

## A FRAMEWORK FOR EFFECTIVE JUDICIAL TRAINING AND CAPACITY BUILDING IN POST-CONFLICT COUNTRIES: ORGANIZATION-TASK-PERSON MODEL

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### ABSTRACT

This review comprehensively presents the need for effective judicial training for post-conflict countries or regions as they are emerging from violent conflict like civil or interstate war or significant internal strife. Due to the significance of establishing the rule of law after internal conflict for transitioning from war to peace, focusing on criminal justice, administrative law, public governance, and economic management is crucial; therefore, prioritizing the rule of law in public sector reform emerged as a new trend. In this regard, staff and institutional capacity building in these countries is an integral component for building blocks of social trust, stability, justice, and judicial service delivery and achieving sustainable peace. This paper assesses the role of judicial training and capacity building using the organization-task-person model. Understanding the interconnectedness of these three elements when planning, designing, and executing the training program is a cornerstone for effective judicial training. In other words, addressing organizational goals, knowledge, skill gaps, and job's requirements in the four phases of the training program (training needs assessment design, delivery, and evaluation of the training program) is a key determinant of the effectiveness of the training project. Moreover, the dynamic environment of post-conflict societies necessitates establishing and capacitating judicial training institutes; and for their efficiency and sustainable impact, the paper presents three primary principles that are demanded as guides for their interventions: Learner-centered, relevance and context, and continuous learning. Equally, the paper underscores the importance of judicial training strategy and cross-sectoral collaboration for overall judicial performance, which eventually enhances justice delivery, fosters public trust, and achieves lasting peace and stability in post-conflict societies.

**Keywords:** Capacity building, Judicial education, Training, Post-conflict countries, Organization-task-person model.

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### INTRODUCTION

A post-conflict nation is a country or region emerging from violent conflict like civil or interstate war or significant internal strife (Ogunbanjo & Alade, 2025). Despite the cessation of hostilities, these nations typically grapple with lingering effects such as fragile security, weak Institutions, economic disruption, social division, and humanitarian crises (Seyoum, 2024; Nor, 2025). According to Peter & Osazuwa (2024), post-conflict nations exist due to unresolved grievances, resistance from warlords, lack of capacity, external interference, and trauma and mistrust, as the end of active warfare does not erase underlying issues. Amidst these challenges, a functional and impartial judiciary stands as a cornerstone for establishing the rule of law and fostering long-term stability (Mehmood, 2023). Moreover, the judicial sector is a vital component in post-conflict nations, playing a crucial role in establishing lasting peace, reconciliation, and the rule of law (Tolbert & Solomon, 2006). Its functions extend beyond adjudicating disputes and are essential in addressing the legacies of violence and preventing future conflict.

Mehmood (2023) and Kulmie (2025) assert that the key roles of the judicial sector include establishing accountability and justice, providing redress for victims, upholding the rule of law, ensuring access to justice, promoting truth and reconciliation, rebuilding trust and social cohesion, strengthening democratic institutions, and upholding human rights. However, the judicial sector in post-conflict nations often faces significant challenges, such as weak infrastructure and resources, corruption and intimidation, backlogs and inefficiency, lack of public trust, dealing with complex cases, and balancing justice and reconciliation (Zimmer, 2011). Successful judicial reform requires strong political will and commitment, cooperation, capacity building,

independence, improved access to justice, transitional justice strategies, and community involvement (Thusi *et al.*, 2023). Particularly, investing in training and education for judicial personnel at all levels is crucial for developing a competent and professional judiciary can be invaluable (Kulmie, 2025). Hence, judicial training and capacity building are essential for ensuring independence and impartiality which are vital for building trust and making the judicial system more accessible to all citizens, including marginalized groups and victims of conflict.

The key goals of judicial training programs include to uphold legal competence, ensure ethical integrity and impartiality, adapt to technological and societal changes, and enhance efficiency and access to justice (Xu *et al.*, 2024; Alozie, 2024; Hoffmann-Riem, 2020; Sharma & Kumar, 2023). Despite their significance, post-conflict judicial training programs often struggle with context-specific needs, hindering effective delivery. For instance, political interference and corruption within the judiciary can hinder training efforts, hinder skill application, and potentially reduce the effectiveness of ethical training (Harper, 2011). Moreover, ineffective training methodologies, lack of robust monitoring, and coordination among actors hinder the effective transfer of knowledge, resulting in a fragmented approach and reduced effectiveness (Michalakopoulou *et al.*, 2024; Hammergren, 1998; Daffron *et al.*, 2007). However, the judiciary's effectiveness in developing countries relies on quality human capital, including knowledge, skills, ethics, and morality, to ensure justice and conflict resolution. This review explores the role of judicial training and education, focusing on the organization-task-person (OTP) model, proposing effective training methods for post-conflict countries, and outlining core principles for impactful practices.

## JUDICIARY AND RULE OF LAW IN POST-CONFLICT COUNTRIES

The international community often treats diverse “post-conflict” countries as a uniform group, despite their significant differences demanding distinct policy and strategic interventions (Brown *et al.*, 2011). Sannerholm (2007) states that establishing the rule of law after internal conflict is crucial for transitioning from war to peace; however, this often leads to projects focusing on criminal justice, administrative law, public governance, and economic management; therefore, prioritizing the rule of law in public sector reform emerged as a new trend. Emphasizing the foundational nature of the rule of law, Tolbert & Solomon (2006) proposed a framework for supporting the rule of law in a post-conflict society. This framework comprises three essential elements: addressing the past through accountability; creating a robust legal framework; and building strong legal institutions.

According to Chesterman (2005), a significant and complex challenge facing a post-conflict society is the re-establishment of public trust in state institutions. Given the social grievances and distrust prevalent among communities, it is crucial for public sector organizations to embody the ethics, integrity, and moral principles necessary for reshaping and building peaceful and modern societies (Kulmie, 2025). The key institutions for achieving this include judicial institutions. The judiciary, a key component of the public sector, encompasses distinct core bodies and support agencies that work to enhance the quality and delivery of services within the judicial system and public sector as well. In this regard, judicial training institutions/centers are crucial for improving the justice system and judicial performance.

### Legal education and training

Education is a comprehensive process that involves acquiring knowledge, skills, values, beliefs, and habits through teaching, training, and learning, occurring in formal and informal settings (Diković & Plavšić, 2015). This process empowers individuals to become knowledgeable, capable, responsible, and engaged members of society, serving as a fundamental pillar for individual and societal progress. Legal education is the method of acquiring the knowledge, skills, and ethical values necessary for engaging with the legal system (Nicolae, 2015). Therefore, legal education in England and Wales is structured into academic, vocational, and continuing stages of training (Boon and Webb, 2008). Hence, legal training is an integral component of legal education. Ideally, training is crucial for modern democracies and effective governance, ensuring the judiciary’s competence, integrity, and adaptability (Akpuokwe *et al.*, 2024).

The United Nations Transitional Administration in East Timor adopted a three-level training strategy, featuring a quick impact (brief initial) course, continuous training, and a mentoring scheme (Chesterman, 2022). This highlights how training can establish a strong foundation for effective judicial institutions, ensuring competent personnel fulfill their public duties. Thomas (2006) emphasizes the importance of judicial education and training for achieving judicial independence, competency in delivering services, and meeting social needs. Previously, Armytage (1995) documented that numerous countries’ judiciaries have faced criticism for failing to reflect social values. Therefore, effective training is essential in today’s modern societies.

### Judicial academies/institutes

Judicial Academies and Institutes are fundamental for the public sector, especially in post-conflict countries. These institutions offer initial training and continuous professional development for newly appointed judges, providing them with fundamental knowledge, skills, and ethical understanding (Mazhisham *et al.*, 2018). The primary function of the judiciary is to uphold and uphold high ethical standards and principles, ensuring impartiality, independence, and accountability. Furthermore, these institutions offer ongoing training on new legislation, case law, judicial skills, and emerging legal issues. Moreover, these training enhances judicial skills such as case management, evidence assessment, judgment writing, courtroom management, and communication, while promoting ethical conduct to ensure impartiality, independence, and accountability (Diković & Plavšić, 2015).

Similarly, judicial academies and institutes offer specialized training in specific areas of law or types of courts, catering to the diverse needs of the judiciary (Buhai and Kumari, 2011). Since there are limited knowledge and skills, these centers can serve as platforms for sharing best practices, innovative approaches to judicial administration, and comparative legal perspectives. In addition, conducting research and developing training material are key responsibilities for these centers, which eventually promote effective training programs in these countries (Yusup *et al.*, 2021). On the other hand, other programs include short-term workshops and seminars; mentorship and peer learning; distance learning; and e-learning platforms.

### Objectives and benefits of judicial training

Table 1 provides the primary objectives of judicial training (Kulmie, 2025). In essence, the table highlights that judicial training aims to produce knowledgeable, skillful, ethical, and adaptable judges who

**Table 1: Brief description of judicial training objectives**

Objectives	Description
Enhance legal competence	To provide judges with up-to-date knowledge of substantive and procedural law, evidence, and relevant legal developments
Develop judicial skills	To cultivate essential skills such as case management, legal writing, decision-making, communication, and courtroom management
Promote ethical conduct	To instill and reinforce principles of judicial ethics, integrity, impartiality, and professional responsibility
Ensure fair and efficient justice administration	To equip judges with the tools to manage cases effectively, reduce delays, and ensure equitable treatment for all parties
Adapt to societal changes	To provide judges with an understanding of the social context of law, including issues of diversity, inclusion, and human rights
Facilitate international cooperation:	To enhance the judiciary’s legitimacy and public confidence by ensuring judges are knowledgeable, skilled, and ethical
Facilitate international cooperation	To enable judges to understand and apply international and regional legal frameworks, fostering cooperation in cross-border cases
Support institutional reform	In post-conflict settings, to train judges on transitional justice mechanisms, human rights law, and reconciliation processes
Improve access to justice	To train judges on how to be more accessible and responsive to the needs of all citizens, including vulnerable populations
Foster continuous learning	To cultivate a culture of ongoing professional development and adaptation within the judiciary.

Sources: Author creation (2025)

can administer justice fairly, efficiently, and in a manner that serves the evolving needs of society and upholds the rule of law.

### THE CYCLE OF JUDICIAL TRAINING

Judicial staff are essential for the efficient functioning of government institutions, as they enable justice and judicial institutions to fulfill their responsibilities to citizens. Hence, investing in employee training enhances their expertise, abilities, and proficiencies, contributing to organizational goals, worker efficiency, and quality of services provided to the public (Nor, 2025). According to Armstrong (2006), training is a systematic training process that comprises four phases: training needs assessment (TNA), design, delivery, and evaluation.

#### Conducting TNA: The foundation

Training is a crucial component of any planned developmental intervention, promoting improvement and efficiency. Therefore, a systematic process should be followed from start to finish, beginning with the TNA as the primary stage (Mazhisham *et al.* 2018).

TNA has been deemed crucial for conducting effective training and development programs for decades (Zahid Iqbal & Khan, 2011). Zahid Iqbal & Khan (2011) identified training plan as a key area of human capital management, learning, and development, while revealing different uses of TNA. Moreover, while organizations spend considerable resources on training to maximize their human capital's value, an inability to identify the precise gap between current employee performance and necessary skills results in a significant waste of time, resources, and finances on ineffective or misdirected training programs (Mazhisham *et al.*, 2018).

Traditional training approaches overlook non-training issues, leading to a shift from training as an outcome to a crucial organizational

strategy, preparing human resources for technological, system, and work changes (Zahid Iqbal & Khan, 2011). However, numerous TNA models have been presented in the literature (McGehee & Thayer, 1961; Rossett, 1987; Taylor *et al.*, 1998; Leigh *et al.*, 2000). One of the core frameworks for TNA in academic literature is the OTP model in which is the most models developed since it has been based on this three-tiered approach of the TNA framework (Table 2). The framework provides a brief description of three-level conceptions of needs assessment: Organizational analysis, task analysis, and individual analysis. Although other frameworks exist, this model is suitable for strengthening the judicial sector in post-conflict countries.

#### Designing training program

Designing a training program is a systematic process that ensures learning initiatives are effective, relevant, and aligned with an organization's strategic goals. A well-designed training program involves meticulous content creation, identifying needs, objectives, materials, delivery methods, and evaluation strategies, empowering individuals, enhancing organizational performance, and fostering continuous learning. Therefore, the success of training programs is significantly influenced by their design, implementation, and alignment with organizational objectives (Aldehaim *et al.*, 2024). However, organizations in developing countries often suffer due to poorly designed training programs that fail to achieve their intended objectives (Al-Nuseirat & Biygautane, 2014). In this regard, previously, Nikandrou *et al.* (2009) emphasized the importance of effective training program planning, including goals, extent, methods, place, and equipment, in facilitating successful training transfer to the workplace.

Based on training assessment report, training objectives should be formulated and must be SMART standing for specific (clearly state the desired outcome), measurable (quantifiable criteria for success), achievable (realistic given the resources and time), relevant (aligned with job requirements and organizational goals), and time-

Table 2: Organization-task-person model

Component	Description	Key activities	Results
Organizational (institutional) analysis	It is a process that identifies the need for training within an organization, determining its performance, and helping to achieve its goals	Analyzing organizational goals and strategies Reviewing organizational performance (KPIs), productivity levels, quality standards, and financial reports Assessing the organizational environment (technology, changes, pressures) Evaluating resources and constraints Conducting surveys and focus groups  Analyzing organizational structure and culture	Required skills and knowledge determined Performance gaps addressed  Key organizational success and sustainability factors identified Available training budget and time discussed Employee perceptions, challenges, skill gaps, and priorities identified Understanding relationships, power dynamics, prevailing norms, and values
Task analysis	It identifies job tasks and necessary KSAs for competent performance, identifying training content and employee learning requirements	Job Analysis Identifying KSAs Developing performance standards  Analyzing task importance and frequency Developing task descriptions and competency models Reviewing workflows and processes	Tasks, duties, and responsibilities identified Specific KSAOs determined Expected level of performance (quality, quantity, time, and accuracy standards) defined Most critical task identified Detailed outlines of tasks and the associated competencies created Processes, potential bottlenecks, or inefficiencies identified
Person (individual) analysis	It assesses employee performance in job tasks, identifying those needing training, the purpose of training, and the level of training required.	Performance appraisal Skills assessments and tests  Self-assessments and questionnaires Interviews with employees and supervisors  Analyzing IDPs Analyzing training records Identifying high-potential employees	Employee performance gap identified Current knowledge, skills, and abilities against the required competencies compared Perceived training needs and areas identified Strengths, weaknesses, and career aspirations discovered Specific training goals and requirements defined Past training programs evaluated Aspect of strategic training needs assessment discussed

Source: Author creation (2025). KPIs: Key performance indicators, KSAs: Knowledge, skills, and abilities, KSAOs: Knowledge, skills, abilities, and other characteristics, IDPs: Individual development plans

bound (a deadline for achieving the objective) (Table 3). In this context, Al-Nuseirat and Biygautane (2014) demonstrated a 91.6% improvement in outcomes attributed to well-designed strategies. After formulating training goals and objectives, the focus shifts to developing training content and structuring the curriculum. Hence, selecting content, structuring the curriculum, designing learning activities, and creating supporting materials are essential steps in a successful training program. Binstead and Stuart (1979) identified three key factors for designing effective training programs to ensure their effectiveness: Relevance of content, preparation for the process, and supportive organizational environment. In addition, three essential components must be emphasized to guarantee the effectiveness of training programs: Clarity of strategy, purposeful methods, and adequate budget allocation (Aldehaim *et al.*, 2024).

#### Training program delivery: Significance and common methods

Training delivery methods have distinct advantages and disadvantages, with effectiveness varying based on trainee characteristics and the program itself (Salehi *et al.*, 2009). The chosen training delivery method significantly influences trainees' performance, participation, and perceptions of re-training, requiring careful consideration when designing any professional development initiative. This is particularly true within the judiciary, where the precise and nuanced application of legal principles and evolving jurisprudence demands highly effective pedagogical approaches. Therefore, the selection of the appropriate delivery method is vital for the successful implementation of learning within the legal sector. Common methods include (i) classroom-based training, (ii) e-learning/online courses, (iii) blended learning, (iv) on-the-job training, (v) coaching and mentoring, and (vi) simulations and virtual reality. Some of these approaches, such as classroom-based training, remain a traditional and widely used method. In a judicial context, this often involves an instructor leading a group of judges, prosecutors, or court staff in a physical or virtual classroom setting to discuss complex legal concepts, case precedents, and procedural rules.

Other methods like e-learning (online) utilize digital technologies to deliver educational content (Strielkowski *et al.*, 2025; Bragg *et al.*, 2021), offering flexibility that can be critical for busy legal professionals with demanding schedules. The selection of an appropriate training program delivery method hinges on several key elements: the required level of interaction, collaboration, and clarification; flexibility; accessibility; and cost-effectiveness. For the judiciary, the need for robust interaction and clarification is paramount, especially when dealing with intricate legal interpretations or ethical dilemmas that benefit from live discussion and expert guidance. Similarly, learner capacity, available time, and trainer experience also play a crucial role in this process, as judicial professionals typically possess high cognitive abilities but often face severe time constraints, necessitating efficient and impactful training designs.

#### Training program evaluation: Types and reasons for failure

Contemporary institutions prioritize human resource development through training (Lytochenko *et al.*, 2022). Hence, measuring the effectiveness of training is an integral part of an institutional capacity-building program. In other words, evaluation of training is a vital aspect of the training function, serving as a mirror reflecting the course's strengths, benefits, and drawbacks (Reddy, 2022). Besides, training program evaluation typically encompasses two main approaches: formative and summative evaluations (Wang & Wilcox,

2006). These methods are crucial for judicial training, where effective and refined programs are paramount due to the high stakes of legal decisions. Formative evaluation is conducted during program design and development. Formative evaluation identifies weaknesses and informs continuous improvement of instructional materials, methods, and objectives (Scott *et al.*, 2020; Wang & Wilcox, 2006). For judicial training, this involves pilot testing modules or simulations to ensure clarity and pedagogical effectiveness for specialized legal content.

Conversely, summative evaluation: This post-training assessment evaluates overall program effectiveness by measuring the achievement of established goals and outcomes, providing a comprehensive judgment on performance (Ramiah 2014; Basarab and Root, 2012; Wang & Wilcox, 2006). In the judiciary, summative evaluation assesses improved comprehension of new legal amendments or enhanced application of procedural guidelines, demonstrating the return on investment in judicial education. However, according to Wang & Wilcox (2006), organizations often fail to conduct systematic evaluations due to several reasons. These include a lack of belief in evaluation, low confidence in program value, resource and expertise gaps, an unsupportive organizational culture, and superficial and retrospective evaluations. Training professionals may not believe in evaluation, and uncertainty about program value can discourage evaluation. Insufficient resources and expertise can also hinder evaluation efforts. In addition, superficial and retrospective evaluations may not assess results or the instructional design process.

#### EFFECTIVE JUDICIAL TRAINING IN POST-CONFLICT COUNTRIES: A DEVELOPMENT ROADMAP

A structured framework is essential for rebuilding and strengthening the judiciary in countries emerging from conflict (Christensen, 2011). Its core purpose is to guide the design, delivery, and evaluation of training programs for all judicial actors, from judges to court staff (Nor, 2025). This systematic approach aims to re-establish the rule of law, ensure access to justice, and foster stability by addressing unique post-conflict challenges such as damaged infrastructure, lost institutional memory, and urgent human right's needs. The framework unfolds in four critical phases. As Fig. 1 shows, the first phase is needs assessment and contextual analysis. This foundational phase involves deeply understanding the specific environment and identifying existing gaps. It begins with a contextual and legal system analysis to assess the political, security, and social dynamics, alongside the existing legal frameworks (traditional, formal, and informal). This helps identify institutional weaknesses and human rights challenges. Concurrently, a judicial TNA systematically identifies knowledge, skills, and attitudinal gaps among personnel, covering areas from basic legal principles to international humanitarian law and ethics. Data are gathered through surveys, interviews, and observations. Finally, the process involves mapping available human capital, financial capacity, and technological infrastructure, identifying potential partners and funding sources locally and internationally. The second phase is framework design and curriculum development. Based on the assessment, this phase focuses on planning and creating the training content. Objective setting establishes clear, measurable, and relevant learning objectives that align with national rule of law priorities. This leads to curriculum development, designing practical, context-specific modules that address identified gaps, incorporate national reforms, and emphasize ethics. These modules balance theory with practical application through case studies and mock trials. Methodology and material selection are then used to choose appropriate delivery methods (e.g., blended learning, mentorship) and create high-quality, culturally sensitive training materials.

The third phase is implementation and delivery. This phase executes the training programs. Trainer development focuses on training and mentoring local trainers to build sustainable local capacity. Program rollout and logistics involve effectively delivering the training, managing schedules, and overcoming logistical hurdles such as

**Table 3: SMART framework for training objectives**

S	Specific	Clearly state the desired outcome
M	Measurable	Quantifiable criteria for success
A	Achievable	Realistic given the resources and time
R	Relevant	Aligned with job requirements and organizational goals
T	Time-Bound	A deadline for achieving the objective

Source: Author creation (2025)



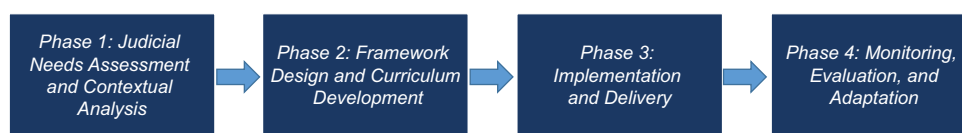


Fig. 1: Roadmap for post-conflict judicial training (author creation)

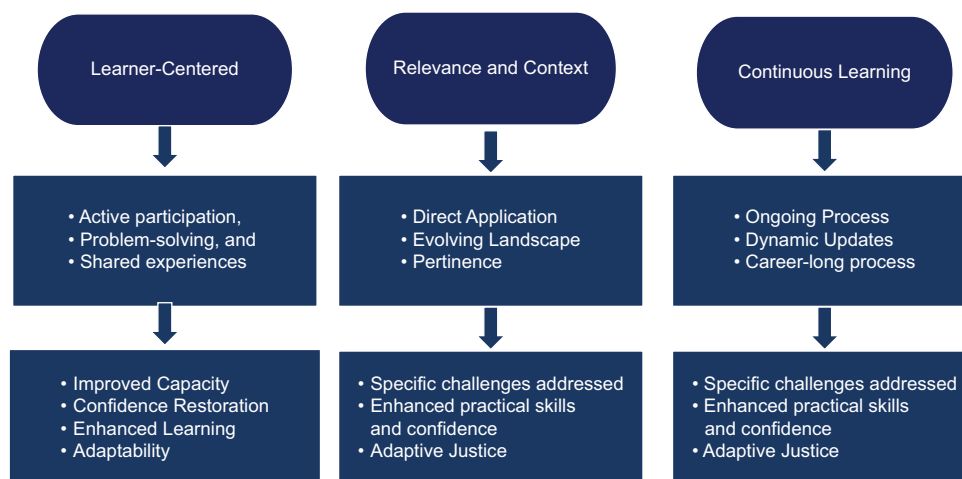


Fig. 2: Key training features (author creation)

security and transportation. Crucially, partnership and resource mobilization secure necessary funding and strategic collaborations with governments, international organizations, and non-governmental organizations. The fourth phase is monitoring, evaluation, and adaptation. This final phase ensures continuous improvement and long-term sustainability. Formative evaluation conducts ongoing assessments during training to make real-time adjustments. Summative evaluation performs post-training assessments to measure the achievement of learning outcomes and overall program effectiveness. Finally, impact assessment and adaptation evaluate the broader, long-term impact on judicial performance and public trust, using findings to refine future initiatives and institutionalize best practices. In short, this comprehensive framework provides a systematic roadmap to build a capable, independent, and ethical judiciary, which is fundamental for establishing lasting peace and stability in post-conflict nations.

#### EFFECTIVE TRAINING PRACTICES: CORE PRINCIPLES

Effective judicial training, especially crucial in post-conflict countries, prioritizes three core principles: Learner-centered, relevance and context, and continuous learning. As illustrated in Fig. 2, a learner-centered approach moves beyond passive lectures, emphasizing active participation, problem-solving, and shared experiences to engage judges (Kim *et al.*, 2024). This is particularly vital in post-conflict settings where judges may be navigating new legal frameworks, dealing with complex transitional justice issues, or recovering from institutional breakdown, necessitating hands-on application and peer learning to rebuild confidence and capacity. Another key principle is that training content must have relevance and context, directly applying to judges' daily duties and evolving with the rapidly changing legal and societal landscapes of a post-conflict environment, ensuring it is always pertinent (Aldehaim *et al.*, 2024). This allows judges to effectively address specific challenges, such as newly introduced human rights laws, property disputes arising from conflict, or the prosecution of war crimes. Furthermore, judicial education and training are not a one-off event; continuous learning is an ongoing career-long process to keep judges updated on new laws, procedures, and societal shifts (Greenbaum, 2009). In post-conflict nations, where legal reforms are frequent and the justice system is constantly adapting to promote stability and reconciliation, this ongoing professional development is

indispensable for maintaining judicial competence and upholding the rule of law.

#### CONCLUSION AND RECOMMENDATION

Judicial training is an indispensable pillar for rebuilding and sustaining the rule of law in post-conflict nations. These environments present unique complexities, from damaged infrastructure and lost institutional memory to deep-seated mistrust and evolving legal landscapes. A well-designed and executed judicial training program directly addresses these challenges by fostering legal competence, ethical integrity, and operational efficiency within the judiciary. By adopting a systematic, cyclical approach—encompassing rigorous needs assessment (Organizational, Task, and Person analysis), thoughtful program design (SMART objectives, relevant content), effective delivery methods (blended learning, mentorship), and continuous evaluation—countries can cultivate a judiciary capable of upholding justice, promoting reconciliation, and securing long-term stability. The emphasis on learner-centered approaches, contextual relevance, and continuous learning is particularly crucial, enabling judicial personnel to adapt to dynamic post-conflict realities and regain public trust. A structured judicial training framework is vital for rebuilding justice and the rule of law in post-conflict nations. It follows a four-phase cycle: Needs assessment, design, implementation, and evaluation. Key to its effectiveness is learner-centered, contextually relevant, and continuous learning approaches. Ultimately, this roadmap cultivates a competent, ethical, and independent judiciary essential for lasting peace and stability. To rebuild post-conflict judicial systems, policies should establish a national judicial training strategy, promote cross-sectoral collaboration, ensure inclusivity and accessibility, and drive data-driven reform to continuously refine training and improve overall judicial performance. Implementing these recommendations and policies is crucial for post-conflict nations to rebuild their judiciaries, enhance justice delivery, foster public trust, and achieve lasting peace and stability.

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#### COMPETING INTERESTS

The authors declare that they have no competing interests.

## AUTHORS' CONTRIBUTIONS

All authors contributed equally to the conception and design of the study and have read and agreed to the published version of the manuscript.

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