



Annex 12B: Descriptive Report (Graph and charts) of the Key stakeholder's questionnaire- JTI survey

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

Report on “Key Stakeholders 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 17 key stakeholders, a sample divided as follows:

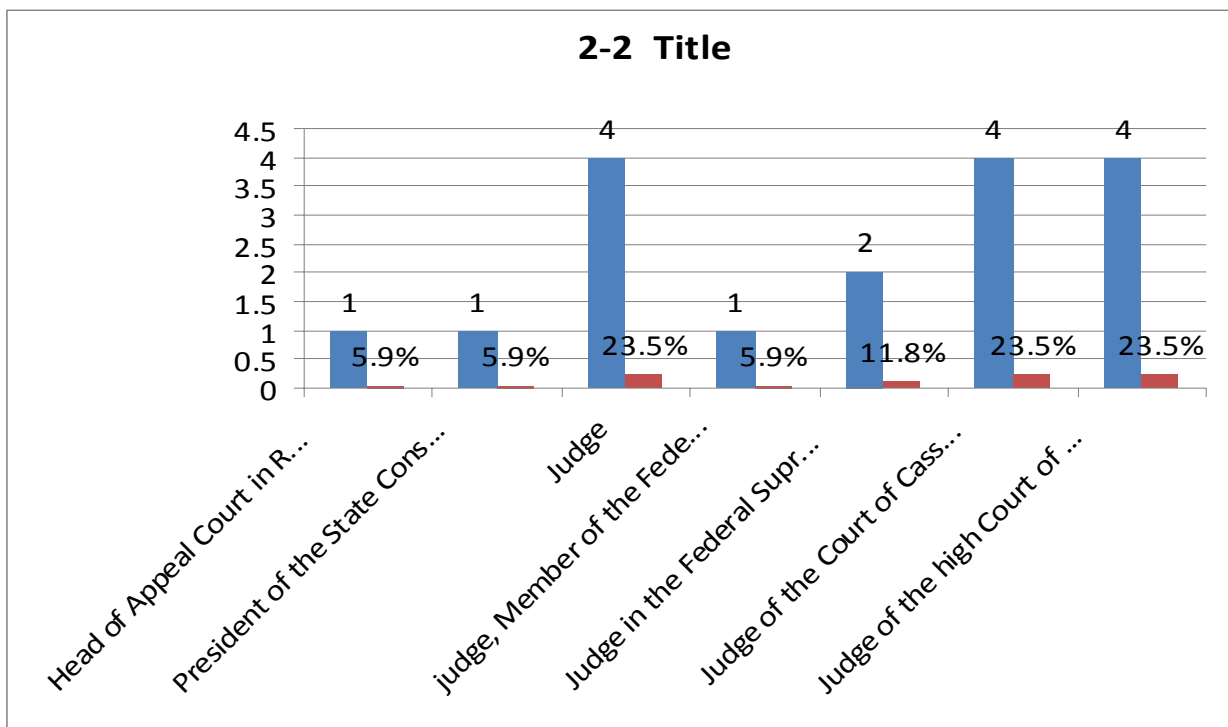
1. Supreme Court of Magistracy
2. JTI' Council
3. Ministry of Justice

The survey was conducted in Iraq and the selection of respondents was on the basis of level of familiarity with the subject at hand. The survey for key stakeholders was conducted in Iraq between April and May of 2010.

3. Respondents characteristics/Information on the respondent

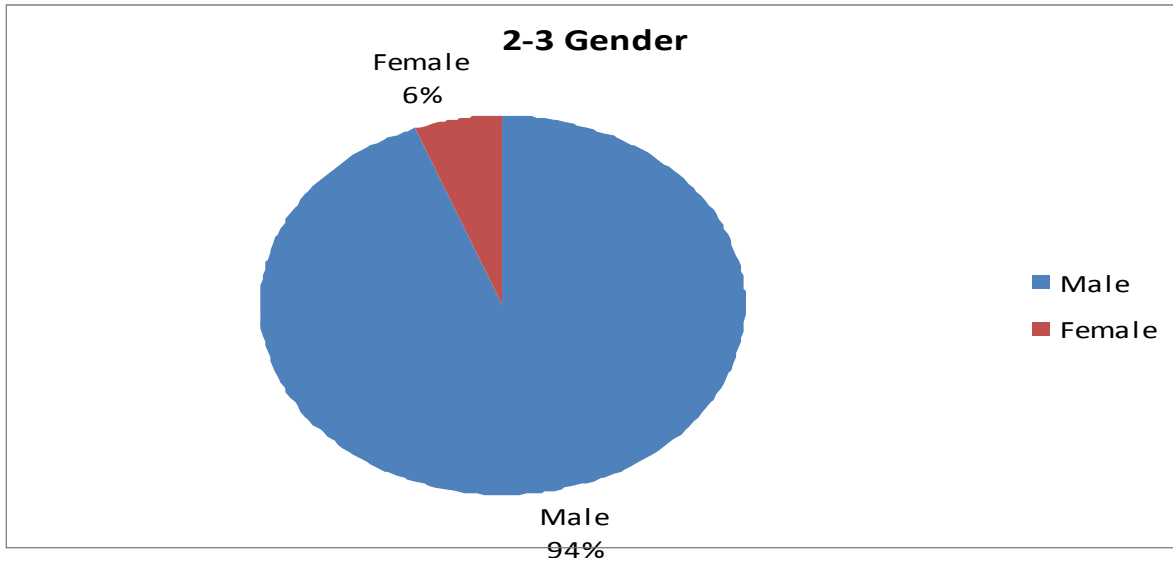
- **Post/Title**

The survey included the Head of Appeal Court in Rasafa (5.9%), the President of Council of State (5.9%), 4 judges (23.5%), 1 judge – Member of the Federal Supreme Court (5.9%), 2 Judges in the Federal Supreme Court (11.8%), 4 judges of the Court of Cassation (23.5%) and 4 judges of the High Court of Cassation (23.5%).



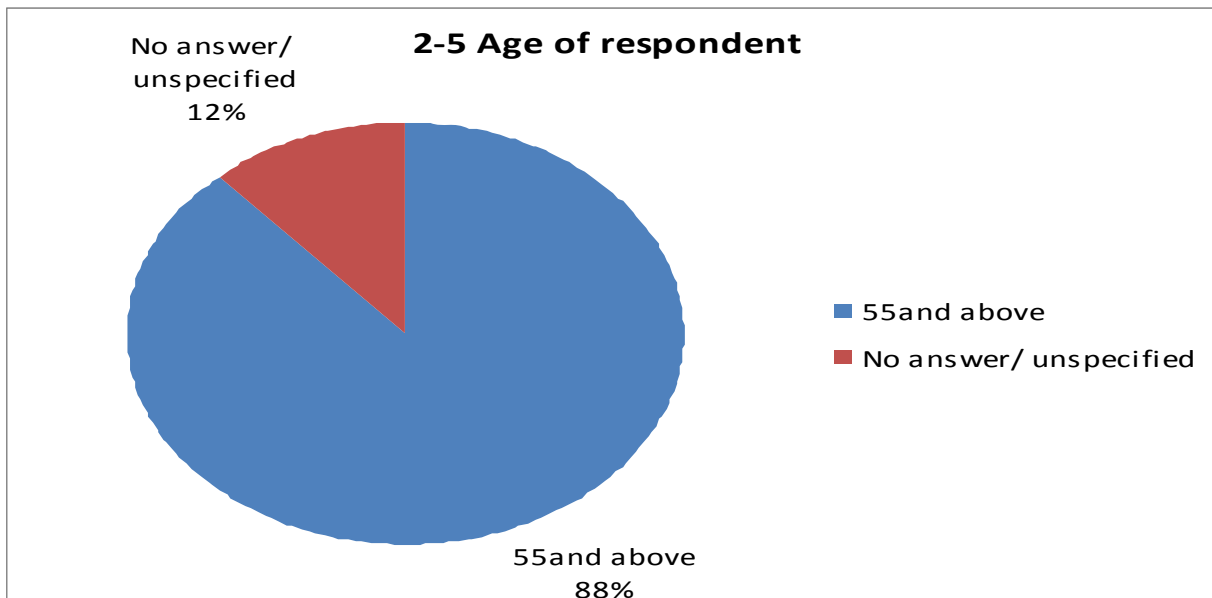
- **Gender**

The survey included 17 respondents: 16 male respondents (94.1%) and 1 female respondent (5.9%).



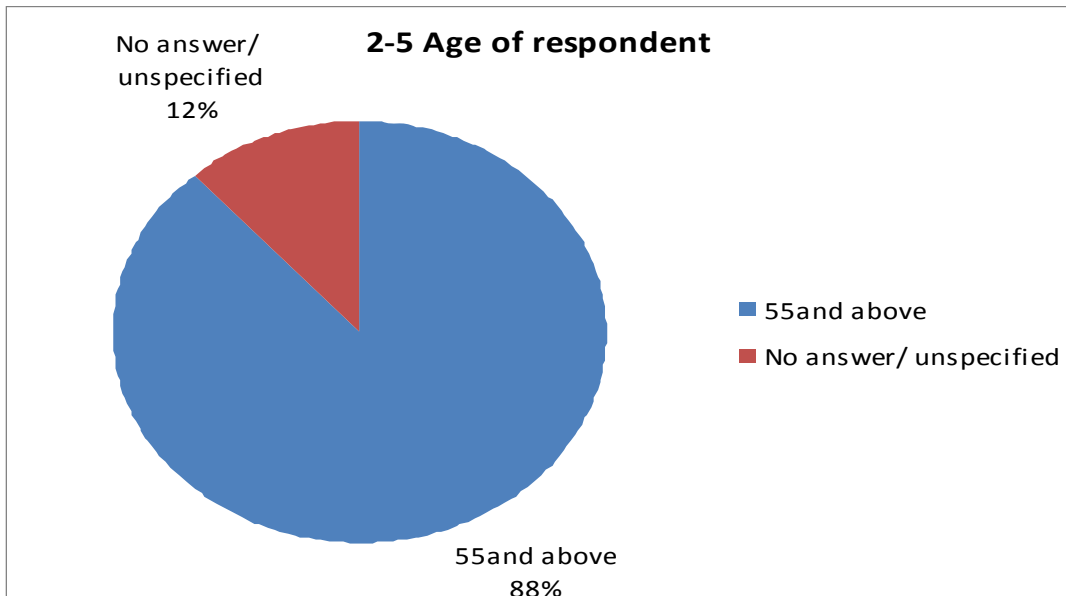
- **City**

The survey revealed that all respondents were from Baghdad.



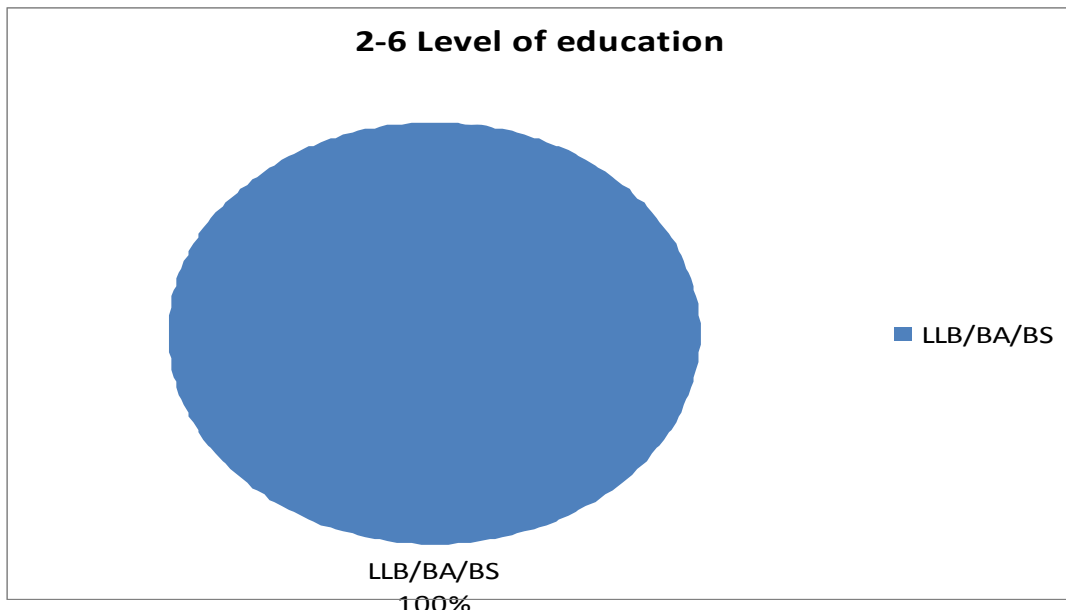
- **Age**

The survey showed that the majority of respondents were over 55 years old (88.2%).



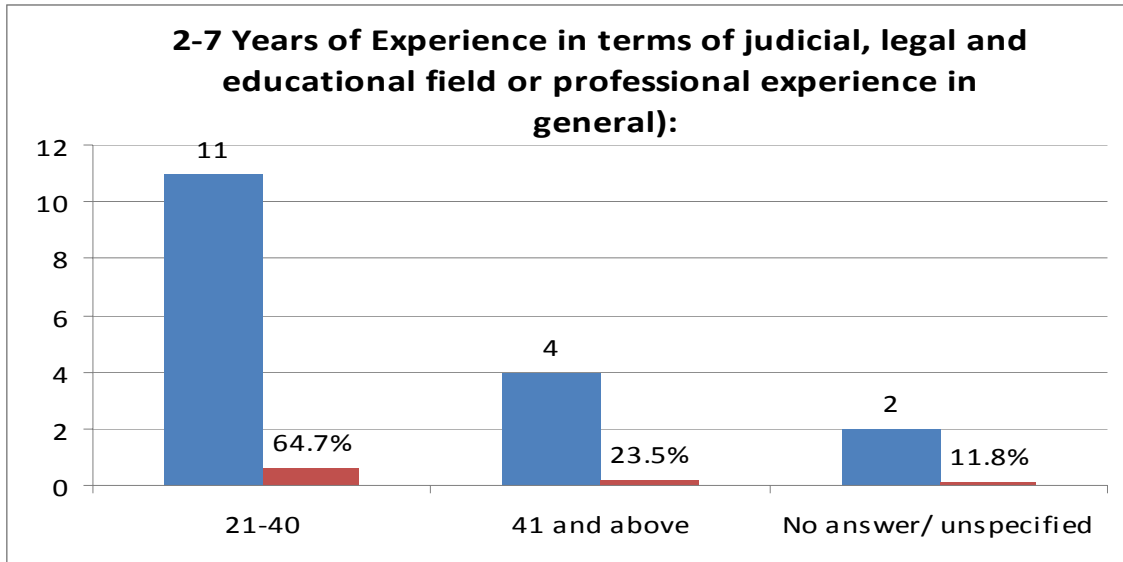
- **Level of Education**

Survey results showed that all respondents are University Degree holders (BA/BS).



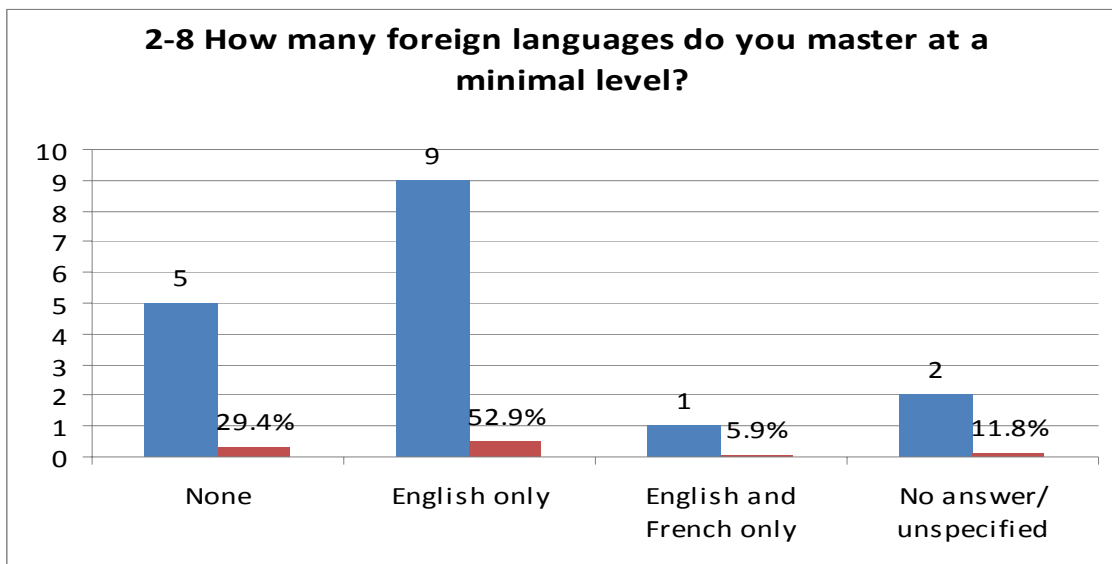
- **Years of Experience in terms of judicial, legal and educational field or professional experience in general**

Survey revealed that the majority of respondents have more than 21 years of experience.



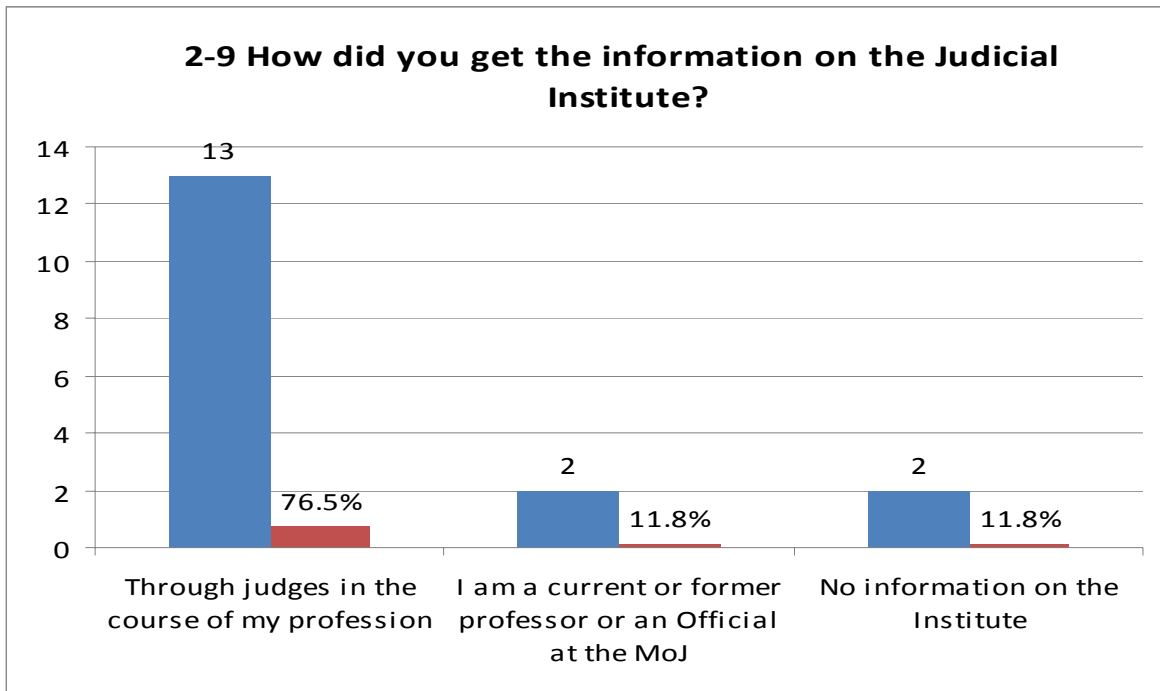
- **Foreign Languages**

5 respondents do not master any foreign language (29.4%), 9 master English only (52.9%).



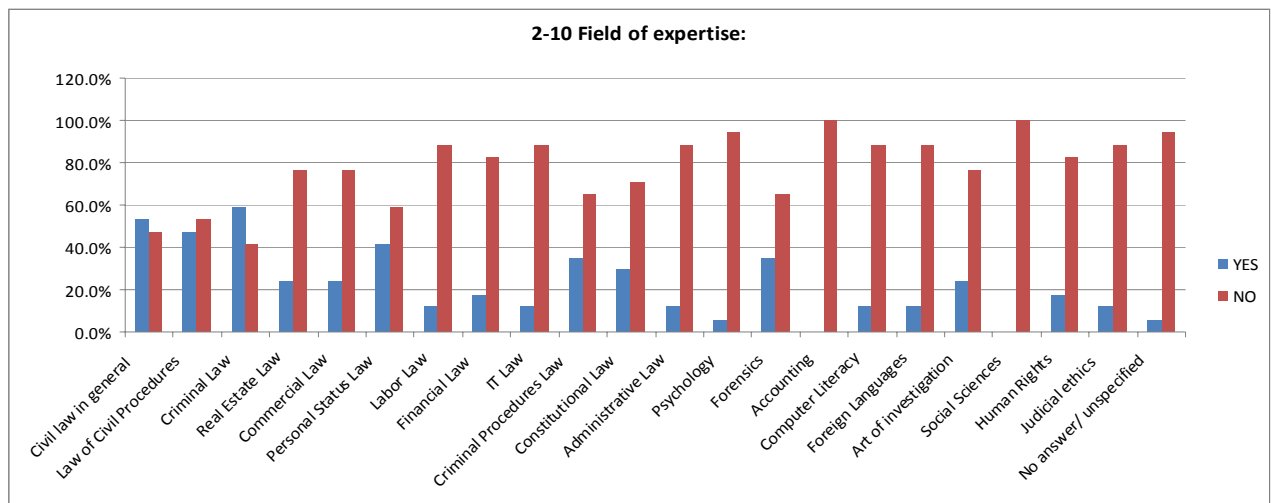
- **Getting information on the JTI**

The majority of respondents (76.5%) got information about JTI "through judges in the course of my profession". It should be noted that 11.8% of the respondents do not have any information on the Institute.



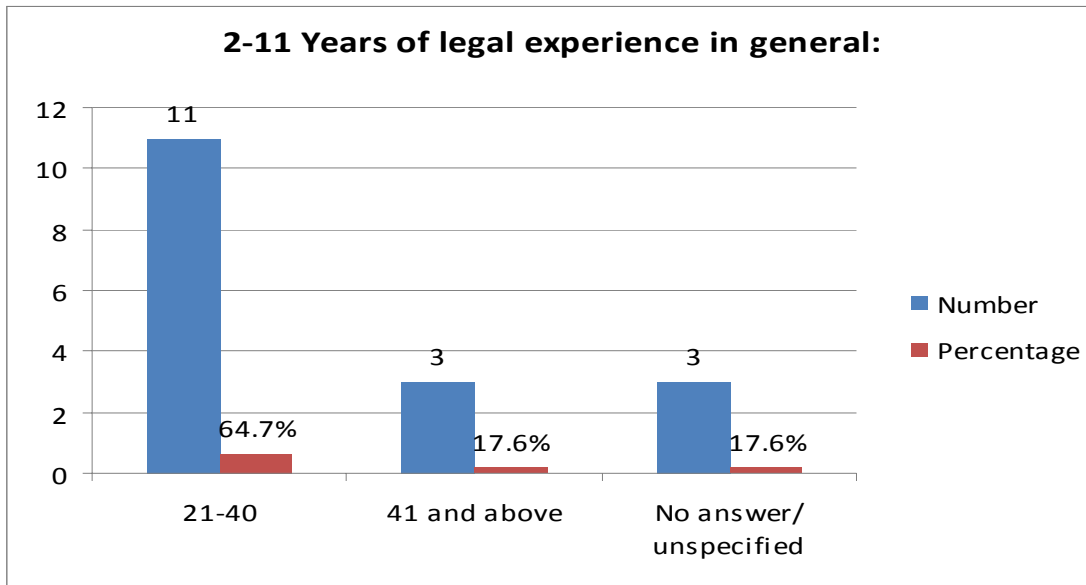
- **Original field of expertise**

| 2-10 Field of expertise: | YES | NO |
|---------------------------------|------------|-----------|
| Civil law in general | 52.9% | 47.1% |
| Law of Civil Procedures | 47.1% | 52.9% |
| Criminal Law | 58.8% | 41.2% |
| Real Estate Law | 23.5% | 76.5% |
| Commercial Law | 23.5% | 76.5% |
| Personal Status Law | 41.2% | 58.8% |
| Labor Law | 11.8% | 88.2% |
| Financial Law | 17.6% | 82.4% |
| IT Law | 11.8% | 88.2% |
| Criminal Procedures Law | 35.3% | 64.7% |
| Constitutional Law | 29.4% | 70.6% |
| Administrative Law | 11.8% | 88.2% |
| Psychology | 5.9% | 94.1% |
| Forensics | 35.3% | 64.7% |
| Accounting | 0.0% | 100.0% |
| Computer Literacy | 11.8% | 88.2% |
| Foreign Languages | 11.8% | 88.2% |
| Art of investigation | 23.5% | 76.5% |
| Social Sciences | 0.0% | 100.0% |
| Human Rights | 17.6% | 82.4% |
| Judicial ethics | 11.8% | 88.2% |
| No answer/ unspecified | 5.9% | 94.1% |



- **Years of legal experience in general**

Survey revealed that the majority of respondents had more than 21 years of experience.

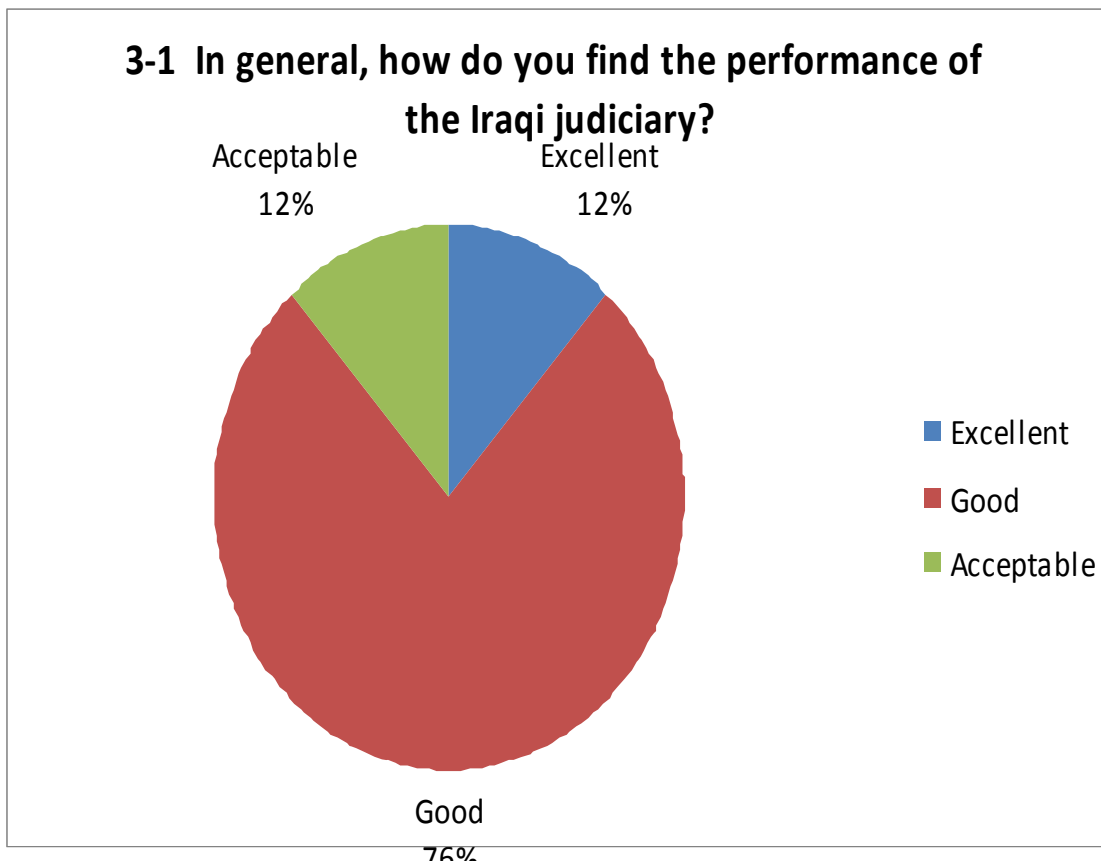


4. Evaluation of JTI's legal training

❖ Part One: General Questions

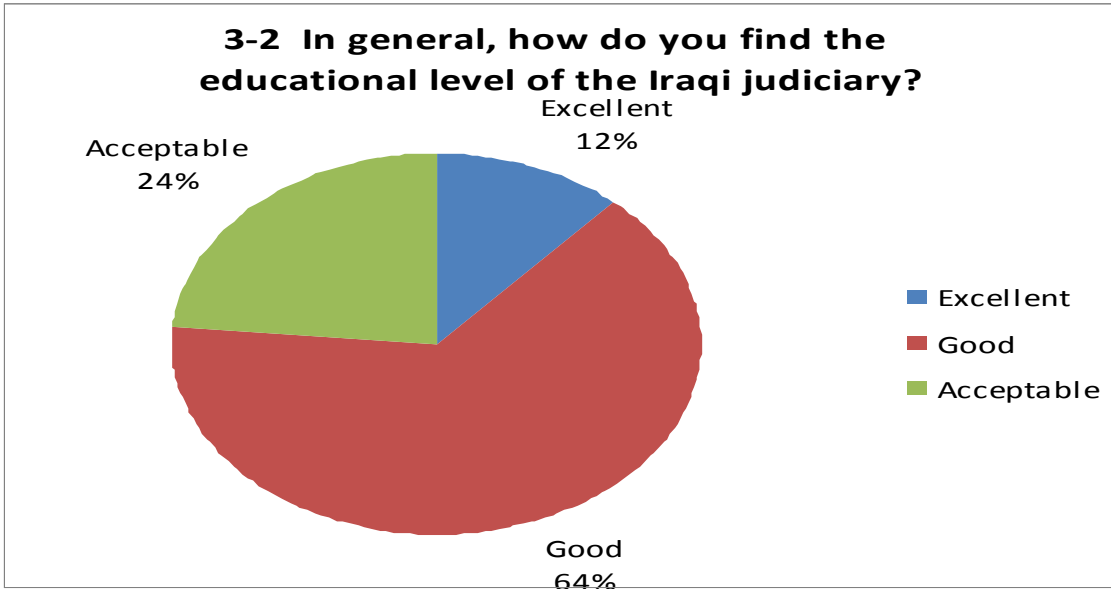
- Evaluating the performance of the Iraqi judiciary in general

The respondents were asked to evaluate the performance of Iraqi judiciary in general; the majority (76.5%) considered the Iraqi judiciary performance as “good”.



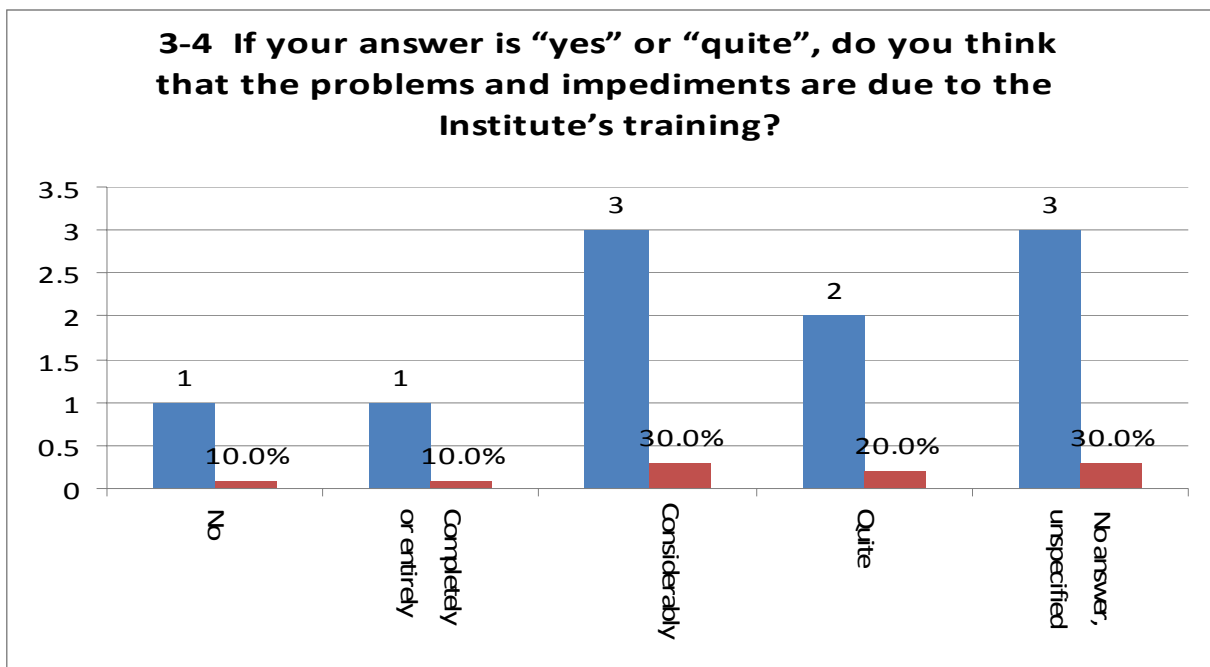
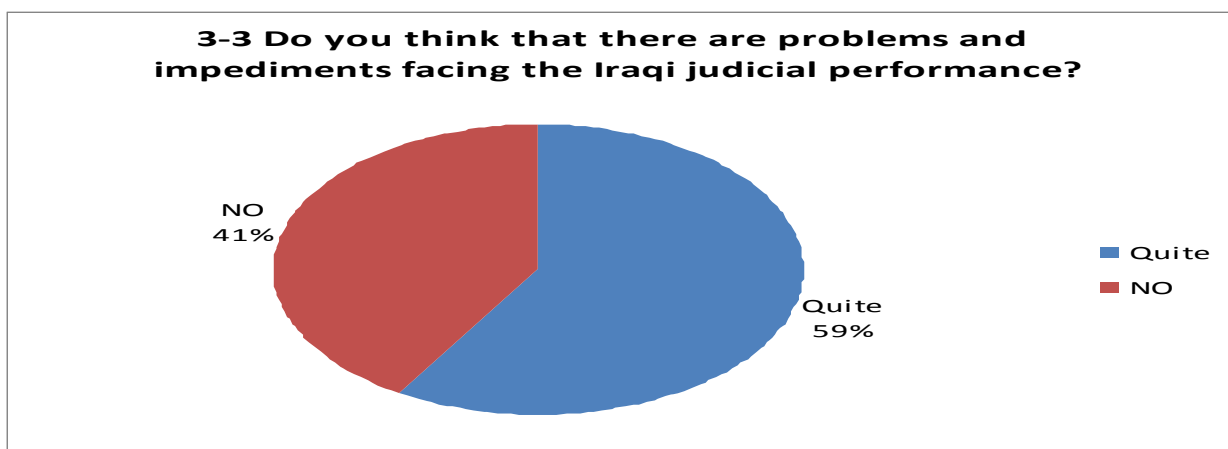
- **Evaluating the educational level of the Iraqi Judiciary in general**

The respondents were asked to evaluate the educational level of Iraqi judiciary in general; 11.8% of the total number of respondents considered the educational level of Iraqi judiciary as “excellent”, 64.7% as “good”, 23.5% as “acceptable”.



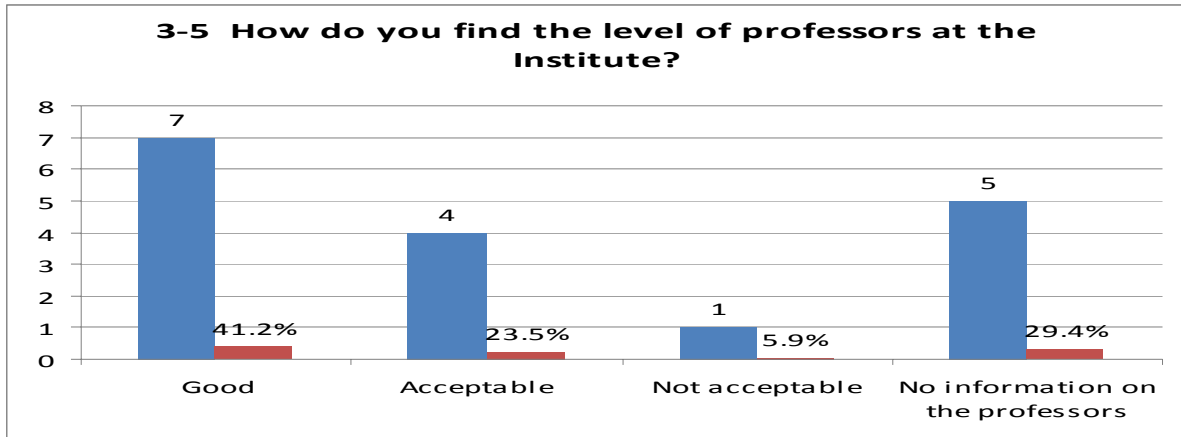
- The extent of problems and impediments facing the Iraqi judiciary performance: determining the reasons of these problems and impediments within the Institute’s training and their proportion

58.8% of respondents reported quite a number of problems and impediments in Iraqi judiciary performance, while 41.2% reported no problems or impediments. About half of the respondents confirmed that the reasons for these impediments are due to JTI’s training (that being entirely to slightly).



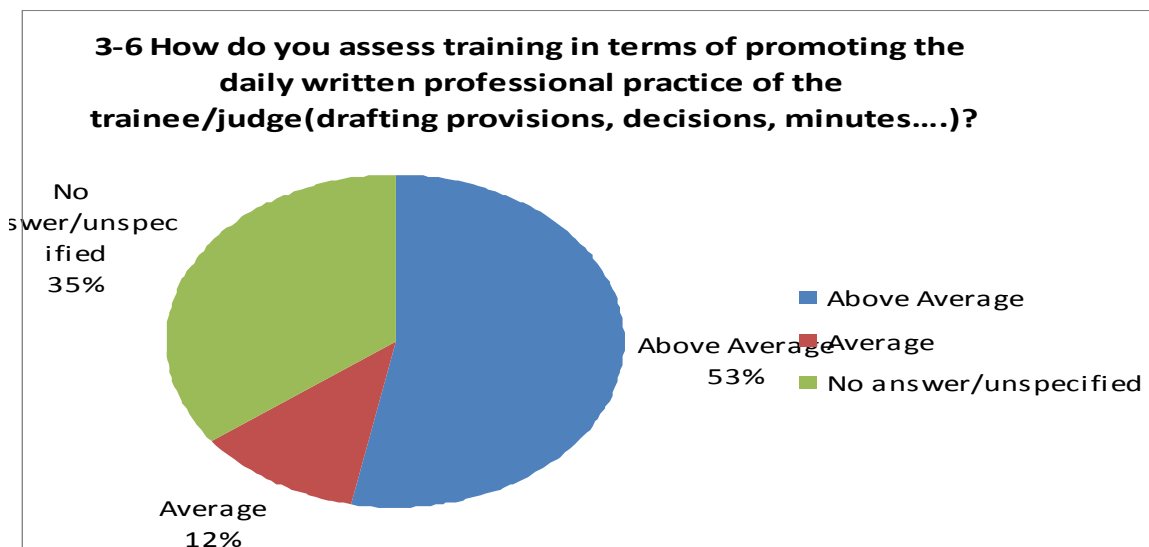
- **Evaluating the level of professors at the Institute**

The respondents were asked to evaluate the level of JTI’s professors on a scale of Excellent to Not acceptable. 41.2% considered the level as “good”, 23.5% as “Acceptable” and 5.9% as “not acceptable”. It should be noted that 30% of the respondents do not have any idea on the level of JTI’s professors.



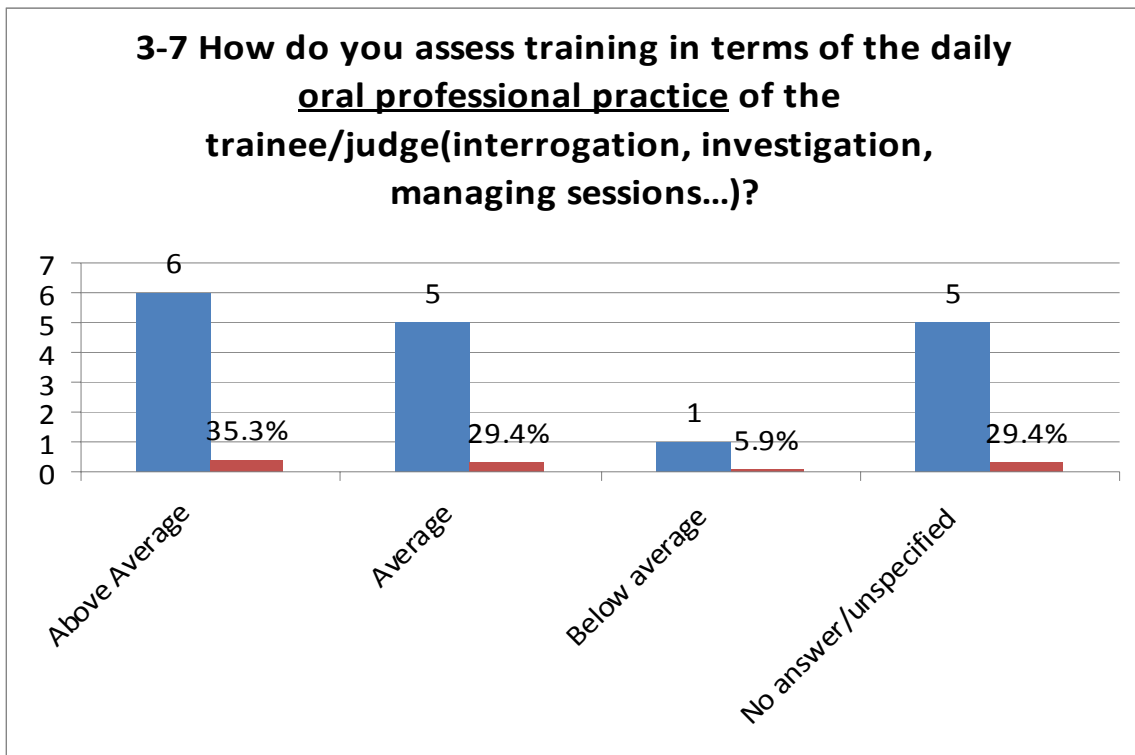
- **Assessing JTI’s training in terms of promoting the daily written professional practice of the trainee/judge**

The respondents were asked to evaluate the institute’s training for promoting the daily written professional practice of the trainee/judge; half of them considered the training “good”. And it should be noted that 35.3% of respondents, which is a high percentage, do not have any answer or information on the matter.



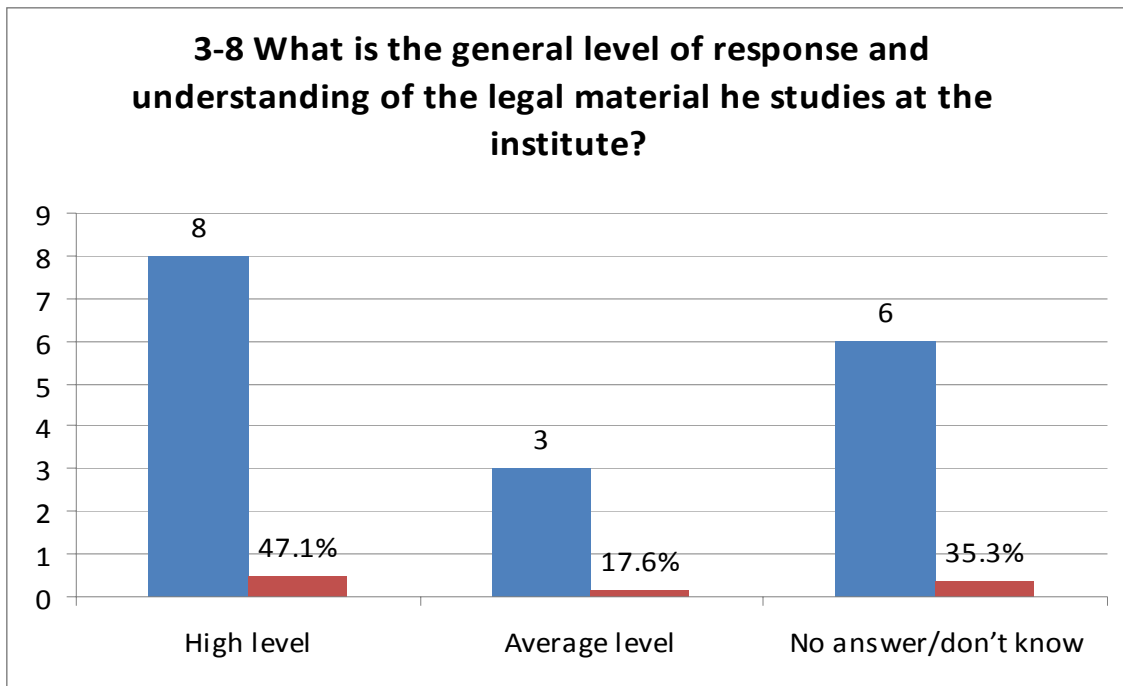
- **Assessing JTI’s training in terms of promoting the daily oral professional practice of the trainee/judge**

The respondents were asked to evaluate the institute’s training for promoting the daily oral professional practice of the trainee/judge; half of them considered the training “good” or “acceptable”. And it should be noted that 29.4% of respondents, which is a high percentage, do not have any answer or information on the matter.



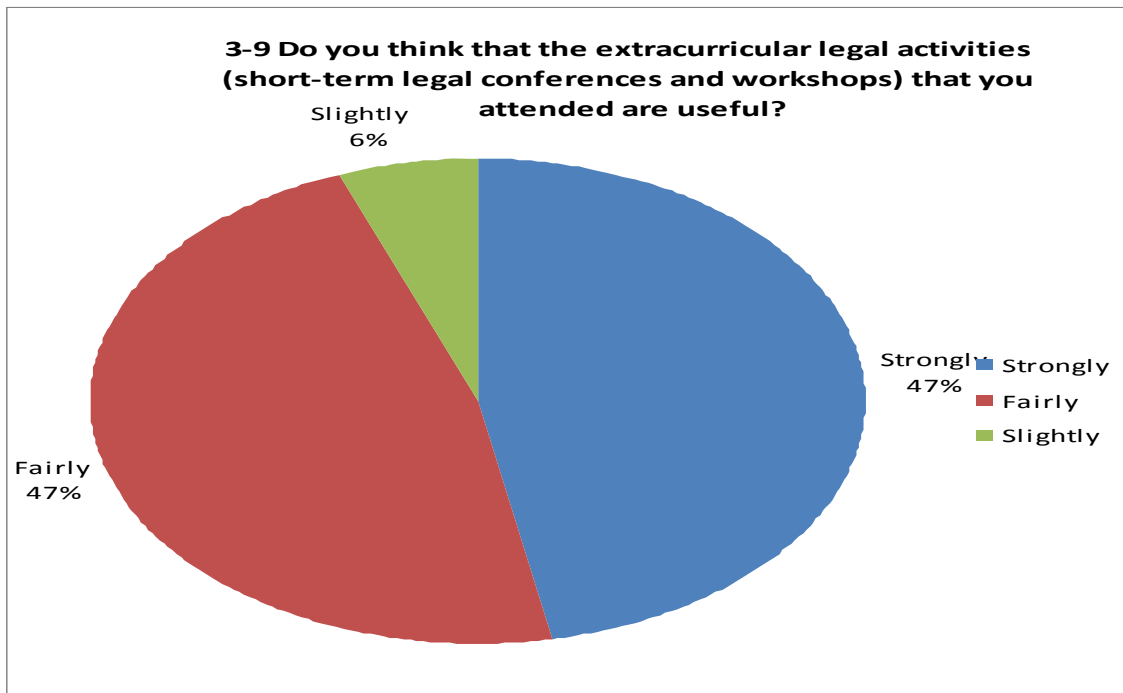
- **Evaluating the general level of response and understanding of the legal material studied at JTI**

Respondents were asked to evaluate the general level of response and understanding of the legal material studied at the institute; the majority of respondents evaluated it as “good” to “acceptable”. It should be noted that 35.3%, which is a high percentage, do not have any answer or information on the matter.



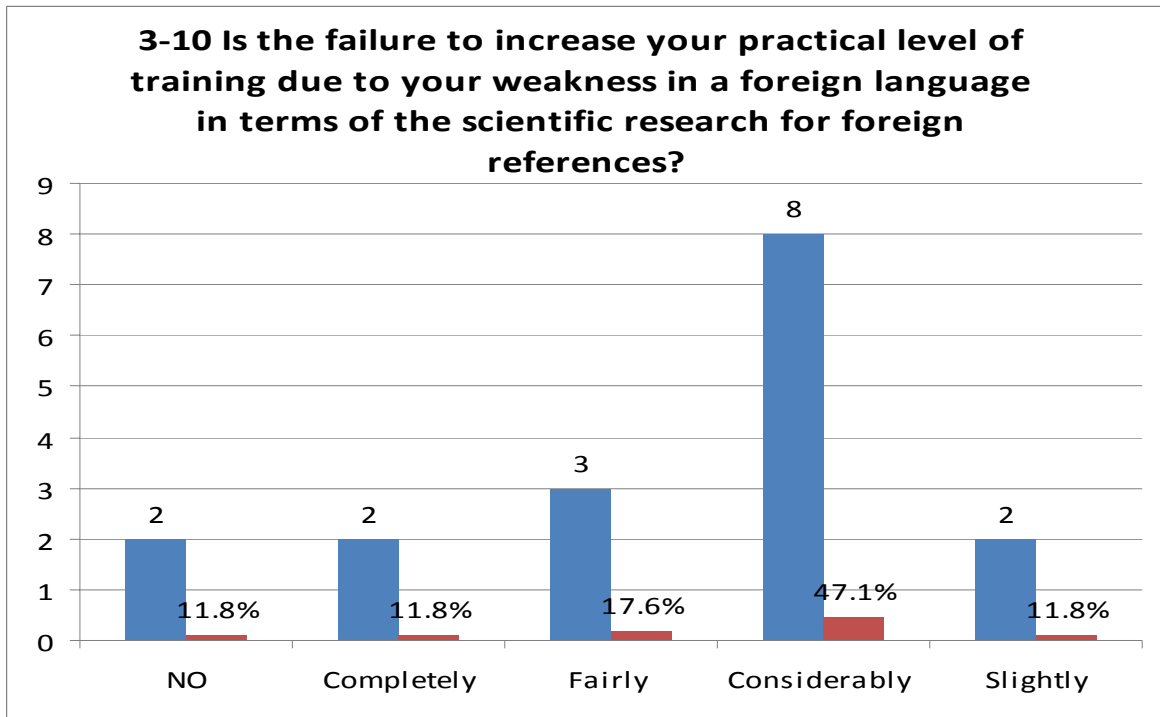
- **Extent of benefit from attended extracurricular legal activities (short-term legal conferences and workshops)**

Respondents agreed that the attended extracurricular legal activities (short-term legal conferences and workshops) were useful, and percentages were equal between “strongly” useful and “fairly” useful.



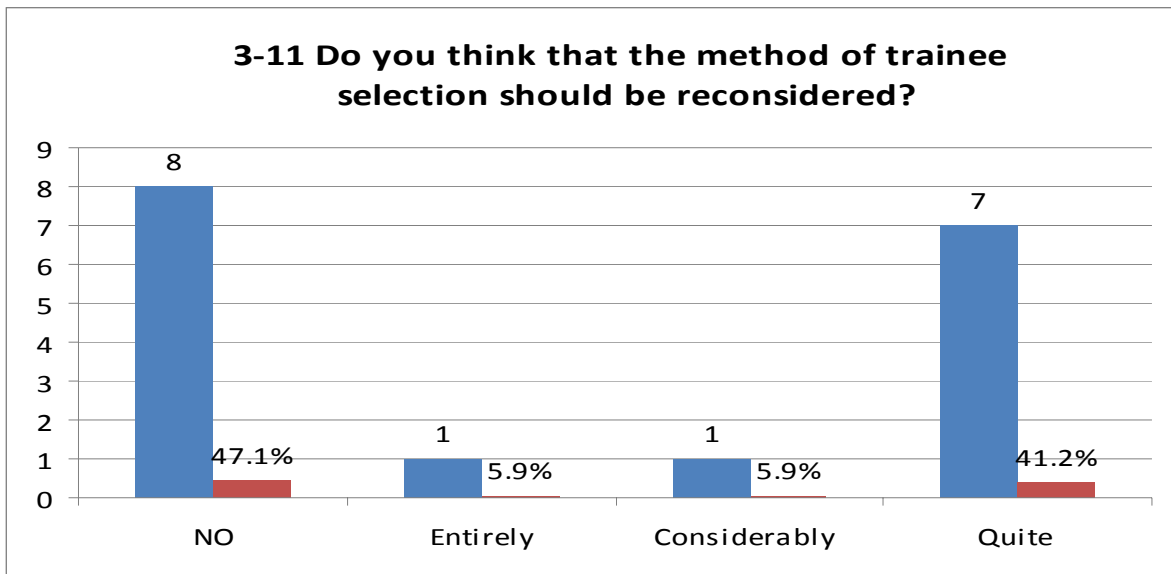
- **Link between weakness in foreign language and failure to increase practical level of training in terms of scientific research in foreign references**

11.8% of respondents found no connection between weakness in a foreign language and failure to increase level of practical training in terms of scientific research in foreign references, while more than half of the respondents considered there is a connection (complete or slight) between not mastering a foreign language and increasing training's practical level.



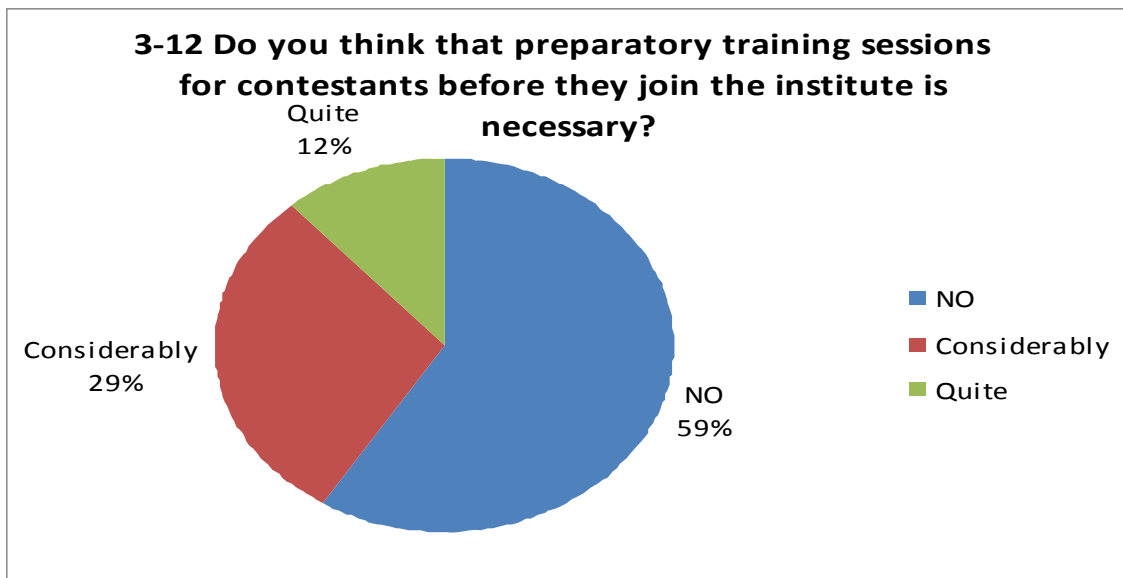
- **On the necessity of reconsidering trainees selection method and to which extent**

47.1% of respondents considered there's no need to reconsider trainees' selection method while an almost equal percentage of respondents (41.2%) considered there's (quite) a need to reconsider the selection method.



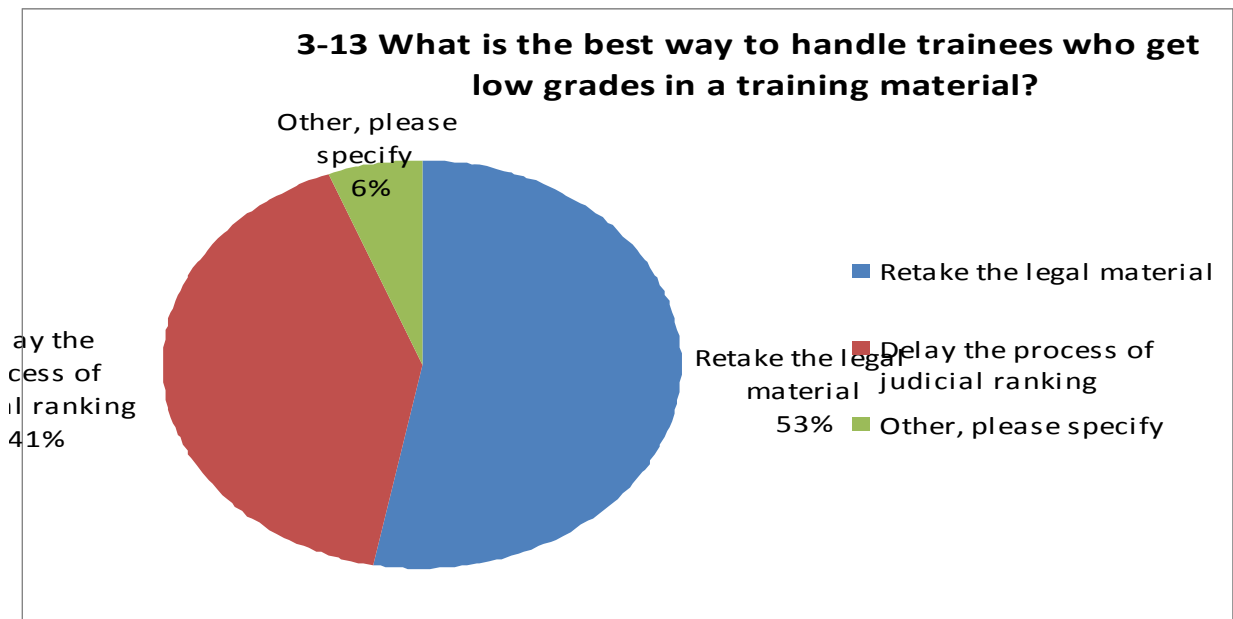
- **On the necessity of conducting preparatory training sessions for contestants before joining JTI and its extent**

More than half of respondents (58.8%) reported that there's no need for preparatory training sessions for contestants before joining the institute.



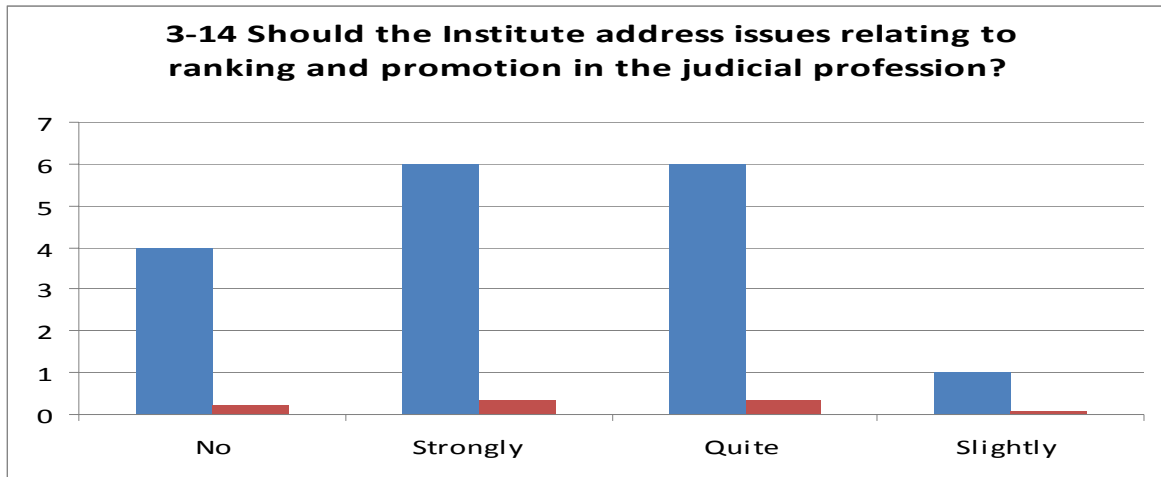
- On the best way of dealing with trainees' low grades in one of the training material

The answers to this question came pretty close and equal between “retaking the legal material” (52.9%), and “delaying process of judicial ranking” (41.2%).



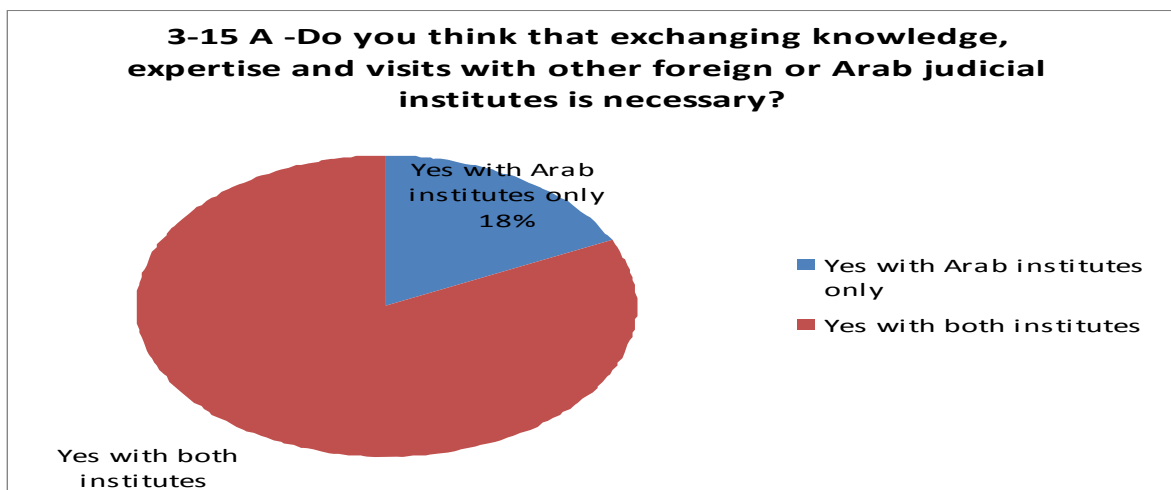
- **On the necessity in the institute to address issues relating to ranking and promotion in the judicial profession**

23.5% of respondents found no need to address issues relating to ranking and promotion in the judicial work, while the majority (70%) consider there's a necessity to address these issues (between strongly and quite).



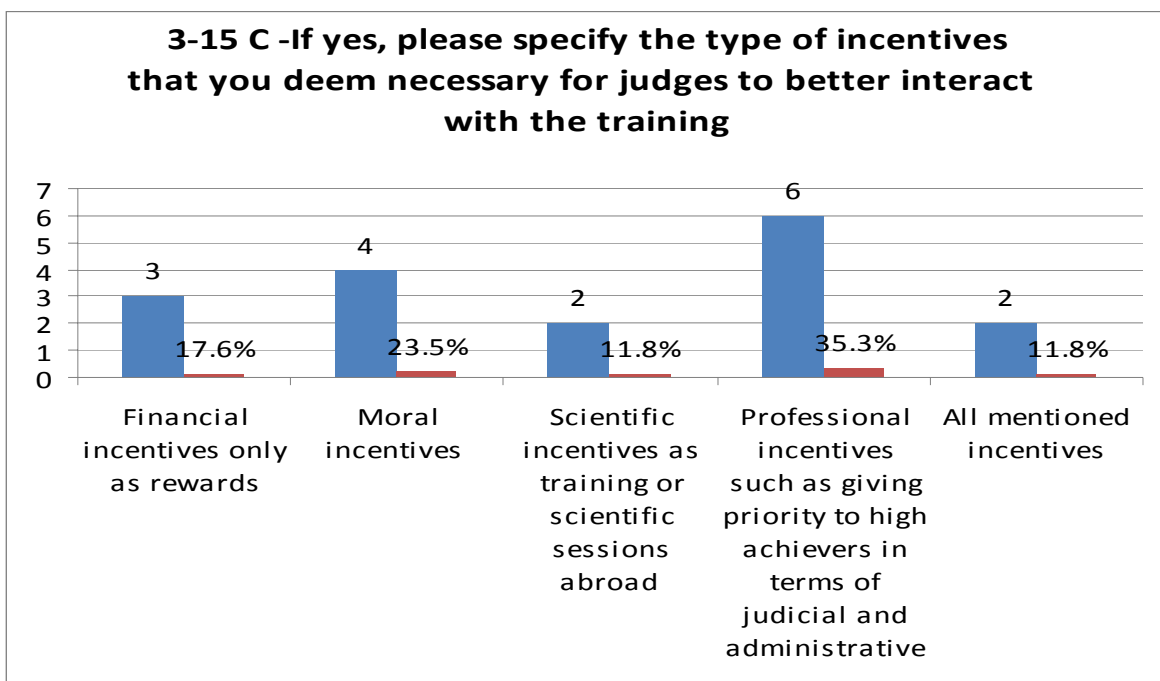
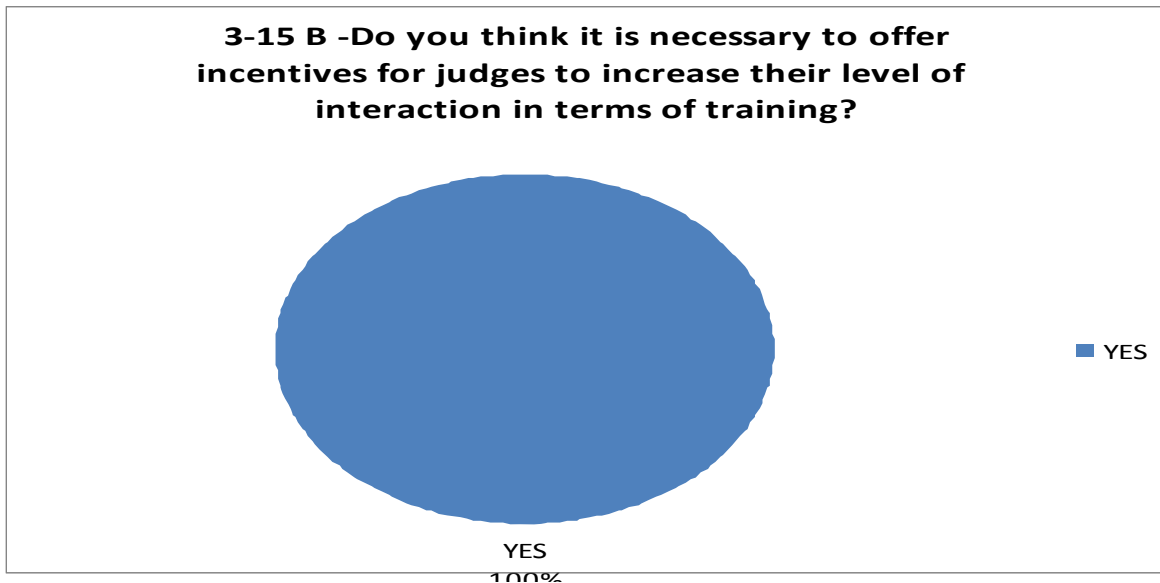
- **On the necessity and benefit of exchanging knowledge, expertise and visits with other foreign or Arab judicial institutes**

Respondents were asked if there is a benefit in exchanging knowledge, expertise and visits with other foreign or Arab judicial institutes, and the majority (82.4%) agreed on necessity of such an exchange with Arab and foreign institutes.



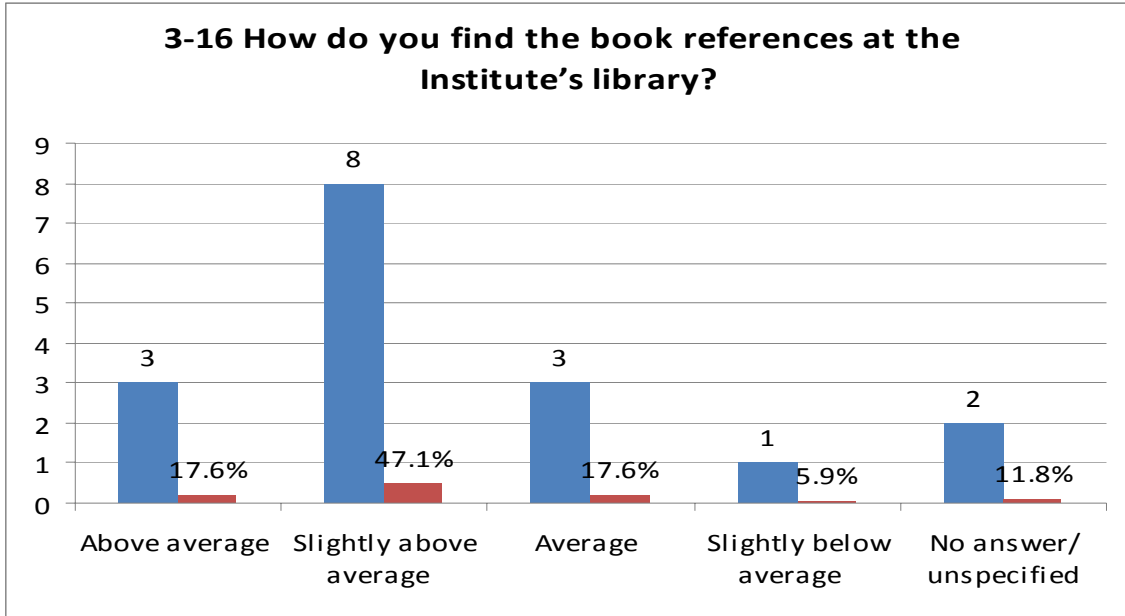
- **On the necessity of offering incentives to judges/trainees to increase their level of interaction in terms of training: specify type of incentives**

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 (35.3%) consider that incentives should be financial, moral, scientific and professional.



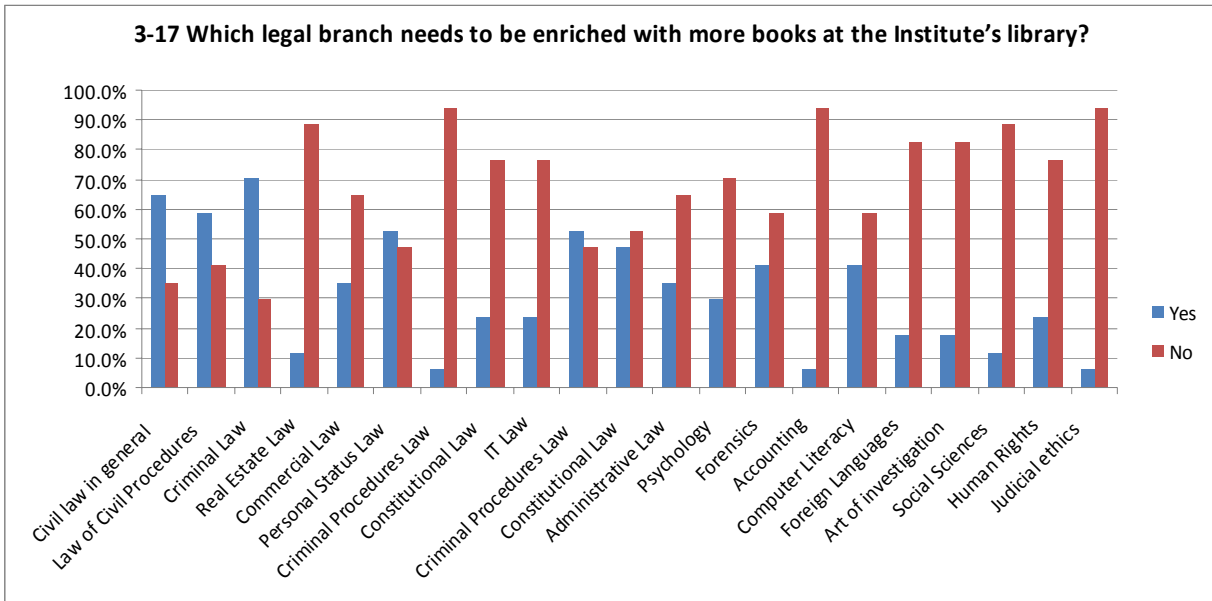
- **Evaluating book references available in JTI’s library**

About half of the respondents (47.1%) reported that book references available in JTI’s library are good.



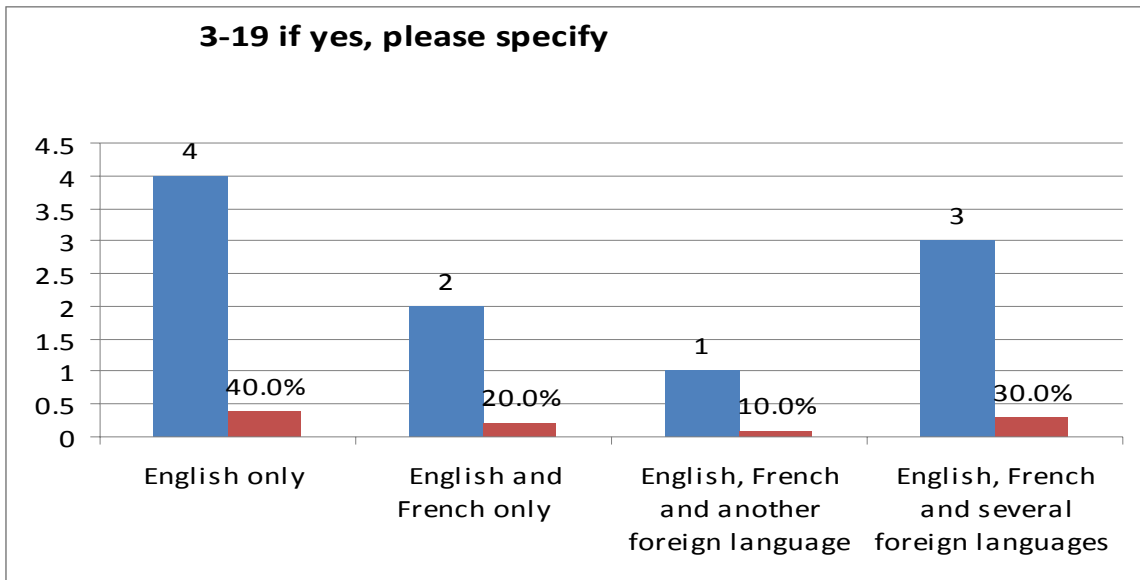
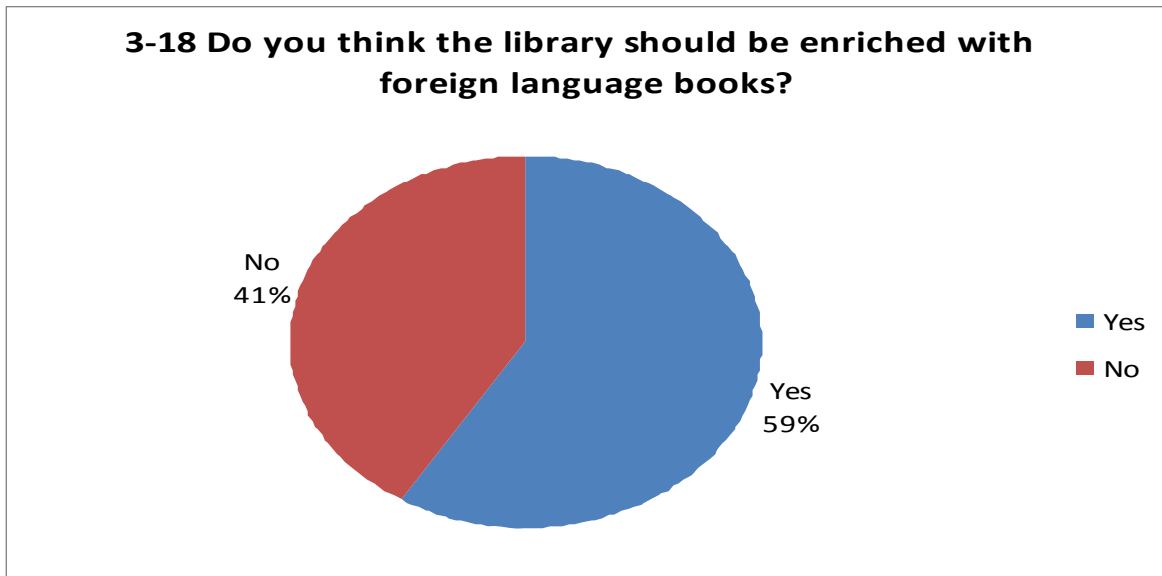
- **Legal branches that need to be enriched with more books at JTI’s library**

The survey revealed a need to focus mainly on books related to “Penal Code”, “Computer Literacy”, “Personal Status law” and “Forensics”.



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

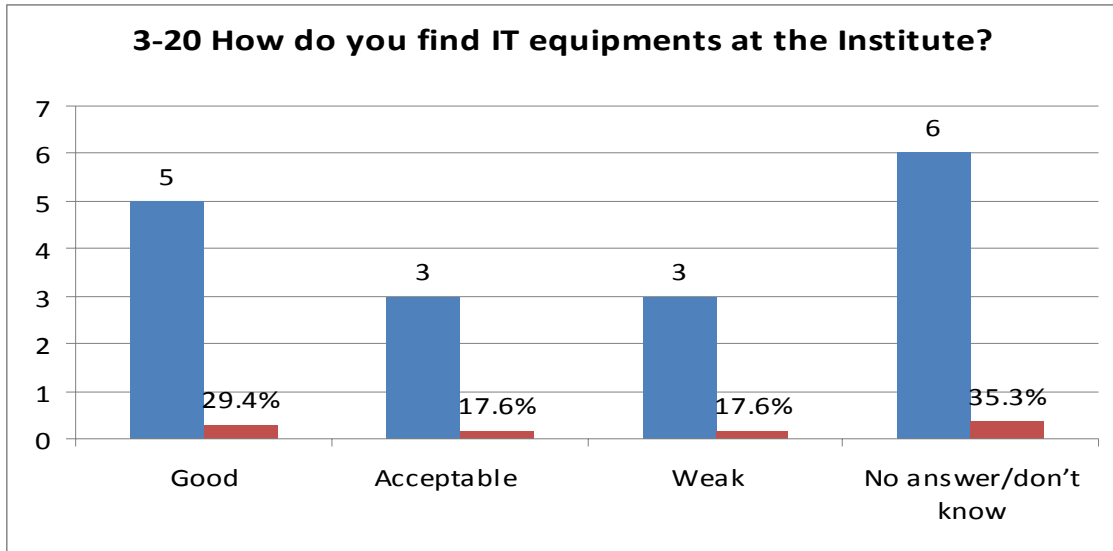
58.8% of respondents considered there is a need for enriching the institute's library with foreign language books. And 40% of respondents specified that the need is for English books only



- **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:

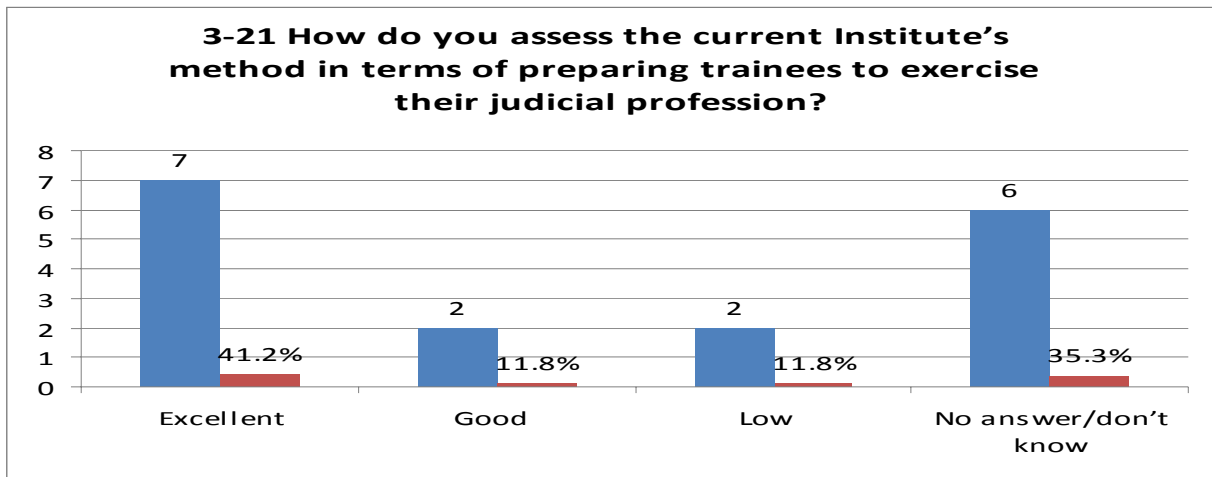
29.4% good, 17.6% acceptable, 17.6% weak, 35.3% No answer/Don't know.



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

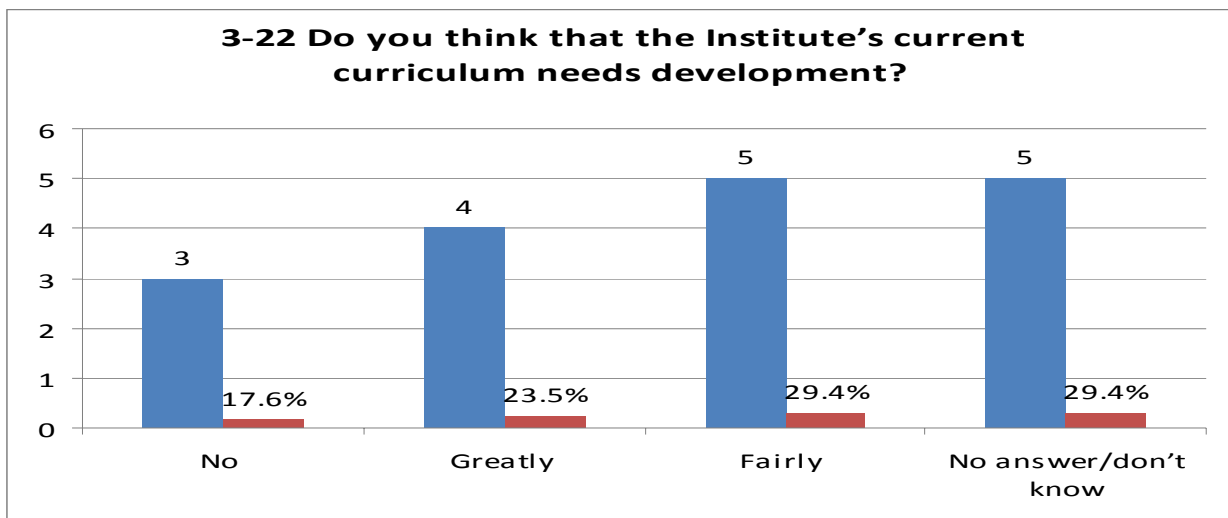
- **Evaluating the current JTI's curriculum as for preparing trainees to judicial practice**

The respondents were asked to evaluate JTI's curriculum as for preparing trainees to judicial practice on a scale of Excellent to Not acceptable. More than half of respondents considered the preparing process good to acceptable.



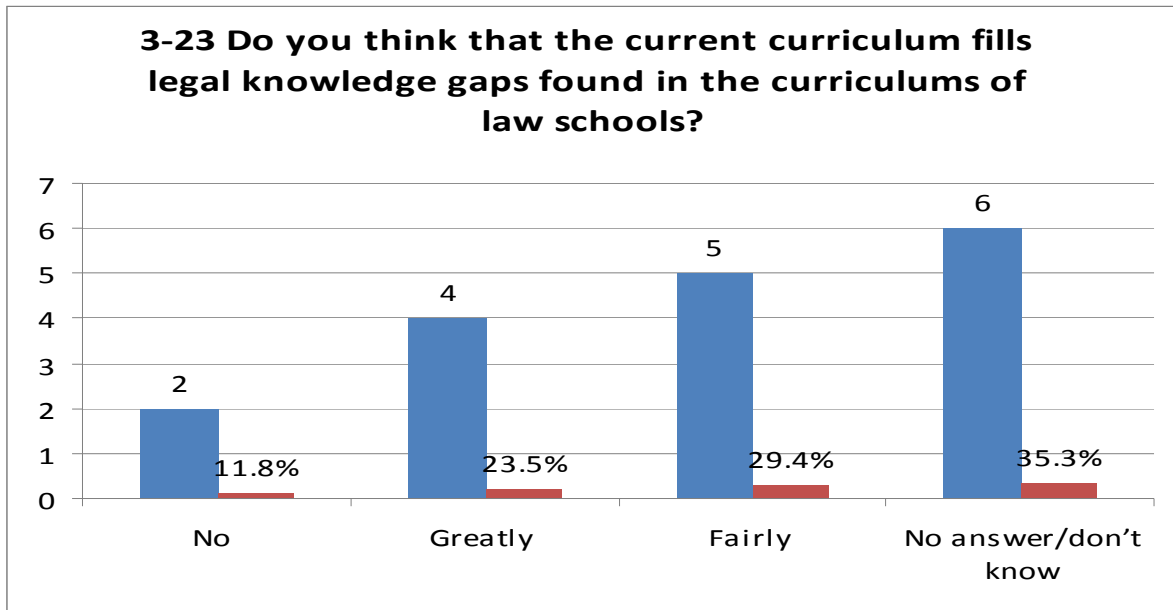
- **Necessity of modernizing current JTI's curriculum and the extent of modernization needed**

17.6% of respondents reported that there's no need for curriculum modernization, 23.5% reported a need for modernizing the curriculum "greatly", 29.4% "fairly" and 29.4% "no answer/don't know".



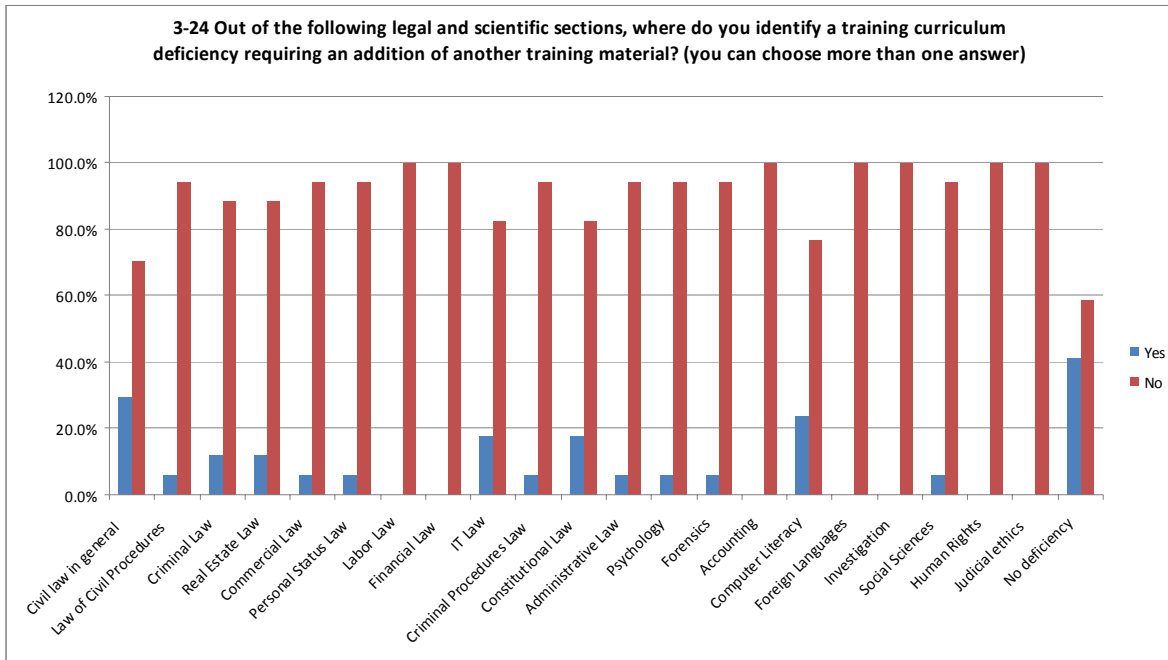
- **On the ability of the current curriculum to fill legal knowledge gaps in law schools' curriculums**

11.8% of respondents considered that the current curriculum does not fill legal knowledge gaps found in the curriculums of law schools, while more than half of the respondents considered it does fill those gaps to a certain extent (greatly and fairly). It should be noted here that 29.4% answered “no answer/don't know”.



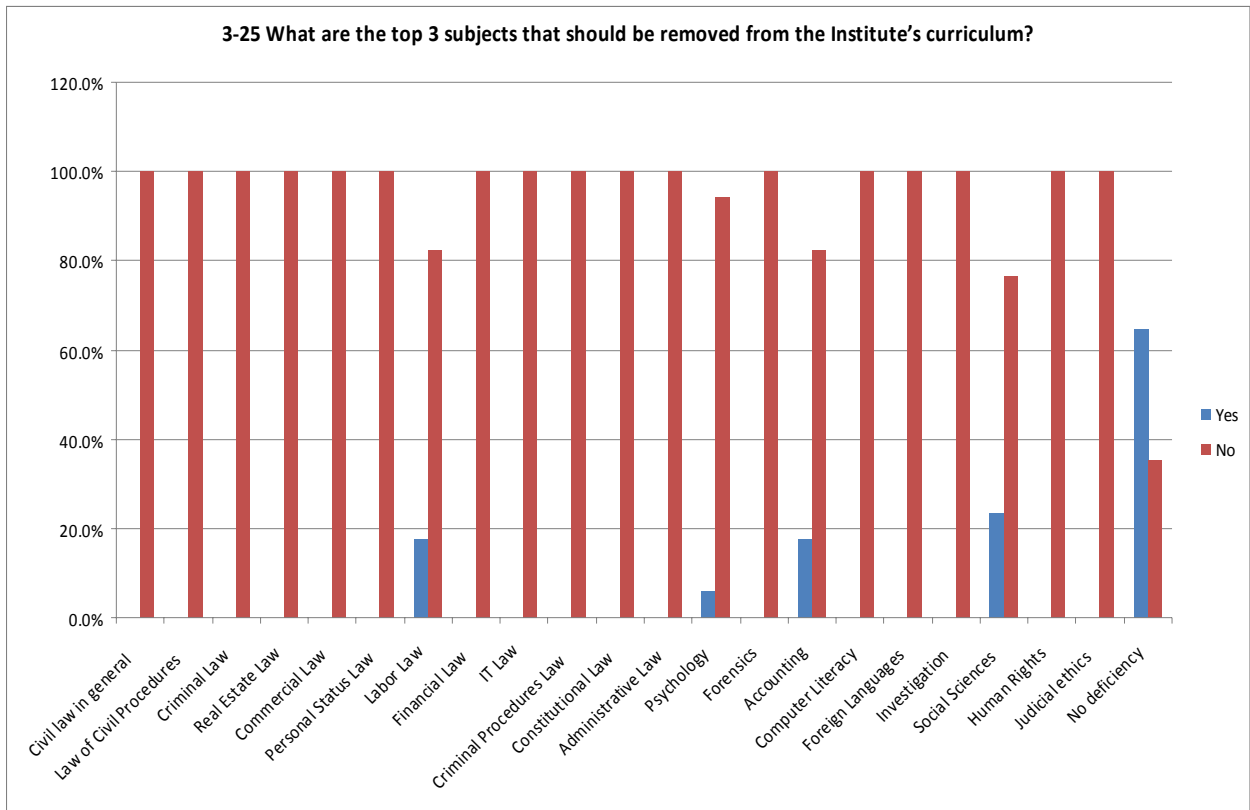
- **Identifying deficiencies in JTI's training curriculum**

Survey revealed deficiencies in the following legal and scientific sections: "Civil law in general", "Computer Literacy", "IT Law" and "Constitutional law". And 41.2% of respondents did not find any deficiencies in curriculum materials.



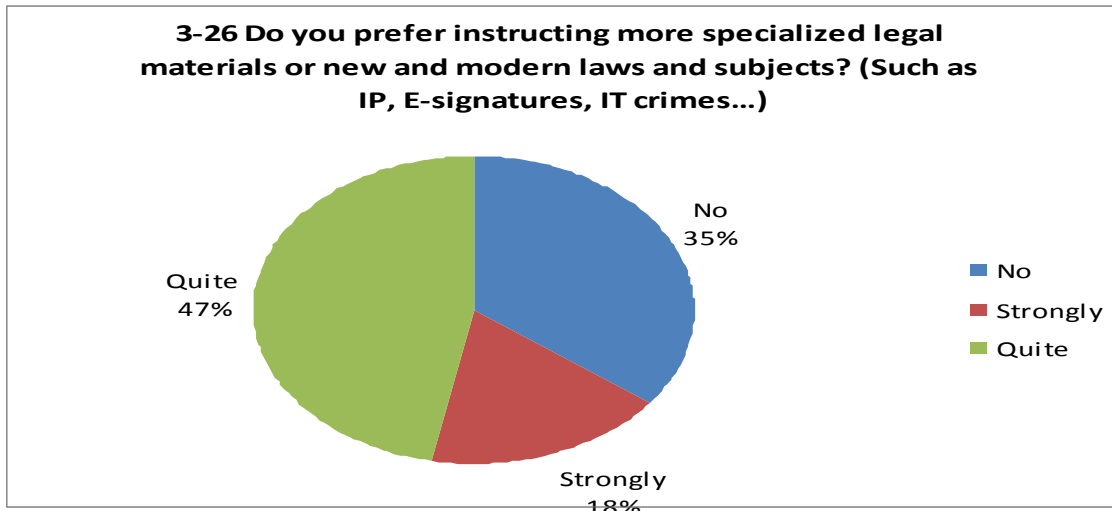
- **Main three subjects to be removed from Institute’s curriculum**

Results revealed that most of the respondents (64.7%) do not see any necessity for removing any subject from JTI’s curriculum. Results also revealed that main subjects to be removed from curriculum are: Social sciences, Labor law and Accounting.



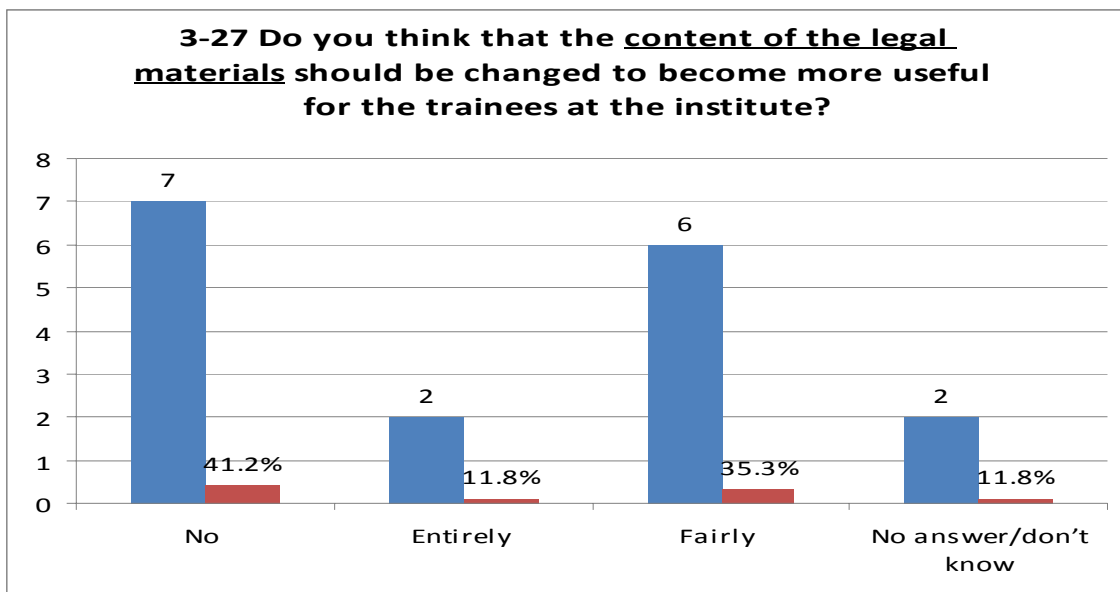
- On the preference to instruct more specialized legal materials related to new and modern laws and subjects, and to which extent

Results revealed that 47.1% of respondents quite prefer instructing more specialized legal materials related to new and modern laws and subjects, while 35.3% of respondents gave negative answers.



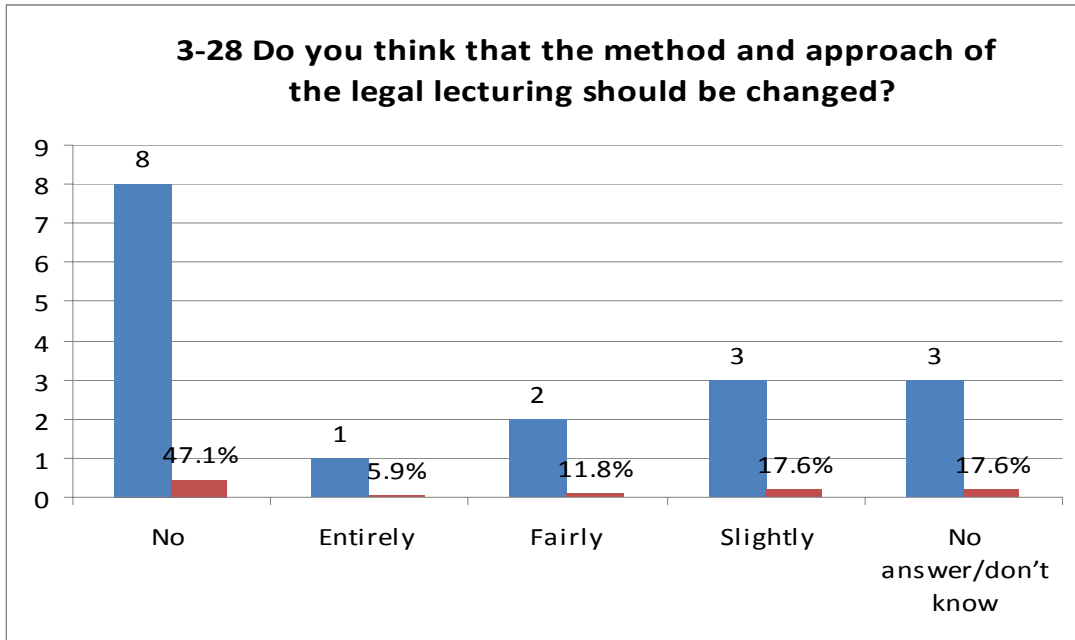
- On the need to change the content of the current legal material to become more judge-friendly

41.2% of respondents consider that there's no need to change materials' content.



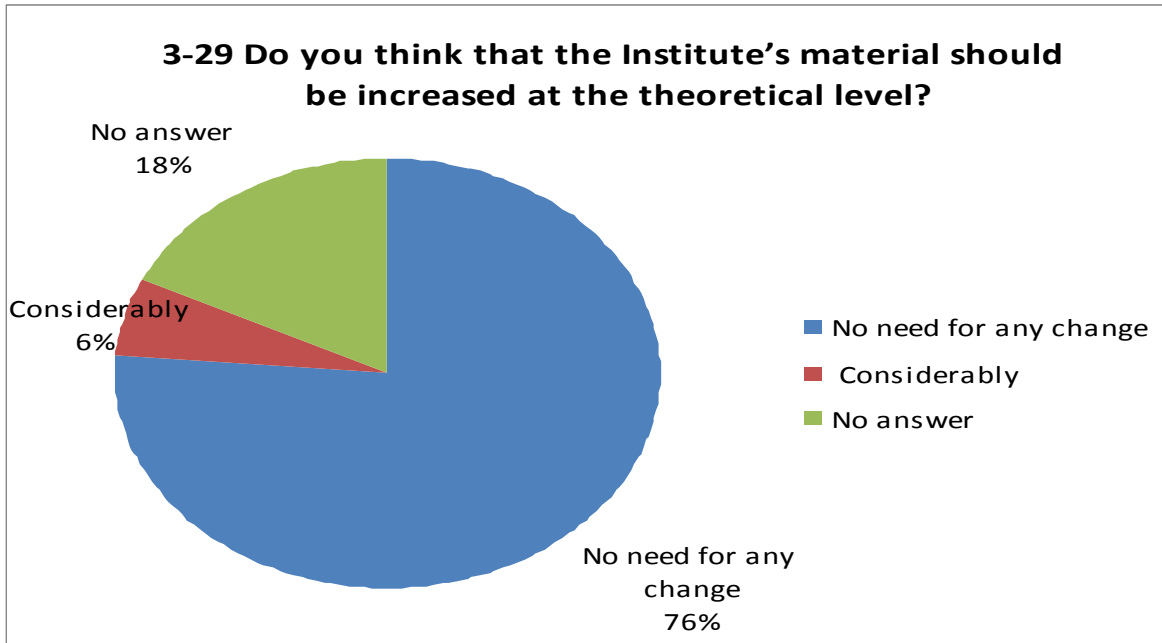
- **On the method and approach of legal lecturing**

47.1% of the respondents reported that there is no need to change the method and approach of legal lecturing or the organization of legal materials.



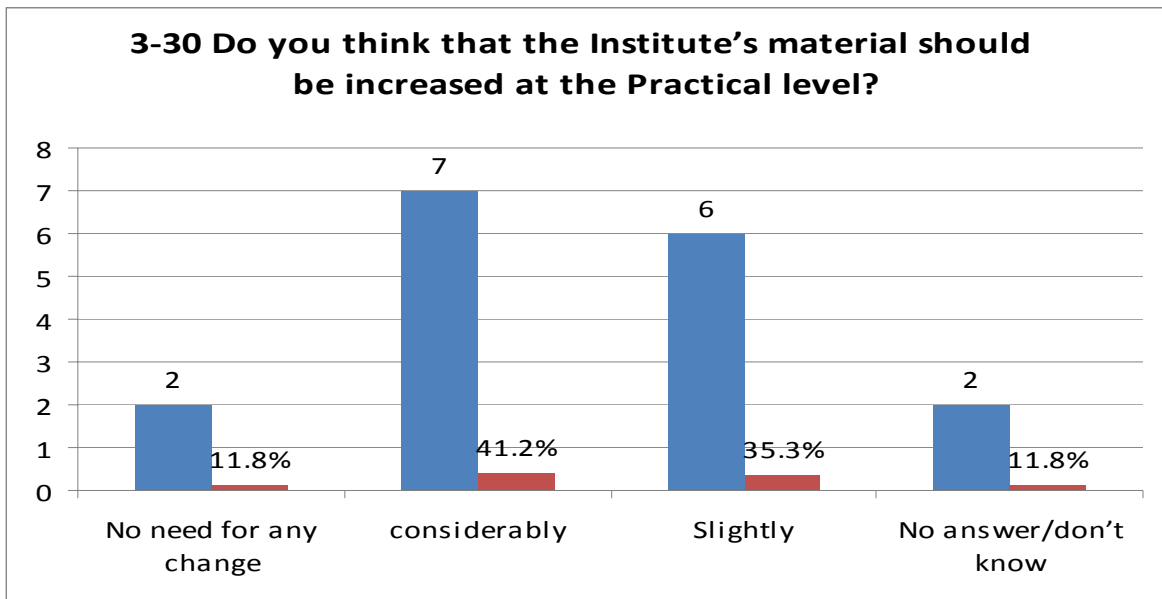
- **On the necessity of increasing JTI’s material at the theoretical level**

The majority of respondents (76.5%) did not see a need to increase the theoretical level of the institute’s materials.



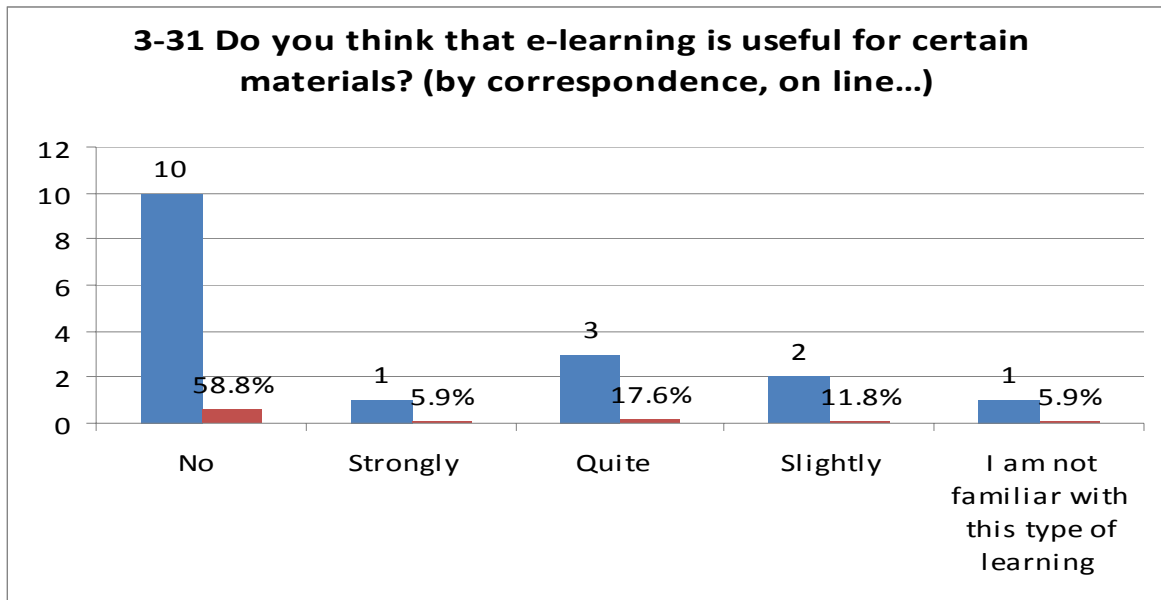
- **On the necessity of increasing JTI’s material at the practical level**

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



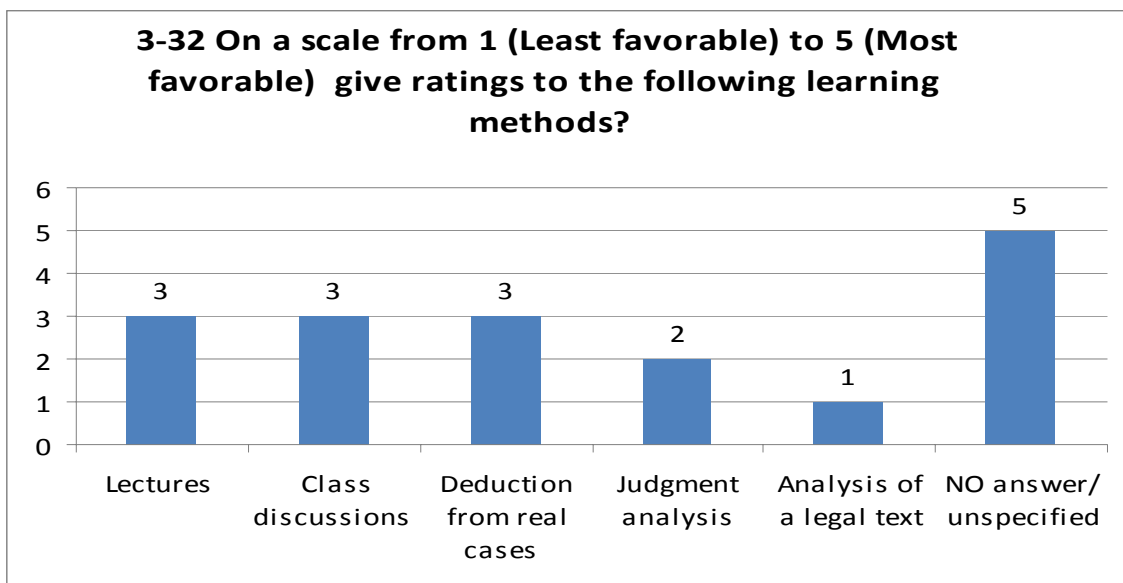
- **On the benefit of adopting e-learning for certain materials and to which extent**

More than half of respondents (58.8%) reported that there is no benefit from adopting e-learning for certain materials at the Institute.



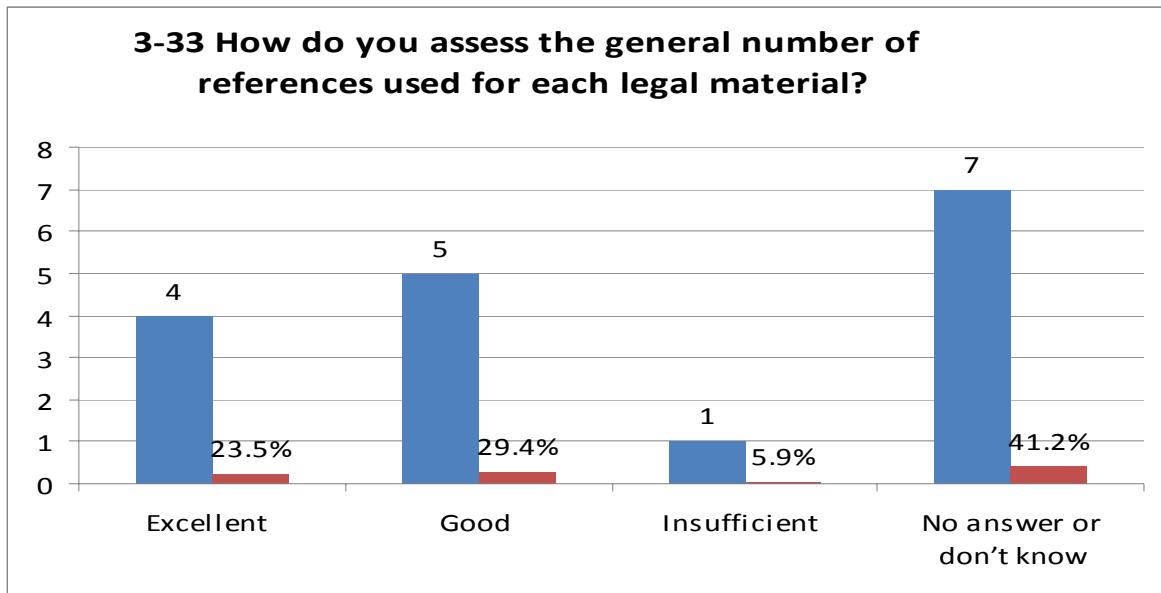
- **Learning methods ratings according to suitability**

Respondents were asked to give ratings to learning methods according to their suitability and the results were pretty close between the following: “Lectures” (17.6%), “Class Discussions” (17.6%), “Analysis of legal text” (17.6%) and “Judgment analysis” (11.8%).



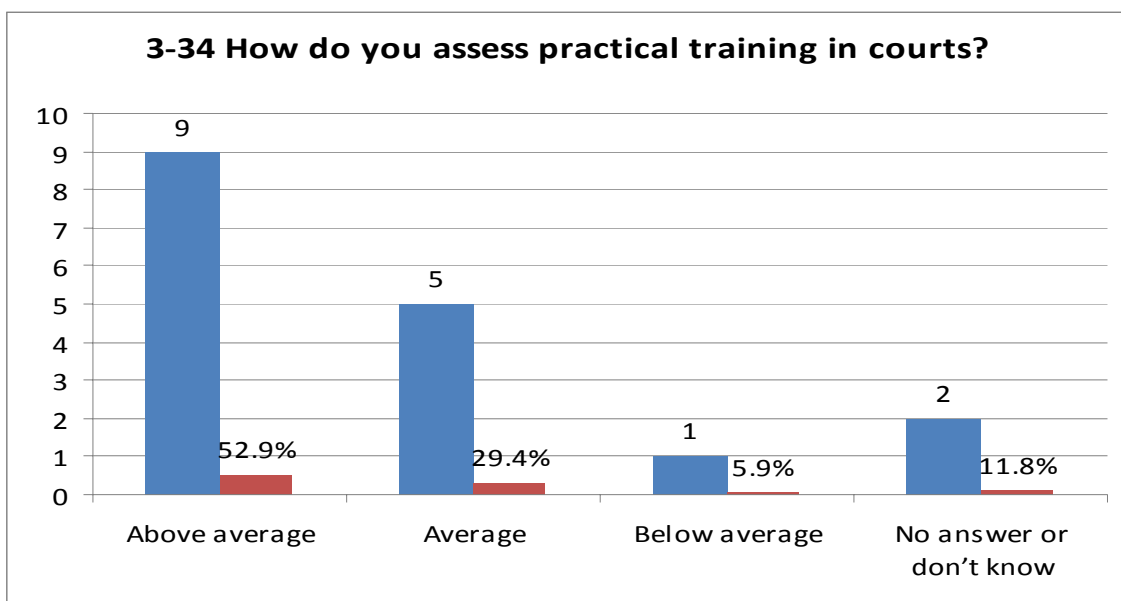
- **Number of references relied on during training period for each legal material**

Respondents were asked to assess the number of references relied on for each legal material, and half of them described the number of references as good to acceptable.



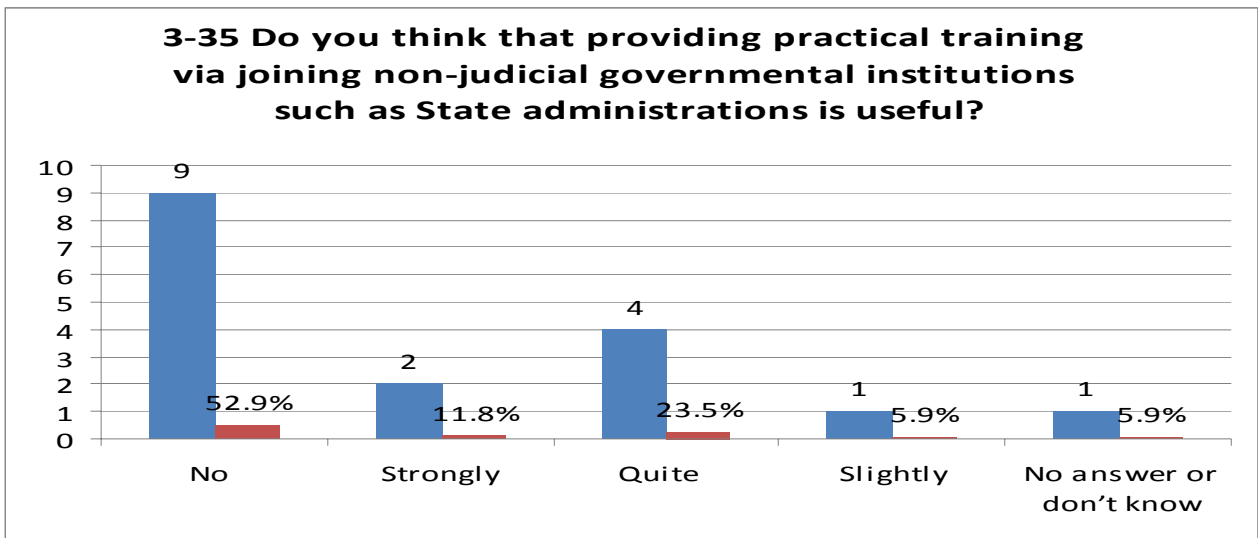
- **Assessing practical training in courts**

About half of the respondents (52.9%) considered the level of practical training was above average.



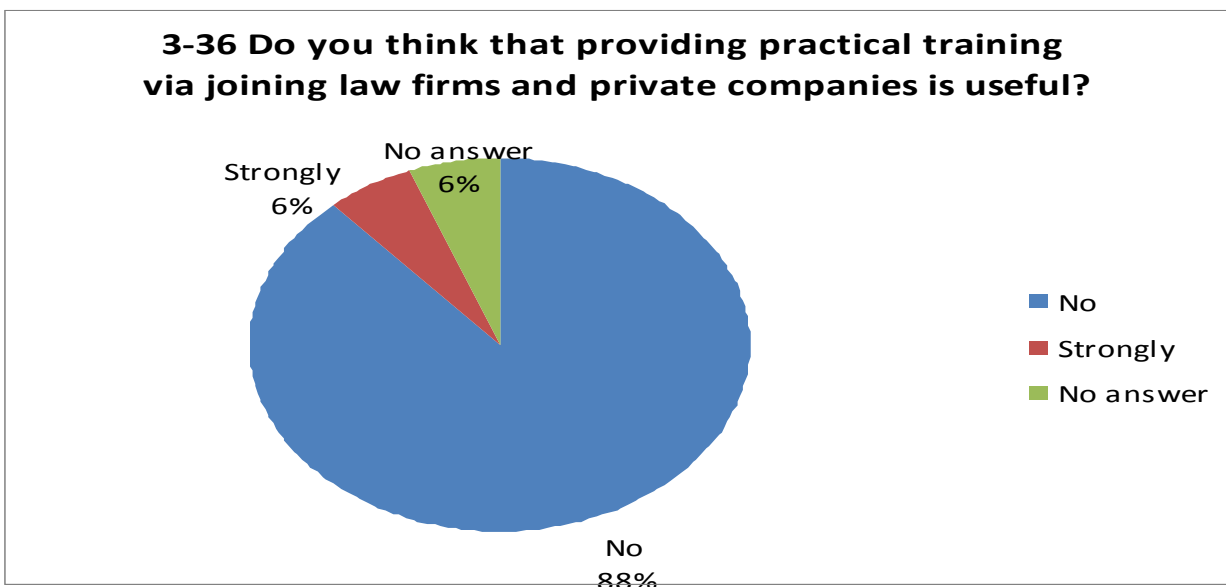
- On the benefit of providing practical training via joining non judicial governmental institutions such as state administrations

About half of the respondents (52.9%) consider there is no benefit in sending trainees to non judicial governmental institutions such as state administrations.



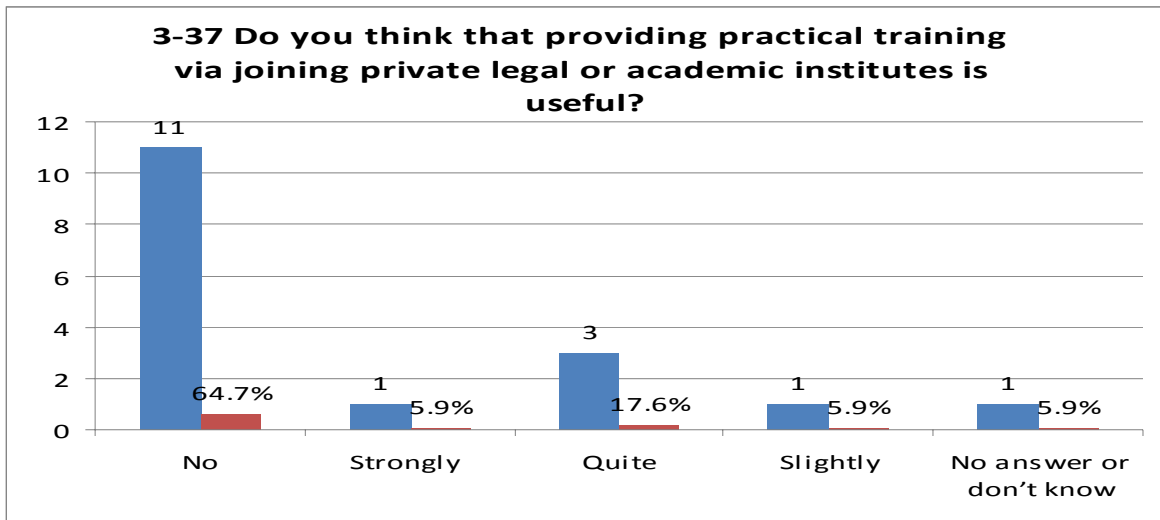
- On the benefit of providing practical training via joining law firms and private companies

The majority of respondents (88.2%) consider there is no benefit in sending trainees to law firms and private companies.



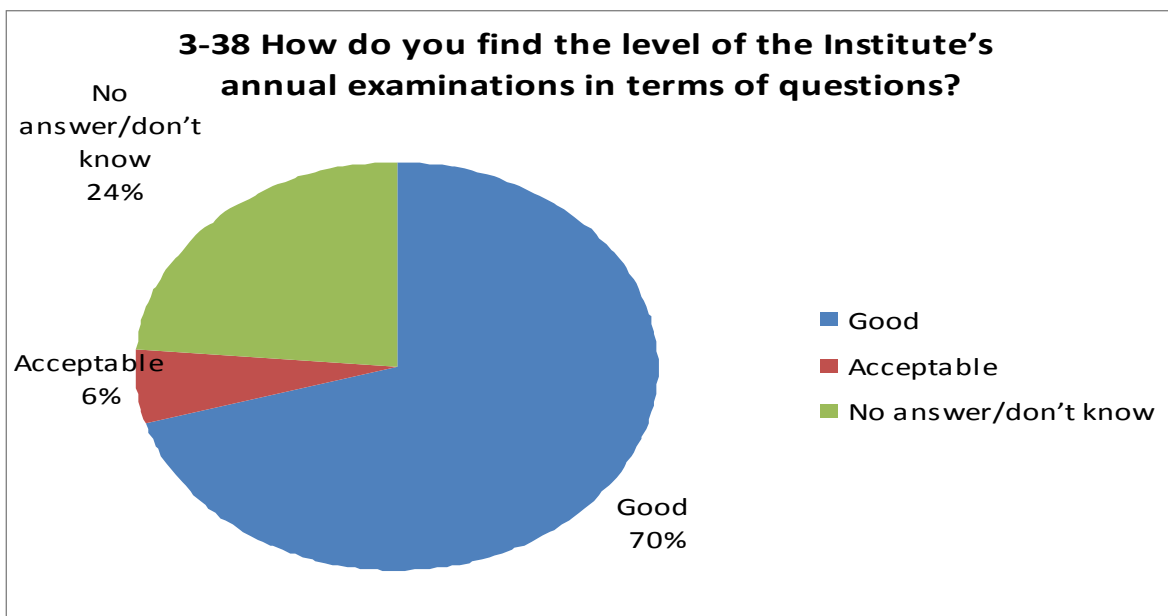
- **On the benefit of providing practical training via joining private legal or academic institutes**

The majority of respondents (64.7%) consider there is no benefit in sending trainees to private legal or academic institutes.



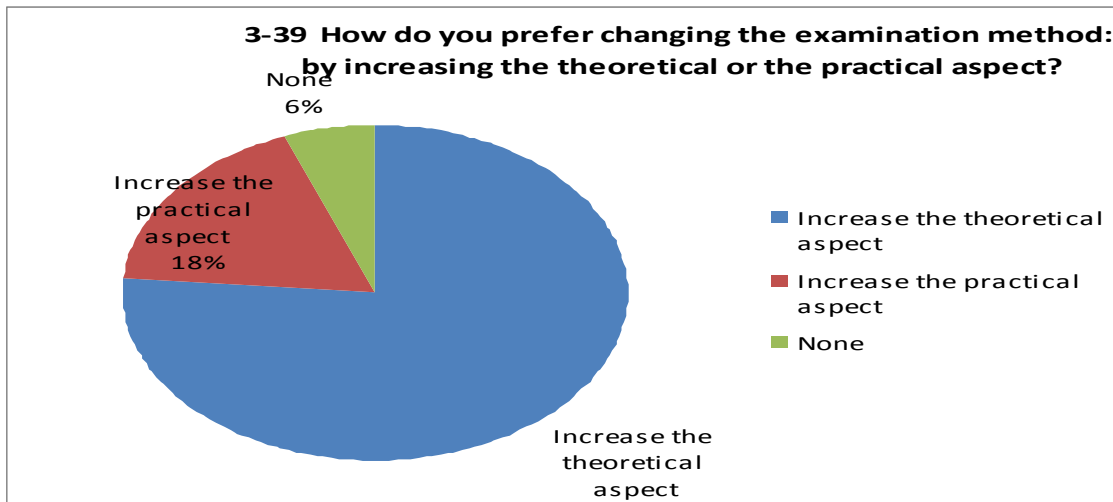
- **On the level of the Institute's annual examinations in terms of questions and content**

The majority of respondents (70.6%) reported that the annual examinations at the institute, in terms of questions, are good.



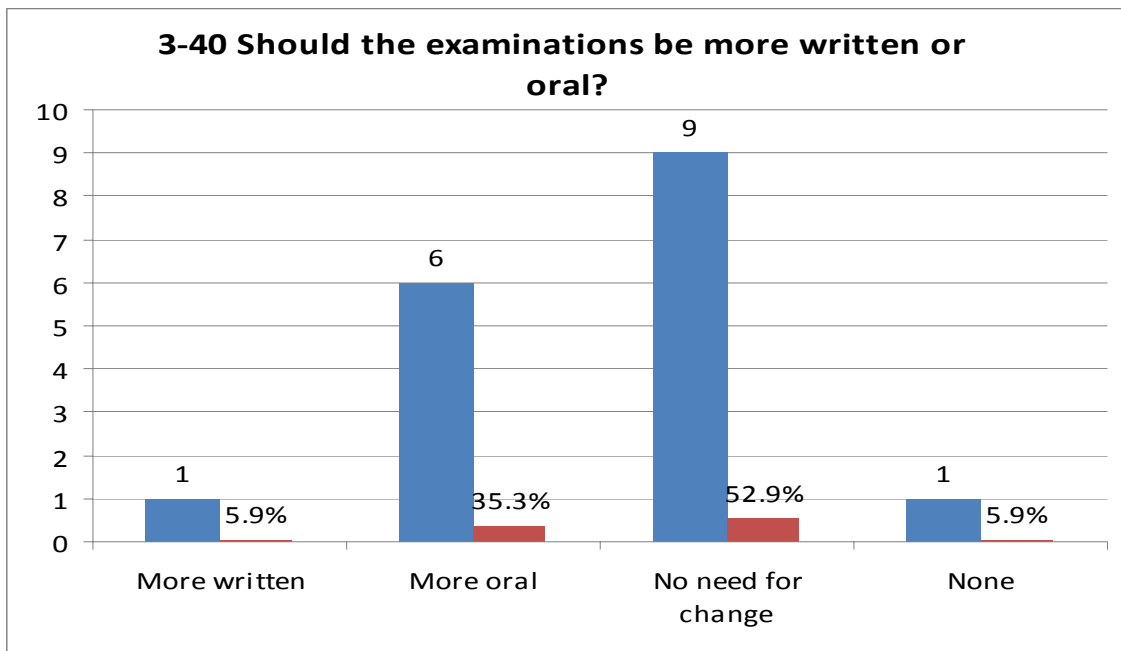
- On the preference of changing the examination method: by increasing the theoretical or the practical aspect

Majority of respondents (76.5%) agreed on the necessity of increasing practical aspect of examination.



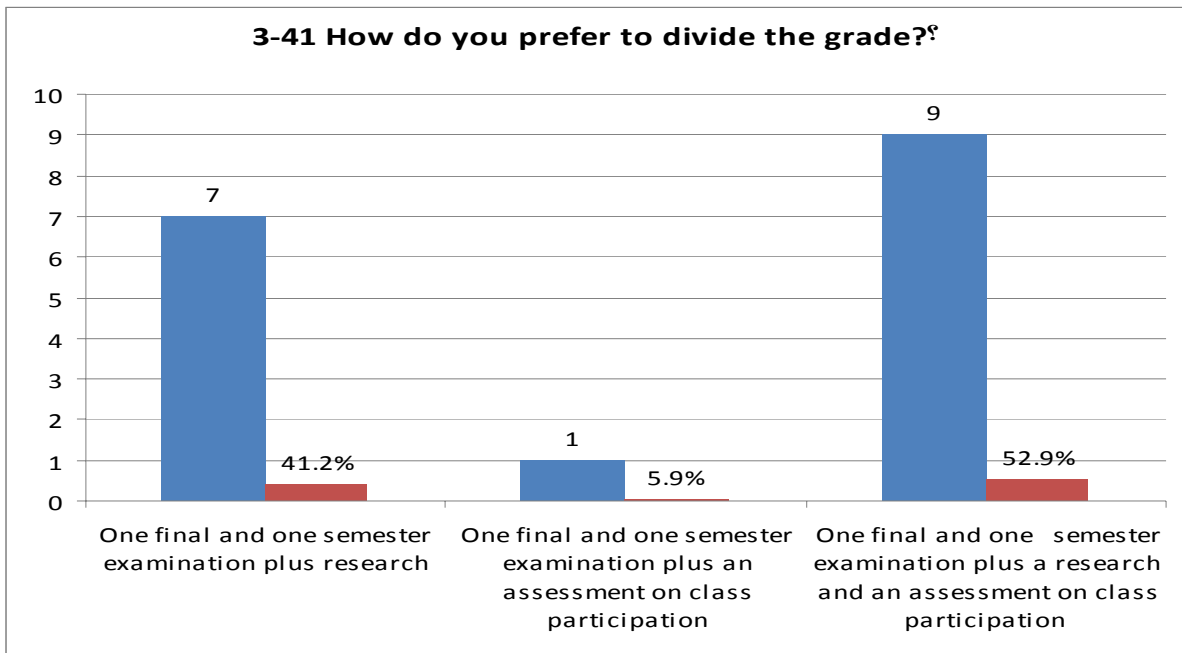
- On the necessity of increasing examination's written aspect or oral aspect

About half of the respondents reported no necessity for changing examination method, while 35.3% reported a necessity to increase the oral aspect of examination.



- **On the method of grade dividing at JTI**

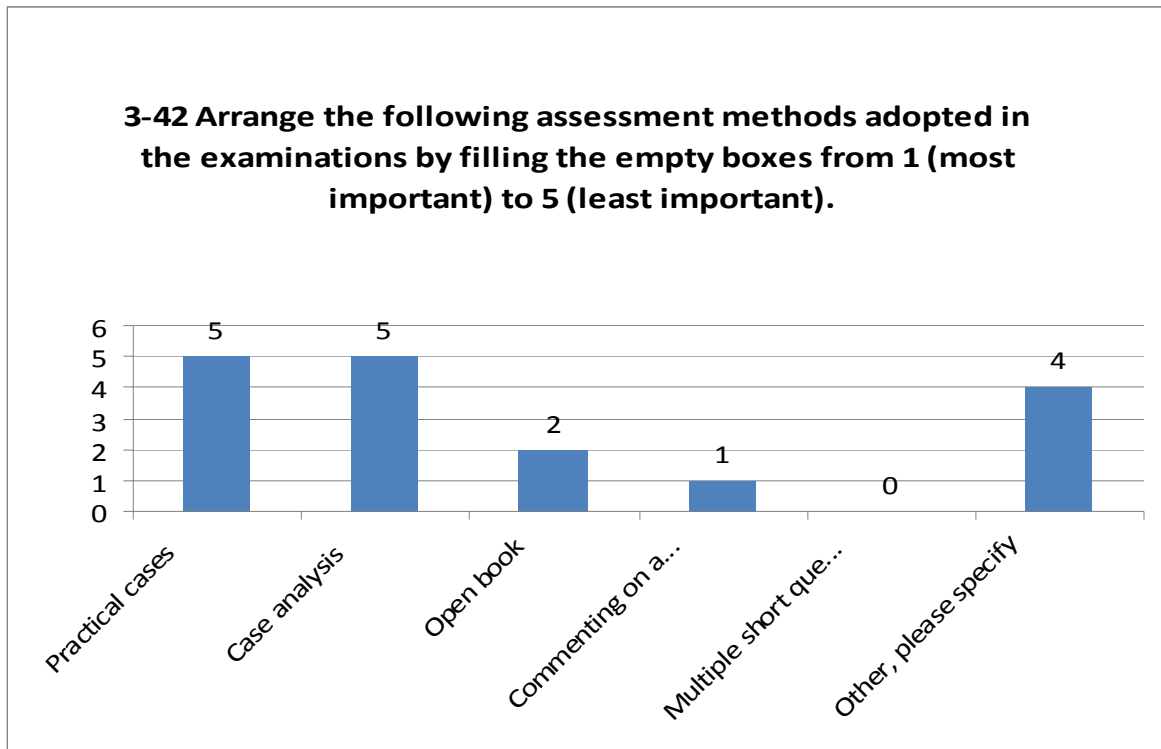
41.2% of respondents reported that the best method of dividing the grade is “One final and one semester examination plus research” and 52.9% chose “One final and one semester examination plus a research and an assessment on class participation”.



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

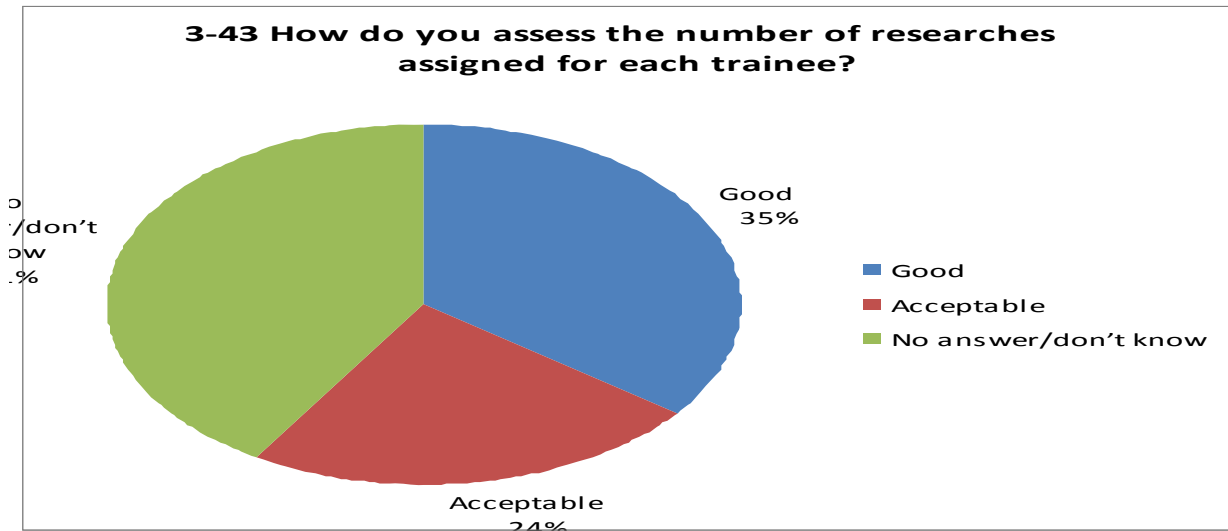
Respondents were asked to choose main five assessment methods in the examinations on a scale of most important and suitable to least important and suitable.

“Practical cases” and “case analysis” were chosen as is the most important and suitable method, and “Commenting on a judgment” and “Multiple short questions” as the least suitable.



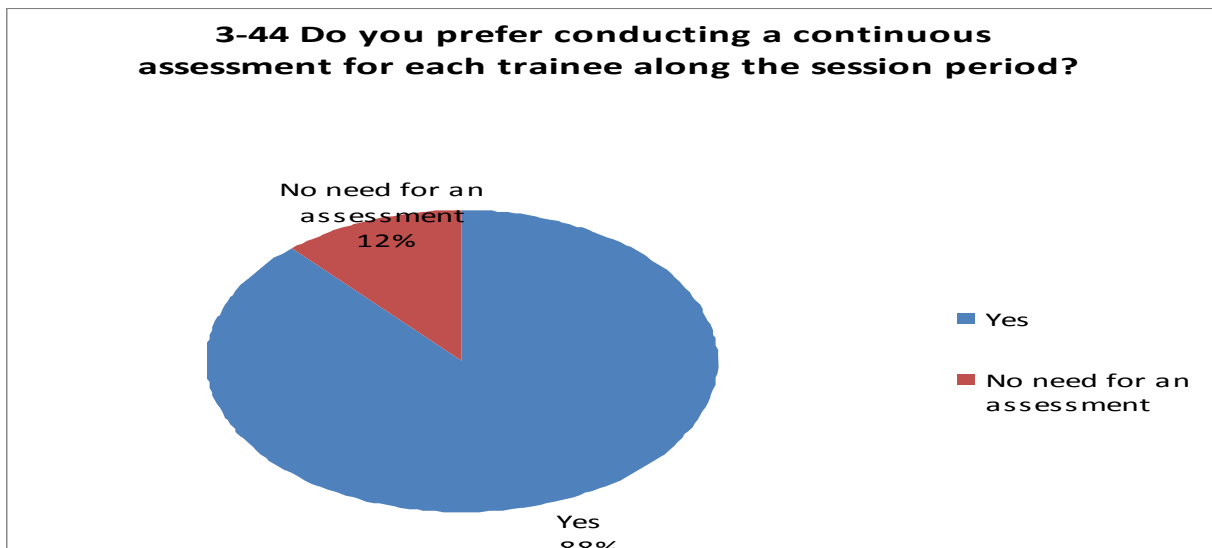
- **Assessing number of research given at the institute**

Respondents were asked to assess the number of research given at the institute and the results revealed varying point of views; “good” (35.3%), and “acceptable” (23.5%), while the largest percentage (41.2%) was for “no answer/don’t know”.



- **Trainee assessment during JTI training period**

The majority of respondents (88.2%) reported they prefer a continuous assessment for each trainee along the session period.

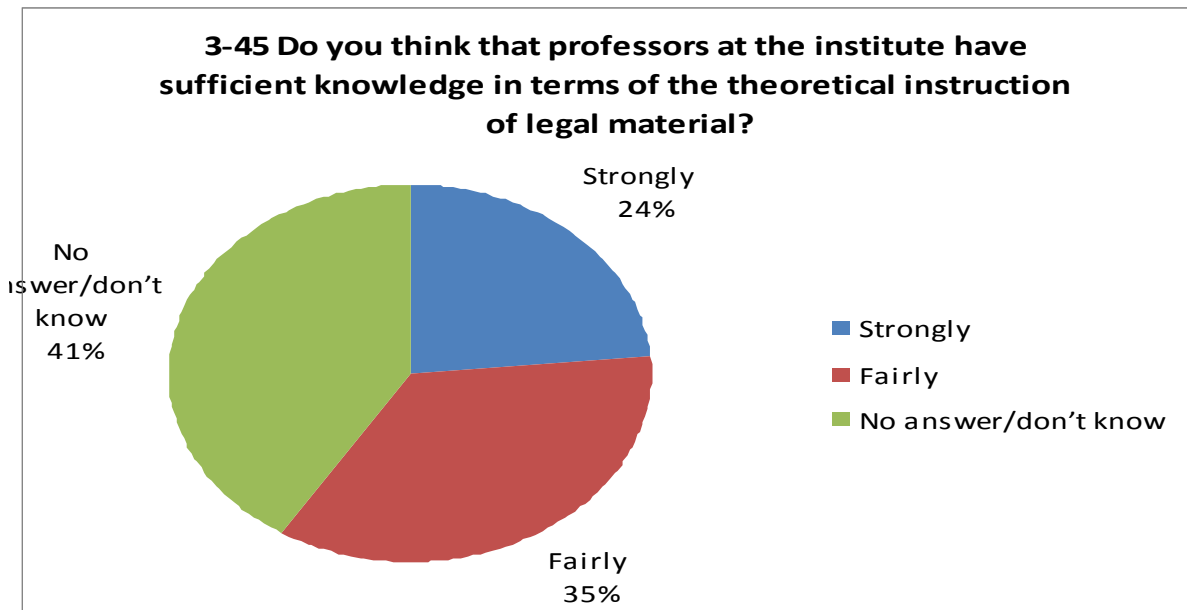


❖ **Part three: Professors related questions**

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

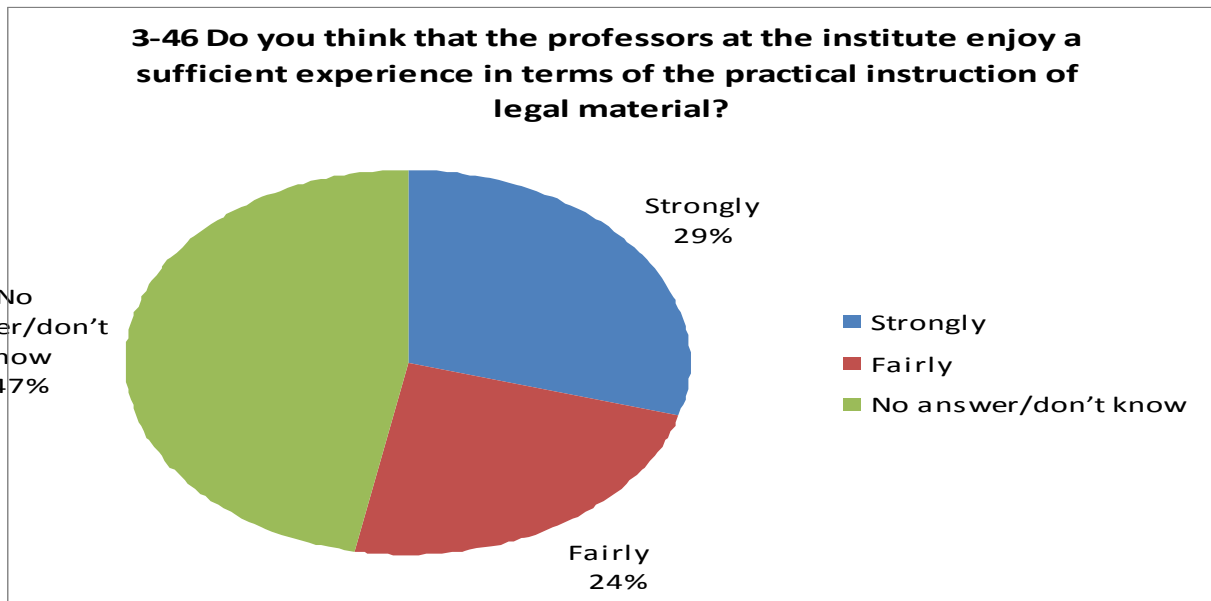
Respondents were asked to assess if professors at the institute have sufficient knowledge in terms of the theoretical instruction of legal material;

23.5% of respondents strongly agreed that professors have sufficient knowledge, 35.1% fairly agreed and 41.2% “no answer/don’t know”.



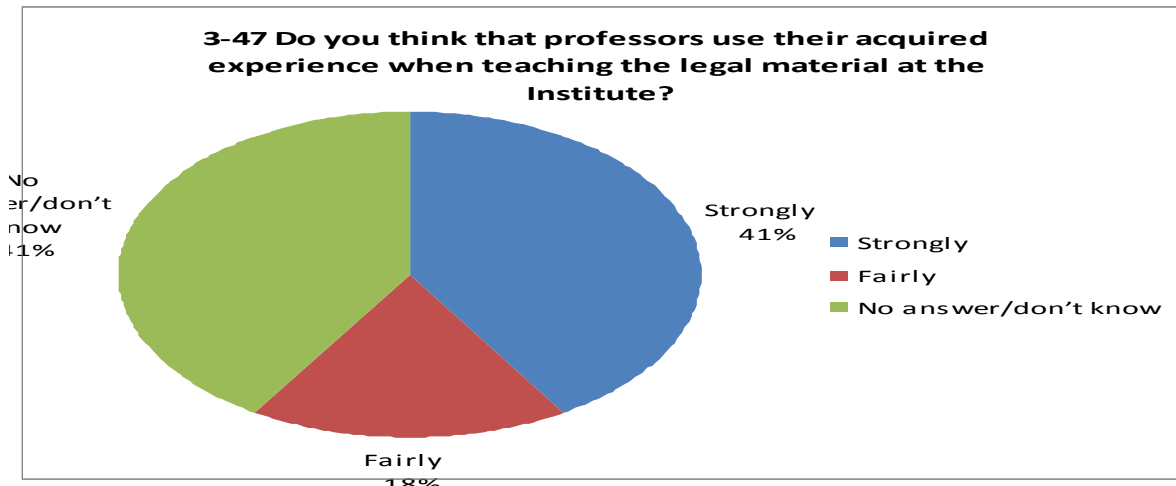
- **Do JTI's professors have sufficient experience in terms of the practical instruction of legal material?**

Respondents were asked to assess if professors at the institute have sufficient knowledge in terms of the practical instruction of legal material; 29.4% of respondents strongly agreed that professors have sufficient knowledge, 23.5% fairly agreed and the largest percentage of respondents answered with "no answer/don't know".



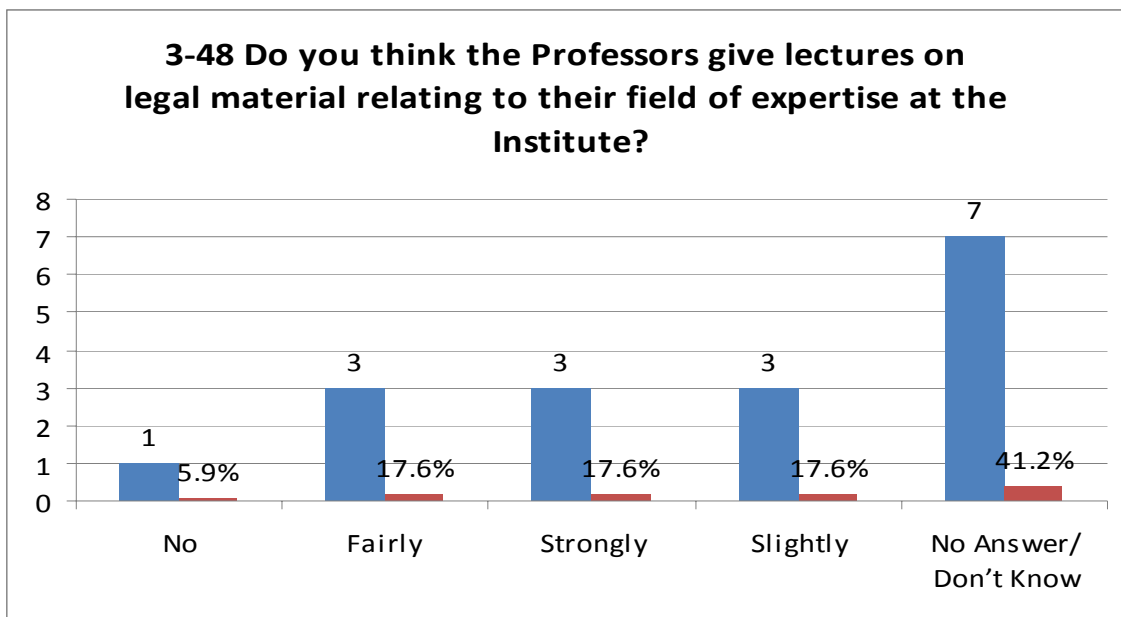
- **Do professors use their acquired experience when teaching the legal material at the Institute?**

Respondents were asked to assess if professors at the institute use their acquired experience when teaching the legal material; Most answers were within “yes strongly” (41.2%) while a large percentage of respondents chose (41.2%) “no answer/don’t know”.



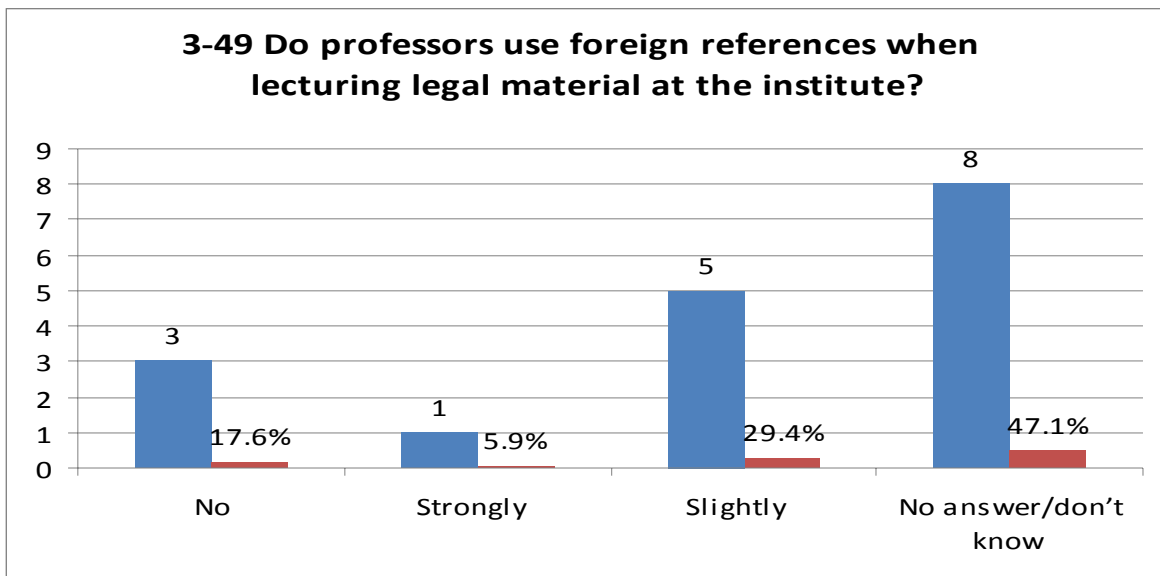
- **Are professors’ lecture materials related to their field of expertise?**

More than 55% of respondents consider that professors’ lecture materials are related to their field of expertise (basically, in depth and close to their specialization).



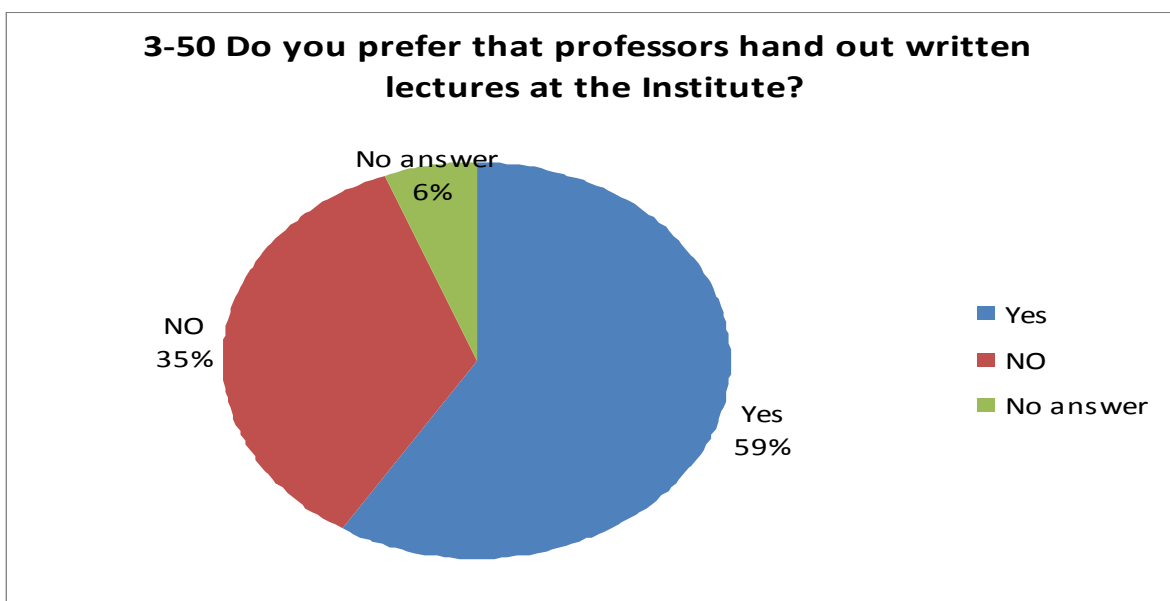
- Do professors use foreign references when lecturing legal material at the institute?

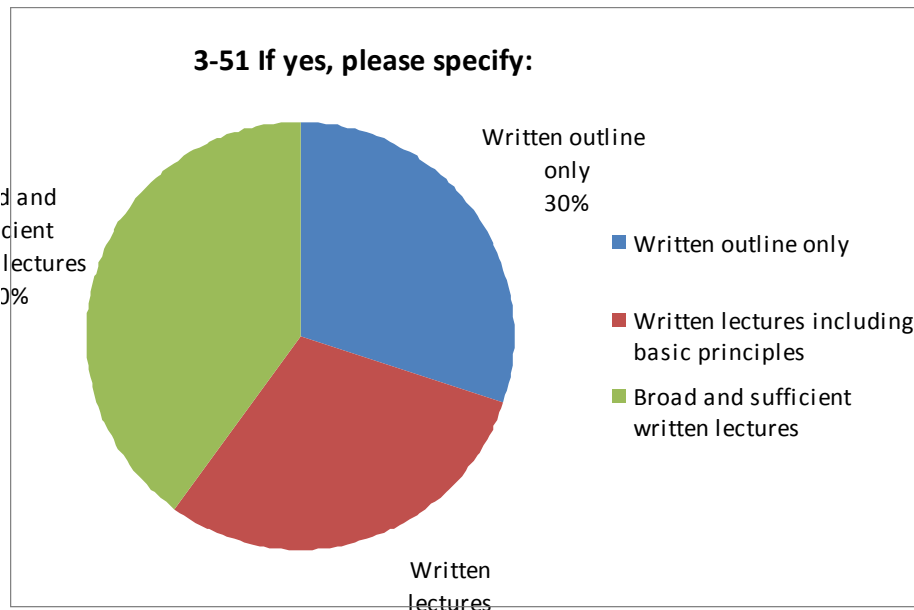
More than 30% of respondents reported that professors at the institute use foreign references (greatly or slightly). 41.7% do not have information on the matter.



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

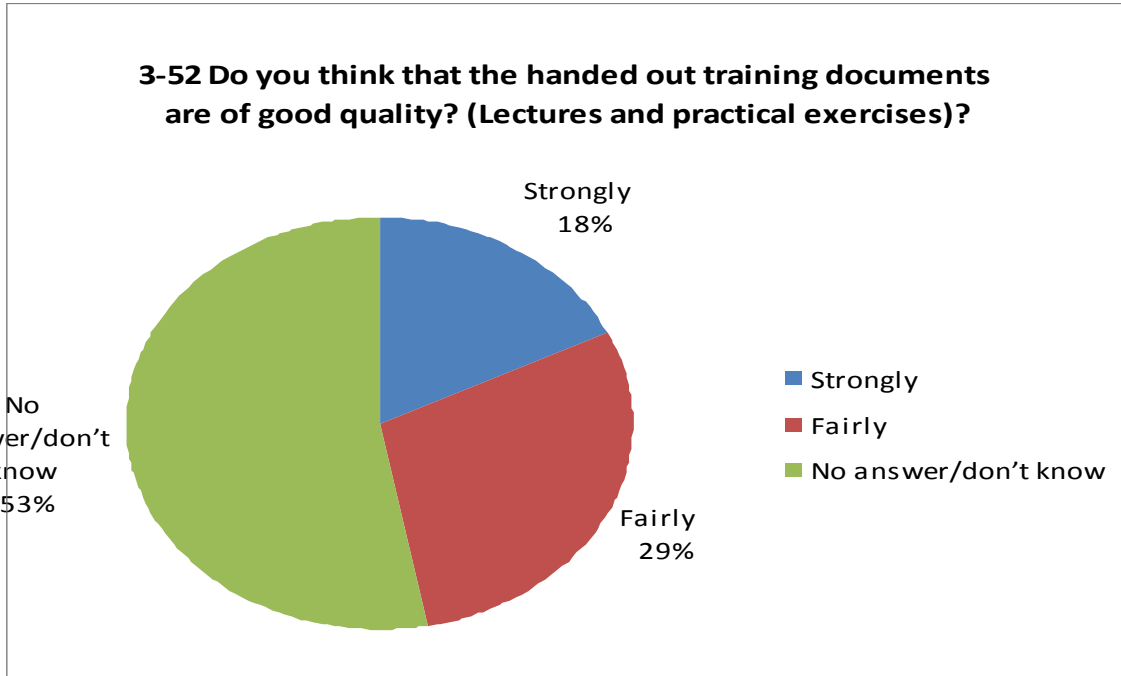
About half of respondents (58.8%) reported they would rather see written lectures handed to trainees, while 40% say lectures should be written broad and sufficient.





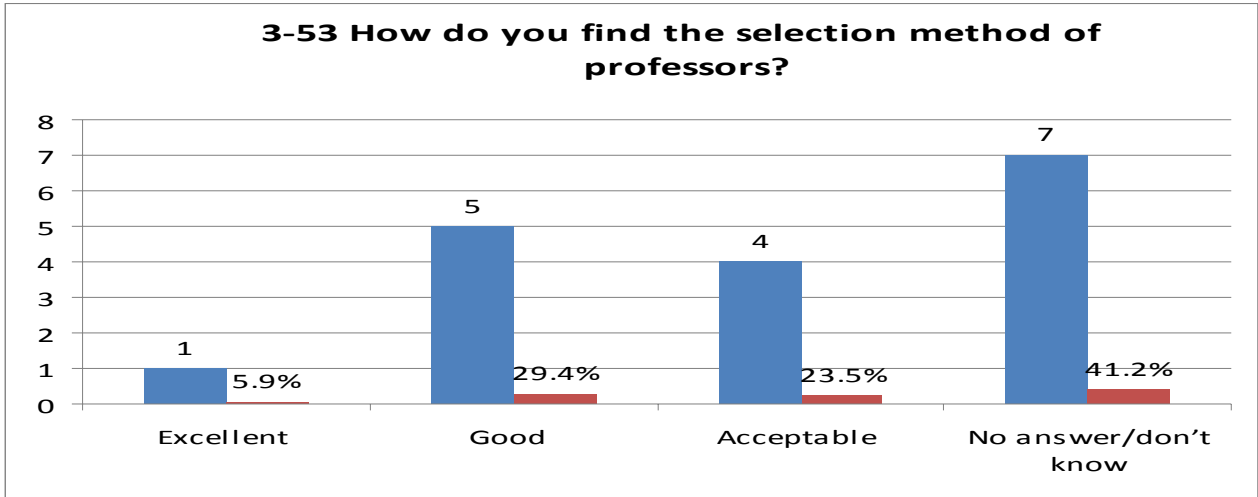
- **Evaluating the quality of handed out training documents**

Half of the respondents do not have information on the matter, while the other half consider the handed out training documents of good quality (strongly and fairly).



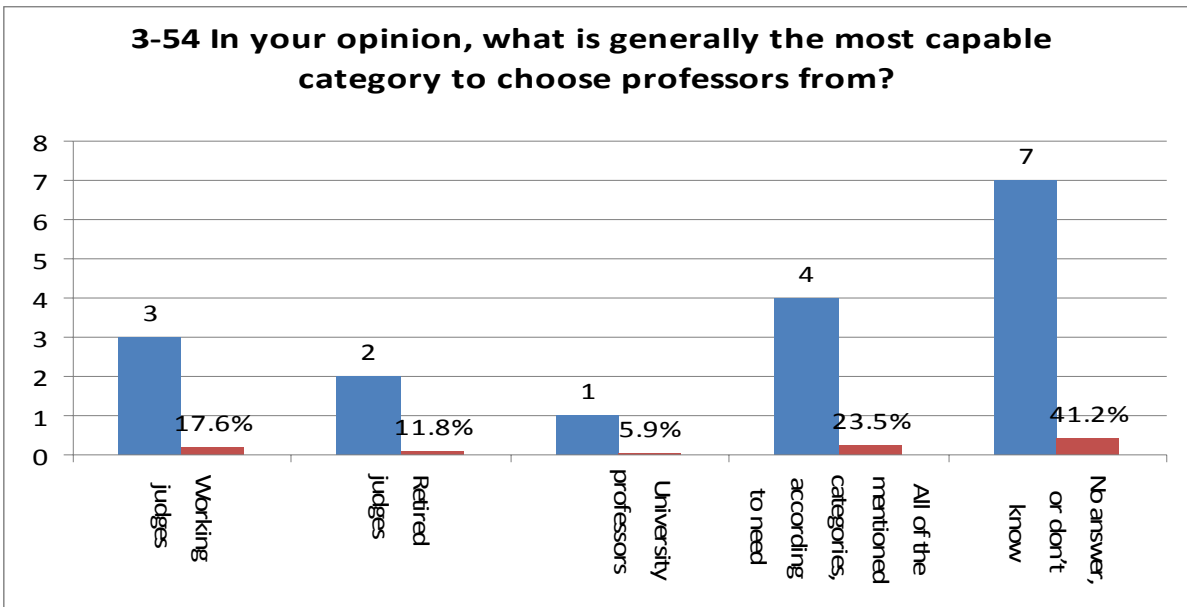
- **Evaluating JTI's professors selection method**

41.2% of the respondents do not have information on the matter, while the rest consider the method of professors' selection to be between good and acceptable.



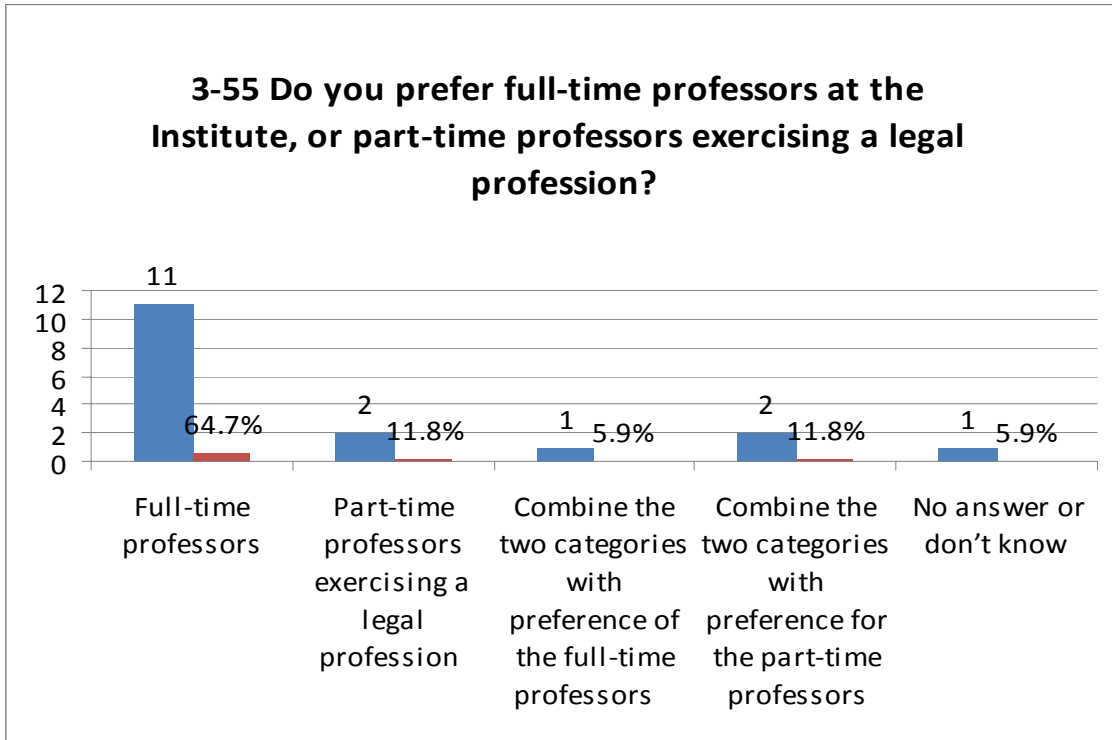
- **On the most capable category to choose professors from**

41.2% of respondents do not have information on the matter, while 23.5% answered "from all of the mentioned categories (Working judges, Retired judges and University professors) according to the need".



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

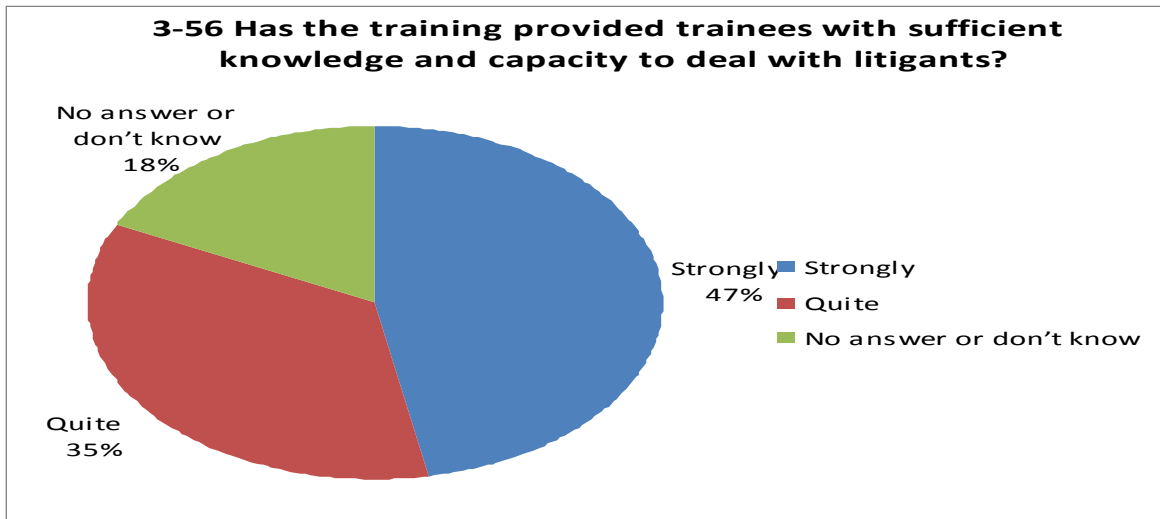
Survey revealed that the majority of respondents (64.7%) prefer full-time professors.



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

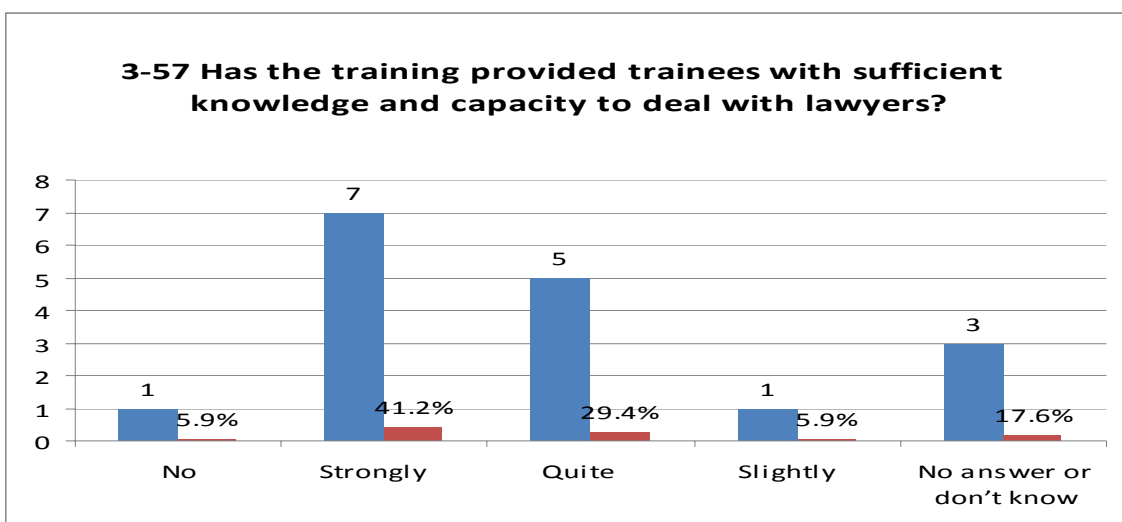
- **On the extent to which the training has provided sufficient knowledge and capacity to deal with litigants**

Majority of respondents considered that training has provided trainees sufficient knowledge and capacity to deal with litigants, varying between “strongly” and “quite”.



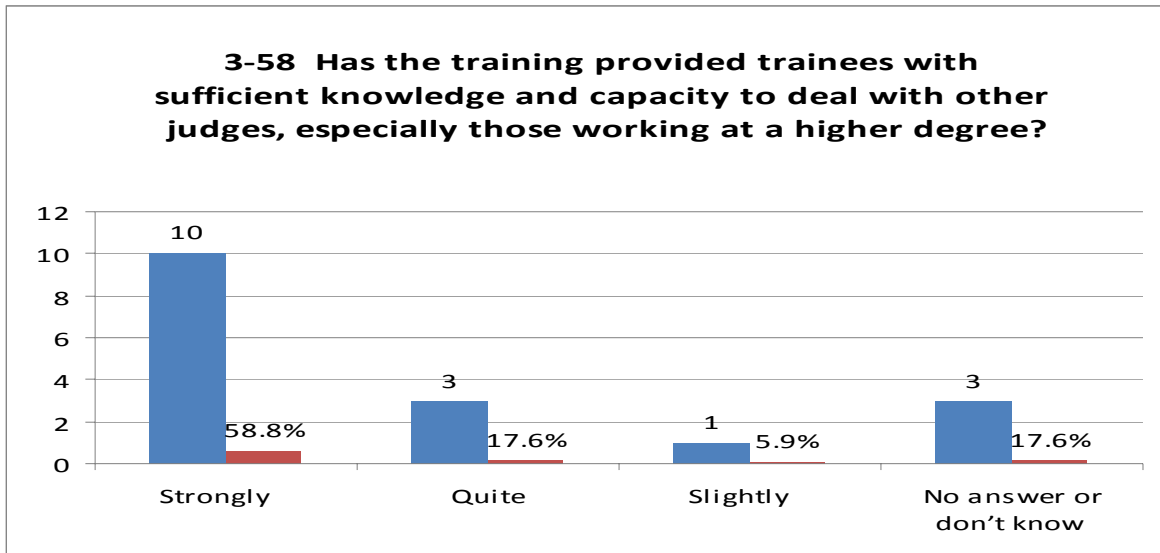
- **On the extent to which the training has provided sufficient knowledge and capacity to deal with lawyers**

Majority of respondents considered that training has provided trainees sufficient knowledge and capacity to deal with lawyers, varying between “strongly”, “quite” and “slightly”.



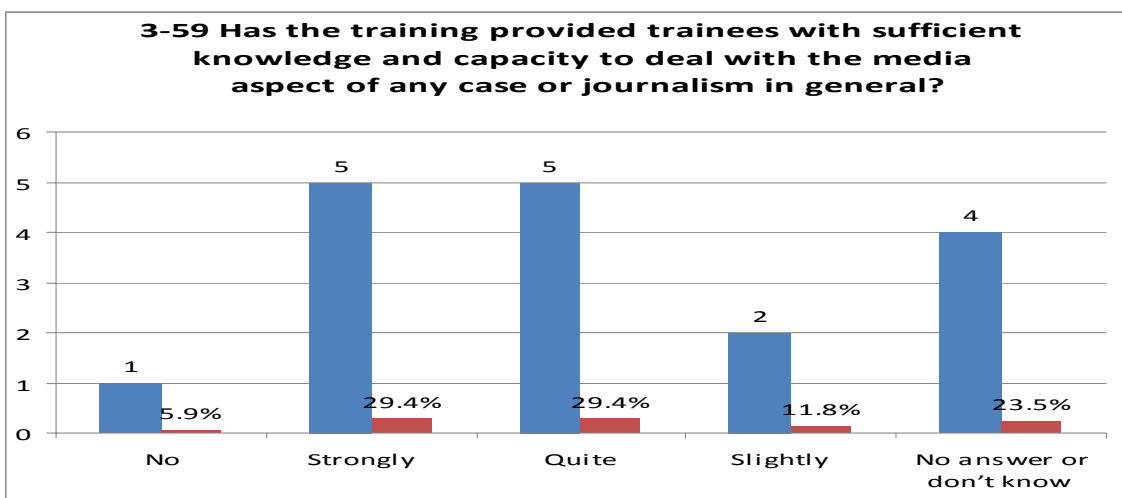
- On the extent to which the training has provided sufficient knowledge and capacity to deal with other judges, especially those at a higher degree

Majority of respondents considered that training has provided trainees sufficient knowledge and capacity to deal with other judges, especially judges at higher degree, varying between “strongly”, “quite” and “slightly”.



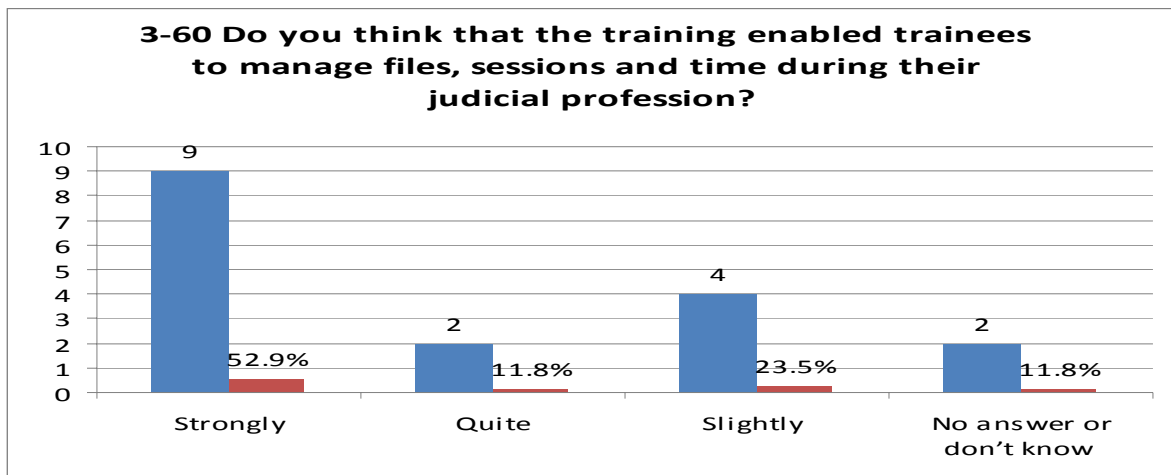
- On the extent to which the training has provided sufficient knowledge and capacity to deal with the media aspect of any case or journalism in general

Majority of respondents considered that training has provided trainees sufficient knowledge and capacity to deal with the media aspect of any case or journalism in general, varying between “strongly”, “quite” and “slightly”.



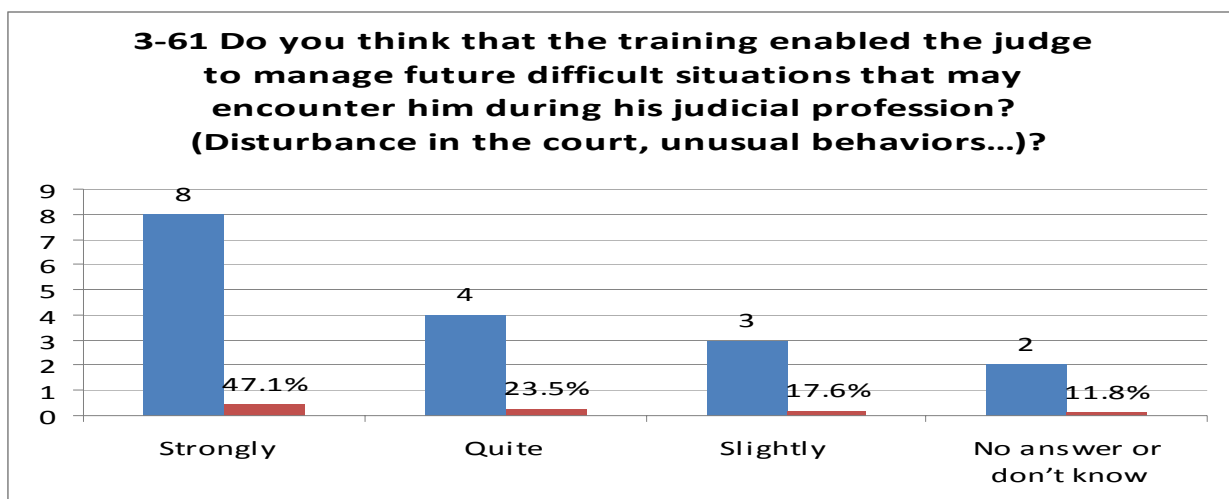
- On the training enabling trainees to manage files, sessions and time during judicial profession

Majority of respondents considered that training enabled trainees to manage files, sessions and time during judicial profession, varying between “strongly”, “quite” and “slightly”.



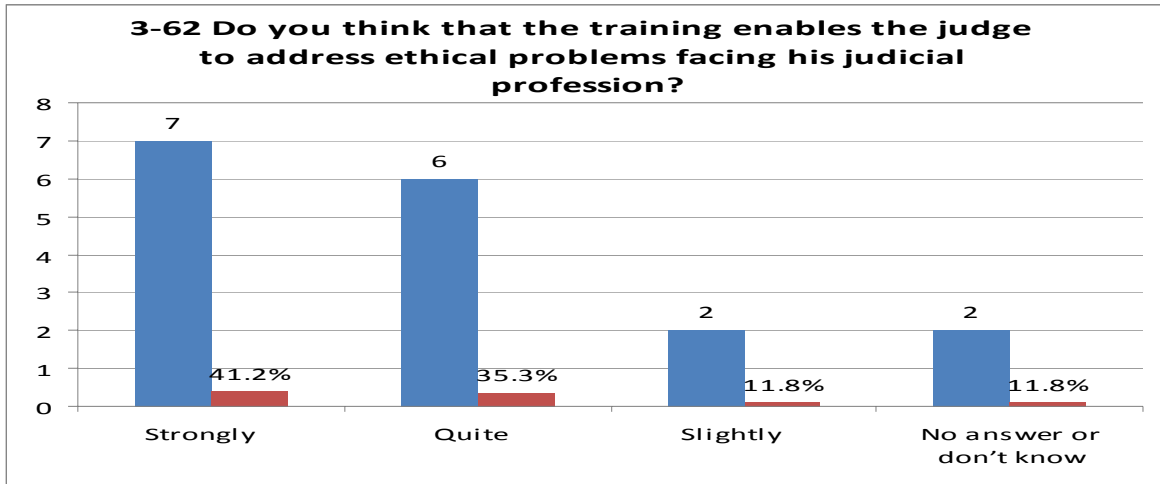
- On the training enabling judges to manage future difficult situations that they may encounter during judicial profession (Disturbance in the court, unusual behaviors...)

About half of respondents reported that the judge is strongly able, after his training session at the institute, to manage future difficult situations that he may encounter during judicial profession (Disturbance in the court, unusual behaviors...)



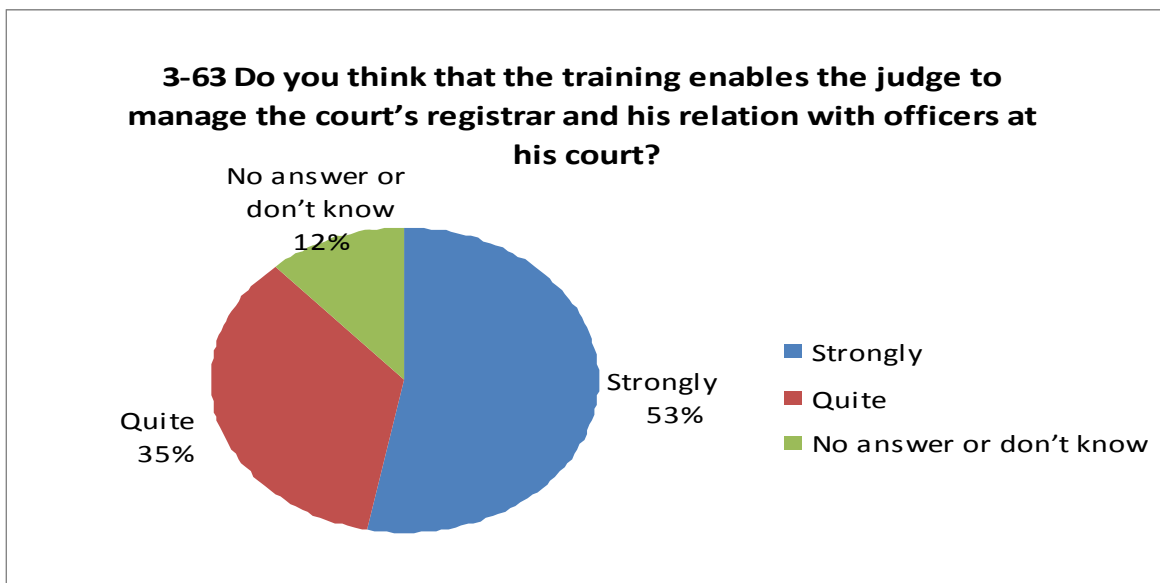
- **On the training enabling the judge to address ethical problems facing his judicial profession**

More than 65% of respondents considered that the judge, after his training session at the institute, is able (varying between strongly, quite and slightly) to address ethical problems facing his judicial profession.



- **On the training enabling the judge to manage the court's registrar and his relation with officers at his court**

Majority of respondents considered that the judge, after his training session at the institute, is able (varying between strongly and quite) to manage the court's registrar and his relation with officers at his court.



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

Majority of respondents considered that the judge, after his training session at the institute, is able (varying between strongly and quite) to deal with other administrative authorities in the State.

