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CONTINUING PROFESSIONAL EDUCATION FOR COURTS

БЕЗПЕРЕРВНА ПРОФЕСІЙНА ОСВІТА

ДЛЯ ПРАЦІВНИКІВ СУДІВ

Honorable participants and colleges!

I like also to thank you for inviting me here today. It is my great pleasure to return to Ukraine. I have already been working for this year and it has been a wonderful experience. I'd like to add my congratulations to the National School of Judges as they embark combine what I considered to be one of the most important aspects of our working administration of justice. And there is insuring that we guarantee to our citizens and all of our publics a well trained and extremely knowledgeable court of judges and administrators. I apologize for the fact that I am speaking in English. I will not even attempt to say anything in Ukraine as I am still in very early practice stayed. So, with that having sad I will move forward with my comments. I've been fortunated of to work with USAID «Fair» project in cooperation with the National School of Judges and a State Judicial Administration Office in a development and delivery of a pilot project for judicial administrators. So I'm going to slightly change the focus of the presentation to talk about education and training for administrators, their role in ensuring that justices done every day in our courts and how in fact judges and administrators can work together for the advancement of the judicial branch in Ukraine and in fact wherever courts are working and operational across the globe.

I'm beneath today to speak briefly about contextualizing education and training. And there are the variety of ways to consider contextualizing education and training. And we could spend a great deal of time talking about them but our time together is short and I know am standing between you and a cup of coffee in perhaps some nice little treats. So I'll be brief in my comments.

To begin with when one considers what is the context of the education and training that we wish to envelope our programs in. We must to think

about in assess what level of commitment is present for education and training. We've heard this morning in a deed my experience has been in working with the National School of Judges in this pilot project, funded by the USAID that the commitment has been high. In an order to understand the commitment we have to know whether leadership is in fact support of education and training and will allow for the new export knowledge to be practice within a court environment to ensure access of justice and due process to the parties who come before the court. And in the concept the specialized education training, which you've heard so much about here today, that in fact Ukraine judiciary through the National School of Judges and its various contributors and partners, and instructors, and administrators are aiming for the specialized education knowledge by applying adult technologies in terms of teaching and methodologies in terms of the way one studies and engages with the staff subject matter and transports their learning to the workplace.

In that they're in contextualizing education and training we must be sure that one when we're doing education and training that we are in fact convene what the goals and objectives are. Not only to our participants in the classroom, but also to the larger public that we serve. So therefore when you contextualizing education and training and trying to decide what is it that we wish to convene? What do we want our judges to be able to demonstrate? How do we want the citizens of Ukraine to engage with the courts? The kind of education and training, that you investing tells everyone that I've just indentified in a numerated what your values are, what you will hold to, what would be the foundation of your judicial process. So therefore when one first looks for whether there is commitment and then once commitment is identified as we have here, then there are over arching goals and objectives that must be established for education and training in order of us to be very directed about what it is that we wish to accomplished and for the best use of our dollars and our efforts related to the outcome that we wish to achieve. So I would contempt that when you establish curriculum and you look at goal and objectives for the curriculum you are in fact establishing a contract. A contract with the learner, with the judge and the administrator that says at the end of this program this is what you will know and be able to do. Also by establishing those goals and objectives you are saying to the system, the administration of justice, this is how we expect you to conduct your business.

The business of the courts is serving the Constitution and laws of this great country and the public that come to us for resolution of their disputes. So establishing goals, objectives with the accountancy of education and training can sometimes be seen of something you just to, to guide a particular program. But in fact it is larger than that. It is larger and that is about

supporting the administration of justice through education and training. These goals and objectives should be aligned with the strategic vision of the judicial branch in Ukraine and the values. And additionally, there when we establish our goals and objectives, we're looking at advancing professional practice. And from there we sort our subject matter. So your goal should conjure up vision and excitement and commitment to the advancement of the judiciary and to the noble cause that we undertake every single day when our Doors to our Courthouses open. And in addition to that, we must look at the individual subject matter that supports those goals and those values and our guiding philosophy about the kind of world we want to create through the Rule of Law and our practice thereof.

So therefore when you looking at your subject matter and trying to put yourself in the shoes defining what is it that I wanna train on, what is important for this new judge, what is important for this new administrator, I would challenge you to think about how you want to support this person through the lifetime of their careers? How do you want to help them grow into the personality, the identity into the instrument of justice through the courts in Ukraine? And your subject matter should focus on that development from the entry level skills where they just beginning and they bright-eyed and they're excited to begin their careers to those individuals who have been added for a while and they have gained a bank of knowledge and of wisdom that they can share with others. What kind of education and training do they need and are you considering that in your curriculum development?

So supporting your subject matter with this toggle philosophical underpinning will resulting you always developing education and training that will be correspond to the individual development of those judges and administrators and others who are in your classrooms and to the service that they provide to the public. So your focus on your subject matter is as important as your overall commitments and goals. When you thing about education and training we often times stop our measurement of it, when the students, the judges, the administrators live the room. At that point really what do we know? We know what they thought about the subject matter when they were in the room. We may even know what they thought about how we tired. More often they're not the ones wanted to be asked above the food and the breaks were they long enough and was it good enough. Did we establish a good learning environment for them? Did we provide for them a safe environment where they can practice the new technologies, the new laws, the new sciences, that are now required in order for judges to undertake the complexity of the cases that come before them today?

And so therefore if we stop looking at what is important when they in the classroom we will not be able to establish a sustainable educational

trajectory and environment of a learning organization which we should want to the UA courts as just that. Because courts are the one place in our democracies, the one place in our countries where individuals regardless of their status can come to have their problems heard. And they expect us at that level to listen to them with attentiveness, with respect and that they have access to justice and that due process is awarded in the rights that are guaranteed under the fabulous Constitution, that was drafted here are met and realized. So therefore when you thinking about how do you sustain these educational efforts, I would suggest you that there are variety of ways that you can do that within the educational context, many of which have been spoken about today. For instance, instructors development – I've been at this business for quite some time, I mean it's happy to say or sorry to say giving the fact that that I'm older than I would otherwise like to be. But one of the things that I've noticed is that when we develop instructors for not only the use of teaching technologies and methodologies that we engage the students at the higher level of knowledge and understanding but even beyond that if you build a cathedra of faculty members and instructor group that blends different theoretical basis, application of knowledge, different approaches, you develop a well-rounded training program. And from the sustainability stand point I would partition you that you consider extending the way in which you deliver training and education here, so that, your students, your judges, your court administrators can benefit by the advancement of knowledge that is taking place every single day. As we used to know, as we know now that the shelf life, if you will, of knowledge's extremely short, it's down to now less than 6 moths, it used to be you could look at some knowledge, theory practice and say it probably was remained 5 years, then it dropped to 2 years and now it's electronic age – for much of what we know we can change in 6 month period if not sooner. What is that mean for education and training with in da courts? Courts are traditionally bound and we're invested in more traditional approaches not only in the way which we run our business in the courts but in the way which we think about ourselves. But if we don't think about ourselves within a context of this new environment we are not going to be preparing our judges in court administrators for a sustainable court that meets the needs of our publics as they growing change. So when you're thinking about you're instructors I know that you are ready develop a fair number of you judges to be instructors within a National School of Judges and I know in the program that we ran here earlier this year for the forty competitively cogent court administrators and chief of staff that we also integrated our instructor base where I brought myself and two of my colleges from the from the university – Michigan State University and seventeen Ukrainian faculty for sustainability factor to begin to develop

judicial administrators, court administrators, chief of staff, IT-experts, judges, professors, law enforcement officers and others who know how to teach within this environment and have us something special to offer in order to develop sustainability you wanted develop that deft the practice within your institute. And of course a holistic curriculum, which must need to be developed stand of your guiding philosophies and their inner lakes that in your comprehensive curriculum consider your cross-disciplinary training. You are probably agree with me, that the statistics on the number of people who coming to courts demonstrate that ninety five percent of the people who coming to the court have contact with court personal. Only above five percent have contact with judges. So therefore, the face of the judiciary and the reputation that it has, it's gets built to a great of stand under administrative personal.

So you're want to move forward with the comprehensive curriculum that's holistic that looks at the full ridge of educational opportunities that one could have within the court system and that you build the knowledge from entry level for your new career professionals all the ways to the advanced career. And in the conjunction of that your curriculum is only part of that. What happens when they live the classroom? Have developed mentor on the opportunities for them? Have assigned a new member of the profession to a more seasoned well respected highly skilled and highly educated professional within their ranks? So that I'm going continue a professional education can be head, so that the advancement of knowledge and skills at a very practical level can be learned, so that the system can be understood and the values that you wish to create get extended at the personal level.

And then the development of professional associations... You reduce the learning curve of a new professional you increase the non-working opportunities and you more quickly are able to disseminate new knowledge and skills through the development of professional associations and supporting those kind of professional associations for the advancement of the judicial branch.

And last but not least, you wanna celebrate, celebrate, celebrate... One of the most important things in our work is to recognize what we've done, where we've come from and where we plan ongoing. And the way which you can celebrate that is recognize those individuals among you, who are committed to the advancement of the education and training and to the advancement of the courts, celebrate them by identifying them for assignment especial communism, study groups, for acknowledging the training that they've undertaken, for asking them to be instructors, asking them to be mentors, issuing press-revises, talking with the public, holding parties and open houses in the way in which you celebrate the distance that

you've travelled and for their commitment to the judicial branch.

And so enclosing I would like to say to you that when you link your educational experience to the actual practice and the field through a capstone project where in this case court administrators in Ukraine had the responsibility for taking an aspect of the theory practice, a skill of methodology they learned at the curriculum for the judicial administration program and they had to apply that to a court improvement project, that transfer of learning immediately humping them identify and apply what they had learned and how what you've learned changes in real life. And it also works to the advancements of the courts. That transfer of learning, immediately humped, elevate their presents within the court, the judges understanding of the role that they can play and the partnership that they offered to judges in the administrations of the courts. In that, when you always integrate something new into your system that you engaging continually evaluation and feedback it is the only way that you can sustain change and that you can determine what is next.

And enclosing, final closing, for Ukraine what we found among our students and I wanna share this with you was that they are identified that some of the most important work that they could do and changes that they could make and champion was to build the public trust and confidence in the courts in the way: justice is administrated here to raise the respect for judges and for the decisions that are issued by court, so that they might be followed with due diligence. Thirdly, they wanted the courts to be viewed in such higher steam by the public that the courts to be viewed as an employer of choice. So when you have vacancies or you're expanding a court that you can identify those individuals who are the best and brightest and the place they want to work is for judicial branch of this country to ensure that justice is served everyday in Ukraine. And enclosing as it relates to their particular interest they closed out there thought this about by saying that they believe that judges and court administrators could benefit by join judicial administration training as they both hold a passion for the administration of justice and they can support each other in that process and that their hope is that as judicial administration is elevated and judges and administrators work together that there are will be a way in which they not only become educated together they become an executive team for the courts that supported by appropriate job responsibilities, job descriptions and corresponding paying acknowledgement for their work. So I live you by sharing with you the findings of the pilot project and the students related to judicial administration and contextualizing education in Ukraine.

Thank you.