

Judicial Education Development Issues and Prospects in the Republic of Kazakhstan in the Light of the OECD Countries' Experience

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Abstract

The relevance of the topic is determined by the needs of modern Kazakhstani society in an independent judiciary and highly professional judges, capable of being a genuine guarantor of human and citizen rights and freedoms. Based on the study of the OECD countries' experience, it is argued that it is the judicial education that plays a key role in the formation of an independent, highly professional judiciary. The current state of judicial education in the Republic of Kazakhstan and its development issues are considered. Prospective directions of its development are justified based on the OECD countries' experience. A number of measures for improving judicial education is argued to be undertaken: the need for compulsory special training of candidates for the position of a judge, the development of teaching staff through the involvement of the best sitting judges in the training process, and the need to remove judicial education from the executive authorities. The role of new technologies in the development of judicial education is particularly mentioned.

Keywords: Judicial education; Court; Justice; Academy of justice under the supreme court of the republic of Kazakhstan; Candidate for the position of judge; Judicial community; Professional development and retraining of judges; Mentoring; Tutorship.



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1. Introduction

In the conditions of a democratic, rule-of-law state formation in Kazakhstan, judicial education is of particular importance. This is determined by the mission of the judiciary in a rule-of-law state to be an independent, neutral and fair arbitrator of justice, to be a genuine guarantor of the rule of law, human and citizen rights and freedoms. Independence, impartiality and professionalism of the judiciary is a key condition for creating a favorable business environment, improving the investment climate, and industrial and innovative development of the Republic of Kazakhstan. And this requires judges to match both in professional and in personal moral terms to this high mission. In this regard, the idea of the importance of education, and in particular of legal education, in the formation of a rule-of-law state is highlighted in the program documents of the Republic of Kazakhstan. In the Republic of Kazakhstan, close attention is paid to the reform of the judicial system, as well as its quality staffing by improving the selection of judges and qualification requirements for them. One of the important directions for ensuring the high quality of judicial personnel in Kazakhstan is the improvement of judicial education. A whole series of such targeted measures was adopted in fulfillment of the Nation's Plan "100 concrete steps to implement the 5 institutional reforms".

2. Research Methods

The study of the problems and prospects for the development of judicial education in the light of the experience of OECD countries has led to the widespread use of a number of scientific methods. First of all, the comparative method was widely applied. By means of a comparative historical method, the general and specific features of the development of judicial education institutions in Kazakhstan and individual European countries are identified. The conclusion about the multivariate approaches to the development of judicial education, depending on the historical and other conditions of each of the OECD countries, is substantiated. The use of the comparative legal method made it possible to substantiate various models of judicial institutions of foreign countries. The transformations of the institute of judicial education in the Republic of Kazakhstan in a short historical period of time represent a search for their own national model and are in line with the global processes for the development of judicial cadre training. The use of the structural-functional method allowed to study the existing structure and activities of the academy, as well as to substantiate the prospects for their development for the implementation of the main functions and goals of

judicial education. Such logical methods of cognition, such as modeling, the method of analogy, made it possible to identify individual problems in the implementation of individual approaches to the training of judges ("judges teach judges", the competence approach), and to substantiate the prospects for solving them, taking into account the experience of OECD countries.

2.1. Judicial Education in the Republic of Kazakhstan at the Present Stage

At the present stage in the Republic of Kazakhstan, the following procedure for appointing judges and training judges has been formed. According to the current Constitutional Law of the Republic of Kazakhstan No. 132 of December 25, 2000 "On the judicial system and the status of judges of the Republic of Kazakhstan" in order to become a judge, a person must meet the following educational and professional requirements: to have a higher legal education and work experience in the legal specialty (at least five years of experience as a secretary of the court session, a consultant (assistant) of the court, a prosecutor, a lawyer, or at least ten years of experience in the legal profession). In the presence of these and other conditions established by law, there are two possible options: 1) the person must pass the qualification exam, pass a one-year internship in court leaving the main place of work and receive a positive conclusion of the plenary session of the court on the results of the internship; 2) a person can enter the master's program on the specialty "6M030100-Jurisprudence" in the Academy of Justice under the Supreme Court of the Republic of Kazakhstan and after successfully completing the two-year master's program, pass the qualification exam. In this case, a person is exempt from a one-year internship for four years from the day of graduation (art. 29).

If these conditions are fulfilled, a person can participate in the competition for the position of a judge, during which he can be permanently appointed to the position of a judge. For new judges after the appointment as a judge, mentoring and tutorship programs are provided, which are aimed at supporting new judges and assisting in their adaptation to the profession, and transferring experience from the experienced judges. This ensures the continuity of generations and strengthens the judiciary community.

Tutorship is mandatory for newly appointed judges with a work experience of up to one year. A tutor to a new judge is appointed by the chairman of the court. Tutorship is conducted according to the plan, which reflects a wide range of issues of the judge's activities: the specifics of the applying legal norms in solving particular cases, planning working hours, observance of the norms of judicial ethics, etc. At the same time, the new judge must regularly prepare reports on the work done, and the tutor should systematically analyze and monitor his work and report.

The mentoring program, unlike tutorship, is based on the principle of voluntariness: a couple of "mentor-protégés" is created by mutual desire. This program is not a rigid training program which makes it possible to conduct training tailored to the individual needs of each particular judge. Mentor and protégés can live in different localities and work with the use of distance educational technologies. The coordinator of this program is the Union of Judges of the Republic of Kazakhstan. This program helps to strengthen the corporate culture of the judicial community through mutual assistance between judges.

It is noticeable that in foreign countries there are various forms of help to new judges from the side of more experienced colleagues. In Germany, for a long time, practice was widespread, when even if the judge had survived a probationary period and was appointed to a life-long position, he has been administering justice not individually but collectively with other experienced judges for the first few years (approximately 4-5 years). Only after this the beginning judge receives the right to administer justice alone. However, recently in Germany, due to changes in the procedural legislation related to the sole judge's examination of an increasing number of cases, such opportunities for young judges have diminished.

For sitting judges, the following forms of judicial education are provided: professional development and retraining, which are implemented at the Academy of Justice under the Supreme Court of the Republic of Kazakhstan. The professional development of judges and employees of the judicial system is aimed at updating, deepening, improving the available theoretical, practical and professional knowledge, capabilities and skills of sitting judges and the judiciary employees. Forms of professional development are short-term training seminars: for judges of all categories - two-week courses with duration of 84 hours, for the judiciary employees - weekly courses with duration of 42 hours. Only in 2016, 586 trainees were trained, while in the first half of 2017 there were 352 trainees.

Retraining is aimed at providing new theoretical, practical and professional knowledge and skills in a new sphere of duties and requirements (for newly appointed judges or newly appointed chairmen of courts and candidates for the position of chairmen of courts). The form of retraining is long-term training seminars for a period of five weeks, three weeks of them without leaving the place of work in correspondence form with the use of distance educational technologies and two weeks at the Academy (the total number of hours studied is 202 hours). In addition, scientific and practical events (conferences, roundtables, seminars, trainings, etc.) are organized for the sitting judges, organized by the Supreme Court of the RK, the Union of Judges, the Training Centers of Oblast and Equated Courts and the Union of Judges and the Academy of Justice under the Supreme Court of the Republic of Kazakhstan.

Thus, the organizers of judicial education in Kazakhstan are the Supreme Court of the Republic of Kazakhstan, the Union of Judges of the Republic of Kazakhstan, the Training Centers of Oblast and Equated Courts and the Union of Judges, the Academy of Justice under the Supreme Court of the Republic of Kazakhstan.

In Kazakhstan, among the indicated organizers of judicial education, the Academy of Justice under the Supreme Court of the Republic of Kazakhstan (hereinafter - the Academy of Justice) is assigned a special role. The history of the Academy of Justice begins in 2001, when the Institute for Professional Development of Judges and Judiciary Employees was established under the Supreme Court of the Republic of Kazakhstan, headed by the former Chairman

of the Supreme Court of the Kazakh SSR (later the Republic of Kazakhstan), Doctor of Legal Sciences, Professor T. Aytmukhambetov. In 2003, the Institute was renamed the State Institution "Judicial Academy under the Supreme Court of the Republic of Kazakhstan". Then in 2005, by the Decree of the President of the Republic of Kazakhstan No. 1583 "On Measures for Further Improvement of Training, Retraining and Professional Development of Personnel of State Bodies of the Republic of Kazakhstan" dated May 31, 2005, the Judicial Academy was reorganized into the Institute of Justice of the Academy of Public Administration under the President of the Republic of Kazakhstan. Later, by the Decree of the President of February 18, 2016, this Institute was transformed into the Academy of Justice under the Supreme Court of the Republic of Kazakhstan. This measure was undertaken in fulfillment of the Nation's Plan "100 concrete steps to implement the 5 institutional reforms", where as an 18 step, the Justice Institute is directly separated from the structure of the Academy of Public Administration and transferred to the Supreme Court of the Republic of Kazakhstan. The main reason for the establishment of the Academy of Justice is to strengthen the relationship between training and judicial practice, as well as to provide continuing training for sitting judges on a regular basis.

Today, the Academy operates in three main areas: 1) the implementation of graduate educational programs; 2) retraining, professional development of judges and the judiciary employees; 3) the implementation of research activities. In order to effectively implement these directions in 2017, the structure of the Academy was revised. Three structural subdivisions (institutions) were created: 1) Institute of graduate education, which implements graduate educational programs within the framework of the two-year Master's program on the specialty "6M030100-Jurisprudence" (note that in foreign countries the practice of preparing future judges for master's programs is not common); 2) Institute of retraining and professional development of judges and the judiciary employees, which is entrusted with the task of retraining, professional development of judges and the judiciary employees; 3) Research institute, which carries out research activity. The structure of these institutions has also been improved in order to avoid duplication of functions of structural units and improve the quality of education. A new office of the registrar has been introduced, which makes it possible to exclude parallelism in the work of the Institute of Graduate Education.

In foreign countries, this practice of creating institutions like the Academy has become widespread since the 1970s. In general, judicial education in foreign countries is a relatively young phenomenon. Only in the 70s of the XX century were the first permanent structures created to provide judicial education (Wallace, 1999). So, in Germany the judicial academy was established in 1973. Training in the academy is carried out on a voluntary basis. Other organizations may be involved in the training of judges in necessary cases (eg, for judges of economic courts courses in the financial academy are provided to familiarize themselves with the subtleties of the economic sphere). In the UK, in 1979, the Council for Judicial Research was created, which was responsible for the training of judges; and since 2011 the Judicial College, which is an independent institution, has been functioning as a training judge (Lawmentor, 2018). In this Judicial College, judges receive both an introductory course before starting their careers, and continue to receive training throughout their judicial career (Oxford and the Judicial System, 2014). In Scotland, in order to train judges, a Forensic Research Committee was established in 1997; and in 2013 - the Judicial Institute. Judicial training in Scotland is also carried out on a voluntary basis. However, an introductory training course for newly appointed members of the judiciary is mandatory (Judiciary of Scotland, 2018).

In general, in the OECD countries, the following approaches to the creation of training organizations responsible for the preparation of candidates for the position of a judge are possible: "autonomous", official academies (institutes, schools) of justice (France, Germany, Spain and Portugal), here it is assumed that legally autonomous state government-funded institutions - "institutionalized" official justice academies (individual countries with a common law system, for example, in North America (USA and Canada) or in Australia). Here the academies work closely with other HEIs and support active cooperation through a network of educational institutions; - units of the Ministry of Justice responsible for organizing judicial education (Austria, Netherlands); - less formal judicial training organizations, for example, committees in judicial associations (Italy) or independent organizations (Ireland, England and Wales) (The project of institutional strengthening of the justice sector of Kazakhstan, 2017). In general, the choice of this or that model of the organization of judicial education depends on the historical and other conditions of each of the OECD countries, which indicates the multivariate approaches to solving this issue. However, it is common for them that regardless of the group to which they belong, all training organizations responsible for the training of judges are mainly controlled by the judiciary.

Taking into account this experience of the OECD countries, the creation and functioning of the Academy of Justice under the Supreme Court of the Republic of Kazakhstan, as the organization responsible for preparing candidates for the position of a judge, is in line with OECD practice. However, we believe that the forms and content of judicial education need further improvement.

3. Prospects for Improving Judicial Education in the Republic of Kazakhstan in the Light of the Experience of OECD Countries

In the Republic of Kazakhstan, a number of cardinal measures have been taken to improve the quality of training of judicial personnel. At the same time, as practice shows, these measures are not enough for the qualitative preparation of highly professional personnel, and the demands and realities of the modern world set new tasks before the judiciary and, accordingly, judicial education in Kazakhstan.

First of all, it is necessary to improve the forms of preparation of future judges, which may require the improvement of the procedure for appointing judges. As we discussed above, to date, in order to become a judge

from educational and professional qualifications, it is sufficient to have a higher legal education and a certain length of service in the legal profession. Also training in a specialized master's program of the Academy of Justice by state order is considered. The first admission of graduate students in the specialized master's program of the Academy of Justice under the Supreme Court of the Republic of Kazakhstan was implemented in 2016. And the first release is only to be in 2018. Therefore, it is too early to judge the serious results of the training in the Academy of Justice. But in any case - training in a specialized master's program is not yet a panacea for solving the problems of training personnel for the judiciary. First of all, this is due to the fact that there is no strict requirement that a person who has completed a master's degree must necessarily become a judge. As a result, the majority of candidates for judges have only higher legal education and a certain length of service in the legal profession, but do not undergo any special training in the skills and competencies necessary for the profession of the judge.

As the experience of the OECD countries shows, an important condition for ensuring the high professionalism of the judicial personnel is specialized judicial training. In many OECD countries, such a specialized one is provided (with the exception of the British model, where judges are recruited from experienced lawyers with a long record of service). This, in turn, should be considered an important condition for the formation of an independent, impartial judiciary. As a result of the study of international judicial education, the professor at the Law School of the University of Cornellia Toby S. Goldbach notes that it is judicial education that creates a strong and independent judiciary, which in turn will support the rule of law and economic development (Goldbach, 2016). From this perspective, judicial education can be viewed as a key factor in the development of society, capable of both accelerating legal progress, and vice versa - slowing it down, or leading to legal regression - in the worst case. It is quite true of Nelson Mandela's assertion that "education is the most powerful weapon that can be used to change the world."

In this regard, Kazakhstan should also provide for the practice where all candidates for judges must undergo mandatory specialized judicial training to develop core competencies. Such training could be carried out at the Academy of Justice. In addition, in order to stimulate quality education of students, the best graduates (based on the nature and amount of training, the grades received, the final rating) should have the priority right to choose appointments to the position of a judge without further subjective selection.

An important direction in improving judicial education in the Republic of Kazakhstan is the development of the teaching staff through the involvement of the best acting judges in the training process. At the present stage in Kazakhstan, judges of the Supreme Court of the RK are involved in the process of training judges. However, there are a number of problems here: - it is quite difficult to combine teaching and judging; - judges involved in the teaching process often do not have the skills to teach; - there are no incentives for activating the teaching activity of current judges. These factors have a very negative impact on the quality of teaching.

Let us turn to the experience of the OECD countries to justify recommendations for solving this problem. Thus, in a number of OECD countries, an integrated system of incentives and motivations has been developed for the voluntary participation of acting judges in the training of future and newly appointed judges. This creates conditions for attracting the best judges to teaching, and also increases the prestige of both learning and teaching in an institution that trains judges. For example, in France and the Republic of Korea, one of the prerequisites for further promotion of the judge on the career ladder is teaching in an educational institution responsible for training judges. In these countries, the personnel policy in the judiciary and the policy in the field of judicial education are closely correlated.

Given such positive experience of the OECD countries, we believe that the following could be introduced in Kazakhstan: - judges should be recruited for teaching, separated from their main job as a judge (from one to six years, as in the National School of Justice of France); - it is necessary to create incentives and motivations for the best judges of Kazakhstan in order to involve them in teaching future judges and transferring their experience to them. Such incentives could be additional benefits (increase in wages, etc.) and/or the priority right to claim a new, higher position, and others.

An important direction in improving judicial education is the development of the content of judicial education. Today, at the turn of the twentieth century, the world is experiencing epoch-making events, whose eyewitnesses and participants we are honored to become, and which inevitably leave an imprint on the education system as a whole. The modern world has entered the era of digitalization, informatization, globalization, regionalization, the disintegration of the old system of geopolitical links, the systemic crisis, which is called the planetary one, i.e. covering the whole planet, or civilizational, because it penetrates into all spheres of life, thinking and activity of human society (Maslova, 2006).

All this, in turn, urgently requires the reorientation of the content of education to new principles and approaches. Under these conditions, previous approaches to education aimed at transferring information do not fully meet the requirements of the times. Modern education is enriched with new procedural skills, abilities and capabilities to: think creatively, quickly and promptly learn new knowledge and skills, get and freely navigate the flow of information, and in general, organically fit into the system of man-society-nature (Maslova, 2002).

These processes also affected judicial education. In foreign countries, for example, in the training of judges, much attention is paid to legal knowledge (for example, new or questionable questions of legal theory and practice are included in training programs for judges) and to "flexible" skills and competences (interpersonal communication, public speaking skills, stress management and prevention of occupational devastation, professional ethics issues), as well as other issues from different fields of science and practice (medicine, economics, sociology, etc.). So, eg, in the UK, the programs of the Judicial College include, along with issues of substantive law, proof and procedure, the qualifications of cases, and issues of social interaction in the administration of justice (The European Judicial

[Training Network, 2011](#)). In Scotland, training modules include judicial ethics and conduct, court management, procedural and evidentiary issues, assessment of testimony, judgment and sentence, social context studies, equal treatment, and interaction in courts with vulnerable persons. In the Judicial Academy of Germany, both special legal disciplines and disciplines to develop social competencies are taught (methods of negotiation, organization of work of courts, personnel management, management, conflictology, etc.).

We believe that in order to provide the judiciary with highly qualified personnel that contribute to the establishment of the judiciary as a genuine guarantor of the rule of law, human rights and freedoms, the central idea of the entire legal education, primarily judicial education, should be the formation of a high level of legal awareness and legal culture of the future judges. After all, the ability of the judiciary to implement the ideals and values of law and justice depends on the level of legal culture and legal awareness of judges and the judiciary community. It seems that it is in this area that the competence of the judges should be developed, which should be necessary and sufficient to allow judges to adhere to the values and basic principles of justice.

One of the most important areas for improving the judiciary and judicial education is the further strengthening of the status of the judiciary as an independent branch of government. In foreign countries, the executive's capacity to train judges is limited, since justice should be completely independent, including from any control and other forms of interference in the educational process. For example, the European Charter on the Status of Judges states that the authority monitoring the compliance of curricula and implementing institutions with the requirements of openness, professionalism and impartiality related to the exercise of judicial functions should be independent of the executive and legislative powers, at least half of its members should be made by judges elected by their colleagues in accordance with the rules guaranteeing the widest representation ([European Charter on the Status of Judges, 1998](#)). Opinion No. 4 of the Consultative Council of European Judges (hereinafter referred to as CCJE) states that the state is obliged to ensure that a judicial or other independent body is responsible for organizing and supervising the training of judges (para. 11); the independence of the body responsible for the preparation of training programs should be preserved (para. 15). In paragraph 16, the CCJE is against the assignment of these responsibilities to the Ministry of Justice or any other body accountable to the legislative or executive branch ([Working group Professional judicial systems, 2012](#)).

We believe that in order to improve the legal and institutional guarantees for the independence of the judiciary, taking into account this positive experience of foreign countries, it is necessary in the future to remove the training activities of the Academy of Justice from the Ministry of Education and Science of the Republic of Kazakhstan.

In foreign countries, the training and professional development of a judge is an ongoing process throughout his career, each judge considers himself obliged to make personal efforts in the development of skills, regularly multiplying his professional knowledge. For instance, in Germany since the 90s of the XX century, conferences are regularly held for these purposes, where innovations in the legislation, modern achievements of judicial practice are considered; the exchange of experience and methods of work is implemented as well. Thus, in 2005, 113 such scientific and practical conferences were held on the basis of the German Judicial Academy. We believe that in Kazakhstan it is also necessary to provide more widely different incentives and forms for the continuous education of judges throughout life. And here, a wider use of information and communication technologies could play a positive role.

Today, in many ways, the prospects for the development of education in the world are associated with the widespread introduction of digital technologies, which is a necessary part of the digital transformation of society ([Tolegen et al., 2013](#)). As the President of the Republic of Kazakhstan N. Nazarbayev noted, "Digital Kazakhstan is our future. We have no choice. And there is no other way" ([Kazinform, 2017](#)). Digital technologies in the system of justice help to achieve openness and transparency of the judicial system, which increases the level of public confidence in justice. Digital technologies in education make it possible to gain access to lifelong education, to better knowledge, regardless of location.

Taking into account the above-mentioned trends in the development of the world education system, Kazakhstan's ambitious goals and objectives for entering the 30 developed countries of the world, systemic changes that change the entire world social system and the new civilizational challenges with inexorable speed, there is the formation of a new education system oriented towards joining into the world educational space ([Kasenova and Boretsky, 2013](#)).

Development of judicial education in Kazakhstan in line with these trends is manifested in the expansion of practical orientation, improvement of teaching methods and content of training programs. So, when preparing graduate students for teaching, sitting judges are actively involved; conduct retreats to district and equated courts, during which the graduate students participate in court proceedings; the content of the disciplines has undergone a transformation with a reorientation towards a practical orientation; 86% of studies for graduate students are practical; the terms of passing the internship are extended. During the professional development and the re-qualification of judges, the most complex aspects of judicial practice are examined.

Digital technologies are actively being introduced into Kazakhstani judicial education. Thus, the Strategy of judicial education for 2017-2020 provides for the expansion of the distance learning system for judges and the judiciary employees, and the Concept for the Development of the Academy of Justice for 2017-2020 is aimed at modernizing the system of retraining and professional development of judges and the judiciary employees, considering introducing digital technologies into the learning process. On July 16, 2017, the Academy of Justice approved the "Concept of the pilot project of retraining courses at the Academy of Justice under the Supreme Court with the use of distance learning technologies for newly appointed judges of oblast and equated courts and chairmen of district and equated courts", according to which a distance form of education is developed to improve the

qualifications of judges. To this end, a special educational portal sdo.jusa.kz was developed, which contains a web application system that allows access to online educational courses, creates video conferences, and implements other forms for distance learning. The courses were filled with relevant content: lecture materials were developed in accordance with three specializations (as yet 14 online-lectures and 72 offline lectures). At the same time, we believe it is necessary to expand the work on the development of various digital educational resources (audio and video lectures, electronic textbooks, digital libraries, etc.), and the creation of various online courses for judges and judiciary employees.

Digitalization in education should facilitate online access to the latest scientific and practical developments, the latest breakthroughs in science, education and practice. We believe that in this connection, we could consider creating a platform, following the example of Coursera, for conducting online courses and training programs for judges and judiciary employees from the world's leading universities and judicial academies of the world. It is also necessary to provide online access for judges and judiciary employees, training centers, as well as teaching staff, researchers, graduate students, trainees of the Academy to the leading electronic scientific and practical databases on legislation and judicial decisions of foreign countries (especially the CIS countries and the European Union), to the library of national and world level libraries (eg, the Russian State Library, the National Library of the Republic of Kazakhstan (Almaty), the largest libraries of the near and far abroad countries); funds of publishing houses and world-class scientific bases (LexisNexis, Westlaw, Scopus and Web of Science, Springer Nature, etc.).

In order to create a convenient technological environment for the educational and research activities of judges and the judiciary, information and communication infrastructure for judicial education should be strengthened (video screens and cameras, digital laboratories, everywhere easy and fast access to Wi-Fi, wireless charging stations, data processing centers, "smart" and "green" buildings, cloud storage for storing and exchanging data, etc.).

Taking into account positive changes in the justice system of Kazakhstan, it is necessary to constantly adjust the training and professional development programs for judges accordingly. During the training of judges, it is necessary to teach skills of the effective use of the latest technologies, develop skills of using big data and blockchain; provide information on the latest technologies used in the judicial system of Kazakhstan and foreign countries; form flexibility, adaptability to changes and skills to learn, interpersonal skills and stress resistance.

4. Conclusion

At the present stage, the Republic of Kazakhstan, as a young sovereign state of law, is in the process of searching for the most optimal ways to improve the quality of judicial training. On the whole, Kazakhstan's judicial education is developing in line with the global practice of training judges, primarily OECD countries. At the same time, there are a number of problematic issues in the field of judicial education that require urgent solutions in order to ensure the high quality of training of judges, meeting the requirements of the time and the needs of society and the judiciary. It is gratifying to note that at the highest level, the most attention is paid to the improvement of judicial education.

In developing further ways to improve judicial education in the Republic of Kazakhstan, the positive experience of the OECD countries is very valuable, the following approaches to which could be taken into account in the further development of judicial education in the Republic of Kazakhstan. First of all, it is necessary to provide for mandatory specialized judicial training for future and newly appointed judges, which should be carried out in a special educational institution that carries out such training. It is necessary to develop a system of incentives, both for quality training in such judicial training, and for attracting the best sitting judges to the teaching process. It is necessary to develop incentives more widely, to improve the forms to ensure the training of judges throughout their career. It is important to strengthen the information and communication infrastructure of judicial education and to expand the processes of digitalization of judicial education.

We believe that such a comprehensive approach to improving judicial education in Kazakhstan, taking into account the experience of the OECD countries, the trends in the development of world education, contributes to the creation of a judiciary capable of realizing the ideals and values of law and justice, and, therefore, successfully fulfilling its historical mission of becoming the unshakable guarantor of human rights, and the creation of a free democratic society in Kazakhstan, in which everyone feels free, protected, confident in his future and future of their children.

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