

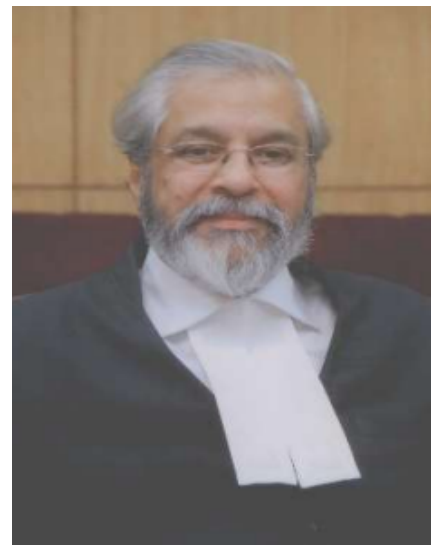
Over the course of this summer, the CJEI has been busy with two significant events that we are excited to share information about with all CJEI Fellows. The first was our 10<sup>th</sup> Biennial Meeting jointly presented with the Judiciary of Botswana and the second being the flagship programme of the CJEI, the 28<sup>th</sup> Intensive Study Programme for Judicial Educators (ISP) hosted in Halifax, Nova Scotia as well as Toronto and Ottawa, Ontario.

The theme of the Biennial Meeting in Gaborone, Botswana was “Contemporary Issues, Innovative Responses and Judicial Education” and included a wide variety of sub-categories that were covered and discussed. Overall, the evaluation received, presented positive feedback with the participants indicating that the education accumulated was of great use and that all programme objectives were achieved. Considering the request for further time for discussion, the CJEI has dedicated this edition of the newsletter to expand on the programme as well as certain topics discussed. In addition to the studious sessions, our hosts in Botswana very graciously arranged a variety of social events that were both welcoming, immersive and enjoyable for all. We express our appreciation and thanks to the Judiciary of Botswana for making this meeting such an outstanding success.

The 28<sup>th</sup> Intensive Study Programme was held in June and was attended by judicial educators from seven countries. The first two weeks of the programme consisted of completing the intensive study at Dalhousie University in Halifax, Nova Scotia. The ISP is always well attended, not only because of the socially relevant topics discussed, but also because the programme enables judicial actors to gain a greater understanding on how to enhance their personal, professional and societal well-being. As in Botswana, it was not only judicial education, but the participants also took part in social events in Halifax, Ottawa and Toronto.

The CJEI looks forward to the future years of both programmes. For more information on both the Biennial Meeting and the 2023 ISP, please see reports on both programmes in this edition of the newsletter. The fellowship of high-quality judicial educators grows and may their tribe increase.

**Madan B. Lokur (CJEI President)**



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**Message from the Vice President (Programming):**

In this issue of the CJEI newsletter, the focus is on two of the CJEI's flagship events: (i) Its biennial conference which was held in Botswana in May 2023, and (ii) Its annual Intensive Study Programme (ISP) which was held, as usual, in Halifax, Nova Scotia, Canada at Dalhousie University. You are invited to read the detailed reports and reflections, and to enjoy the photo-images which capture the flavour and spirit of these events.



I am happy to report on the outstanding success of both events, in each case due in no small measure to the support of the Botswana Judiciary and Government, in the first instance, and to the generosity of Dalhousie University and its many faculty members who contribute to the ISP. Indeed, and especially in the case of the ISP, the CJEI continues to benefit from territorial and provincial judiciaries that fund judicial officers and so facilitate their attendance and participation at these events. In 2023, there were two participants at the ISP who though already Fellows, chose to return after many years to refresh their judicial education knowledge, skills and insights. In fact, an interview with one of our returning participants, Mr. David Ballesteros forms part of this newsletter. Their feedback was very affirming of the continuing relevance and indeed value of the work and mission of the CJEI in seeding, nourishing and developing cutting-edge approaches to, and skills and tools of judicial education.

Artificial Intelligence (AI) and generative platforms such as ChatGPT, are having a significant impact on the legal and judicial professions. At the CJEI, we have been exploring these intersections for several years. Indeed, this year's ISP had a session dedicated to this interrogation. Therefore, this newsletter contains an article that delves into ChatGPT. We all must begin to familiarize ourselves with continuously advancing technology as it becomes increasingly relevant, particularly within the judicial sphere.

In the last newsletter, I stated that “The CJEI continues...to support Commonwealth Judiciaries in their quests for excellence, by offering innovative, effective and engaging judicial education interventions that support justice sector development and reform. Building on the past and looking towards the future, the CJEI remains committed to transformation through judicial education”. From the evidence of the two judicial education programmes that were hosted in the first half of 2023, it is quite clear that the CJEI is continuing to fulfill its programming objectives. We remain optimistic that, together with all of our international Fellows and many supporters, we can continue the important work of judicial education and in so doing, make a difference in the delivery of justice for all.

**Peter Jamadar, Vice President (Programming)**

## **28<sup>th</sup> Annual Intensive Study Programme for Judicial Educators**

The CJEI's 28<sup>th</sup> Intensive Study Programme was directed by the Honourable Mr. Justice Peter Jamadar, CJEI Vice President (Programming), Co-directed by the Honourable Brian Lennox, Former Director of the National Judicial Institute of Canada, Judge (R) Sandra E. Oxner, CJEI Founding President, with administrative aid led by Sandra Hutchings and supported by CJEI Research Assistants, Hayley Lowden and Serayah Jamadar.

This year's programme was attended by 15 participants: The Honourable Madam Justice Cheryl Grant-Thompson, Supreme Court, Bahamas; The Honourable Madam Justice J. Denise Lewis-Johnson, Supreme Court, Bahamas; The Honourable Madam Justice Willamae Renae McKay, Supreme Court, Bahamas; The Honourable Madam Justice Jacqueline Cornelius Thorne, High Court, Barbados; The Honourable Justice Simone Morris-Ramlall, High Court, Guyana; Senior Magistrate Zamilla Ally-Seepaul, Guyana; The Honourable Mr. Justice Valluri Kameswar Rao, High Court of Delhi, India; Mr. Arun Bhardwaj, Special Judge, CBI, Prevention of Corruption Act, Coal Block Cases-1, Delhi, India; Shri Sudhakar V. Yarlagadda, Principal District and Sessions Judge, Ahmednagar, Maharashtra, India; Dr. Makarand S. Deshpande, Additional Director, Maharashtra Judicial Academy, India; The Honourable Justice Dato' Chong Fong Lim, Court of Appeal, Malaysia; Mr. David Ballesteros, Attorney IV, Philippine Judicial Academy, Philippines; Mrs. Ria Corazon Berbano-Ablan, Attorney IV, Philippine Judicial Academy, Philippines; Ma. Melissa Dimson-Bautista, Attorney IV, Philippine Judicial Academy, Philippines; The Honourable Madam Justice Paula-Mae Weekes, Retired Justice of Appeal, Former President of Trinidad and Tobago.

In order to complete the programme, participants were required to spend the first two weeks completing the intensive study component, which took place at the Schulich School of Law, Dalhousie University in Halifax, Nova Scotia. Throughout the

two weeks, a wide range of topics were discussed and studied such as: 1. Understanding Adult learners: Understanding learning preferences to determine the learning needs of learners, understand how to measure and implement learning outcomes using effective methods and develop a strong understanding of how to effectively implement active learning within their respective jurisdictions. 2. The Use of Various Teaching Tools: Participants engaged in workshops that required them to learn about new and innovative teaching tools such as Prezi, as well as demonstrate an effective teaching tool through presentations, such as PowerPoint, human agency, the use of flip charts, the inclusion of video/visual representation etc. 3. Judicial Education and Human Trafficking: To develop a greater understanding regarding the current global magnitude, scope, effects, economic effects and social justice implications of Forced Labour, Human Trafficking and Modern Forms of Slavery. 4. Judicial Education and The Use of Great Literature: To demonstrate innovative techniques to improve voice communication as well as education through a form of entertainment. 5. Judicial Education and Art: To gain insight regarding the education that art can offer within the field of law, how gender and art interact as well as demonstrate how art contributes to intercultural competence. 6. Self-represented Litigants and Judicial Education: Regarding how judges and judicial actors can better the process of justice for self-represented litigants given the unique position in which they face. 7. Artificial Intelligence and Judicial Education: To generate further understanding of how new technology such as ChatGPT can both offer advantages and disadvantages to the courts and the study of judicial education more broadly. 8. Identification of Indigenous Bias and Gender Sensitization through Judicial Education: Participants were required to undergo sensitivity training to help identify remedial recommendations to improve on gender discrimination in the Canadian Indigenous community. 9. Judicial Mindfulness: To recognize the unique position in which judges and

judicial actors hold in their respective social contexts while gaining a greater understanding on how to maintain their well-being for their own protection as well as the protection of society as a whole.

After the intensive study element of the programme was complete, participants spent the final week in Ottawa and Toronto, Ontario. Although less intensive with regards to the study element, there was much to be learned and experienced. In Ottawa, the participants visited the Supreme Court of Canada, hosted by The Honourable Andromache Karakatsanis (the longest sitting Justice of the Supreme Court of Canada), the Superior Court of Justice, the Office of the Commissioner for Federal Judicial Affairs and the National Judicial Institute. Additionally, participants had the opportunity to visit Parliament and sit in the Gallery during the “Question Period” at the House of Commons, where Prime Minister Justin Trudeau and Leader of the Conservative Party of Canada, Pierre Poilievre engaged in debate regarding upcoming legislation.

While in Toronto, participants visited the new Ontario Court of Justice which just opened in March 2023 and the Superior Court of Justice and Osgoode Hall.

Additionally, participants engaged in a wide range of social events including a Halifax City Bus Tour, a tour of the Halifax Province House hosted by the Honourable Brad Johns, Minister of Justice and Attorney General, a tour of the Halifax Provincial Court, a tour of Citadel Hill in Halifax followed by a reception dinner, a tour of Osgoode Hall in Toronto followed by a farewell lunch, as well as sight-seeing excursions to Peggy’s Cove, NS and Niagara Falls, ON.

Overall, the 28<sup>th</sup> Intensive Study Programme was greatly successful with an overwhelming majority of positive evaluations and feedback. Participants often noted that they are not only now able, but eager to have the opportunity to implement their learnings to their respective jurisdictions, judicial academies and individual judicial actors to execute effective judicial education programming.



**2023 ISP Participants**

**Reflections on Judicial Education: Post-ISP 2023**  
**By Peter Jamadar LLB, LEC, MDiv., DD**  
**Vice President (Programming) CJEI**

Deep dives can produce expanded understandings, clarity, and insights. Being immersed for two weeks in Halifax, at the Dalhousie University Law School, for the study leg of the CJEI, ISP 2023, has prompted the following reflections on judicial education.

We began on Sunday June 3rd and continued day to day until Friday June 16th. The days were filled with interactive teaching and learning, as participants, judicial officers and educators from Malaysia, the Philippines, India, and several Caribbean states, enthusiastically rolled up their sleeves and dug deep to get the most of what was to offer.

It was an inspiring and meaningful experience. We explored and interrogated cutting-edge adult education theories and practices as well as legal topics, well supported by eminent Dalhousie faculty. Additionally, we had the opportunity to explore teaching and learning together in dynamic settings, and in a fully equipped IT learning classroom.

There were sessions on AI and judging, the use of art, literature and movies in judicial education, judicial arrogance, human trafficking, indigenous persons and communities' rights, responsibilities and biases, animal rights and personhood, procedural fairness, mindful judging, restorative justice, exploring great judges and judgments, judicial wellness, judicial ethics, and several other interesting areas.

Co-creation of knowledge, teaching-learning through interactive engagement, and applying acquired knowledge in peer reviewed practicums, were well received and highly commended. A true educational treat and adventure.

Importantly, this study leg was also combined with social events. We visited Province House and were welcomed by the Attorney General and Deputy Minister of Justice, City Hall where we were hosted by the Mayor and city officials, Peggy's Cove where we explored the craggy Halifax Atlantic coastline

and enjoyed a scrumptious dinner, and we were welcomed at the spectacular coastline home of Dr Joseph Sadek for boat rides and a buffet dinner. In-between these formal events, participants explored the culinary offerings on the waterfront in Halifax, along Spring Garden Road and elsewhere, as they explored its cultural sights, sounds and experiences.

More and more, and as we continue to emerge out of the pandemic mindsets and circumstances, I recognize the special teaching-learning value of in-person judicial education sessions. Throughout the pandemic the use of virtual programmes was the only viable option. We all benefitted. And virtual judicial education remains a viable and effective modality. However, returning to in-person teaching-learning sessions, especially for deep dive immersive ones such as the ISP, has made the unparalleled and unrivalled advantages of in-person training poignantly apparent.

One such advantage is the cultivation and rewards of professional teacher-learner intimacy. There is something that happens between facilitators and participants and among them all as a group, that is directly linked to inter-relational presence. With the passage of time, and provided certain environmental conditions exist, little by little, interpersonal trust develops. A willingness to be open, forthright, vulnerable, and truly receptive increases as participants learn together in-person, session after session, day after day, from one week to the next. These features are magnified when everyone also socializes at common events. Strangers, from completely different parts of the world, become first acquaintances, and then friendships begin to bud and flourish. This is not a flight of my imagination, as the research confirms that adults learn best when they are in positive emotional states and when they are happy. Indeed, LaFever's recognition of the 'spiritual domain' and Fink's of 'caring' and 'human dimensions' as significant for enhanced learning, reveal the importance of paying attention to relationships, a sense of belonging and

connectedness, individual and group awareness, knowledge about themselves and others and valued interests, in the design and delivery of judicial education. Indeed, paying attention to these factors facilitates deep learning, because participants are more likely to be engaged, made curious, make connection to real life situations, and discover meaning.

At the ISP we create a relaxed yet intensely focussed approach to teaching-learning, a positive, non-judgmental, welcoming ambiance, spaces for individuals and groups that are safe and confidential, and which I have found that in-person opportunities can meaningfully provide. There is intentional attention to creating dynamic inter-group relationships, discovering individual learning objectives and interests, and to creating space-time for personal reflection and introspection. The effects of which are also significantly magnified in immersive programmes. In my experience the deep learning experiences are truly remarkable, and this is facilitated by what I have recognised, explained as and call the cultivation of professional teacher-learner intimacy.

A second insight that the ISP 2023 brought to my attention, was the value, even necessity, of reflective learning pauses. By this I mean, consciously designed opportunities that are created for participants to have spaces to pause and reflect on materials, ideas, and subject matter content. These pauses can be facilitated in multiple ways. They can include, self-directed reflective writing exercises, or programmed ones (e.g. to reflect on and write out a personal teaching philosophy or to do self-assessment exercises) and can include in-session participant focussed subject matter interrogations (through small group discussions, pop-up quizzes, and other formative evaluative interventions), as well as built-in programme free time which allows for individual and group understanding and synthesis. I have found that too often judicial education programmes are designed to try and ‘fill-up’ all spaces with activities. In my experience, which the ISP confirmed (both in its deficits and accommodations), adult learners in the judicial education setting enjoy reflective learning pauses to mull over materials and information offered

and insights that arise. Built into the design of the ISP, especially in its third week justice sector travel tour leg with facilitators (to Ottawa and Toronto), is a unique opportunity for exactly these experiences and the additional prospect to chat about issues and insights with learning peers and facilitators – thereby further deepening the adult learning process.

A third insight is how effectively in-person group discussions, projects and assignments, and individual peer reviewed demonstrations of taught materials, facilitate active and applied learning in judicial education. Truly, adults demonstrably learn best through doing! At the ISP there are sessions that focus on knowledge transfer, and these are followed by multiple individual and group applied learning and peer reviewed sessions. Invariably, learning deepens as we go through the process, and participants come to many cascading ‘Ah Ha!’ moments, when things gel and come together in new and often novel ways. In fact, as a facilitator, it never ceases to amaze me how this process enables the co-creation of knowledge through the teaching-learning process and participants applied and peer reviewed demonstrations. Insights emerge for everyone, including facilitators. And importantly, observable behavioural change begins to occur.

Fourthly, I was struck by the enduring aptness of the CJEI’s model for holistic judicial education. Classically known as ICEE, the acronym refers to a template for core and overarching areas of judicial education, that ought to be addressed in an optimum judicial education agenda that intends to achieve judicial excellence in the delivery of justice by any Judiciary. The acronym describes the areas of Impartiality (which includes independence and integrity), Competence, Efficiency, and Effectiveness.

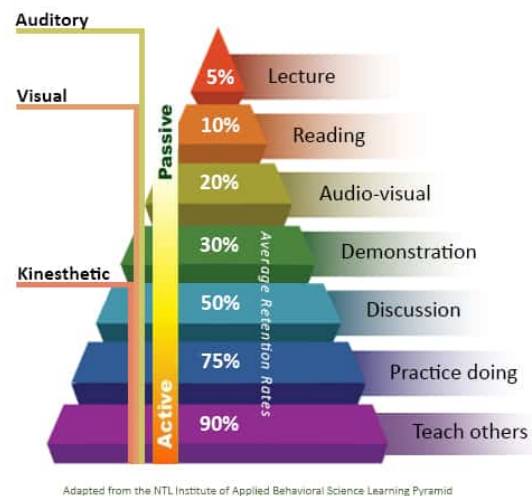
Judicial Wellness has been added as a fifth component. The idea is that the template serves a twofold purpose: (i) as an evaluative and analytical tool, and (ii) as an educational and instructional tool. In the first instance, it is used to determine gaps (using the five areas as lenses) between the reality in a Judiciary and the ideal that that Judiciary aspires to be (its ideal Judicial model). In the second instance,

it is used to address the needs identified in the first exercise by education and instruction in any areas of deficit (in all of the five categories – ICEE + Judicial Wellness).

Two things have struck me about the template. First, it is both applicable to individual judicial officers and also to the institutional makeup of a Judiciary (its cultures, systems, policies, and practices). That is, in identifying gaps between reality and the ideal, the template must be applied to both the performance and behaviours of individual judicial officers and to the Judiciary as an institution. Second, the required evaluations and interventions will always be ongoing – continuous. This is because the ideal is never static and is always changing, as new norms and insights are recognised for what is ideal for and in the delivery of justice. For example, unconscious bias, gender sensitization, and the rights of persons with disabilities and persons made marginalised including Indigenous Persons and communities, have all emerged as areas to be addressed individually and systemically in the justice sector because of existing (and long standing) deficits in access to justice etc. Judicial wellness is another such area. As is judicial arrogance and internal judicial cultures of hierarchical disrespect, disregard, and discrimination. In this regard, the template facilitates the support of judicial reforms, and as well can initiate leadership in these emerging areas of deficit and need. Judicial educators therefore have a responsibility, and a duty, to conduct relevant research to inform the reforms and other initiatives that are needed to continually engage the process of ‘closing the gap’. A process that will forever be evolving as ideal models change over time. Sometimes this duty requires courage on the part of judicial educators, that is, the independence and willingness to speak truth to power.

Finally, the use of innovative tools and techniques for the delivery of judicial education exponentially improves adult learning. And frankly this insight is reinforced for me each year that I facilitate the ISP. When there is enjoyment in the learning process and when elements of say playfulness are included, even as real ideological and personal challenges are faced, adults seem to come alive and be increasingly engaged and motivated to learn. On reflection this should not be a surprise, as it is a common human

experience - we better understand and remember what we enjoy doing. Yet all too often I have seen judicial education routinely offered using lectures (albeit increasingly supported by PowerPoint presentations) as the staple means of teaching-learning. If we are to be learner oriented – what we at CJEI call ‘participant focused, participant centred’, then the insights offered by the well-known ‘Learning Pyramid’ must be considered. Lectures are the least effective method of teaching-learning based on understanding levels and retention rates over time. The most effective methods include those that facilitate learning through doing. Again, this ought not to be surprising. Learning through doing is on the extreme end of active learning and includes all three of auditory, visual and kinaesthetic learning (see Figure 1 below).



**Fig. 1: The Learning Pyramid**

At the ISP we demonstrate the use of story, role play, art, literature, music, and popular movies in judicial education. These sessions are invariably a lot of fun, but also create spaces for openness to new ideas and insights that conventional ‘lecturing’ does not always facilitate. Learning is facilitated through curiosity and imagination and accommodates each individual’s stage and state of receptivity. Deserving special mention is the session on creating videos as teaching tools. In this session participants are placed in groups and instructed on how to create a video, from script development to acting, and then have to enact the instructional video themselves (which is filmed). Throughout the process, participants not only learn about how to create a video teaching tool, but also about the substantive subject matter content

that is intended to be taught using the proposed video.

As an epilogue, it is important to acknowledge the value of IT and how it enhances the delivery of judicial education. PowerPoint is a well-known example, and platforms such as Prezi and Top Hat are others that participants are introduced to at the ISP. In the future we will explore the use of animation and apps that support this. In addition, the usefulness of AI generative platforms in judicial education, such as ChatGPT, are interrogated, exploring pros and cons around themes of fairness, integrity and public trust and confidence. The CJEI is very privileged to have the use of a fully functional ‘smart’ classroom for its sessions, and participants learn in a modern cutting-edge IT environment.

In sharing these reflections, I claim no special insight of authority, but only hope to ignite your own reflections as together we continue to grow and develop as judicial educators. I do however believe that what I have experienced and shared is adaptable and transferrable to all forms of judicial education, whether a single session, or one or multiple day programmes.



**Participants engaging in virtual ‘Zoom’ session made possible by the technology in the “smart” classroom**



**Socialization during session breaks resulting in the formation of new friendships between participants**



**Participants in costume for the filming of their judicial education videos**



**Participants of ISP and hosts of National Judicial Institute, Ottawa, ON**



**ISP 2023: The Perspective of the Participants**

**By: Serayah Jamadar  
CJEI Research Assistant**

The clinking of plates being cleared echoes as people slowly begin to gather their things and depart to the Cambridge Suites which has become ‘home’ for the past two weeks, following the conclusion of the Intensive Study Programme (ISP) 2023 Graduation Dinner Banquet at the Halifax Citadel. 2 weeks of intensive studying, broadening horizons and challenging themselves to think differently about their roles as judicial officers and the development of justice have all culminated at this moment – receiving certificates in front of peers, shaking hands, taking pictures – the energy in the room is both joyous yet nostalgic as some goodbyes are said with the hope that this won’t be the last time paths cross.



**ISP Graduation Dinner at Citadel Hill**

The ISP 2023 has undoubtedly been a period of great learning for the participants who have had exposure to cutting-edge topics in judicial education such as Animals and Legal Personhood, Judicial Education and Art and the rise of Artificial Intelligence in the profession. Many described these learning experiences as “enlightening” and the classroom was full of robust discussion and sharing of ideas.

The formal training, however, was only a small part of what made this experience so special. It was clear that the bonds the participants formed as a group transformed their experience from simply a pedagogical endeavor to bring information back to their jurisdictions to an opportunity to learn from each other, share cultures and find connections in their differences.



**CJEI’s Mascot, “Puppy” bringing joy to ISP Participants**

From the visits from Puppy, the unofficial CJEI mascot, to Justice Lim’s newfound appreciation for Nova Scotian Lobster after dinner at Peggy’s Cove, Justice Bhardwaj’s iconic “1, 2, 3, Thank You” as he captured priceless moments as the group’s unofficial photographer and in impromptu serenade from the Indian Judges delegation at the graduation dinner, there was so much joy found in the informal moments spent with each other. The fun the participants had was clearly encapsulated by Justice Ramlall’s proclamation that the 2023 ISP Class must be “the best there has been or will be”!



**The Impromptu Serenade at the ISP Graduation**

The ISP class of 2023 took away not only important learning as judicial educators, but bonds with each other and memories that we dare say will impact them as much as the training they have received.

**~Let me learn, so that I can teach others~  
(The Honourable Madam Justice Renae McKay, Supreme Court, Bahamas, ISP Participant, 2023)**

**ISP Returning Participant Interview**

**By: Hayley Lowden**

**CJEI Research Assistant**

At the end of June 2023, this year's Intensive Study Programme concluded, where the CJEI had the privilege to host a group of international judicial actors for the purpose of judicial education, for the 28<sup>th</sup> time. As in past years, this year's ISP proved to be a striking success. This year, the CJEI had the opportunity to host some returning participants, who were passionate and eager to recondition and advance their knowledge of judicial education, to bring the understandings acquired back to their respective jurisdictions. The CJEI was fortunate to have gained some insight from returning participants regarding how the ISP has grown, changed and evolved as the Commonwealth has as a whole. I was fortunate to have the opportunity to sit down with returning participant Mr. David Ballesteros (of the Philippine Judicial Academy-PHILJA) to offer other judicial actors further understanding of what the ISP does, the impression it has had for the participants and how it has changed over the years.

During an interview with Mr. Ballesteros, he explained that he first participated in the ISP sixteen years ago, during the 2007 programme, when he was selected as a replacement attendee for someone who could no longer attend the programme. At the time, he was a new lawyer under the Office of the Chancellor of PHILJA, with little involvement in the implementation of judicial education training. Now, at the time of attending the 2023 ISP, Mr. Ballesteros is directly involved with the training of judges and judicial actors as Head of the Academy's Judicial Education Division. Although the education acquired from the ISP is more useful to him, Mr. Ballesteros recalls his first interest, understanding and dedication for judicial education being introduced to him as a young lawyer, with the last-minute opportunity to attend the programme. When invited to return in 2023, Mr. Ballesteros explained his hesitancy, as he did not want to take the opportunity from someone who had not yet benefitted from the ISP. After further thought, he explained that "that things are not static. Some



**Mr. Ballesteros at "The Flame" while visiting Ottawa, during the 2023 ISP**

strategies in judicial education change and attitudes change", therefore acknowledging that 16 years is

plenty time for change within the judiciaries and therefore the need for change in judicial education. After this realization, he decided that to effectively train judicial educators, and to be an effective judicial educator himself, he should take the opportunity to learn about these changes and gain further insight regarding older topics, with modernized perspectives.

Mr. Ballesteros kindly took the time to offer a comparative analysis on certain aspects of the 2007 ISP and the 2023 ISP. One thing he noted, was that the 2023 ISP programme was more intensive in comparison to the 2007 ISP, when speaking to the study component of the programme. He spoke to this comparison in a positive light and explained that if it wasn't he would be concerned, as so much has evolved and changed within the judicial world over these 16 years. He spoke to the addition of topics such as "Art and Feminism" relating to judicial education while suggesting that it offered a fantastic opportunity to collaborate with other participants and gain knowledge regarding different world views and perspectives, from judicial actors from different jurisdictions. Additionally, he added that having the opportunity to analyze judicial artwork from a feminist perspective offered the opportunity to reflect on biases, which can be applied to other social contexts. As the Commonwealth continues to evolve, he noted that

this may be one of the most important lessons to be learned as judicial educators. He also noted, that the more in-depth session on Indigenous Peoples in Canada during the 2023 ISP was overwhelmingly meaningful with regards to teaching social context. Mr. Ballesteros says that “judges must know the lenses in which they view the world”. He described a session that is taught at PHILJA regarding “Social Context” and was eager to bring back the knowledge from the Indigenous sessions and implement it into this course, if not its own.

When asked about his personal favourite session, Mr. Ballesteros explained that in both the 2007 ISP and the 2023 ISP, he gained the most knowledge from the Adult Education and Active Learning sessions, topics that were embedded in both programmes attended by Mr. Ballesteros. He explained that he learned in the 2007 ISP that “education for adults is different compared to education for other individuals- it is more purposeful, not passive, more active and aims to capture engaging methodologies in order to capture the attention of participants”. He explained that these principles still remain true, and that the 2023 ISP offered him the opportunity to expand his understanding where he learned to value acting as leaders in judicial education, not as mere reactors and to initiate spiritual and behavioural change. Additionally, Mr. Ballesteros explained that overall is favourite part of the 2023 ISP was the increased opportunity for more interaction and participation between participants. He explained that the way participants were seated at collaborative group tables, the use of multiple monitors and the structure in which sessions were taught with the explanations of teaching methodologies used, allowed for a more immersive, thought provoking and educational opportunity. Not only are these important topics and methodologies still studied and taught within the ISP, but they are updated, evolved and expanded each year to ensure that the opportunity to learn is at its greatest.

Mr. Ballesteros recalls the social events from the 2007 ISP being just as fulfilling and exciting as those in the 2023 ISP and suggests not to let the intensive study element dissuade you from the opportunity it presents. The opportunity to learn, expand, evolve as judicial actors or educators,

acquire different perspectives from different people and most of all be inspired by the passion that all participants bring to the ISP and their commitment to judicial education.



**New friends enjoying the “Horn blower” boat ride into Niagara Falls**



**ISP Participants at the Schulich School of Law for Intensive Study**

When discussing what judicial education means to Mr. Ballesteros, he explained that the judiciary does not have the best image in the eyes of the public and that he wants to work on that image through judicial education within his sphere. He explains, that to him “the impact of judicial education should be felt by the public. Through it, they should feel that they have been served justice. I want judicial education to be the beginning of a change in how the public views the judiciary”.

Our sincerest gratitude to Mr. Ballesteros for not only attending the Intensive Study Programme not once but twice, but additionally for taking the time to offer some first-hand insight regarding the evolution of the ISP.

**BIENNIAL MEETING  
MAY 11 – 14, 2023**

**“Contemporary Issues, Innovative Responses and Judicial Education”**

**THE GRAND PALM RESORT  
GABORONE, BOTSWANA**

The 10<sup>th</sup> Biennial Meeting of Commonwealth Judicial Educators was presented jointly by the Judiciary of Botswana and the Commonwealth Judicial Education Institute (CJEI) and held at the Grand Palm Resort in Gaborone, Botswana from May 11 – 14, 2023. The meeting is by invitation only to Chief Justices and leaders in judicial education in the Commonwealth and was attended by 25 judicial educators from 13 countries and 46 local judicial officers.



**Elephants pictured while in Botswana**

The overall theme of the meeting “Contemporary Issues, Innovative Responses and Judicial Education” had the following subcategories: (1) Contemporary Issues facing Judiciaries; (2) The Judicial Role in ensuring fairness to Victims of Human Trafficking; (3) The Rise of Court Adjudicated Animal Rights; (4) Science and Art of Fact Finding; and (5) When and How do Judges Change the Law – the Jurisprudence of Judicial Law Making.

The programme objectives were as follows:

1. To develop programme modules ready to be taken away for presentation by national judicial education organizations;
2. To exchange information on common problems and solutions in Commonwealth judicial education;
3. To gather research in preparation for a report on the status of judicial education in the Commonwealth. When completed, this report will be used as a baseline to chart the progress of Commonwealth national and regional judicial education; and
4. A meeting of our Board of Directors and heads of Commonwealth judicial education bodies to evaluate work completed over the last two years and to chart a work plan for the coming two years.



**Giraffes pictured while in Botswana**

In addition to the above noted objectives, the Biennial Meeting seeks to introduce cutting edge programming and to model throughout all sessions appropriate adult education techniques to achieve effective behavioural change.

The topics presented included “Judiciary Well-being”; “When and How do Judges Change the Law – the Jurisprudence of Judicial Law Making”; “Review of Commonwealth Judicial Education Work”; “The Judicial Role in ensuring fairness to Victims of Human Trafficking”; “The Science of Fact Finding – 12 Angry Men”; “Contemporary Issues facing Judiciaries: Post Pandemic Issues – What did we learn? What Changes shall we keep? and Judicial Education – Collegial or Remote?”; “The Judicial Role – A Public Service”; “Bias and the Role of Self-Compassion”; “Animals as Legal Persons? – Discussion of New Case Law”; “Where can AI be useful in the Judicial Process? What use can we make of Chat Bot / ChatGPT?”; “Contemporary Judicial Ethics – Review of the Commentary on the Bangalore Principles of Judicial Conduct”; “Strengthening the Judiciary – The Identification of Performance Gap and Remedial Actions”; and “The Role of Courts in Climate Change Litigation”.

The meeting was opened by His Excellency Dr. Mokgweetsi Eric Keabetswe Masi, President of Botswana and The Honourable Machana Ronald Shamukuni, Minister of Justice of Botswana.

The overall feedback from the participant session evaluation forms was very positive and indicated that they found it a very useful educational experience. Participant session evaluation forms and evaluative meetings of faculty were of the view that the objectives were achieved although, as usual, there were requests for further time to be given to many of the topics discussed.

The participants rated the sessions on “Bias and the Role of Self-Compassion” and “Strengthening the Judiciary – The Identification of Performance Gaps and Remedial Actions” to be the most useful and relevant to them.

The social events included a Welcome Meet and Greet; Dinner and Entertainment at the National Museum hosted by the Honourable Chief Justice Terence T. Rannowane and the Judiciary of Botswana and a Game Drive and Bush Braai. All social events were very congenial and provided opportunities for information exchange.

We express our appreciation and thanks to the Judiciary of Botswana for making this meeting such an outstanding success.



**Traditional Dancers Performing**



**Sir Dennis Byron thanking President Mokgweetsi Masi of Botswana**

\*The following article is brought to you by the Hong Kong Judicial Institute. Authors Shrina Daswani and Joanna Leung are both Counsels of the Hong Kong Judicial Institute and conducted their research using various methods, including asking Chat GPT questions directly to develop the article. The article was based on research conducted in April 2023 and was recently summarized in June 2023. During the 2023 ISP, the CJEI conducted a session on artificial intelligence (AI) and judicial education, which included a thorough demonstration of how to use Chat GPT, followed by an in-depth discussion regarding the advantages/disadvantages of AI within judicial process, the implications of integrity, impartiality, fairness and the image of justice. The CJEI extends its gratitude to Shrina Daswani, Joanna Leung and the Hong Kong Judicial Institute for the contribution of their informative, educational and relevant article on the topic of Chat GPT. \*

## Chat GPT-Testing Artificial Intelligence and Natural Language Processing

By: Shrina Daswani and Joanna Leung

Hong Kong Judicial Institute

### Introduction

Much has been made of Chat GPT and artificial intelligence in recent months. But what is Chat GPT and can it really be used to assist judges, as has been attempted by judges in some jurisdictions?

ChatGPT is an artificial intelligence (“AI”) chatbot, a program that uses AI and natural language processing (NLP) to understand customer questions and automate responses to them, simulating human conversation. ChatGPT gained widespread popularity after its launch in late 2022 for its alleged ability to pass law exams, write research papers, and assist with legal work. As ChatGPT continues to gain popularity, there is a possibility that judges, and judicial officers may seek to use it to assist with their work. The Judicial Institute thus studied ChatGPT and the implications in this regard.

Here, three matters are examined in detail: First, if ChatGPT is a reliable work tool; second, what flaws and ethical issues might arise in the use of ChatGPT for judicial work; and finally, what security risks are involved in the use of ChatGPT. To assess its reliability, flaws and other ethical issues, (i) a desktop search was conducted to study the definition of ChatGPT, the use of ChatGPT in the legal field, and the general problems with using ChatGPT, and (ii) a qualitative evaluation was given, after gaining first-hand experience on ChatGPT’s ability.

ChatGPT is developed by the company OpenAI, having been fine-tuned from previous models, GPT-3 and GPT-3.5. ‘GPT’ stands for ‘generative pre-trained transformer’, which are a family of language models trained on a large amount of text data to generate human-like text.

ChatGPT can generate answers to a vast number of questions, edit texts, and can write essays, fictional stories, emails and job application letters. It does so by drawing on what it has gleaned from text on the internet, with input from human experts. The programme was fed 300 billion words in the form of books, conversations and web articles<sup>1</sup>, from

<sup>1</sup> IBM, What is a chatbot?, last accessed on 11 April 2023, <https://www.ibm.com/topics/chatbots>.

<sup>2</sup> Could AI swamp social media with fake accounts, David Silverberg, 14 February 2023, last accessed on 9 March 2023, <https://www.bbc.com/news/business-64464140>

which it builds a model, based on statistical probability, of the words and sentences that tend to follow the text before it, in a similar manner to predictive text.<sup>3</sup>

Creating ChatGPT involved two learning steps - supervised learning and reinforcement learning. For supervised learning, the model was provided with conversations in which the human trainers played both sides - the user and the AI assistant. For reinforcement learning, human trainers ranked responses created by the chatbot in a previous conversation from best to worst. The rankings were used to fine tune the system. OpenAI gathers data from ChatGPT users in which users can “like” or “dislike” an answer, and a record of every message sent to ChatGPT is kept on record by the company.

ChatGPT is infamous for a number of issues, as it is known to often produce inaccurate, biased and fabricated information. OpenAI alerts users to the chatbot’s qualities on the interface of the browser of the chatbot.

ChatGPT is free to use, though there is a paid subscription version, ChatGPT Plus, which gives the user access to ChatGPT during peak hours, has a faster response time, and gives priority to new features like GPT-4. A limited version of ChatGPT, offering less functions, became available in Hong Kong on 3 March 2023 via the “Poe” application. The “Poe” application can be used on both iOS and Android devices.

### ChatGPT in the Legal Field

Artificial intelligence has been used in the legal field since the 1970s with the focus initially on information extraction and retrieval. Currently AI is used in various ways in the legal field including legal research, contract analysis, e-discovery, predictive analytics, and chatbots.

ChatGPT is one of the chatbots being used in the legal field.

<sup>3</sup> ChatGPT: what can the extraordinary artificial intelligence chatbot do? 13 January 2023, last accessed on 7 March 2023, <https://www.theguardian.com/technology/2023/jan/13/chatgpt-explainer-what-can-artificial-intelligence-chatbot-do-ai>

When ChatGPT was asked about the various ways that it can assist in the legal field in March 2023, the answer it provided was that it can be used to assist lawyers in conducting legal research as it can quickly provide relevant case law, statutes and other legal materials; it can be used to review legal documents such as contracts, briefs and pleadings to identify potential issues or errors; it can provide legal advice to individuals who are seeking guidance on legal issues (with a caveat that while ChatGPT cannot provide legal advice in the same way a licenced lawyer can, it can provide general information and direct individuals to relevant legal resources); and it can be used to create chatbots that can assist individuals with basic legal tasks such as filling out forms or answering frequently asked questions. When asked the same question again in June 2023, its answer was slightly different in that it can only assist with legal research, basic legal tasks and contract analysis (but not review on briefs and pleadings). It added that it can also assist in drafting legal documents such as contracts, briefs and pleadings, translate legal documents and communications, and even be trained on historical legal data to predict the outcomes of legal cases.

Law professors from the University of Minnesota experimented with ChatGPT to generate answers to the final exams to four law courses: constitutional law (federalism and separation powers), employee benefits, taxation and torts. The chatbot passed the exams, averaging a C+ grade and was able to accurately recite legal rules and correctly describe cases.<sup>4</sup> The chatbot is also being used to edit documents in Chinese and English. Professor Albert Chen Hung-ye of the University of Hong Kong stated that he uses ChatGPT to edit documents and suggested that the chatbot could be used to edit judgments in both English and Chinese as the standard of editing is quite high. Editing of documents was not considered in this paper and will form part of another research note.

While the chatbot has not been used in the courtroom, there have been reported instances of it being used to assist judges with their judgment writing. In February 2023, a Columbian judge admitted to using ChatGPT when deciding whether an autistic child's insurance should cover all of the costs of his medical treatment. The judge asked ChatGPT, "Is an autistic minor exonerated from paying fees for their therapies?", to which the response was "Yes, this is correct. According to the regulations in Colombia, minors diagnosed with autism are exempt from paying fees for their therapies." The judge also used precedent from previous rulings to support his decision.<sup>5</sup> Another reported incident involved an Indian High Court judge using ChatGPT to summarize case law for his reasoning in a criminal case.<sup>6</sup>

<sup>4</sup> The University of Minnesota law school tested ChatGPT on exams – it was a C+ student, Mara Leighton, 26 January 2023, last accessed on 14 April 2023, <https://www.businessinsider.in/the-life/news/the-university-of-minnesota-law-school-tested-chatgpt-on-exams-it-was-a-c-student/articleshow/97332068.cms>

<sup>5</sup> Colombian judge uses ChatGPT to make decision in legal first: AI formed legal argument in health insurance case over whether autistic child should get coverage, Harriet Alexander, 4 February 2023, last accessed on 8 March 2023, <https://www.dailymail.co.uk/news/article-11712257/Colombian-judge-uses-ChatGPT-make-decision-legal-first.html>

<sup>6</sup> AI in the courtroom: Judges enlist ChatGPT help, critics cite risks, Adam Smith, Anastasia Moloney, and Avi Asher-Schapiro, 30 May 2023, last accessed on 16 June 2023, <https://www.csmonitor.com/USA/Justice/2023/0530/AI-in-the-courtroom-Judges-enlist-ChatGPT-help-critics-cite-risks>

## General Problems with using ChatGPT

ChatGPT is a form of social media because of its ability to share content via a virtual (albeit offline<sup>7</sup>) network. Further, as reported in the media and/or acknowledged by OpenAI, ChatGPT usage may entail a number of issues including inaccurate information, biased information, plagiarism, confidentiality issues and security issues. Pursuant to the Guide to Judicial Conduct 2022 of the Judiciary of Hong Kong, the guiding principles governing judges are those of independence, impartiality and integrity, amongst other fundamental concepts of diligence and confidentiality. Judges are also subject to the newly codified guidelines regarding the use of social media. This section sets out some of the chatbot's common problems reported in the media and/or acknowledged by OpenAI. ChatGPT's capabilities in handling judicial work, together with the underlying ethical problems of a judge exploiting such capabilities, will be explored in detail in the section headed "*ChatGPT's ability to assist in judicial work and ethical implications*" below.

### Inaccurate Information

ChatGPT has been fed information of events up until 2021. The current version of ChatGPT knows nothing of the world post-2021 as its data has not been updated since then.<sup>8</sup> ChatGPT may provide out-of-date information as a result. When asked the question in ChatGPT "has ChatGPT been used by judges", the answer provided was "It is not clear whether ChatGPT has been used by judges in their official capacity" as the reported use of ChatGPT by a Columbian judge was in 2023, after the 2021 information cut-off date.

The OpenAI website states that "ChatGPT sometimes writes plausible-sounding but incorrect or nonsensical answers" and "will sometimes respond to harmful instructions or exhibit biased behaviour." It can also give long-winded replies, a problem its developers put down to trainers "preferring long answers that look more comprehensive". Further, in the FAQ section it acknowledges ChatGPT will occasionally make up facts or "hallucinate" outputs and states "We'd recommend checking whether responses from the model are accurate or not".<sup>9</sup>

OpenAI has also stated that the current model of ChatGPT will "guess what the user intended" rather than asking a clarifying question to an ambiguous query.<sup>10</sup>

ChatGPT may yield different answers to the same question if the question is asked in slightly different terms.<sup>11</sup>

<sup>7</sup> OpenAI, retrieved on 3 April 2023, <https://help.openai.com/en/articles/6783457-chatgpt-general-faq>

<sup>8</sup> ChatGPT: what can the extraordinary artificial intelligence chatbot do? 13 January 2013, last accessed on 7 March 2023, <https://www.theguardian.com/technology/2023/jan/13/chatgpt-explainer-what-can-artificial-intelligence-chatbot-do-ai>

<sup>9</sup> OpenAI, retrieved on 7 March 2023, <https://help.openai.com/en/articles/6783457-chatgpt-general-faq> and <https://openai.com/blog/chatgpt>

<sup>10</sup> OpenAI, retrieved on 14 April March 2023, <https://openai.com/blog/chatgpt>

<sup>11</sup> TechCrunch+, OpenAI's attempts to watermark AI text hit limits, Kyle Wiggers, 10 December 2022, last accessed on 13 April 2023, <https://www.csmonitor.com/USA/Justice/2023/0530/AI-in-the-courtroom-Judges-enlist-ChatGPT-help-critics-cite-risks>

OpenAI states that “ChatGPT is sensitive to tweaks to the input phrasing or attempting the same prompt multiple times.<sup>12</sup> When David Winder (co-founder of Straight Talking Cyber) first asked ChatGPT if it was a cybersecurity threat, it was in denial mode. After many trials, he found that by rephrasing the question and asking the chatbot to answer it in 500 words or 1000 words, it was able to produce much more context and eventually it effectively admitted it could pose cybersecurity threats.<sup>13</sup>

There have been instances where ChatGPT provided fabricated information.<sup>14</sup> When a user asked ChatGPT for “the largest country in Central America that isn’t Mexico”, ChatGPT responded with Guatemala, when the answer is instead Nicaragua.<sup>15</sup> When asked for the lyrics to “Ballad of Dwight Fry”, ChatGPT supplied invented lyrics rather than the actual lyrics.<sup>16</sup>

### Biased Information

There are instances of biased information being provided by ChatGPT. The training data supplied to ChatGPT is via human input and may suffer from algorithmic bias. OpenAI states that “The model is often excessively verbose and overuses certain phrases... These issues arise from biases in the training data (trainers prefer longer answers that look more comprehensive) and well-known over-optimization issues” and as mentioned above, ChatGPT may respond to harmful instructions or exhibit biased behaviour.<sup>17</sup>

Further, data is collected from the internet from past events, and may have a regressive bias. In one instance, ChatGPT indicated that women and scientists of colour were inferior to white and male scientists.<sup>18</sup> In another, it told users that it would be okay to torture people from certain minority backgrounds.<sup>19</sup>

### Plagiarism

ChatGPT has caused alarm in some schools, where teachers fear OpenAI’s platform could be used by students for plagiarism.<sup>20</sup>

<sup>12</sup> OpenAI, retrieved on 14 April 2023, <https://openai.com/blog/chatgpt>

<sup>13</sup> Does ChatGPT Pose A Cybersecurity Threat? Here’s the AI Bot’s Answer, Davey Winder, 3 February 2023, last accessed on 3 April 2023, <https://www.forbes.com/sites/daveywinder/2023/02/03/does-chatgpt-pose-a-cybersecurity-threat-heres-the-ai-bots-answer/?sh=19f14f35505d>

<sup>14</sup> Colombian judge says he used ChatGPT in ruling, Luke Taylor, 3 February 2023, last accessed on 7 March 2023,

<https://www.theguardian.com/technology/2023/feb/03/colombia-judge-chatgpt-ruling>

<sup>15</sup> The ChatGPT chatbot from OpenAI is amazing, creative, and totally wrong, Mike Pearl, 3 December 2022, last accessed on 7 March 2023,

<https://mashable.com/article/chatgpt-amazing-wrong>

<sup>16</sup> Google vs. ChatGPT: Here’s what happened when I swapped services for a day, Sofia Pitt, 15 December 2022, <https://www.cnn.com/2022/12/15/google-vs-chatgpt-what-happened-when-i-swapped-services-for-a-day.html>

<sup>17</sup> OpenAI, last accessed on 7 March 2023, <https://openai.com/blog/chatgpt>

<sup>18</sup> AI Chatbots Are Getting Better. But an Interview With ChatGPT Reveals Their Limits, Time, Billy Perrigo, 5 December 2022, last accessed on 7 March 2023,

<https://time.com/6238781/chatbot-chatgpt-ai-interview/>

<sup>19</sup> ChatGPT could be used for good, but like many other AI models, it’s rife with racist and discriminatory bias, Hannah Getahun, 17 January 2023, last accessed on 22 March 2023, <https://www.insider.com/chatgpt-is-like-many-other-ai-models-rife-with-bias-2023-1>

<sup>20</sup> Colombian judge says he used ChatGPT in ruling, Luke Taylor, 3 February 2023, last accessed on 7 March 2023,

<https://www.theguardian.com/technology/2023/feb/03/colombia-judge-chatgpt-ruling>

<sup>21</sup> University of Hong Kong temporarily bans students from using ChatGPT, other AI-based tools for coursework, Cannix Yau and Kahon Chan, 17 February 2023, last accessed 7 March 2023, <https://www.scmp.com/news/hong-kong/education/article/3210650/university-hong-kong-temporarily-bans-students-using-chatgpt-other-ai-based-tools-coursework>

In February 2023, the University of Hong Kong has sent instructors and students an email stating that the use of ChatGPT or other AI tools are prohibited in all classes, assignments and assessments at the university.<sup>21</sup> It changed its stance in April 2023, allowing staff to use the chatbot through their staff portal account during the free trial period ending in June 2023.<sup>22</sup>

Other universities such as Hong Kong University of Science and Technology (“HKUST”) and Hong Kong Education University are embracing the technology. Since 1 June 2023, the HKUST allows its students and staff members to use “HKUST ChatGPT”, which is a platform developed using Azure OpenAI services (ChatGPT 3.5) and conforms with HKUST data security requirements.<sup>23</sup>

### Confidentiality

According to the policy of OpenAI, “When you use our non-API consumer services ChatGPT... we may use the data you provide us to improve our models... We also only use a small sampling of data per customer for our efforts to improve model performance.”<sup>24</sup> Under OpenAI’s privacy policy, it can provide users’ sensitive personal information including account information to third parties without notice.<sup>25</sup> OpenAI also warns users not to “share any sensitive information in your conversations”.<sup>26</sup>

Microsoft, an investor of ChatGPT has warned its employees of sharing sensitive data with ChatGPT. Amazon issued similar guidance after finding cases where the answers from ChatGPT “closely matches existing material from inside the company”.<sup>27</sup>

### Security

On 20 March 2023, it was discovered by OpenAI that a bug exposed certain users’ conversation histories, as well as the name, email address, payment address and part of credit card number of some ChatGPT users, to other ChatGPT users.<sup>28</sup>

<sup>22</sup> University of Hong Kong allows staff to use ChatGPT under new guidelines but students still banned, Harvey Kong, 15 April 2023, last accessed on 19 April 2023, <https://amp.scmp.com/news/hong-kong/education/article/3217189/university-hong-kong-allows-staff-use-chatgpt-under-new-guidelines-students-still-banned-using-ai>

<sup>23</sup> HKUST Creates Its Own Version Of ChatGPT For Students, Faculty & Staff, Anjali Muthanna, 30 May 2023, last accessed on 16 June 2023, <https://thehkhub.com/hkust-creates-its-own-version-of-chatgpt-for-students-faculty-staff/>

<sup>24</sup> ChatGPT General FAQ, retrieved on 9 March 2023,

<https://help.openai.com/en/articles/5722486-how-your-data-is-used-to-improve-model-performance>. API stands for application programming interface. It provides a general-purpose “text in, text out” interface for the users. See: <https://openai.com/blog/openai-api>

<sup>25</sup> OpenAI’s privacy policy, retrieved on 13 April 2023,

<https://openai.com/policies/privacy-policy>

<sup>26</sup> ChatGPT General FAQ, retrieved on 9 March 2023,

<https://help.openai.com/en/articles/6783457-chatgpt-general-faq>

<sup>27</sup> Microsoft is chill with employees using ChatGPT — just don’t share ‘sensitive data’ with it, Diamond Naga Siu, 1 February 2023, last accessed on 7 March 2023, <https://www.businessinsider.com/microsoft-tells-employees-not-to-share-sensitive-data-with-chatgpt-2023-1>

<sup>28</sup> ChatGPT Bug Exposed Payment Details of Paid Users, Habiba Rashid, 24 March 2023, last accessed on 3 April 2023, <https://www.hackread.com/chatgpt-bug-exposed-payment-details/>

<sup>29</sup> ChatGPT Bug Exposed Payment Details of Paid Users, Habiba Rashid, 24 March 2023, last accessed on 3 April 2023, <https://www.hackread.com/chatgpt-bug-exposed-payment-details/>



OpenAI acknowledged the bug could have exposed information of about 1.2% of ChatGPT Plus subscribers.<sup>29</sup> Following the security breach, Italy became the first Western country to ban the use of ChatGPT. The vulnerability in the chatbot also alarmed Spain, who followed Italy's footsteps in petitioning to the European Data Protection Board to investigate generative AI privacy regulations.<sup>30</sup>

### **ChatGPT's Ability to Assist in Judicial Work and Ethical Implications**

For the purposes of this article, ChatGPT was tested by the Judicial Institute by using it to perform various tasks within the ambit of the 3 categories of judicial work previously identified: case preparation, judgment writing and speech writing.

#### **Case Preparation**

From the exercise of summarising a random article and a UK judgment, it was observed that if given a well-structured document, ChatGPT is able to sort out key issues by reference to the source article's structure, for example, its sub-headings. More details in the last paragraph of the source material are covered in the chatbot's summary than those contained in the middle paragraphs, implying that the chatbot has learned to give more weight to the ending, where conclusions may be located. The advantage of this is a judge may rely on the chatbot to identify key elements in a lengthy document speedily. However, a judge may be provided a summary based on the chatbot's own assumptions (by design or algorithm) on what content weighs more than others, which may be plainly wrong and biased. In practice, when digesting written evidence/ arguments, a judge reads all information which can be located in different places in a document instead of being concentrated in any given place. If a judge heavily relies on the chatbot to review and summarise written materials (especially parties' evidence and submissions), he not only risks such case-sensitive information being leaked to OpenAI and its partners, it will also compromise his ethical obligation requiring him to independently and diligently evaluate all the evidence.

Reading case authorities may be one of the most time-consuming exercises in judicial work. Whilst there is not an infinite variety on different styles adopted in judgment writing across common law jurisdictions, from which a judge may seek reference, asking the chatbot to help summarise judgments can be an arduous, or at the very least, inconvenient exercise for a judge. First of all, there are length limitations to the user's question, which means the user must break down a lengthy judgment into parts and feed each part to the chatbot to handle one at a time. Second, ChatGPT draws its strength from matching its output to the pattern of human language.

It can simulate natural conversation, but not rationalise arguments nor replicate human intellect. A judgment is a complex text with legal principles, facts, and personal opinions intertwined with one another. ChatGPT's summary does not offer logical connections between lines or keywords, thus the summary may look incomprehensible even from the perspective of a legal professional. Hence, the chatbot cannot help a judge on understanding and independently interpreting cases. However, if a judge needs to digest a large volume of cases, he may be off with a good start using ChatGPT's summaries which can effectively cover key concepts embedded in the cases. ChatGPT displayed a similar level of competence in the question of summarising legislation. The Apology Ordinance was chosen for the test. Unlike affidavits or case law, it was expected that summarising a legislation would be a relatively straight-forward exercise. Yet, ChatGPT churned out ambiguous information by stating rules which cannot be sourced from the legislation itself. It shows a sign that ChatGPT is prone to draw references, and even inferences, to enrich and/or prolong its answer on a subject matter. This reaffirms OpenAI's warning above that the chatbot gives long answers, with made-up facts, to look comprehensive. However, in doing so, ChatGPT's references and inferences embed a sense of randomness and fabrication. To abide by the principles of independence and diligence, a judge cannot rely, without verification, on ChatGPT's information.

#### **Judgement Writing**

Similarly, tests with ChatGPT's assistance on judgment writing work yielded unsatisfactory results. First and foremost, the chatbot declined requests to compose judgments or reasons for sentence. The implication of this is a judge cannot use the chatbot to directly answer straight-forward legal questions as a law student could in a law exam. To steer the chatbot away from the restrictions on writing judgments, case specific facts were put to the chatbot to analyse instead. However, the chatbot was always irresponsive to the facts, and this happened in all three questions in the judgment writing test. For example, when asked what the damages are for "a bus driver hitting a 5 year-old child who lost an arm", or consequence of "importing 5kg of rhinoceros specimen into Hong Kong", ChatGPT would only reply with broad principles relating to personal injury cases or import of endangered species specimen cases, without relating any of the answer to "a bus", "a child", "5 year-old", "lost an arm", "5kg", or "rhinoceros". It then became clear what the limits of ChatGPT's "legal skills" were, namely that it appeared to be designed to omit detailed facts that on which a case might turn (including objective or specific facts such as numbers). The Judicial Institute was unable to test whether ChatGPT could apply high level analytics to digest facts, but there is some doubt based on the aforementioned tests as to whether ChatGPT can "predict the outcomes of legal cases based on historical data" as it claims it can. This also confirms ChatGPT's own statement that it cannot provide legal advice as a licenced lawyer can, but only legal resources to direct users.

<sup>29</sup>OpenAI, March 20 ChatGPT outage: Here's what happened, retrieved on 3 April 2023, <https://openai.com/blog/march-20-chatgpt-outage>

<sup>30</sup>Italy became the first Western country to ban ChatGPT. Here's what other countries are doing, Ryan Browne, 4 April 2023, last accessed on 14 April 2023, <https://www.cnn.com/2023/04/04/italy-has-banned-chatgpt-heres-what-other-countries-are-doing.html> Italy Lays Out Demands and Deadline for Lifting ChatGPT Ban as EU Opens Investigation, Eric Hal Schwartz, 13 April 2023, last accessed on 14 April 2023, <https://voicebot.ai/2023/04/13/italy-lays-out-chatgpt-privacy-demands-and-deadline-as-eu-opens-investigation/>

As a result of these flaws, the level of specification in the answers given are too low to be reliable for a judge. For example, in a case involving the import of rhinoceros horn specimens, a judge of the criminal court would be acquainted with the application of Cap 586; what he may need assistance with is sentencing guidelines from case law. To steer the chatbot into considering/responding to the facts of a case in order to give a meaningful and useful response, a judge would need to first have the requisite legal knowledge and second, may try by error different instructions (applying his own legal knowledge) or a series of follow-up questions in order to overcome ChatGPT's shortcomings when it comes to dealing with facts. In the course of this process, a judge's duty of confidentiality may be compromised because of the need to emphasize facts to the chatbot. His impartiality may also be influenced by the chatbot's output, because as the chatbot carries on further exchanges with a judge over time, it "learns" what the judge "wants" and its output begin to be influenced by the judge's tendencies and preferences.

### Speech Writing

With regards to speech writing, ChatGPT's problems are similar to those under case preparation and judgment writing. On the question of comparing court-annexed and court-based mediation, it could be seen that the chatbot did not have useful data to support a distinction between the two forms of mediation in Hong Kong, yet, it (a) failed to clarify the question, (b) attempted to rationalise its answer by referring to related concepts such as names of different courts, and (c) was incorrect in almost every statement it gave. This is an optimal example showing the dangers of relying on ChatGPT – being ignorant to a topic did not stop ChatGPT from answering the question; it simply mixed accurate information (such as the jurisdiction of the Small Claims Tribunal being \$75,000, use of mediation in family cases) with inaccurate information, and provided no verification material. This phenomenon confirms OpenAI's claim that the chatbot would "guess what the user intended" (based on the material it had access to) rather than ask a clarifying question.

ChatGPT performed reasonably well in the second question on speech writing. When asked to compare the Singapore International Commercial Court ("SICC") and the Chinese International Commercial Court ("CICC"), the chatbot produced an answer which could serve as a good reference. It became tricky when the chatbot was asked to answer in what ways SICC is better than CICC because the question itself contains a value statement that "SICC is better than CICC". ChatGPT seemed to have picked up on that hint, leading to an effective comparison. The implications of this trait of the AI to a judge is two-fold. ChatGPT's replies may seek to collate data with a primary purpose to affirm the opinion put to it, reinforcing the bias inherent in the question.

In the context of producing material for a judge, this inherent bias could adversely affect a judge's independence and impartiality.

Nonetheless, the composition of a speech script may be different from that of a judgment. When a judge writes a speech, he may need to incorporate personal opinion and generalisations. From this perspective, a judge may use the chatbot to optimize the arguments set out in the speech by incorporating different elements (such as the purpose, background, conclusions) to achieve a coherent flow, which is crucial to presentation scripts.

### The Remaining Ethical Issue

It can be concluded that independence, impartiality, diligence, confidentiality are principles of judicial conduct which may be compromised by a judge's use of the chatbot. The remaining issue is plagiarism. Plagiarism by judges is a legal and ethical issue that has been dealt with by the Court of Appeal, particularly in the context of counsels' submissions. In this context however, plagiarism by judges may not be as likely as in the academic context, as case-specific facts need to be applied and case law may be cited, making it technically difficult for a judge to "copy" the chatbot's output indiscriminately. Despite that, a judge would have, or would have appeared to compromise his own independence if he uses a tool like ChatGPT and relies on its output and would have by doing so failed to apply his independent mind to the case. This is then compounded by ChatGPT itself plagiarising from unacknowledged sources.

**Shrina Daswani**  
**Joanna Leung**



# Features of ChatGPT

## ISP 2023 Participant Discussions

The screenshot shows the ChatGPT web interface. On the left, there is a sidebar with a 'New chat' button and a list of chat topics: 'CJEI Founded In 2003', 'Judicial Education Overview', and 'Commonwealth Judicial Education Overview'. The main chat area displays a question: 'What is the Commonwealth Judicial Education Institute?' and a response from GPT-3.5. The response explains the institute's purpose and provides a disclaimer about the information's currency. A 'Regenerate' button is visible below the response. At the bottom, there is a 'Send a message' input box and a footer note: 'Free Research Preview. ChatGPT may produce inaccurate information about people, places, or facts. ChatGPT August 3 Version'.

**ChatGPT Demonstration: When asked a question in the “message” box, ChatGPT generates a response within seconds. Additionally, there is a function to “regenerate” the response, therefore presenting a new response to the same question.**

This is a partial screenshot of the ChatGPT interface, showing the left sidebar with the 'New chat' button and the chat history list: 'CJEI Founded In 2003', 'Judicial Education Overview', and 'Commonwealth Judicial Education Overview'.

**ChatGPT allows you to organize different topics with its “New Chat” function and start various conversations. However, the information provided is not always accurate.**

ChatGPT Advantages and Disadvantages		
Pros	Up for Debate	Cons
<ul style="list-style-type: none"> <li>• Quick response time</li> <li>• 24/7 Availability and Accessibility</li> <li>• Scalability (can facilitate multiple interactions simultaneously)</li> <li>• Cost effective</li> <li>• Efficiency</li> <li>• Versatility</li> </ul>	<ul style="list-style-type: none"> <li>• Continuously advancing</li> <li>• Learning capability (ChatGPT learns from user interaction)</li> <li>• Reduced human workload</li> </ul>	<ul style="list-style-type: none"> <li>• Provides inaccurate information</li> <li>• Can generate biased response</li> <li>• Limited knowledge</li> <li>• Lacking in understanding context</li> <li>• Potential to disguise plagiarism</li> <li>• Lack of emotional intelligence</li> <li>• Unintended content generation that can be offensive</li> </ul>

## News & Notes

### PAPUA NEW GUINEA

#### Sir Buri Kidu Lecture Series

The Sir Buri Kidu Lecture Series is a learning collaboration between the University of Papua New Guinea's School of Law and the Papua New Guinea Centre for Judicial Excellence (PNGCJE). The program is named in honour of the Independent State of Papua New Guinea's first indigenous Chief Justice, Sir Buri Kidu, who was appointed in 1980. The lecture series covers one or two lectures either in the first or second semester of each academic year.

Since 2018, a number of distinguished guest speakers have been invited to present on a range of topics which have relevance for the Judiciary, academia and the legal fraternity. The speakers included the former Chief Justice of South Africa, Honourable Mogoeng Mogoeng, former Chief Justice of the High Court of Australia, Mr. Robert French AO, Chief Justice of the Supreme Court of Queensland, Ms. Catherine Holmes AC, Dame Susan Glazebrook, Justice of the Supreme Court of New Zealand, and Justice Berna Collier, Justice of the Federal Court of Australia and Judge of the PNG Supreme and National Courts.

In 2023, the PNG Judiciary was privileged to have the current Chief Justice of the High Court of Australia, Honourable Susan Mary Kiefel, AC, LL.M. as the guest speaker. Chief Justice Kiefel spoke on the topic of *Prerogative Writs and Modern Judicial Review: Constancy and Change*. Her speech covered comparative analysis of Judicial Review in Papua New Guinea and Australia, and the Constitution and Development of Prerogative Writs and Injunctions.

As part of the one-week program, Chief Justice Kiefel was taken on a tour around the new state-of-the-art Court complex that is currently being constructed. She was accompanied by her husband Mr. Michael Albreaht, the Principal Registrar and Executive Officer of the High Court of Australia, Ms. Philippa Lynch, and Justice Berna Collier, Justice of the Federal Court of Australia and Judge of the PNG Supreme and National Courts.

A further tour around the PNGCJE office and visits to the Port Moresby Nature Park, Bomana War Cemetery, National Parliament House, and the PNG National Museum were among the Chief Justice's key activities during her visit to Port Moresby.



**PAPUA NEW GUINEA  
CENTRE FOR JUDICIAL EXCELLENCE**  
Supreme & National Court of Justice



## Sir Buri Kidu Lecture Sessions (Photo Series)



Chief Justice Kiefel giving her lecture presentation at the University of Papua New Guinea (UPNG).



The new PNG Supreme and National Court



Judges, members of the legal fraternity and students attending the Sir Buri Kidu Lecture Series

Chief Justice of the PNG National and Supreme Courts, Sir Gibuma Gibbs Salika (left) taking Chief Justice Kiefel and her husband on a tour around the interior of the new Court building.



The Chief Justice of Australia Honourable Susan Kiefel AC LLM on her visit to PNG for the Sir Buri Kidu Lecture Series visited the New Court Complex, the PNG Centre for Judicial Excellence, the National Museum, the Parliament House and the Legal Training Institute. Below is a pictorial of her and the places that she visited.



Australian Chief Justice Honourable Susan Kiefel AC LLM (left) with Chief Justice Sir Gibbema Gibbs Saika with Judges at the Sir Buri Kidu Lecture Series.



Students, Lawyers and Judges at the Sir Buri Kidu Lecture Series.



Susan Kiefel AC LLM at the Lecture Series.



(Left-Right) CJ Sir Gibbema Saika, Australian CJ Susan Kiefel AC and Justice Les Gavara-Nanu.



(Left-Right) PNGCJE program officer Ms Vali Kila, PNGCJE IT Manager Mr Barry Ludin, PNGCJE Research and Publications Manager Ms Debbie Laudiana, PNGCJE Executive Director Dr John Carey, Australian Chief Justice Susan Kiefel AC, CJ Sir Gibbema Saika, Ms Philippa Lynch, Justice Berna Collier and PNGCJE Acting executive Director Mrs Stacey Lekkakia-Wali.



(Left-Right) Chief Justice Sir Gibbema Saika and Australian Chief Justice Honourable Susan Kiefel AC LLM.



(Left-Right) Mr Scott, Mr Michael Albrecht, Australian CJ Susan Kiefel AC, Ms Philippa Lynch and Justice Collier.



(Left-Right) CJ Sir Gibbema Saika, Mr Michael Albrecht, Australian CJ Susan Kiefel AC and PNGCJE program officer Ms Vali Kila.



The new Court Complex.



(Left-Right) NJSS support staff, the Bomana War Cemetery Tour Guide, Ms Philippa Lynch, Mr Scott and Justice Collier.



The Bomana War Cemetery.



(Left-Right) Australian CJ Susan Kiefel AC, CJ Sir Gibbema Saika and Mr Michael Albrecht.



(Left-Right) Ms Philippa Lynch, Mr Michael Albrecht, Australian CJ Susan Kiefel AC, Justice Berna Collier, Mr Scott and The National Art and Museum Tour Guide.



(Left-Right) Australian CJ Susan Kiefel AC, Mr Michael Albrecht, Mr Scott, Justice Berna Collier and The National Art and Museum Tour Guide.

**HONG KONG:**

From the Hong Kong Judicial Institute, the CJEI received two case summaries, reflecting judgments from the Hong Kong Court of Final Appeal, concerning the Quincecare duty of care of banks that has attracted attention in various jurisdictions, as well as whether or not pre-op female to male transgender persons must necessarily have undergone the operation in order to obtain the gender marker on their government identification cards to reflect their acquired gender. The CJEI expresses their gratitude to the Hong Kong Judicial Institute for their contribution.

**Hong Kong Final Court of Appeal: Judgments****PT Asuransi Tugu Pratama Indonesia TBK v Citibank NA**

[2023] 26 HKCFAR 1, [2023] HKCFA 3

Cheung CJ, Ribeiro, Fok, Lam PJJ, Lord Sumption NPJ

6 February 2023

***Bank's duty of care – Quincecare – Limitation period:***

This was an appeal on limitation, but at its core concerned the rights of a corporate customer against a bank that has paid money out of its account on dishonest instructions of an authorised signatory.

**Held:**

- It was noted that there are two sources for a bank's duties in making payments out of an account. Whether one looks at a bank's duty of care or the law relating to ostensible authority, however, the critical question is what constitutes sufficient notice of want of actual authority, so as to require the bank to make inquiries before paying out.
- The phrase 'put on inquiry' may be misleading if the commercial context is not appreciated. It is not the same as constructive notice, and there is no general obligation to spontaneously inquire into an agent's authority. The starting point is what is known to the third party without inquiry – if the transaction is not apparently improper, there is no justification for requiring a third party to make inquiries.
- If there are features of the transaction apparent to the bank that indicate wrongdoing unless there is some special explanation, then an explanation must be sought before it can be assumed that all is well. If a bank actually knows of facts which on their face indicate want of actual authority, it is not entitled to proceed regardless without inquiry – *Barclays Bank plc v Quincecare Ltd* [1992] 4 All ER 363.
- The Court of Final Appeal clarified that *Thanakharn Kasikorn Thai Chamkat (Mahachon) v Akai Holdings Ltd* (No. 2) (2010) 13 HKCFAR 479 does not challenge this view. It is necessary to distinguish between the general principle governing ostensible authority and a bank's duty of care and the application of principle to a particular case. In *Akai Holdings*, the test of "irrationality" had been applied instead of "unreasonableness" – this did not qualify the general principle but was directed at its application in the commercial context, as a test of irrationality better suited the exigencies of business. To say that it must be 'irrational' and not simply 'unreasonable' to proceed without inquiry serves to emphasise the inquiry was not called for by a general duty to inquire into the customer's transaction, but that it was necessitated by remarkable facts known to the bank.
- Here, the Court found that given the instruction to close the account following the 26 unauthorized transfers, it was open to the courts below to find that on the face of the information the bank in this case had, the whole operation of the account was unauthorized, including its closure when it had served its purpose.
- In banking, the obligation of the bank is to pay to the customer or their order on the customer's demand. A cause of action in debt arises when the demand is made. For the purposes of limitation, the running of time may be indefinitely deferred by the customer in respect of an account that may be dormant for many years, without

affecting the customer's right to eventually demand the balance. This may be inconvenient to banks but is a fundamental incident of their business.

- Here, it was argued that the relationship of banker and customer ended when the account was closed. This was rejected by the Court for two reasons. First, the closure of the account was unauthorised – as the unauthorised debits were nullities, the balance on the account was unaffected by them at law and never discharged.
- Second, a banking contract may be terminated by a bank at any time on notice, but there is no principle of law which allows banks to unilaterally abrogate outstanding liabilities or discharge a debt without paying it.
- Here, for the relationship to be terminated, the bank had to pay (or at least tender) the outstanding reconstituted balance. The debt, undiminished by the unauthorised withdrawals, still subsisted, and time did not begin to run for limitation purposes until the debt was demanded. The proceedings, having been begun in the year following the demand, were not statute barred.
- A case of contributory negligence could have been advanced as a partial defence to a claim against the bank for damages for breach of duty of care in making payments to third parties. But the claim on which the appellant is entitled to succeed is a claim in debt, liability for which is absolute and not dependent on proof of negligence. The bank's failure to make relevant inquiries is merely the reason why the debt was never effectually discharged.

**Appeal allowed.**

**Q v Commissioner of Registration**

[2023] 26 HKCFAR 25, [2023] HKCFA 4

Cheung CJ, Fok, Lam PJJ, Lord Sumption NPJ

6 February 2023

***HKID card gender marker – female to male transgender person – proportionality:***

This was an appeal by female to male transgender persons concerning the amendment of the gender markers on their HKID cards to reflect their acquired gender. The Commissioner of Registration had refused the amendments on the basis that the appellants had not undergone certain surgical procedures, which was upheld in judicial review proceedings challenging the decision and on appeal.

**Held:**

- The right to privacy, for the appellants to conduct their lives with their acquired gender without the issue being raised during routine activities such as the inspection of the appellants' HKID cards is clearly engaged. The issue in this case is whether the policy that certain surgical procedures must be undergone before the gender marker may be amended satisfies the test of proportionality.
- The test of proportionality involves a four-step inquiry: whether the encroachment pursues a legitimate aim; whether such encroachment is rationally connected with achieving that aim; whether the encroachment is a proportionate means of achieving that aim; and whether a reasonable balance has been struck between societal benefits and the individuals constitutionally protected right.
- The key in this case was proportionality, which the Court held should be analysed on the 'no more than reasonably necessary' basis.
- The Court found the criterion of invasive surgical intervention for amending the marker weighed against the policy. Exceptions set out in the guidelines established by the Commissioner also demonstrate requiring surgical procedure is not the only criterion which can be applied. The Court further found practical administrative problems were overstated and unconvincing as a justification for requiring surgical procedure as the criterion for amending gender markers and was critical of the unreal examples cited by the respondent in this regard. Finally, the Court found it wholly disproportionate to the risk and potential confusion of a female-to-male transgender person becoming pregnant post-transition to have surgical procedure as a condition to amending the gender markers on their HKID card.

**Appeal allowed.**



## **THE BAHAMAS:**

The Honourable Chief Justice Sir Brian M. Moree, KC, Kt demitted office in August 2022 as Chief Justice having served for over three years. His successor, Sir Ian R. Winder, Kt became a fellow of the CJEI in June 2019 and had during the tenure of the former Chief Justice, been the President of the Bahamas Judicial Education Institute (“BJEI”).

The BJEI was chartered in October 2019 and is mandated to deliver relevant ongoing education and professional training to judicial officers and staff to enhance the delivery of justice.



**The Chief Justice Sir Ian R Winder, Kt. obtaining his Instrument of Appointment from the Acting Governor General of the Bahamas, Mrs. Cynthia Pratt**

## **CJEI Fellows**

Since 2019, four judges of the Supreme Court became Fellows of the CJEI: Justice Camille Darville-Gomez in June 2022; Justices Cheryl Grant-Thompson; Renae McKay and Denise Lewis-Johnson in June 2023.



**Justice Denise Lewis-Johnson, Justice Cheryl Grant-Thompson and Justice Renae McKay along with Retired Judge Sandra Oxner at the ISP Graduation Banquet 2023**

### **BJEI Training Centre**

The opening of the BJEI Training Centre in June 2022 was the crowning achievement for the BJEI. It has provided the Judiciary with the much-needed space for continuous training opportunities for judicial officers and staff. The specially designed space boasts a large theatre styled room which can accommodate up to 48 participants, a conference room with seating for 30 participants, two smaller rooms which can be used as “breakout” rooms, a kitchen and a space for an Administrator. There are five 60-inch televisions which can facilitate virtual training sessions and it is within walking distance to the Supreme Court.

A full time Administrator has been appointed and this will greatly assist the BJEI in executing its mandate.



**Former Chief Justice Sir Brian M. Moree, Kt. and Chief Justice Sir Ian R. Winder Kt. at the opening of the Bahamas Judicial Education Institute**



**Theatre Styled Training Room at the BJEI Training**



### **The Supreme Court Civil Procedure Rules, 2022 (“CPR 2022”)**

The CPR 2022 was brought into force on March 1, 2023. The Bahamas has joined other Caribbean jurisdictions which had similar rules for several years now. These rules provide for an “overriding objective” namely, to enable the Court to deal with cases justly and at proportionate cost.

The BJEI published a Practice Guide simultaneously with the coming into force of the CPR 2022. It was authored by the Judges of the Civil Division of the Supreme Court and some members of the Bar of The Bahamas. The objective of the guide (and any updates) is to provide assistance in understanding the general application of the rules.

### **New Court Complex**

The Government promised in the new budget a new court complex. It is expected that the Criminal and Civil divisions of the Supreme Court would be relocated there. Additionally, the Government has already provided a building for the relocation of the family courts in the Magistrates Court and the Supreme Court. Plans are presently afoot to renovate the building.

*Message from the Editor:*

My name is Hayley Lowden, and I have recently graduated with a Bachelor of Arts degree, specializing in Law, Social Justice and Philosophy from Dalhousie University in Halifax, Nova Scotia. I have had the privilege of working with the CJEI over the course of the summer to help in facilitating the ISP 2023.

I am delighted to bring you the latest edition of our newsletter, packed with informative and engaging content to keep you up-to-date with the latest news and insights from the CJEI as a whole. The CJEI Summer Newsletter is intended to offer further insight regarding the CJEI's Intensive Study Programme hosted annually as well as the Biennial Meeting, this year hosted in Botswana. I had the privilege of taking part in the ISP 2023 as a research assistant for the CJEI and thoroughly enjoyed the privilege to interact with and get to know all participants as well as take part in many sessions which have offered me a wealth of knowledge on judicial education and judicial reform more generally. I thank the CJEI and all participants for this incredible opportunity.

I hope that you have enjoyed reading this edition of our newsletter and welcome any feedback or suggestions you may have for future insight.

Best Regards,  
Hayley Lowden

