

## **Questionnaire "C" on the role of training institutions as regards in-service training of judges and prosecutors <sup>6</sup>**

I. Please indicate the measures taken with a view to enabling judges and prosecutors to exercise their right to in-service training (for example, days of leave for that purpose, etc.);

The HSoJ mostly delivers in-service training for judges on weekends in order not to hamper the operation of courts during weekdays. In cases when trainings are delivered in weekdays, each judge is given an official leave by the High Council of Justice of Georgia.

II. Is in-service training of judges and prosecutors compulsory or optional?

In-service training is optional.

III. If in-service training is not compulsory as a general rule, please specify if there are areas /and/or subject matters in which in-service training is nevertheless compulsory; If so, please give details;

There is one area, where in-service training is compulsory: if a judge is hearing cases of juvenile criminals he or she has to receive special training in juvenile psychology (provision of Georgian legislation).

IV. Is the judge or prosecutor free to choose the training actions in which he/she wishes to participate? Does he/she have to justify his/her choice? Is it possible for the judicial hierarchy and/or the training institution to oppose to the wish expressed by the judge or the prosecutor concerned and for what reason?

Judges are free to select their topics of interest. In the beginning of each year they receive a list of in-service training activities and they are free to choose the ones that they would like to attend. No justification is necessary. However, if the HSoJ refuses participation of a judge in the activity, it has to be justified. A chairman of the court can oppose to a judge's participation in a training program only if this judge has a pending case, terms of limitation of which are expiring, which in turn may cause violation of rights of the parties to the case.

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<sup>6</sup> Members of the Lisbon Network are invited to send their replies to the Secretariat by E-mail ([valerie.schaeffer@coe.int](mailto:valerie.schaeffer@coe.int)) **for 31 March 2005 at the latest.**

V. Please identify the committees and / or trainers that develop in-service training programmes and the authority that approves planning;

In-service training programs are elaborated by the Deputy Director and the Council of Lecturers and submitted to the Director. The Director submits the program to the Independent Council for final approval.

VI. Please give the following statistics: number of activities per year (if possible, please specify the average duration of activities); number of training hours offered per year per magistrate; budgetary resources;

The HSoJ organises on average 30 in-service training activities per year lasting either two or three days. Each judge attends approximately 5 training days a year. These training are financed by the State. In cases when training activities are carried out in co-operation with domestic and international institutions, the HSoJ may receive full or partial funding from them.

VII. Please specify and describe the in-service training methods (seminars, workshops, traditional lectures, distance learning, audiovisuals);

The HSoJ trainers use most of the training methods, including seminars, workshops, traditional lectures, mock-trials, case-studies, etc. The HSoJ is promoting interactive teaching methods and is trying to discourage the trainers from excessive use of the traditional lecture method.

VIII. Please give details about the training environment (dedicated structures, court buildings, conference centres in hotels and the like);

The HSoJ has modern training facilities with 5 different sized classrooms. It also delivers its training activities at various hotels in the regions of Georgia, as well as court buildings. The HSoJ will have two branches in the future.

IX. What are the contents of training initiatives (role of cultural and social themes; role of ancillary sciences; management techniques);

Due to significant changes in Georgian legislation, the contents of training initiatives in 2006 cover primarily changes and amendments to the legislation.

X. What are the contents and the modalities of training to support change of functions?

In the Georgian training system there is no specific training to support change of functions.

XI. How is the assessment of programmes and methods done (questionnaires, interviews)?

Most of the training programs are evaluated based on the written questionnaires distributed at the end of each training. On a broader scale, judges of the Supreme Court are requested to analyse whether each particular training has long term impact on judges' performance.

XII. What are the modalities of the evaluation of trainers?

Trainers are evaluated also based on the questionnaires. The trainers that receive very low evaluations for extended period of time may be released from performing their functions.

XIII. What is the impact of participation to training on participants' career?

There is no direct impact of participation to training on participants' career, though the High Council of Justice may request this information, when deciding the issues of promotion, dismissal, etc.

XIV. Is there for each judge and prosecutor a file describing the in-service actions in which he/she participated?

The High School of Justice is now working on creating special database, which will contain full information on judges' participation in training activities.

XV. Are judges and public prosecutors offered individual training programmes concerning their personal professional development?

There are no specific training programs for personal professional development, though each judge is entitled to choose in-service training activities organised by the HSoJ and thus plan his/her professional development.