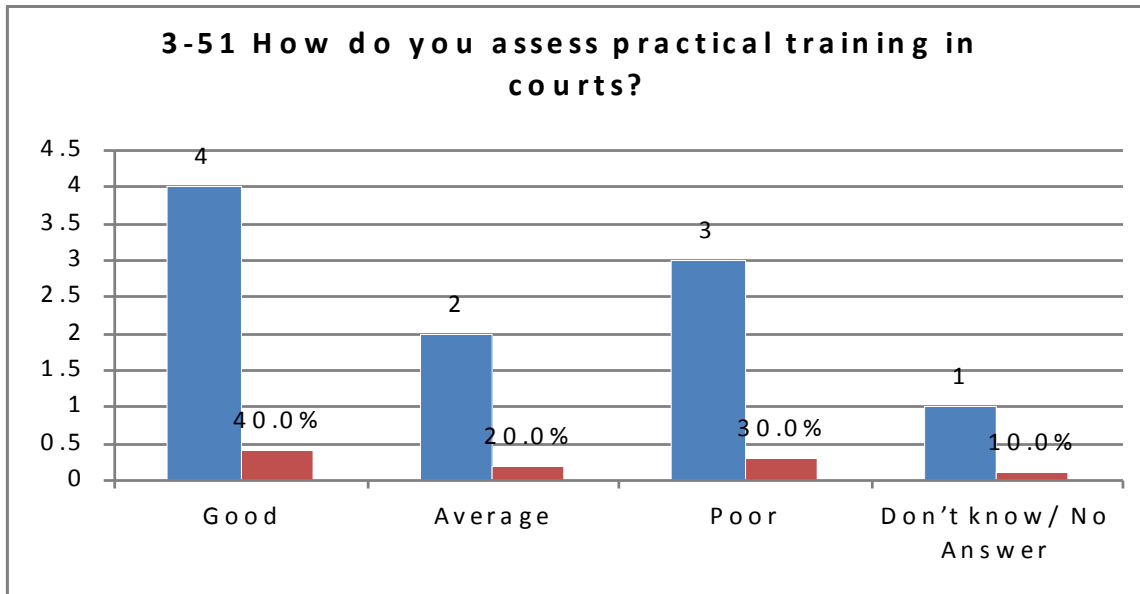
- **Learning methods ratings according to suitability**

Respondents were asked to give ratings to learning methods according to their suitability and the results were pretty close between the following: “Lectures” (30%) and “Judgment analysis” (30%). Also the least favored way was “Class Discussions”.



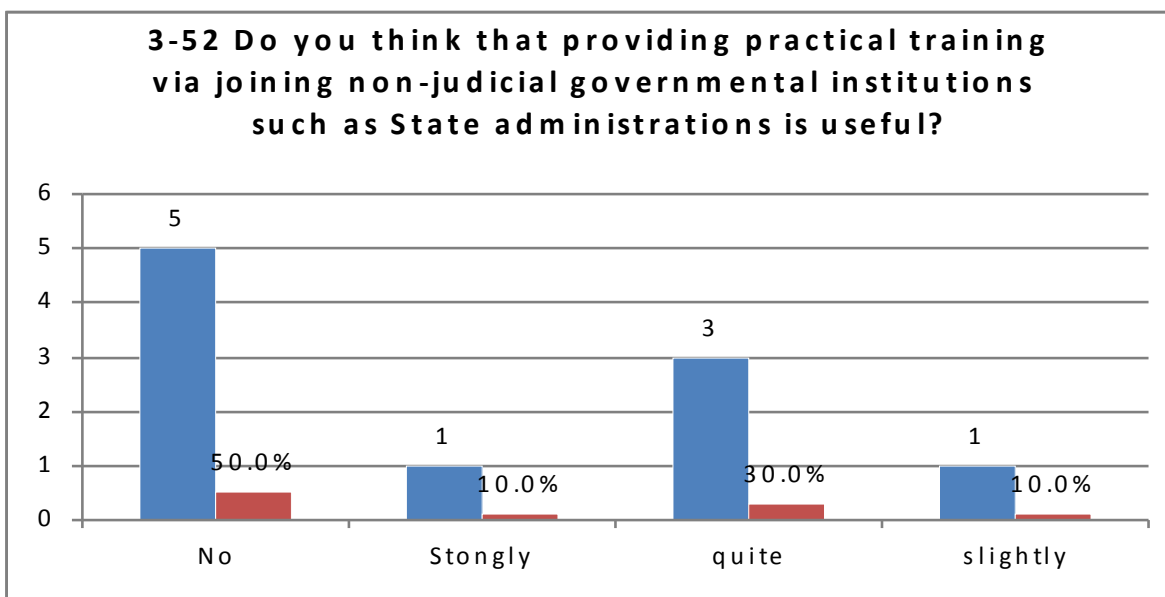
- **Assessing practical training in courts**

Respondents were asked to assess practical training in courts; 40% of them considered the training good and 20% said it is average. It should be noted here that 30% of respondents described the training as poor.



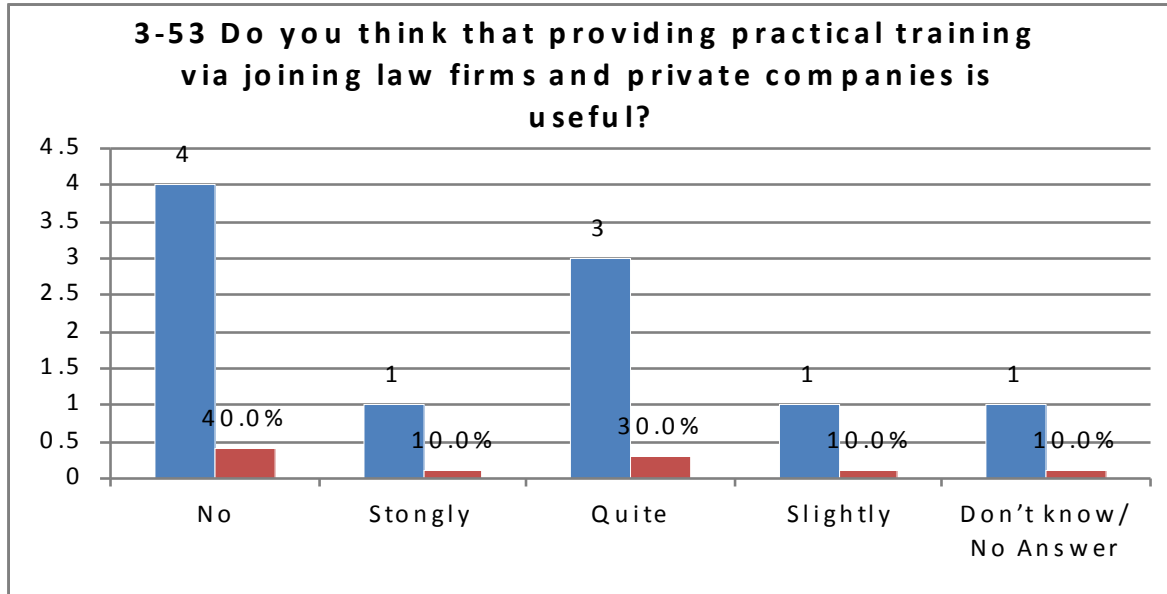
- **On the benefit of providing practical training via joining non judicial governmental institutions such as state administrations**

About half of the respondents (50%) consider there is no benefit in sending trainees to non judicial governmental institutions such as state administrations.



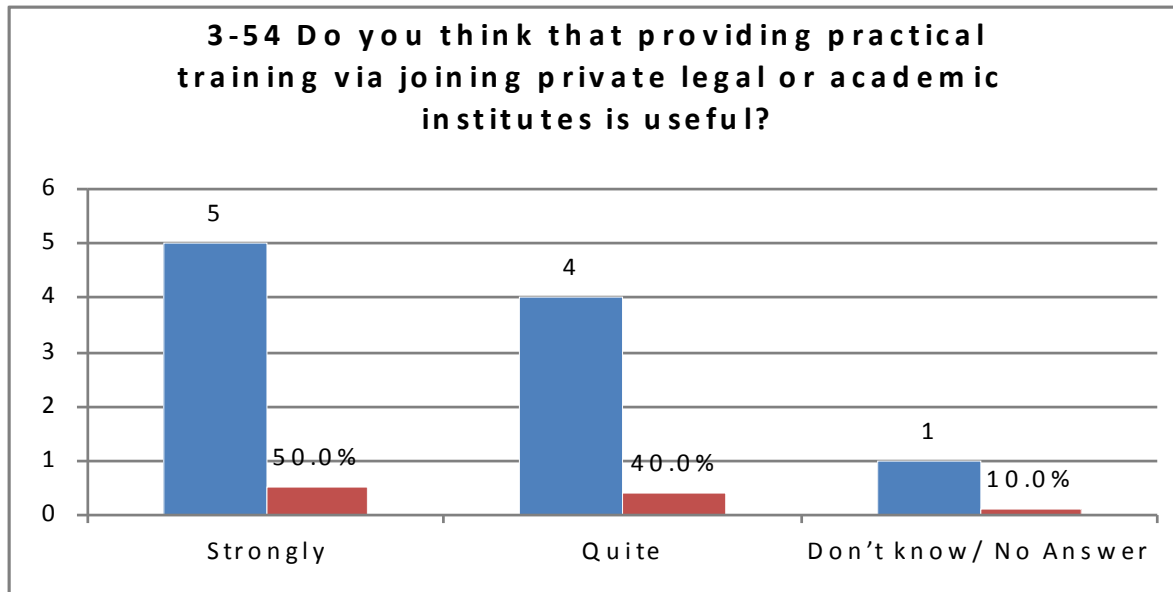
- **On the benefit of providing practical training via joining law firms and private companies**

40% of respondents consider there is no benefit in sending trainees to law firms and private companies, while 30% find there's quite a benefit in providing this practical training.



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

The majority of respondents consider there is no benefit (strongly to quite) in sending trainees to private legal or academic institutes.



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

The majority of respondents (70 %) reported that the annual examinations at the institute, in terms of questions, are good.

