



COUNCIL OF EUROPE



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High School of Justice Recommendations

**In the framework of the Council of Europe Project “Developing the Capacity of the
High School of Justice of Georgia”
(Directorate General of Human Rights and Rule of Law)**

2014

THIS PUBLICATION HAS BEEN PRODUCED UNDER THE PROJECT FUNDED BY THE
MINISTRY FOR FOREIGN TRADE AND DEVELOPMENT COOPERATION OF THE
NETHERLANDS

RECOMMENDATIONS

BASED ON THE

COMPREHENSIVE NEEDS ASSESSMENT

1. Assessment of the Training Process

1.1. *Duration of the Initial Training Programme for Judicial Candidates*

(See Strategic Goal 1, Objective 1.1)

The time allocated for the internship (4 months) is too short to ensure that judicial candidates acquire practical skills essential for a judge.. Therefore it is necessary to extend the duration of internship, even more so for candidates undertaking a short course.

It is recommended that the initial training length is extended to at least 15 months, with half of this time dedicated for the internship component.

It is advisable that all HSoJ trainees go through the full-length training programme.

1.2. *Curriculum Content of the Initial Training Program for Judicial Candidates*

(See Strategic Goal 1. Objective 1.3, Objective 1.5)

The theoretical part of the curriculum can be improved by:

- Extending the hours dedicated to civil procedure;
- Adding a stress management course;
- Modifying the sequence of courses.

It would seem beneficial if judicial candidates apart from judicial ethics are also familiarized with prosecutors' and lawyers' ethics.

There is a need to modify the sequence of the courses. The HSoJ calendar needs to be established and a logical sequence of courses determined. It is recommended to start the initial training programme with topics focused on general and broader aspects of the profession of a judge (ethics) and court management issues, followed by communication topics focused on speech techniques and body language. The next component of the programme would be the judicial decision making process. Specialisation should be taught in parallel in the same logic (from general to specific). Language classes could be taught in parallel – in the later part of the day.

To secure good planning of all training activities it is advisable that the start-up of the initial training cycle is defined by the Law of Georgia on the High School of Justice.

A major part of internship programme should be dedicated to master each individual candidates according to their future specialization. The internship period can be counted as part of the probation period. The judicial

candidates could be given a chance to involve more actively in the practical work during internship (e.g. to conduct a trial).

Improvement of the initial training programme quality can be achieved if a special body – the Programme Council – oversees the content of the courses, especially when new courses are being introduced. Training specialists together with the trainers could develop course outlines for each course and also be responsible for monitoring and evaluation of the implementation of the programme. The Programme Council should be receiving information from different units of the HSoJ (such as the Training Unit and Analytical Unit).

The whole training management cycle should be in the hands of the HSoJ: training needs assessment, developing training course structure, training delivery and training evaluation.

1.3. *Evaluating Initial Training Programme for Judicial Candidates*

(See Strategic Goal 1, Objective 1.9)

The HSoJ Training Unit could be responsible for the evaluation of the training programme, which should be done at the end of each course. An evaluation report prepared by the Training Unit, which should include recommendations on further improvements of the training process should serve as a base for developing the initial training programme¹.

A six-stage selection process of judicial candidates is too exhausting and does not seem to serve any purpose. It is recommended that the selection for judicial candidates be conducted based on high standard criteria. The following stages should be focused on strengthening capacities of individuals to take up the function of a judge. The final HSoJ exam could be organized as an oral interview or a mock trial in future.

The interview for the appointment to a judge's position presently conducted by the High Council of Justice is not transparent and objective and should therefore be redesigned. It is recommended that the evaluation of the interview is based on predefined criteria with scores identified for each criterion. Scores could be made by each member of the Evaluation Commission and then added up. This function of the High Council of Justice might be maintained until guaranteed direct judicial appointment after successful graduation from the HSoJ is introduced.

The HSoJ and the Prosecution Training Centre could start their cooperation by implementing a few joint courses Provided that the HSoJ will have a leading function.

1.4. *In-Service Training – Training Needs Assessment*

(See Strategic Goal 1, Objective 1.2)

Though the training needs assessment is conducted every year, there is a need to further improve the TNA process. In order to have a training programme tailored to the needs of judges it is necessary to carry out a

¹This is relevant for both initial and in-service training programmes

comprehensive TNA activity. Recommendations from the reports of different international organisations, case law of the European Court of Human Rights and reports of NGOs should also be taken into consideration.

To collect information about training needs it is advisable to use a combination of qualitative and quantitative methods.

The training needs assessment should be conducted on an annual basis. To secure sustainability of the process it is recommended to develop a TNA toolkit.

1.5. Content of the In-Service Training Programme for Judges

Though the training topics for the current year are already announced, judges still put priorities on the topics that are part of the programme:

- Legal reasoning
- Judicial ethics
- Adversarial proceedings
- Seizure of assets
- Communication skills
- Methods of witness examination
- Fair trial

The recommended duration of a training module is 1-2 days and the ratio of practical/interactive and theoretical part should be 60:40. The practice of having local experts accompanying international experts whenever delivering training, which proved successful in the past, should be maintained.

1.6. In-Service Programme Evaluation

(See Strategic Goal 1, Objective 1.2, Objective 1.5, Objective 1.9)

The goals of training evaluation might be: assess the effectiveness of a training course and to identify future training needs. The process of training evaluation should be divided into five steps: identifying purposes of evaluation, selecting evaluation methods, designing evaluation tools, collecting data, analyse and reporting results.

The training evaluation can help determine which parts of the training were successful and which not, or whether the approach to the training programme should be modified.

It is recommended to conduct pre- and post-training evaluation. To secure effective evaluation process several preconditions need to be met:

- The HSoJ should have the ownership of the training curricula (or shared ownership for *ad hoc*/specialized training).
- There is a need to strengthen the HSoJ Training Unit in order for it to be able to conduct evaluations and prepare reports on results.
- The evaluation process should be designed in a way that will identify the purposes of evaluation, select evaluation methods, design evaluation tools, process of collecting data, methods of analysis and forms of reporting on results.

It is also advisable that the evaluation questionnaire should be redesigned according to the four levels of the Kirkpatrick's evaluation model which is the most widely used and popular model for the evaluation of training and learning.

It is recommended to educate the staff on training cycle management.

1.7. In-service trainings for Court Staff

(See Strategic Goal 1, Objective 1.5)

It is not infrequent that judge's assistants write draft judgments. Therefore, it is of utmost importance that they be provided with training on many of the same topics and issues as judges.

Due to the needs of different groups of judicial servants, it is advisable to include in training programmes such topics as human resources management, case management, communication skills, conflict of interest and ethics, report writing, etc.

1.8. Training Methods and Delivery Process

(See Objective 1.3, Objective 1.5, Objective 1.6)

A fair balance of theory and practical work should be defined for each course. Practical exercises should be incorporated within the theoretical part. Thus, lecturing/theoretical part should be reduced to minimum and practical work should form the bulk of each training session.

There is an urgent need to train all trainers in adult training methodology.

To secure unified training results and a unified system of evaluation, it is necessary to train mentor judges (internship coordinators) and prepare guidelines for them on how to conduct the internship and evaluate judicial candidates. In case the extension of the internship duration is enforced, it is recommended to evaluate the progress of the student's work on a weekly basis with a proper and measurable set of indicators. Mentor judges should be trained on how to prepare and coordinate judicial candidates

A comprehensive toolkit/manual should be developed to complement the trainers' course. Separate toolkits/manuals should be developed for trainers and mentors which should help them in the implementation of the training programme.

1.9. Use of Information and Communication Technologies (ICT) in the Training Process

(See Objective 1.7)

For the moment it seems too early to use distant learning method in the process of in-service training program for judges. Distance learning should be introduced at a later stage. Distance learning method is recommended for in-service trainings and for the courses where the main aim is to transfer and enhance knowledge and expertise of practicing judges. When the judges appear to be ready for training through distance learning

courses, one of the already developed courses from the Council of Europe HELP programme could be adapted and tailored according to the local needs in order the HSoJ to start introducing distance learning courses.

2. Structural and Procedural Gap Analysis

2.1 Organisational Structure of the HSoJ

(See Strategic Goal 2, Objective 2.1)

In the process of redesigning the organisational structure of the HSoJ, the following recommendations can be considered:

Organisation of training can be assigned to a separate structural unit (a department/division) in which supporting units such as a library/documentation centre and an analytical unit will be united. The structural unit in charge of training can be divided into Initial and In-Service Training Departments. It seems desirable to integrate the structural unit in charge of internship into the Initial Training Department as a sub-unit or a separate division. Also, a unit responsible for in-service training for court staff can be integrated as a subdivision.

2.2 HSoJ Management Practices

(Strategic Goal 2, Objective 2.1, Objective 2.2 and Objective 2.3)

Changes in the organizational structure have to be supported by clear definition of functions, determining framework of competencies of senior and middle management with due regard given to the main organizational processes of the HSoJ. Delegation of functions and responsibilities should be encouraged, which would enable the management to concentrate on the HSoJ strategic and long-term objectives.

A thorough assessment of the training needs of senior and middle management should be carried out and appropriate training should be organized with the support of international donors, including study visits and internships in foreign judicial training institutions.

2.3 HSoJ Human Resources

2.3.1 Staffing

(See Strategic Goal 2, Objective 2.3, Objective 2.4)

It is vital for the HSoJ to have a high level of professional expertise in law and training. It is recommended that the HSoJ strengthens its Training Unit by hiring more staff, desirably lawyers with experience of working within the judiciary. The Training Unit needs at least one training expert with extensive experience in the fields of adult training, curriculum design, training of trainers, programme development and evaluation, etc.

Since the HSoJ intends to build up and strengthen its international relations and attract more donors and funding, it appears essential to strengthen its project management capacity (see Objective 1.4).

It is advisable that the HSoJ designs position profiles and job descriptions in line with the internal restructuring.

It is essential that the recruitment procedure is transparent and based on open competition, which would further enhance the HSoJ reputation and legitimize the new appointments.

(See Strategic Goal 3, Objective 3.2)

Effective internal, two-way communication between staff and management is vital, especially in time of change. Therefore, the practice of regular staff meetings (general and by units/departments) should be encouraged, as well as staff retreats and team-building exercises. The issue becomes even more critical with part of the staff moving into new premises.

Internal motivation of the staff, and subsequently the efficiency of the HSoJ, could be increased not only by financial incentives but also with the introduction of a career development and promotion policy, internal training program, improved communication, etc.

2.3.2 Trainers and Internship Coordinators (Mentors)

(See Strategic Goal 1, Objective 1.4, Objective 1.6, Objective 1.8, Objective 1.9, Strategic Goal 2, Objective 2.1)

2.3.2.1 Trainers

Proper selection and training of trainers/teachers is a cornerstone for efficient judicial training.

The HSoJ should establish clearer and transparent criteria and design an open procedure for the selection of trainers. Part of the selection criteria and procedure should be strong awareness about modern methods of teaching, not just pedagogical experience.

It is recommended that the HSoJ develops capacity among judge-trainers and regularly organizes ToT courses of different levels of complexity and encourages judges to take part.

It is advisable to upgrade the evaluation process of initial and continuous training and the respective tools (evaluation forms). The trainees should be able to evaluate the performance of trainers both in terms of the content and delivery (methodology) of training.

The Board of Teachers seems not to be an efficient body regarding its composition, functions and *modus operandi*. It is recommended that the HSoJ embraces the practice of similar European schools and establishes a professional advisory body in charge of training content and methodology that would replace the Board of Teachers. Such a body could be the Programme Council. This approach would require legislative amendments.

It is advisable that the Programme Council be chaired by the Deputy Director who is in charge of training activities.

It is advisable that the Programme Council holds regular meetings (four times per year), for instance, before the beginning of the year's studies and after them to share the experiences of the past period, discuss new issues and methodological approaches.

The Programme Council could be divided in thematic groups following the main branches of law or the target groups (judges, judges' assistants and court staff).

2.3.2.2. Internship Coordinators (Mentor Judges)

The HSoJ should establish clear and transparent criteria for the selection of internship coordinators (mentor judges).

The HSoJ may consider the practice of some European countries where judges receive incentives such as for instance reduction in their judicial workload if they act as mentors to trainee judges. Another way to strengthen the link between the HSoJ and the internship coordinators is to pay their supplementary remuneration by the HSoJ, not by the High Council of Justice. In either case this would depend on the decision of the High Council of Justice.

It is recommended for the HSoJ to conduct induction training for internship coordinators before the start of the internship as well as after its completion to exchange good practices.

It is important to enhance coordination between trainers, internship coordinators and seminar instructors. This can be achieved by familiarizing them with each other's work during joint training sessions or regular working meetings before the beginning of the respective initial training course.

It is necessary to improve the criteria for assessment of interns by the internship coordinators and introduce assessment standards for interns (judicial candidates).

It is also advisable to begin collecting and analysing feedback from the interns (judicial candidates) on the performance of mentor judges, to which end it is necessary to develop appropriate evaluation forms and procedures.

2.4. HSoJ Financial and Material Resources

2.4.1 Budget

(See Strategic Goal 2, Objective 2.7, Strategic Goal 3. Objective 3.5, Objective 3.6)

The HSoJ is an autonomous entity and it has to be given an opportunity to directly explain and present the arguments before the financial decision-makers. It is therefore recommended that the HSoJ is involved, together with the Department of Common Courts, in the budgetary negotiation process with the Ministry of Finance and with the Parliament, especially when it is necessary to get increase of funding over the ceiling amount.

Also, it is advisable to make efforts towards increase of the HSoJ annual budget, though this would depend on financial realities and Government priorities.

HSoJ management believes that there is a growing demand for training of other representatives of legal profession, which will have a positive impact on the administration of justice. However, before launching such revenue-generating training, it appears essential for the HSoJ management to perform a thorough cost-benefit analysis. It is important to establish what amount of revenue such training would bring in, how would that compare with the costs, in particular, considering the initial investment.

The efforts of the HSoJ management to increase income from donor funding are to be commended.

2.4.2 Premises

(See Strategic Goal 2, Objective 2.6)

The future of the regional training centres depends on the long-term plans of the HSoJ. For the moment, the intention of the HSoJ management is to intensify regional training in order to justify the existence of these regional training centres and get closer to the HSoJ target audience. This would allow the HSoJ to reach audience in relatively remote areas and reduce travel and accommodation costs.

It is advisable that the HSoJ administration consider enhancement of technical equipment of the regional centres in the medium- and long-term perspective.

2.5 Coordination Mechanisms: the HSoJ and the High Council of Justice

(See Strategic Goal 3, Objective 3.1)

In order to function effectively and efficiently, it is essential for the HSoJ to establish good communication with the High Council of Justice and the Department of Common Courts, which would allow the HSoJ to bring its concerns to their attention. This process is not entirely in the hands of the HSoJ, therefore it is necessary for HSoJ to do all it can to enhance the two-way communication and interaction with these entities. One possible option would be to hold regular meetings between senior representatives from the three organizations where common issues could be discussed and binding decisions taken.

Another option would be to regulate in a more detailed and formal way (e.g. at the legislative level) the relations between the three institutions in the relevant areas of interaction in order to ensure that the HSoJ has a more active role in the process.

2.6 Research capacity

2.6.1 Training Needs Assessment and Training Evaluation

(See Strategic Goal 2, Objective 2.2, Strategic Goal 1, Objective 1.2, Objective 1.9)

Training needs assessment (TNA) is an essential stage of the whole training cycle.

It is recommended that the HSoJ should strive to improve its TNA system, possibly by following the experience and practices established in judicial training institutions in Europe.

It is advisable that the HSoJ combines different methods of training needs assessment such as:

- Surveys and questionnaires (both paper and on-line). In this respect, the web portal has the potential to help better structure the whole TNA process;
- Focus groups with representatives of the target groups;
- Forms for assessing satisfaction level and other feedback information tools from the training evaluation.

The evaluation of training helps to determine whether the training objectives have been achieved and the training needs addressed. It also serves as a source of information on new training needs.

It is recommended for the HSoJ to start assessing not only organizational and logistics related aspects, but also training objectives, methodology and trainers, as well as knowledge and skills of the participants.

In order to be successful the HSoJ has to develop its own capacity to conduct TNA, analyse the results and formulate recommendations to management. To this end it is important to assign this task to the Training Unit and to strengthen its methodological and analytical capacity with at least one training expert.

2.6.2 Training Materials, Publications

(Strategic Goal 1, Objective 1.5, Objective 1.7, Strategic Goal 2, Objective 2.1, Objective 2.2)

It is recommended that the HSoJ produces, collects and makes available training materials supporting the training sessions, both in initial and continuing (in-service) training.

Also, it is advisable to introduce a requirement to ensure that trainers develop their own written training materials (text presentations, case studies and other) and actively use them during training sessions. They must provide copy of these materials to the HSoJ and such a clause could be included in their contracts or in the HSoJ Charter.

It is recommended that the HSoJ makes these materials available to judges and court staff and depending on the nature and type of materials, post them on its website, make them accessible via the Justice Intranet (Common Courts “Communicator”) or the web portal, or publish them on CDs and distribute them among the courts. This would increase the reach of the HSoJ and its impact on the efficiency of the judiciary.

It is advisable that the HSoJ library should be gradually transformed into a Learning and Documentation Centre, providing access to different materials and publications, including important sources of information and information services. This process could be based, where possible, on ICT. Having the library’s catalogue available online through the HSoJ website or Justice Intranet could be the first step in this direction. In a longer term the HSoJ library shall find its proper niche for providing information services to members of the judiciary and eventually to the whole system of justice.

2.7 Cooperation: Judicial Cooperation, Cooperation with Other Judicial Training Institutions and Donors

2.7.1 Cooperation with Other Legal Professions

(See Strategic Goal 3, Objective 3.1)

It would be beneficial for the HSoJ to cooperate with other legal education training centres and with other legal professions in order to conduct joint trainings and use other organisations’ learning resources.

It is recommended to set up joint teams of teachers/trainers from different legal professions (such as a judge and an academic for example) to teach the same subject in order to increase the diversity of professional knowledge and experience.

2.7.2 International Partners and Donors

(Structural Goal 2, Objective 2.5, Objective 2.4)

The HSoJ should give priority to liaising with foreign organizations which have had recent experience in implementing justice system reforms, in particular establishing and developing modern judicial training institutions.

Donor interventions will grow in future to support various strands of the HSoJ activity. The expected increase in the number of projects would require an increase in the number of qualified staff involved in project management and implementation.

It is advisable for the HSoJ to develop and submit project proposals to donor organizations that would focus on capacity building within the HSoJ – for instance, projects aimed at creating software solutions, developing on-line training (distance learning courses), setting up an on-line library and other projects. The training of trainers as well as in-house training for management and staff could contribute significantly to the HSoJ capacity building.

To improve donor coordination, the HSoJ should continue holding regular meetings with all its international partners and donors in order to inform them about the HSoJ progress, developments, needs and plans and to get their feedback and recommendations.

3. Analysis of HSoJ communication practices

3.1 Internal Communications

(See Strategic Goal 3, Objective 3.1, Objective 3.2)

Maintenance of team cohesion is vital and proper internal communications help to ensure this is maintained. All staff should be aware of the HSoJ mission and to understand what is their functions under the framework of this mission. The following recommendations will help the HSoJ to achieve this objective:

- Induction programme for new staff - Timely induction meetings are critical. An induction programme should be developed for new trainers, internship coordinators and newly appointed members of the Independent Board. Similarly, some form of introduction to the HSoJ might be offered to all newly appointed members of the High Council of Justice. Induction sessions should be held as early as possible after a person takes up the new post; in the case of HSoJ staff it should start on Day One.
- Staff retreats should be arranged whenever the HSoJ goes through a major change process. The adoption of the new needs assessment strategy for the HSoJ presents an excellent opportunity to hold such an event. Such events present an opportunity for team 'bonding' and so they should be attended by everyone, including staff from the regional offices, as well as cleaners and drivers.
- Information bulletin - Staff should always be aware of what is going on in the HSoJ. It is recommended that a staff information bulletin is emailed out to all staff weekly from either the Director or his Deputy. In order for the HSoJ to avoid a 'top down' communications environment there should also be an opportunity for staff to ask questions about developments.
- Communications ambassadors - Staff should be encouraged to be advocates or 'ambassadors' for the HSoJ. If they understand and believe in the HSoJ Mission and enjoy working there, they will automatically raise the profile of the HSoJ and help to enhance its reputation.
- Independent Board members - As it is integral to the successful working and development of the HSoJ, the Independent Board should be regarded as being within the HSoJ internal communications spectrum. It is recommended that members of the Independent Board are more closely involved in day-to-day functioning of the HSoJ. Familiarisation with the day-to-day running of the HSoJ would help them carry out their strategic responsibilities.
- Communications planning - It is recommended that once the HSoJ adopts its communications strategy, communication is established with the other major elements of the judicial system, the Supreme Court and the High Council of Justice, to explore whether or not it would be possible to create a cohesive communications strategy for all three organisations within the Georgian judicial system.
- Style guide² - It is recommended that a style guide be designed for the HSoJ to govern the appearance of all internal and external publications, including training publications and presentations, and the HSoJ new website and training portals.

² An example of a style guide - <http://publications.europa.eu/code/en/en-000100.htm>

3.2 Information Policy for Vulnerable Groups

(See Strategic Goal 3, , Objective 3.3)

It is advisable that the HSoJ elaborates an information policy for vulnerable groups to ensure that communication products are made available in alternative formats (large print, audio, translation into other languages if necessary) to meet the needs of persons with disabilities or language requirements.

The HSoJ should apply international guidelines on web accessibility and best practice for electronic communications.

It is recommended that the HSoJ helps establish in the new training centre physical environment adapted to the needs of persons with disabilities.

3.3 Stakeholder Communications

External target audience of importance for the HSoJ includes:

- The judiciary³
- Court staff
- Legislature
- Government
- Professional associations and non-governmental organizations
- International organizations and trade unions
- Donors
- Media
- Universities and training institutions
- Potential judicial candidates of the HSoJ⁴
- Former justice trainees ⁵

Internal Audience Groups:

- HSoJ Independent Board
 - HSoJ administration/management
 - Staff
 - Teachers/mentor judges
 - Justice Listener (Judicial candidates) ⁶
-
- Communications Plan – It is recommended that the HSoJ draws up a stakeholder communications plan outlining who needs to be communicated with, about what, how it is going to be done and how often. It should also contain other important components such as timing and budget. The plan should also include media relations.
 - Spokesperson – An authoritative spokesperson should represent the HSoJ consistently and clearly. The Director will normally be the key spokesperson on all major corporate, training and organisational matters. The senior management team, specifically, the Deputy Director, the three heads of department

³The High Council of Justice, the system of common courts, judges of common courts

⁴ This group includes all those who can benefit from the HSoJ services.

⁵Judicial candidates

⁶All groups that have benefitted from the HSoJ services.

should support him as required. The HSoJ PR Manager should be able to take on some aspects of the spokesperson's role.

- Media interest – A task for the new PR Manager will be to enhance the interest in the HSoJ on the part of journalists.
- Former students' association – It is recommended that the possibility and usefulness of forming such an alumni association be examined by the HSoJ.
- Media – It is recommended that the HSoJ considers a possibility of running courses for journalists. It will be a merit if the HSoJ explores if it could run regular one-day courses for journalists (and possibly editors) on how the courts work. Such courses might be run in conjunction with university media training faculties so that graduating students have an understanding before becoming reporters. The HSoJ should also encourage media to cover the work of the HSoJ.
- Open days – In order to promote the range of courses offered by the HSoJ, it is recommended to explore the idea of running an annual "open day" for judges, court staff and prospective judicial candidates.
- English language – It is advisable for English translations on HSoJ publications/information be checked by someone who has English as their first language
- English terminology:
 - Consideration should be given to changing the English language name of the HSoJ. To English speakers the term 'High School of Justice' lacks gravitas - indeed it portrays the opposite - unlike titles such as 'The Judicial Training Institute of Georgia' or 'Judicial Academy of Georgia'.
 - Likewise the term 'listener' does not make sense to an English speaker while 'judicial candidate', 'judicial trainee' or 'student judge' does.
 - In English, the term 'consultant' cannot be applied to a member of staff as it refers to someone who is working on a contract from outside an organisation. This applies to all uses of the term 'consultant' in HSoJ posts. It is therefore recommended that, in English, the HSoJ does not use the term in its job titles.
 - The use of 're-training' can have a negative connotation implying a need to bring someone up to a standard that has not yet been reached, while the term 'in-service training' more accurately reflects what is being provided.

3.4 Use of ICT and Internet in Communication

(See Strategic Goal 3.3)

- It is recommended that the English language version of the new website has an internal search engine;
- It is important to ensure that the website will be easily found in its English and Georgian language versions on major search engines such as Google and Bing. There are a variety of methods that can help improve the prominence of the website such as good use of metadata on the html versions of each web page, cross-

linking between pages on the website to provide more links to most important pages, which will improve the website's search engine visibility;

- Security – It is recommended that the website build team arranges for an IT health check (ITHC) and penetration testing to ensure that the website and portals are secure from hacking;
- User surveys – When the website and portals are built and populated with content, but before they are completed and go live, it is recommended that the web builders arrange for user testing of the site. The aim of user testing is to ensure that the sites' navigation features are as good as possible. The testing is normally carried out by people who are not connected with the project. In this case it might be two or three judges, a judge's associate, a judicial candidate and a member of the public;
- Accessibility – It is important that the website and portals are accessible to everyone in particular those with disabilities, and an accessibility notice link should be posted up on the homepage. It is recommended that the website build team confirms they are building the sites to the W3C standard and that relative font sizes will be available;
- English language pages – if for some reason a decision is taken not to translate material into English it would be best not to leave the page empty but to provide a short English précis of the Georgian language content instead;
- Links – it is recommended that a series of links to other judicial training institute websites be made available from the website. Those organisations webmasters should then be contacted and asked to provide links from their websites to the HSoJ website.

3.5 Facebook

It is recommended that

- A link to the HSoJ Facebook page be made from the homepage of the HSoJ website
- Response is provided to negative comments and posts about the HSoJ and judges, to clear any misconceptions, or such posts are deleted. Reputationally, it is advisable to provide response.

3.6 Public Relations and Marketing Officer

The role and functions of the Public Relations and Marketing Officer should include:

Strategic:

- planning, developing and implementing a communications strategy for the HSoJ

Internal Communications:

- liaising with colleagues;
- working with HR on a programme of internal communications;
- managing an organisation's style guide and brand management.

Media relations / external communications:

- liaising with and answering enquiries from media, individuals and other organisations, often via telephone and email;
- writing and distributing press releases to targeted media;
- collating and analysing media coverage;
- devising and coordinating photo opportunities;
- organising events including press conferences, exhibitions, open days and press tours;
- managing the PR aspects of a potential crisis situation.

Publications:

- writing and editing in-house magazines, case studies, speeches, articles and annual reports;
- preparing and supervising the production of publicity brochures, handouts, leaflets, promotional videos, photographs, films and multimedia programmes.

Electronic media:

- maintaining and updating information on the organisation's website and social media outlets such as Facebook and Twitter.

Marketing:

- sourcing and managing speaking and sponsorship opportunities;
- commissioning market research;
- fostering community relations through events such as open days and through involvement in community initiatives.