



JUDICIARY
JUDICIAL EDUCATION
INSTITUTE

TRINIDAD AND TOBAGO



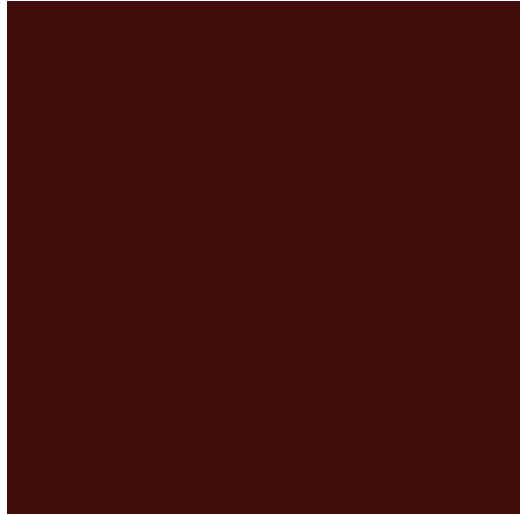
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Extracted from “The triumphs and trials of judicial education in a small jurisdiction - the story of the Judicial Education Institute of Trinidad and Tobago”
by Justice Peter Jamadar JA and Kent Jardine

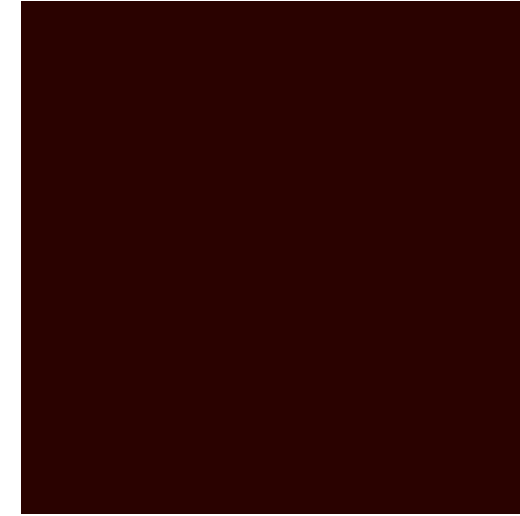
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“Continuous judicial education is essential for the Judiciary to fulfil its mandate to the public and its stakeholders to deliver justice in an effective and efficient manner, while sustaining public trust and confidence.”

Introduction to the **JEITT**

The Judiciary of Trinidad and Tobago upholds the vision: *“to provide an accountable Court System in which timeliness and efficiency are the hallmarks, while still protecting integrity, equality and accessibility, and attracting trust and confidence.”*

Continuous judicial education is essential for the Judiciary to fulfil its mandate to the public and its stakeholders to deliver justice in an effective and efficient manner, while sustaining public trust and confidence. It is out of this necessity that the Judicial Education Institute of Trinidad and Tobago (JEITT) was created – a distinct but integral part of the Judiciary, committed to the establishment’s core objective: the administration and achievement of justice.

In each of its training programmes and lectures, the JEITT operates with the following Mission Statement in mind:

“To promote excellence in the administration of justice in the Republic of Trinidad and Tobago through continuous training and development of Judges, other judicial officers and non-judicial staff attached to the Judiciary.”

The training and development programmes delivered are the hallmark of the Institute as it strives to improve the functioning and competence of the Judiciary and its judicial officers, keeping all au courant with changes that may influence the Judiciary’s operations.

Starting off as a pilot project in 2002 under the patronage of the Hon. Mr. Justice de la Bastide, the then Chief Justice, the JEITT slowly became a reality and began its formal operations in April 2003. Since then, the Institute has provided a critical service to the Judiciary, and ultimately the public, through its high quality training and educational programmes. By doing so, it assists the Judiciary to perform in a manner that upholds its independence and integrity while at the same time ensuring public trust and confidence in the administration of justice.

Focusing on the vision *“Transformation through Education,”* the JEITT facilitates the objective of the Judiciary becoming a high-performing, professional organisation.

In early 2011, the Cabinet officially

approved the restructure of the JEITT, making it a permanent department within the judiciary.

In accordance with our Mission and Vision, we regularly coordinate training development programmes for all judges and judicial officers, sourcing presenters and facilitators who are experts in their fields. In addition to this, the JEITT produces publications to facilitate ease of access to justice and hosts lectures for the public on matters pertaining to a progressive judicial system.

Since its inception, the JEITT has taken a holistic approach to Judicial Education, addressing all aspects of judicial development. The JEITT has hosted over two hundred programmes and has trained thousands of people, including persons belonging to other arms of our justice system. The Institute is committed to partnerships with our external stakeholders in the Justice System, including the Law Association of Trinidad and Tobago, the Police and Prison Services, the DPP’s office, Children’s Authority, and various others, and has undertaken numerous training programmes with them.



JEITT BEGINNINGS

JEITT Beginnings

Judicial education in Trinidad and Tobago in the modern sense had its beginnings on the 31st May, 1995 when a new Chief Justice of the Republic of Trinidad and Tobago took office – Michael Anthony de la Bastide T.C., P.C., Q.C..

Chief Justice de la Bastide was appointed directly from the private bar, after thirty-four years of a distinguished career as a barrister-at-law. From the very beginning of his tenure, Chief Justice de la Bastide heralded the importance of the need for a structured continuing education policy for all judges and judicial officers.

In his 1998 address de la Bastide stated:

“I am anxious to see established in Trinidad and Tobago a Judicial Training Institute... What I have in mind is an institute that will provide training not only for judges but also for magistrates and court staff.”

In furtherance of this objective, de la Bastide met with Judge Sandra Oxner, then working with the World Bank Judicial Reform Unit, who offered World Bank funding for a judicial education programme designed in part by the late Justice Telford Georges, a director of the Commonwealth Judicial Education Institute (CJEI). De la Bastide sent a judge and magistrate to attend the intensive training course for judicial educators held by the CJEI in Halifax, Nova Scotia,

Canada that very year. Not that his initiative was to await that training; in 1996, the year after he assumed office, de la Bastide had already hosted his and Trinidad and Tobago's first dedicated two day Continuing Education Seminar (CES) for judges of the Supreme Court. This practice continued every year thereafter, soon becoming an annual residential event.

Such was his commitment to continuing judicial education, that in de la Bastide's 2000 annual address he was able to report:

“The establishment and maintenance of an on-going programme of judicial education which includes Magistrates as well as Judges, is a high priority in the Judiciary's programme. The nucleus of a judicial education committee has in fact been formed and has started functioning. It consists of two Judges and a senior Magistrate who have all attended the Commonwealth Judicial Education Institute's intensive training course for judicial educators in Canada, and the Court Executive Administrator whose training at the National Centre for State Courts in the United States, has equipped her to

train non judicial officers in court administration and case management.”

Not only were decisions and commitments made, but an initial human resource investment in training judicial officers to be judicial educators was also undertaken. This latter choice has proven to be invaluable and the policy of investing in the training and development of leaders in judicial education has continued.



THE HON. MR. JUSTICE MICHAEL DE LA BASTIDE,
PRESIDENT JEITT 1995-2002

Early **JUDICIAL RETREATS**

The initial form that judicial education took in Trinidad and Tobago was via 'Judicial Retreats'. These were conceptualized by de la Bastide as 'weekend retreats' (held on Saturday and Sunday), intended to bring all judges (from 1995) and all magistrates (from 2001) together in one place for two days for the purpose of continuing judicial education. Typically, these early judicial retreats had two core objectives - substantive judicial education (on areas of law and procedure) and the building and strengthening of relationships among judicial officers. Both aims were considered of equal importance. The former was intended to keep judicial officers up to date on the current law and to facilitate discussion on challenging and problematic areas in the local context. The latter was intended to build camaraderie - 'mutual trust and friendship among judicial officers' - which de la Bastide valued greatly (and hence the terminology "Judges'/Magistrates' Retreat"). By identifying a social and relational purpose for judicial edu-

cation as explicitly desirable, a core ideal of judicial education in Trinidad and Tobago was birthed.

The insight to make the development of trust and friendship a core value of judicial education in the twin-island state of Trinidad and Tobago has borne dividends. First of all, judges and magistrates, prior to these weekend retreats, had few structured opportunities to meet and spend extended time together in the context of exploring work related issues or of engaging in adult judicial education. Not only was this experience new, but it was also refreshing, inspiring and mutually beneficial. Learning together as adults, in a safe and peer directed context, developed new and strengthened old relationships while at the same time refreshing knowledge about substantive law and improving critical judicial skills.





JUDICIAL EDUCATION COMMITTEE

Judicial Education

COMMITTEE (2000-2002)

Within three years of its conception, judicial education in Trinidad and Tobago was being led and implemented by a multi-disciplinary ad hoc committee made up of both judicial and non-judicial staff of the Judiciary. This Judicial Education Committee was formally constituted with an entirely voluntary membership in September 2000. The Committee was led by a judge of the Supreme Court with the first Chairperson being the late Justice Wendell Kangaloo JA, and its members comprised Judges, Magistrates, the Court Executive Administrator, one Deputy Court Executive Administrator, the Court Human Resource Manager, the Librarian III, the Director of Planning, and the Systems Administrator.

The efforts of this body, and its dedication, allowed for the development of working relationships with judicial education institutes in the United Kingdom, Canada, the United States of America, and the Eastern Caribbean.

The Committee was mandated to:

- Identify training needs throughout the Judiciary;
- Identify training opportunities for all categories of staff;
- Organise and coordinate training activities;
- Plan training and development programs (seminars, workshops, retreats);
- Evaluate training outcomes; and
- Establish a Judicial Education Institute to replace the Committee.

The model that was deployed initially drew heavily from the principles learned at the judicial educators program offered by the CJEI. Thus training was focused on the following four key areas: the role of the judge, substantive and procedural law and practice, judge craft and social context sensitivity. Over time, other groups of judicial officers and staff were included and we would add another key area - the wellness of participants.

The aim was to develop judges and judicial officers who were impartial, competent, effective and efficient, and in so doing to increase public trust and confidence in the administration of justice in Trinidad and Tobago.

Programmes were selected and developed on the basis of the experiential learning circle model (beginning with some form of needs analysis) and delivered in accordance with the best practices of adult education, in particular bearing in mind the variety of learning styles/types. Throughout the changes in administrative structures, the principle that judicial education programmes in Trinidad and Tobago would be participant-focused, participant-led and participant-driven has remained fixed.

These formative years in the story of the development of judicial education in Trinidad and Tobago were characterized by management through the voluntary committee appointed by the Chief Justice with both judicial and non-judicial staff. Furthermore, without any formal institutional structure or budget, judicial education and training was implemented by volunteers from within the judiciary, with assistance from other international judicial education institutes.



THE HON. MR. JUSTICE WENDELL KANGALOO, CHAIRPERSON
JEITT 2000-2005

EARLY OPERATIONS

Initially the most basic infrastructure was used and expenses were limited to internal travel, meals and rental of accommodation. Where foreign facilitators were used, the cost of their transportation and accommodation was covered. Programmes were selected after some analysis of needs but often with what was readily available and easily accessible in mind. Funding was essentially derived from the Chief Justice's vote and occasionally from external funding agencies. At this time, there were no dedicated staff and people from the library, information and protocol units were used in the facilitation of judicial education events.

In Trinidad and Tobago we can, therefore, say that the emergence of the JEITT is an example of initiative, commitment and courage by a small jurisdiction taking the risk in following our belief that this was the right path to follow. It was a consequence of the vision and will of judicial leadership to simply make continuing judicial education happen – where there is the will (and some minimum resources) there is a way. In truth, the resolute, innovative and inspiring leadership of Chief Justice de la Bastide and Chairperson Kangaloo paved the way for the acceptance and entrenchment of continuing judicial education in Trinidad and Tobago.

We believe that the story of judicial education has its origins in decisive and determined leadership, aided by charismatic personalities and an emerging global movement towards continuing judicial education. In a small jurisdiction such as ours, getting judicial education started and up and running required genuine, committed leadership, as well as a cadre of willing and enthusiastic volunteers led by trained judicial educators.

THE PILOT PROJECT

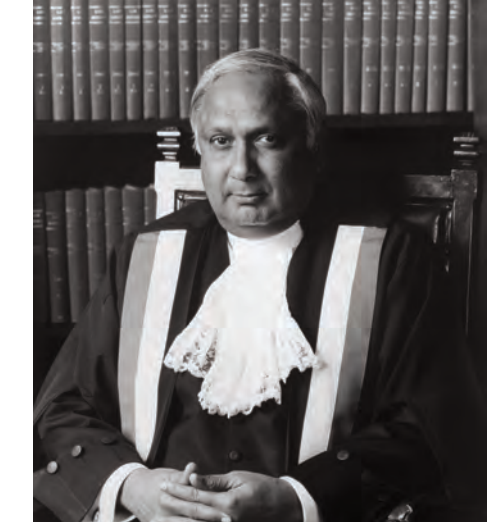
THE PILOT PROJECT

(2002-2011)

The period that followed the formative stage in the emergence of the JEITT can be described as the period of consolidation and institutionalisation. It coincided with the tenure of the next Chief Justice of Trinidad and Tobago, the Honourable Mr. Justice Satnarine Sharma T.C., C.M.T., and with Cabinet approval for the creation of a formal judicial education institute as a pilot project. The impetus towards institutionalisation was the consequence of both the original vision of de la Bastide which had translated into one of the mandates of the Judicial Education Committee, as well as the sheer momentum created by the number of seminars, training sessions and lectures that were being held.

During this period the institutional structure of the Institute began to emerge and with the advantage of the appointment of a small but permanent support staff, the work of the Institute began to expand. Significantly, with Cabinet recognition came funding, as the Institute was now a legitimate line item for budgetary purposes. It is worth emphasizing this, because executive recognition was not *a priori*, but *ex post facto* the proven usefulness of continuing judicial education for the delivery of effective, efficient and impartial justice in Trinidad and Tobago.

The move to formal institutionalisation with State funding was a carefully thought out and negotiated process. Again, at the forefront was decisive and resolute leadership. The most obvious concern was an erosion of judicial independence. However, this was avoided by a clear and firm insistence that the United Nations Basic Principles on the Independence of the Judiciary (1985), the Latimer House Guidelines (1998) and the Bangalore Principles for Judicial Conduct (2002), are only guaranteed in the context of a truly independent Judiciary; and that such an independent Judiciary is a pre-requisite to the upholding



**The Hon. Mr Justice Satnarine Sharma,
President JEITT 2002-2008**

of the rule of law and fundamental to a functioning democracy that values freedom and equality and that respects the dignity of all persons (as enshrined in the Republican Constitution of Trinidad and Tobago).

In short, what was insisted upon was the creation of an institute that was under the control of the Chief Justice and judge-led and administered (subject to accountability for financial expenditure). Essentially the nascent Judicial Education Institute of Trinidad and Tobago was formed as an autonomous educational institute existing within the context and in service of the wider Judiciary.

These objectives were all recognised and honoured by the Executive, as can be seen by the fact that Cabinet gave its approval with explicit recognition of the following considerations:

1 **A comprehensive strategy of judicial education** provides an essential and viable means to strengthen the Judiciary's capacity to dispense justice and meet its responsibilities for judicial governance.

2 **The unique nature of judicial and court administration requires special training and skills** tailored to meet what is needed to strengthen institutional capacity and administer judicial services.

3 **Judicial education must be led by judicial officers and function under judicial control**, so as to ensure not only that the independence and impartiality of the Judiciary is preserved, but also that members of the Judiciary are accepting of the relevance and values of programs.

4 **The Judiciary must be committed to being a learning organisation**, able to respond to change, embrace new ideas, encourage learning, growth, development and innovation, facilitate excellence, value all members and encourage communication and sharing, if it is to discharge its responsibilities to the society.

Thus, the Judicial Education Institute was formally established on the 31st July 2002 to operate with a Board of Directors led by the Chief Justice as President and a judge of the Supreme Court as Chairperson. Justice Wendell Kangaloo JA, who had been instrumental in bringing the Institute to this point, was appointed to this latter position. He was succeeded by Justice Ivor Archie JA in 2005 and when Justice Archie became the Honourable Chief Justice three years later, Justice Paula Mae Weekes JA took the Chair. She was eventually followed by Justice Peter Jamadar JA in 2009.



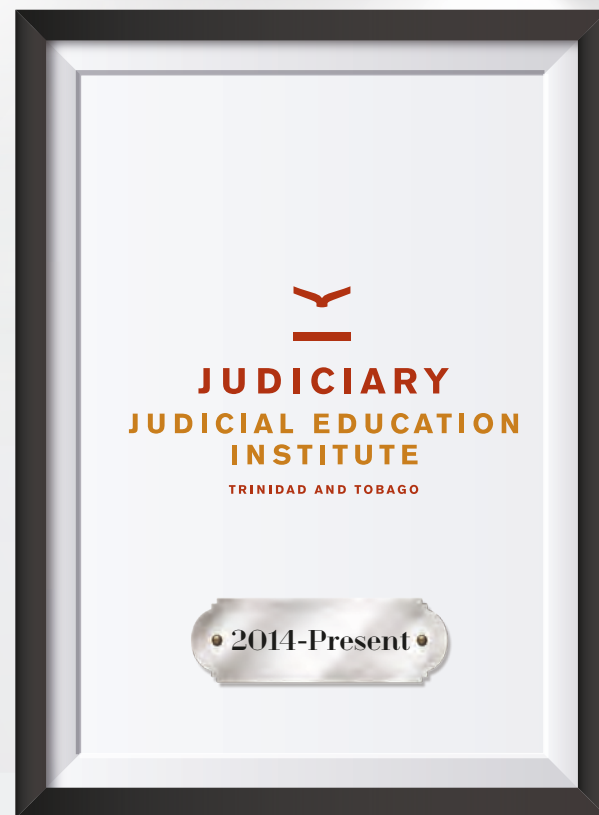
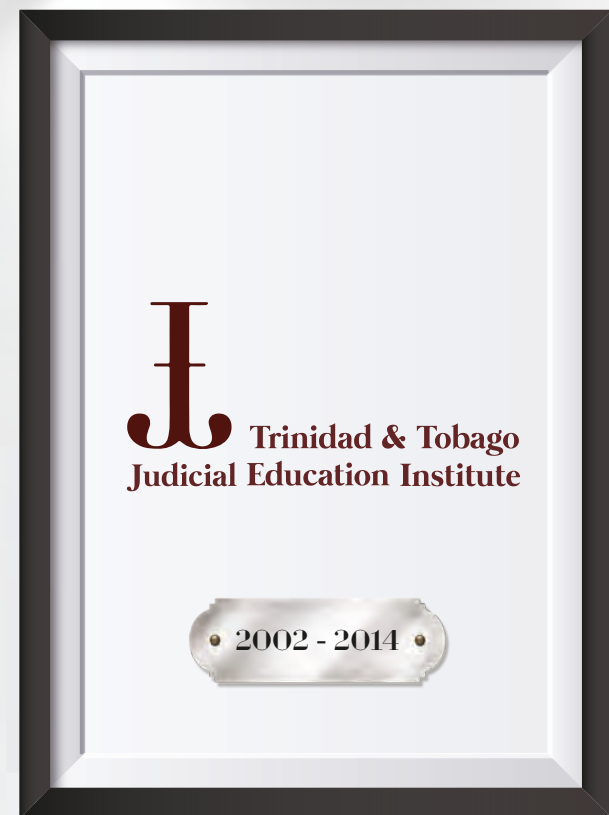
The Hon. Chief Justice Mr Justice Ivor Archie,
Chairperson JEITT 2005-2008;
President JEITT 2008-present



The Hon. Mme. Justice Paula Mae Weekes,
JA, Chairperson JEITT 2008-2009



The Hon. Mr. Justice Peter Jamadar,
JA, Chairperson JEITT 2009-Present



The touchstones of the **JEITT**

One small but significant undertaking by the new JEITT, was the conscious decision to ‘brand’ itself as unique and valuable within the Judiciary. To this end, it undertook and invested in a collaborative branding exercise, which involved the exploration and discovery of an apt mission statement for the JEITT. The mission statement that emerged after hours of discussion and consultation aptly describes the institute's purpose: “to promote excellence in the Administration of Justice in the Republic of Trinidad and Tobago through continuous training and development of judges, other judicial officers and non-judicial staff attached to the Judiciary.” This mission statement has provided a touchstone and a focus for the work of the JEITT and kept it ‘on track’ as it has continued to develop institutionally and expanded its deliverables.

During the period 2002 to 2011, the

JEITT firmly established itself within the administrative structure of the Judiciary as an invaluable part of the entire organisation and was recognized as integral to the development and sustainability of the Judiciary as a whole. As such, the JEITT provided high quality service to the Judiciary, conducting seminars, workshops, panel discussions, and residential and educational training programs for judges, judicial officers, court administrators, judiciary support staff and other stakeholders.

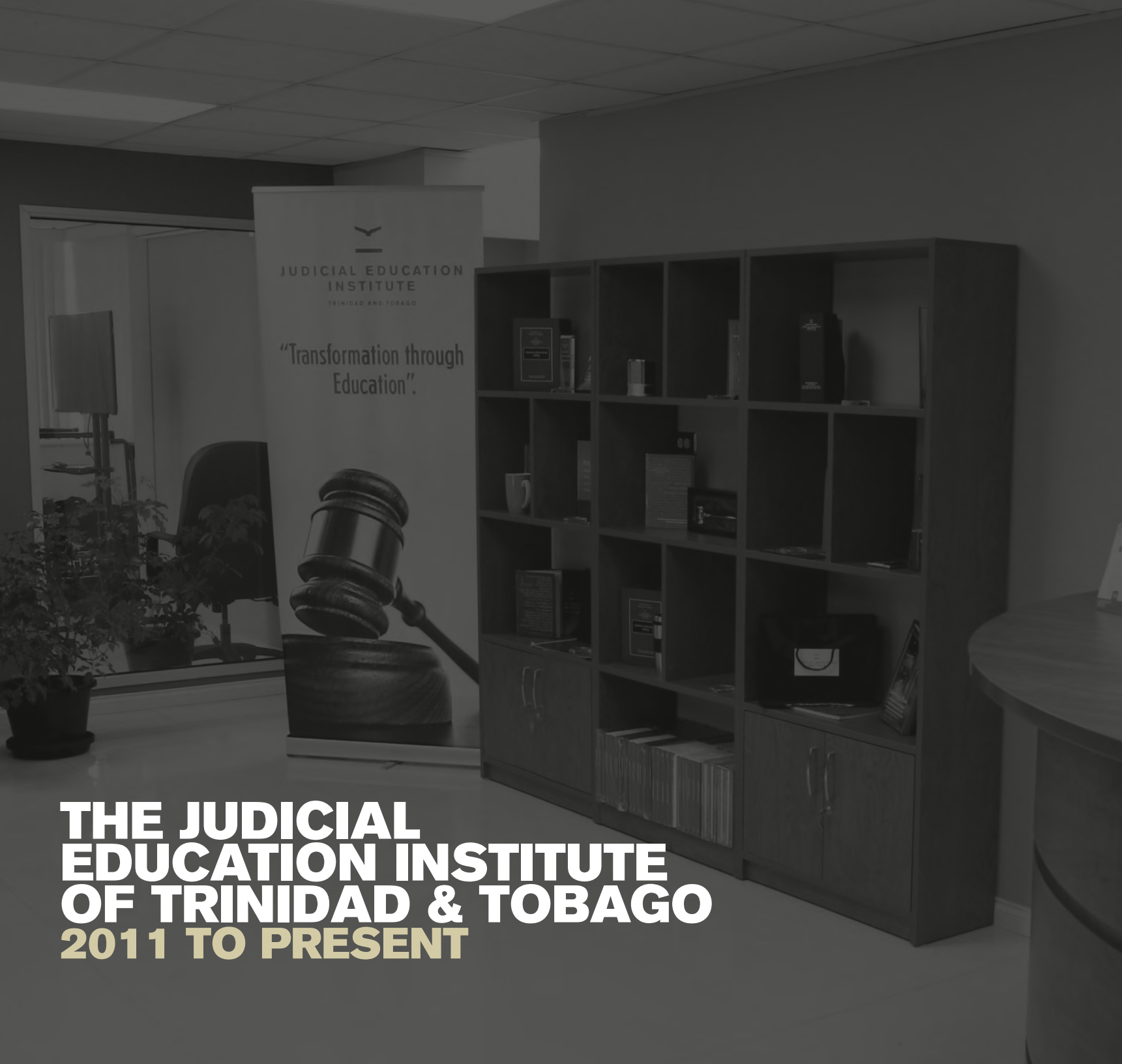
In addition, during this period, the JEITT embarked on a publication initiative and published the following:

- A General Guide to the Civil Proceedings Rules, 1998; JEITT Monographs of papers presented at its continuing education seminars (2009, 2010, 2011);
- JEITT Sentencing Handbook;

- Tools for Professional Writers - A Summary of the Essentials for Writing Effective Judgments.

This focus on publication met another need – the desire for published research on issues pertinent to, and produced in, the individual jurisdiction.

At the same time, the Institute maintained its relationship with judicial institutes around the world including the International Organisation for Judicial Training, the National Judicial Institute in Canada and the National Association of State Judicial Educators in the U.S.. These relationships were fostered not only by facilitators from these organisations coming to the Caribbean to conduct lectures, seminars and workshops but also from the attendance and participation of Trinbagonian judicial officers at the annual conferences of these groups.



THE JUDICIAL EDUCATION INSTITUTE OF TRINIDAD & TOBAGO 2011 TO PRESENT

THE JUDICIAL EDUCATION INSTITUTE OF TRINIDAD AND TOBAGO

(2011 to present)

In 2011, Cabinet gave its approval for the expansion and restructuring of the JEITT. Cabinet also agreed to make the JEITT a permanent part of the organisational structure of the Judiciary.

The pilot project had proven its worth. The JEITT had demonstrated its capacity to play a vital role in the ongoing transformation, development and sustainability of the Judiciary. What had begun as an idea had taken root and grown and blossomed into a full and fruitful enterprise.

The place of the newly constituted JEITT within the organisational structure of the Judiciary is significant. Like the judges and masters and the Chief Justice's Administrative Secretary, the institute lies directly under the authority of the Chief Justice alone. It does not form part of the administrative machinery of the courts but retains its independence and, therefore, its capacity to exercise leadership within the organisation. In his 2015 Address to the Nation at the opening of the Law Term 2015 - 2016, Chief Justice Archie O.R.T.T. stated "The J.E.I. continues to be central to our developmental strategy."



The development of a modern, vibrant Caribbean jurisprudence encounters its greatest challenge perhaps in the instinctive resistance of colonised persons against any attempts to move beyond established traditions and new dominant principles. In judicial organisations, particularly in jurisdictionally small, common-law traditions, regard for precedent and a sustained conservatism make the paradigm shift away from resistance to indigenous change problematic.

The JEITT, with some success, overcame this resistance through three core trajectories:

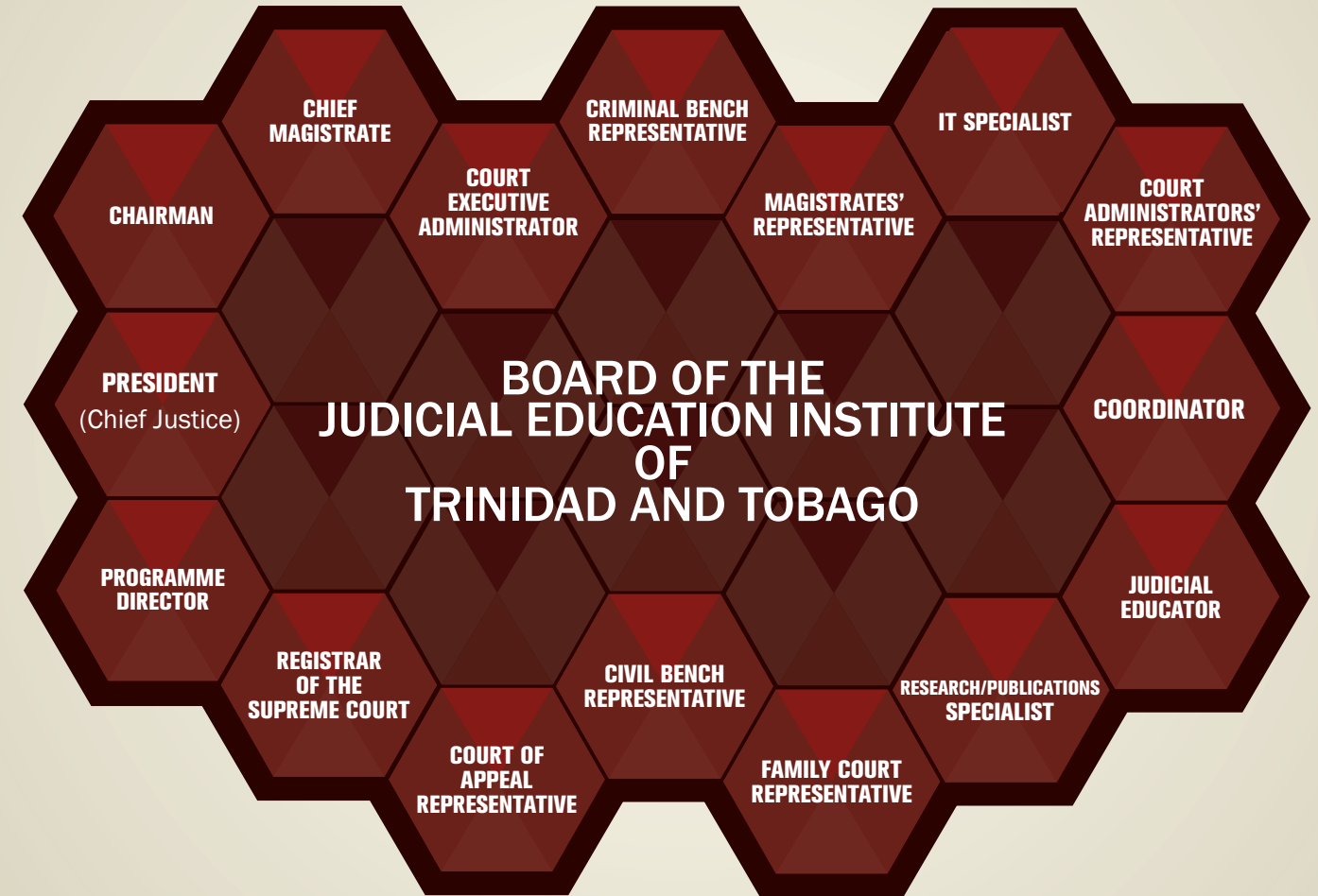
1 The development of a robust and contextually relevant and competent local faculty who work both independently and with foreign facilitators;

2 The use of local professional educators to supervise the design and implementation of all educational offerings; and

3 Investment in research-based and designed interventions, as opposed to the typical generic importation of foreign ideas and programmes.

In total, we seek to develop a locally-driven, collaborative model. What we see emerging is not a complete abandonment of the old or a wholesale enthusiastic embrace of the new but, rather, a hybrid creation incorporating both in dynamic, often unique ways.

BOARD OF THE JEITT





The Institute is run by a Board of Directors including the leadership of the Judiciary (the Chief Justice, the Chief Magistrate, the Registrar and the Court Executive Administrator) as well as representatives from each group of judicial officers and the management of the Institute. The judges and judicial officers on the Board have the responsibility to act as liaisons between the JEIT and their colleagues.

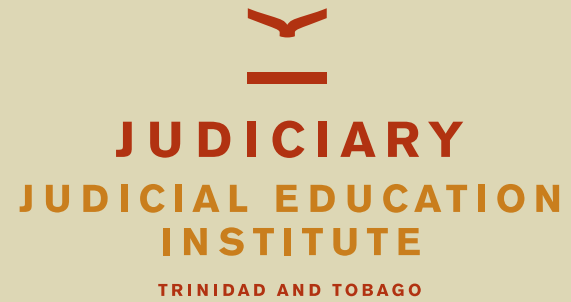
JEIT's BOARD 2016

ORGANISATIONAL STRUCTURE

The new organisational structure, agreed to by Cabinet, retained the Board of Directors as the governing body, presided over by the Chief Justice and a Chairperson, but added several key positions. These included a Programme Director, Judicial Educator, Research and Publications Specialist and an Information Technology Specialist. The Cabinet-approved organisational chart included 13 persons but by 2014, the Board came to the conclusion that the activities of the Institute have increased to such a degree that this should be expanded to 17. The most significant inclusions here are a Judicial Research Counsel and a Judicial Research Officer, who have come to be required because of the growth of the research component of the Institute's work.

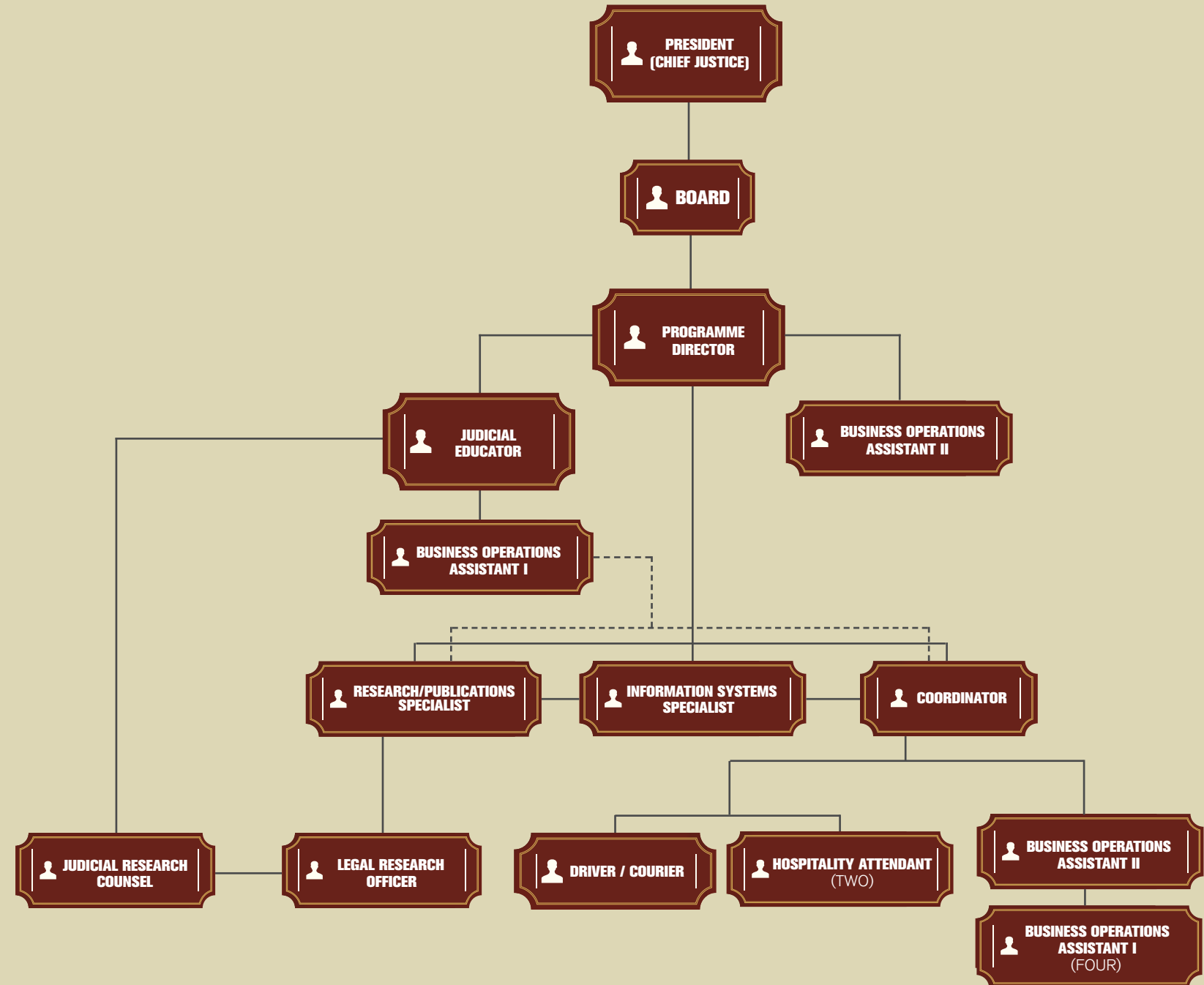


JEIT's CHAIRMAN AND STAFF 2015



THE JUDICIARY OF TRINIDAD AND TOBAGO
 TRINIDAD AND TOBAGO JUDICIAL EDUCATION INSTITUTE

ORGANISATIONAL STRUCTURE





‘TRANSFORMATION THROUGH EDUCATION’

We believe that judicial educational institutes need to have a clear, motivating and mobilizing 'vision-statement', not just in the classical management sense, but in the sense of an 'iconic word image'. In furtherance of this, the JEITT has adopted the vision '**Transformation through Education**'. The vision is a reflection of our underpinning and overarching role as one of transformation and our vehicle for achieving it as education.



Continuing **EDUCATION SEMINARS**

The residential weekend seminars, which began in 1996, continue to occupy a large part of the attention of the Institute since it remains true that judges and judicial officers are under no obligation to attend. It is therefore incumbent on the Institute to ensure that everyone is encouraged to participate by the relevance of the topic chosen, the innovative teaching practices and lively discussions and the efforts to generate a greater spirit of camaraderie among participants.

All levels of judges and judicial officers are canvassed throughout the year about possible topics for inclusion at the CES. The increased judicial workload as a result of high crime

rates and a growing litigious attitude in the society has resulted in an increase in recent years in workshops on judicial skills such as judgment writing, case management and eliminating bias. The introduction of new laws requires some study of legislation and the forging of agreements on the way forward.

Already decided is the intention to invite judicial officers from neighbouring jurisdictions, a move which has existed since the days of the Kangaloo Committee. Apart from invitations to participate in annual CESs, the JEITT has hosted delegations from the OECS, Barbados, Guyana and imminently, the Dutch Antilles on study visits.

HALF-DAY SESSIONS

The members of JEITT's Board are responsible for organising termly half-day training sessions for their particular group on a topic of their group's request. These groups include the Court of Appeal, the Criminal Bench, the Civil Bench, the Family Court, the Registrars, the Magistrates and the Court Administrative Unit.

These board meetings occur once a term and feature a lively exchange of ideas and suggestions. This democratic approach to judicial education is deliberate and is seen as a way to model the system change necessary to move the Judiciary forward. It is a recognition that positive change will come when the responsibility for effecting that change is accepted by everyone in the organisation.

PARALEGAL TRAINING *Course*

In collaboration with the Hugh Wooding Law School, the Institute has provided a course of paralegal training to all Judiciary and Public Service staff as a three level offering: an orientation program followed by basic and advanced levels. This programme is delivered in large part by judicial officers and senior staff of the Judiciary. On completion, successful candidates are awarded certificates. Promotion within the ranks of the court administration is contingent on the possession of these certificates.

CROSS-TRAINING

In addition to facilitating programmes which are designed for specific groups within the Judiciary (e.g. judges and senior management), the Institute utilises 'cross-training' where applicable. This inter- and intra- group targeted training applies a) across sections of judges and judicial officers as well as b) between groups of judges, judicial and non-judicial officers. Cross-training has practical and ideological benefits. Practically speaking, this type of training allows us to take advantage of our small target audience and to maximise our limited resources. By creating larger, mixed groups, the Institute can be efficient and economical, because we limit the expense incurred

in hiring facilitators. Additionally, cross-training encourages the cross-fertilisation of ideas, experiences and insights around common topics. From an ideological standpoint, cross-training builds overall institutional strength and purpose. When different groups work and learn together, this builds mutual trust and respect which enhances learning and improvement. Past examples of judges, judicial and non-judicial officers' programmes include the Judiciary Strategic Summit which was a whole system roll out of the Appreciative Inquiry model, Weatherhead School of Management leadership training and the UCL Judicial Institute led Train the Trainers programme.



The building of LOCAL LEADERSHIP

The JEITT has made a conscious effort to develop a local faculty from among judges, judicial officers and senior management of the Judiciary. Apart from their aforementioned use as lecturers in the Paralegal courses, through an ongoing involvement with the CJEI and, more recently, with UCL Judicial Institute, a cadre of about two dozen trained local facilitators has been created and will be deployed to give specialist courses to their colleagues and to staff. It is also hoped to make the availability of these persons known to other jurisdictions within the region. This development is important in establishing our bona fides as an educational institute, developing truly indigenous and contextually relevant judicial education and training and is the foundation stone for an eventual move towards academic accreditation.

The emergence of a group of Judiciary officials and staff willing to lead as facilitators in judicial and staff training is not the only area in which the JEITT is creating a culture of

innovative leadership within the Judiciary. From the latter half of 2011, the leadership of the organisation attended Appreciative Inquiry training at the Weatherhead School of Management in Cleveland. This eventually culminated in the Judiciary Strategic Summit of November 2013 attended by 200 members of staff, democratically elected by their peers of every section, unit and court in the system. While not all of the hopes and dreams of the Summit have come to fruition, those three days remain a tangible beacon of what is possible. This relationship with Weatherhead has resulted in further leadership training for selected groups of judges, judicial officers and senior staff. This training includes sessions on Appreciative Leadership, Emotional Intelligence, Mindfulness and Creativity, all designed to foster a new culture within the organisation through the development of leaders who challenge the prevailing norms of the society by accentuating the positive and seeking innovative and creative solutions to problems.



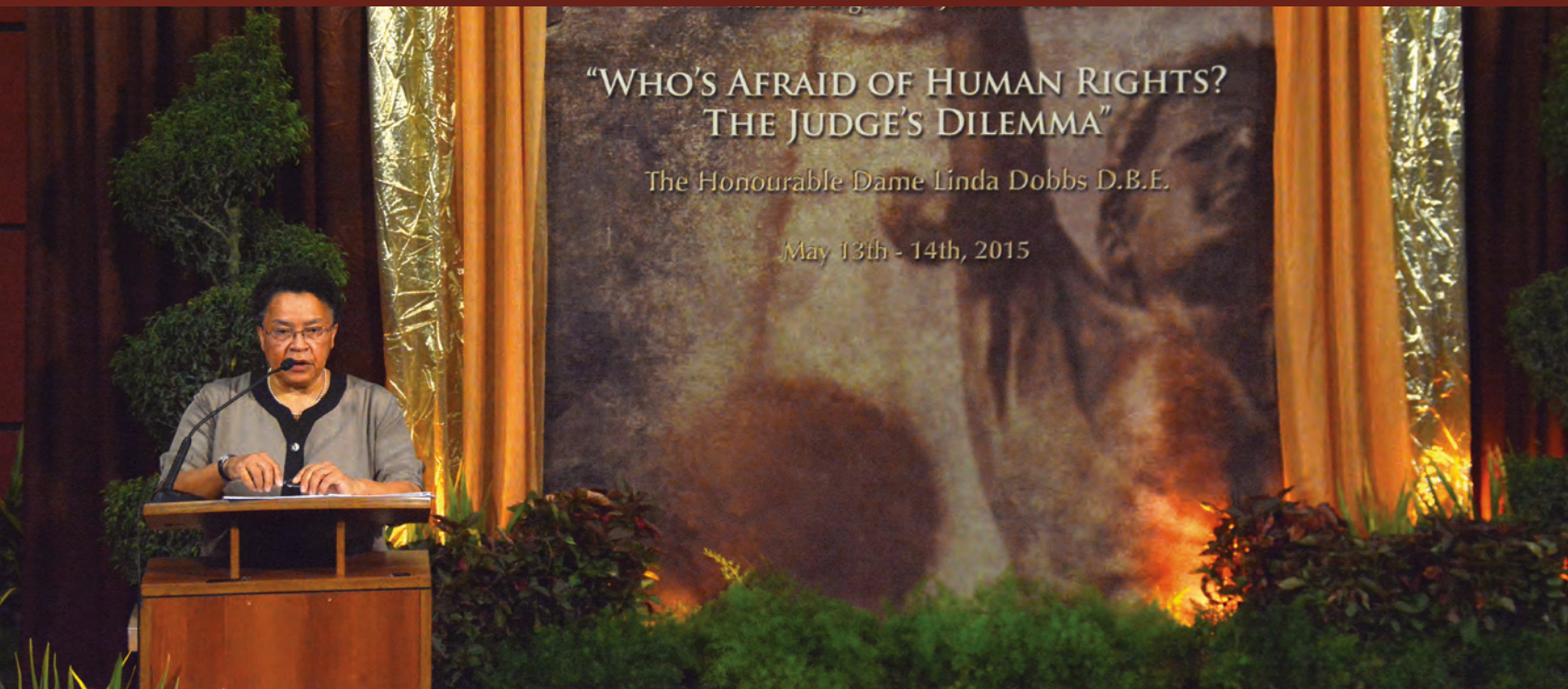
Distinguished Jurist **LECTURE SERIES**

Since 2011, the JEITT has hosted the annual Distinguished Jurist Lecture and Panel Discussion for the general public. The lecturers have been, from 2011-2016, Sir Shridath Ramphal, former Commonwealth Secretary-General, Justice Adrian Saunders of the Caribbean Court of Justice, Sir Marston Gibson, Chief Justice of Barbados, Dr. Leighton Jackson, Deputy Dean in the Faculty of Law at the Mona campus of the University of the West Indies, Dame Linda Dobbs of the United King-

dom, and Professor Richard Drayton, a Historian from King's College in London, United Kingdom. These lectures and the discussions which follow have invariably generated national debate: in 2012, for example, Justice Saunders initiated discussion on Trinidad and Tobago adopting the Caribbean Court of Justice as its final court of appeal or in 2013 when Sir Marston Gibson, Chief Justice of Barbados, outlined the arguments for and against the retention of the jury system.



The JEITT makes an effort to ensure that the panels are multidisciplinary; members have included journalists, religious ministers and lecturers in anthropology, sociology and criminology.



The JEITT sees these lectures as an opportunity to engage the general public in discussion on relevant and at times controversial topics which are usually reserved to the legal profession and yet have enormous impact on the daily lives of ordinary citizens who, in the words of Justice Smellie of the Cayman Islands, have “a sense that the court house . . . is inhabited by judges who have little understanding of or empathy for the circumstances of the ordinary person.” The JEITT makes an effort to ensure that the panels are multidisciplinary; members have included journalists, religious ministers and lecturers in anthropology, sociology and criminology. Indeed, these distinguished jurist lectures are broadcast on the

television and radio and published in the main daily newspapers, to ensure that the public has access to them and to facilitate widespread discussion about the topics. Breaking down these artificial barriers allows the Judiciary to assume its leadership position in society as an upholder of justice and the rights of citizens.

All of the JEITT's Distinguished Jurist Lectures can be viewed at www.ttlawcourts.org/djl

PUBLICATIONS

The JEITT has issued several publications over the years, which are intended to promote research, provide information, and educate.

The importance of outreach to the general public is manifested in the JEITT's website and publications. In the past, texts produced by the Institute were accessed only by legal practitioners and scholars. Through the use of digital technology, most JEITT publications will now be available as e-books on the Judiciary website, available for free download by the general public at www.ttlawcourts.org/jeibooks. This includes the five Distinguished Jurist Lectures, the recently completed Criminal Bench Book 2015 and in the near future, the Civil Proceedings Rules. In fact the decision to publish the Criminal Bench Book 2015 in electronic form and make it available to the public free of charge is in furtherance of a commitment to greater transparency and accountability and to expand access to justice in Trinidad and Tobago. In an effort to extend this access to justice further, JEITT publications are also available via the United Nations Audiovisual Library at <http://www.un.org/law/avl/> and the Caribbean Association of Judicial Officers'

website.

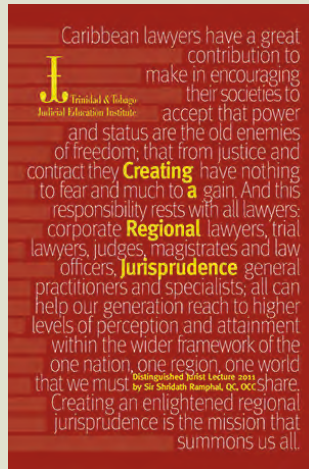
In recent times, the JEITT has also produced the *Handbook on Awards of Damages for False Imprisonment and Malicious Prosecution in Trinidad and Tobago*, the *Trinidad and Tobago Sentencing Handbook*, and a handsome volume on the history of the Court of Appeal, which was published to commemorate the 50th anniversary of Trinidad and Tobago's independence. 2015 also saw the completion of a local Bench Book, the work of a committee of local Criminal Judges, "a signal accomplishment (that) once more affirms the Judicial Education Institute as a premier institution of its kind in the region" (CJ Archie at the Opening of 2015-2016 Law Term). Small jurisdictions are notorious for their aversion to producing research and printed work. It is often too easy to 'piggy-back' on the work of others, while for many, the question of a lack of financial resources is a determining factor. The JEITT produces a few printed texts each year; welcome additions to the legal and historical record. The enormous benefits gained through the availability of these texts to a wide audience through the Internet makes the very difficult production work immensely rewarding.

RESEARCH

Research is an important aspect of the JEITT's education programmes and publications. We continuously conduct topic-based research for training sessions and lectures, gathering empirical evidence for need-assessment. This serves as the foundation for training and education. In addition to this task, our research team actively compiles information throughout the year pertaining to the creation of judicial publications, and offers research support to our guest lecturers.

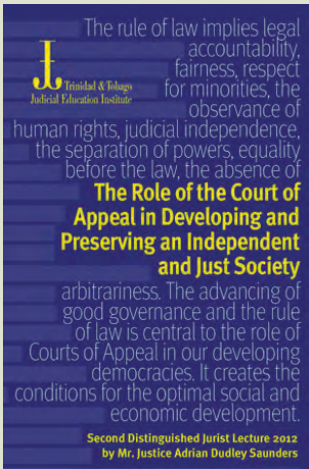
The dearth of original research and of persons willing and able to engage with such research and the allocation of sometimes scarce resources to research remains a challenge. However, the JEITT has begun to expand its research from being solely topic-based for training sessions and lectures to gathering empirical data as a foundation for training and education.

It is useful for small jurisdictions, even those with limited resources, to make the investment in local research and analysis, as counter-intuitive as this may appear at first glance. However we are convinced that an indispensable element of indigenous judicial education is relevant, rigorous local research and analysis.



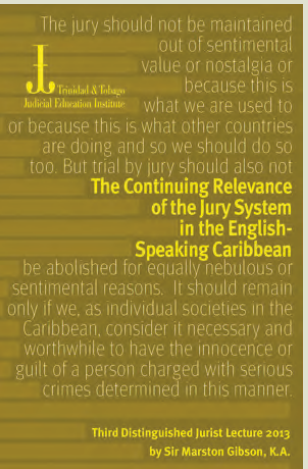
Creating a Regional Jurisprudence

Distinguished Jurist Lecture 2011
by Sir Shridath Ramphal, QC, OCC



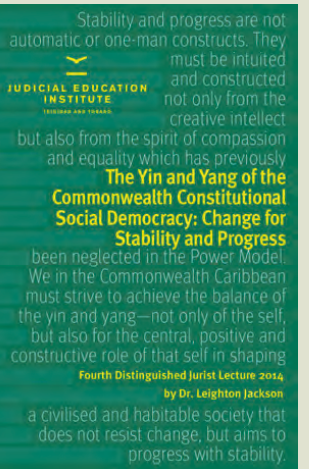
The Role of the Court of Appeal in Developing and Preserving an Independent and Just Society

Second Distinguished Jurist Lecture 2012
By Mr. Justice Adrian Dudley Saunders



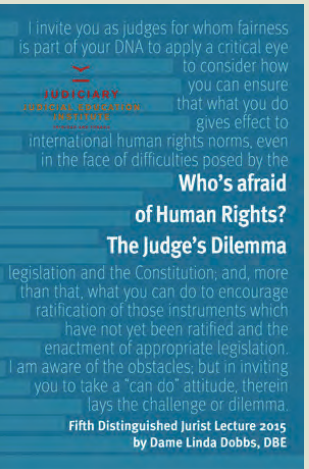
The Continuing Relevance of the Jury System in the English-Speaking Caribbean

Third Distinguished Jurist Lecture 2013
by Sir Marston Gibson, K.A.



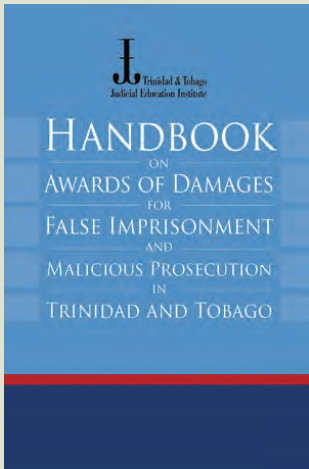
The Yin and Yang of the Commonwealth Constitutional Social Democracy: Change For Stability and Progress

Fourth Distinguished Jurist Lecture 2014
by Dr. Leighton Jackson

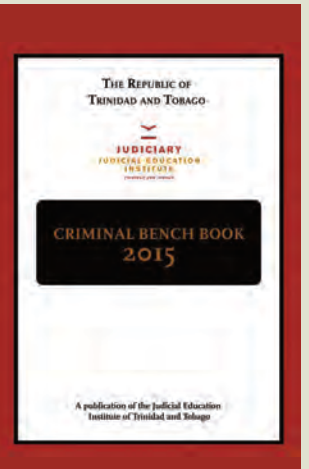


Who's Afraid of Human Rights? The Judge's Dilemma

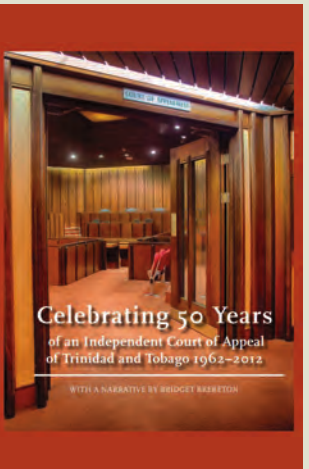
Fifth Distinguished Jurist Lecture 2015
by Dame Linda Dobbs D.B.E.



Handbook on Awards of Damages for False Imprisonment and Malicious Prosecution in Trinidad and Tobago



The Republic of Trinidad and Tobago Criminal Bench Book 2015



Celebrating 50 Years of an Independent Court of Appeal of Trinidad and Tobago 1962-2012



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