PROJECT MANAGEMENT TOOLKIT - ADDITIONAL DOCUMENTATION

Available at: http://www.fedcourt.gov.au/pjdp/pjdp-toolkits

Additional Documentation

Annex 2 Example Assessment Questions

This questionnaire - focussing on Judicial / Court Officers' needs - was developed and used for the Development Needs Assessment undertaken by the PJDP in September 2010.

Note: Not all of these questions will be relevant to wider stakeholders, or to all needs assessments that you may want to undertake. As a result, when developing a needs assessment survey for a specific area of need, the type and number of questions will need to be adapted.

Part A - Your Background

1. What level is your court? (please ✓or *X* one option only):

- ☐ Supreme/High/Appeal (superior)
- ☐ District/Magistrates (subordinate)
- ☐ Land/Island/Village/Community (customary)

2. In which country is your court located? ______________________________

3. Are you a (please ✓or *X* one option only):

- ☐ Judicial Officer
- ☐ Court Officer
- ☐ Lay Judicial Officer

4. Are you a (please ✓or *X* one option only):

- ☐ Female
- ☐ Male

5. How many years have you served in this role? (please ✓or *X* one option only):

- ☐ 0 - 2 years
- ☐ 3 - 5 years
- ☐ 6 -10 years
- ☐ 11+ years

Part B - Your Training

6. What is your top qualification? (please ✓or *X* one option only):

- ☐ School certificate
- ☐ Degree in law
- ☐ Degree in other discipline (specify) …
- ☐ Postgraduate degree in law
- ☐ Other qualification (specify) …

7. **Identify what professional training you received *before* becoming a judicial officer, court officer or lay magistrate** (please ✓or *X each* relevant option):

- ☐ None
- ☐ Criminal law and procedure
- ☐ Civil law and procedure
- ☐ Family law and procedure
- ☐ Business/commercial law and procedure
- ☐ Land and/or customary law and procedure
- ☐ Court administration and case management
- ☐ Professional skills (e.g. Decision making, dispute resolution, legal research, judgment writing, office administration, computer)
- ☐ Judicial role and ethics
- ☐ Human rights, gender equality and other cross-cutting themes
- ☐ Other (please specify): ______________________________

8. **Describe the *average* duration of this training(s)** (please ✓or *X* one option only):

☐	☐	☐	☐
½ day	*2-3 days*	*1-2 weeks*	*1 month+*

9. **Identify the *principal* training provider** (please ✓or *X* one option only):

- ☐ University / College
- ☐ Government
- ☐ PJDP / PJEP
- ☐ Other Donor-funded Activity

10. **Describe your satisfaction: was this training(s) useful?** (please ✓or *X* one option only)

☐	☐	☐	☐
extremely useful	*quite useful*	*slightly useful*	*not useful*

11. **Identify what professional training you received *after* becoming a judicial officer, court officer or lay magistrate** (please ✓or *X each* relevant option):

- ☐ None
- ☐ Criminal law and procedure
- ☐ Civil law and procedure
- ☐ Family law and procedure
- ☐ Business/commercial law and procedure
- ☐ Land and/or customary law and procedure

- ☐ Court administration and case management
- ☐ Professional skills (e.g. Decision making, dispute resolution, legal research, judgment writing, office administration, computer)
- ☐ Judicial role and ethics
- ☐ Human rights, gender equality and other cross-cutting themes
- ☐ Other (please specify): ______________________

12. **Identify the *principal* training provider** (please ✓or *X* one option only):

- ☐ University / College
- ☐ Government
- ☐ PJDP / PJEP
- ☐ Other Donor-funded Activity

13. **Describe your satisfaction: was this training(s) useful?** (please ✓or *X* one option only)

☐	☐	☐	☐
extremely useful	*quite useful*	*slightly useful*	*not useful*

14. **Describe the cases in your court** (please insert percentages to a total of 100):

• Criminal: ______		%
• Civil: ______		%
• Family: ______		%
• Business: ______		%
• Land/customary: ______		%
• Other (please specify): ______		%
Total:	100	%

PART C - YOUR ROLE AND TASKS

15. **How do you spend your working time on average during the past month** (please insert percentages to a total of 100):

• In court as judicial officer, court officer or lay magistrate: ______		%
• Researching the law or preparing for hearings: ______		%
• Consulting with professional colleagues: ______		%
• Undertaking administrative tasks:		%
• Undertaking professional development (please specify below):		%
• Undertaking other professional activities (please specify below):		%
Total Activities:	100	%

PART D - YOUR NEEDS

16. Do you think you have adequate access to the following professional resources? (please ✓or *X* in either column of every line):

	Yes	*No*
• Statutes and regulations	☐	☐
• Text books on law	☐	☐
• Written decisions of the Supreme/High Courts	☐	☐
• Materials on court practice and procedure	☐	☐
• Professional support/guidance	☐	☐

17. Rank the *nature* of your needs for training and development by order of importance (please insert one number in each box, from 1 "*most important*" to 7 "least important". *Note:* use each number only once):

☐ Acquire information on law and court procedures
☐ Acquire practical skills as a judge or court officer or lay magistrate
☐ Improve understanding of your professional role
☐ Solve day-to-day problems in specific cases
☐ Keep up to date with new laws and latest developments
☐ Improve professional responsibility and ethics
☐ Other (please describe): ____________________

18. Rank the *content* for training and development by order of importance (please insert one number in each box, from 1 "*most important*" to 12 "least important". *Note:* use each number only once):

☐ Criminal law and procedure
☐ Civil law and procedure
☐ Family law and procedure
☐ Business/commercial law and procedure
☐ Land and/or customary law and procedure
☐ Court administration and case management
☐ Professional skills (e.g. decision-making, legal research, judgment writing)
☐ Judicial role, ethics and conduct
☐ Human rights, gender equality and/or other cross-cutting themes,
☐ Other (please describe, if needed): ____________________
☐ Other (please describe, if needed): ____________________
☐ Other (please describe): ____________________

19. **Rank the *level* of training and development by order of importance** (please insert one number in each box, from 1 "*most important*" to 4 "least important". *Note:* use each number only once):

☐ Induction (pre-service)
☐ Update/recent developments (in-service)
☐ Networking/experience sharing (in-service)
☐ Specialist expertise (eg forensic pathology, complex accounting …)

20. **Rank the usefulness of the following presenters/writers for training** (please insert one number in each box, from 1 "*most useful*" to 3 "least useful". Use each number only once):

☐ Respected judges
☐ University teachers
☐ Other experts

21. **Rank your preferred format for training and development** (please insert one number in each box, from 1 "*most preferred*" to 4 "least *preferred*". Use each number only once):

☐ Formal lecture
☐ Participatory seminar/workshop
☐ On-the-job mentoring
☐ Self-directed research/reading

Part E - Your Court

22. **Do you need any other support or resources to perform your duties** (if so, describe):

____

23. **Assess the quality of justice in your court(s) in terms of:**
(please ✓or *X* one option only per line)

- **Access to justice - lack of barriers** (geographic, financial, cultural etc):

☐	☐	☐	☐
very positive	*quite positive*	*quite negative*	*very negative*

- **Leadership and good governance:**

☐	☐	☐	☐
very positive	*quite positive*	*quite negative*	*very negative*

- Expertise and professionalism:

☐	☐	☐	☐
very positive	*quite positive*	*quite negative*	*very negative*

- Efficient systems and procedures, and timely disposal of cases:

☐	☐	☐	☐
very positive	*quite positive*	*quite negative*	*very negative*

24. Any other comments about training and development:

____
____
____
____
____
____
____

Thank you for your responses!

Annex 3 Example Needs Assessment Reporting Template

Executive Summary (if required)

1.0 Background

2.0 Methodology for Assessment

Including:

- Reason for undertaking the assessment.
- Benchmarks developed.
- Identified Court / Leadership priorities.

3.0 Approach for Assessment

Including:

- Surveys.
- Observations.
- Process analysis.
- Interviews.
- Focus-groups.
- Research.

4.0 Summary of Findings

Summary Findings of the Capacity Needs Assessment - sub-sections can be based on:

- Collated responses to surveys
- Consultation questions.
- Observations undertaken.
- Research undertaken.
- Any other matters covered by the capacity assessment.

Summary findings of the Institutional Needs Assessment - sub-sections can be based on:

- Process assessments undertaken.
- Observations.
- Collated responses to surveys.
- Consultation questions.
- Research.
- Any other matters covered by the institutional assessment.

Annexes - Collating:

- All responses receive to surveys.
- Comparative data / research information.
- List of consultations.
- Copies of Survey assessment and other forms used in the needs assessment.

Annex 4 GAP ANALYSIS FRAMEWORK

NEEDS / GAP ASSESSMENT FRAMEWORK

1. The Process

The following *Needs / Gap Assessment Framework* aims to provide a structure to assist partner courts to critically analyse needs and the cause(s) for them.

A court's development needs fall within two broad areas.

1. Organisational needs relating to *performance* of: policy, systems, processes, etc.
2. Capacity development needs relating to *competence*, particularly individuals': knowledge, skills, and attitudes.

Needs analysis identifies the difference between:

- What the current performance /competence level ***is****; and*
- What the current performance /competence level ***should be*** (the 'benchmark').

The difference between these two - the 'gap' - is called the *performance* or *competence gap.*

Gap analysis is a process used to work out the gap between current and desired performance or competence standards. Gap analysis makes project managers reflect on the *real needs* and causes for these based on an objective process of analysis.

Key steps in undertaking a gap analysis:

1. Select a: process / area of the court's operations; or a role / group within the court.
2. Breakdown the steps in the process / or the responsibilities of the role - *sometimes called defining 'what is' (undertaken as part of needs identification, see* Section *2.1.1).*
3. Define what the *ideal* or *preferred* performance / competence standard should be - *This is called* ***benchmarking*** *(see* ***Tool 8*** *in the Project Management Toolkit)*.
4. Identify and document the difference or 'gap' between the *current* performance / competence standards and the *benchmark*.
5. Identify a process / way to fill the gap and thereby achieving the benchmark standard.

Identifying the ***cause for the gap*** must form part of the activities undertaken at *Step 4* of the above process.

Identifying these causes is undertaken based on a combination of:

a. Asking all those included in your needs assessment (both internally and external to the court) *why* they think there is a performance / competence gap.

b. Researching causes for the gap in other local/international jurisdictions which might be relevant to you.

c. Your objective assessment of the performance / competence gap.

As with any assessment, the more data or consensus you have that supports a particular cause, the more likely it is that you have identified a valid cause for the gap.

2. Prioritising Identified Needs / Gaps

Remember - once you have identified your needs and the causes for these you will most likely not be able to respond to all of your court's needs immediately. As a result, you will need to prioritise the identified needs.

Criteria to Prioritise Identified Needs / Gaps:

A simple process for prioritising needs and the activities to address the identified performance / competence gaps, is to rank them in order of importance as follows:

1 = High priority:

- *Competence:* individuals in the group *must* have this knowledge/skill/etc.
- *Performance:* the system / policy is *critical* for your court to function.

2 = Medium priority:

- *Competence:* individuals in the group *should* have this knowledge/skill/etc.
- *Performance:* the system / policy is *valuable* for your court to function well.

3 = Low priority:

- *Competence:* it is *useful* for individuals/the group to have this knowledge/skill/etc.
- *Performance:* the system / policy is *useful* for your court's operations.

3. Other Resources

Sections in the Project Management Toolkit that may be useful when identifying, analysing and prioritising needs / gaps include:

- *Section 2.1.1:* Project (Needs) Identification
- *Annex 10:* Cook Islands Indicators
- *Tool 8:* Developing Benchmarks

TOOL A: INDIVIDUAL / CAPACITY NEEDS → *Competence Gaps*[1]

When analysing individual or capacity-related needs, a range of areas can or will need to be investigated for you to accurately identify the priority or most critical needs in your court.

Below is a list of individual / capacity areas that you may wish to analyse. ***Note:*** the headings and sub-headings are *examples only*. Not all may be relevant in your court, and others may need to be added and/or adapted to be appropriate to your situation:

a. Leadership & Relationship:

- Direction and Mentoring
- Strategic leadership
- Communication
- Team work
- Problem solving / results

b. Professional Competence:

- *Knowledge:*
  - *Professional:* basic rights, ethics, legislation, regulations, amendments, etc.
  - *Procedural:* case management, administration statutory / registry requirements; etc.
- *Skills:*
  - *Professional* - decision making, sentencing, managerial, etc.
  - *Management* - general, staff, financial, reporting, etc.
  - *Technology* - IT systems use, computer literacy, etc.
- *Attitudes:* the ability or desire to apply knowledge and skills

c. Communications & Customer Service:

- Courtesy and professionalism
- Service delivery

d. Innovation & Attitudes:

- Response to change
- Professional attitude
- Focus on improvement

Example Gap Assessment Framework - Individual Needs / Competence

The *headings*, ***sub-headings***, and *criteria* included in the Gap Assessment Framework below are *examples only*. Benchmark definition, needs identification, and gap analysis will need to be undertaken in light of your court's individual situation.

[1] See also the: PJDP Trainer's Toolkit; and PJDP Judges' Orientation Toolkit, for discussions on training-related needs assessments.

EXAMPLE GAP ASSESSMENT FRAMEWORK - INDIVIDUAL NEEDS / COMPETENCE[2]

This table is filled in from left to right

Benchmark: *(What should this role / individual be doing?)*	Current situation: *(What is this role / individual currently doing?)*	What is the gap / need between benchmark and current situation? →	What is the cause for this gap / need? →	Actions to address this gap / need *(these points form the basis of the project design)*
a. Leadership & Relationships: *1. Direction & Mentoring:* Example *for Registrar:* *Provides meaningful work priorities and objectives to staff; motivates and supports staff; and leads by example.*	*Staff are not aware of their responsibilities; and no ongoing professional development / support is available.*	*Registry roles / work priorities and objectives are not defined; opportunities for the ongoing improvement of staff are limited.* →	*Staff are not aware of position descriptions for their role; no ongoing staff training / interaction occurs to support them.* (Note: this may also link to the Organisational Needs assessment - see Point 2) →	*Provide role-specific training to staff; establish semi-structured 'group interactions' for sharing, discussing, and addressing work-related issues.* (Note: this again may link to the Organisational Needs assessment - see Point 2)
b. Knowledge Gaps: *2. Professional knowledge:* Example *for Judicial Officers:* *All judges are aware of new legislation relevant to their jurisdiction.*	*Judicial Officers are not always aware of new legislation / amendments relevant to their jurisdiction.*	*Judicial Officers are unaware of relevant legislation / amendments.* →	*Not all judicial officers are doing self-directed research on legislative updates relevant to their jurisdiction.* →	*Develop regular update seminars for judicial officers in each jurisdiction on relevant new legislation / amendments.*

[2] You can copy this table into a new document, delete the current text, and use this as a template for a gap analysis in your court.

Benchmark: *(What should this role / individual be doing?)*	Current situation: *(What is this role / individual currently doing?)*	What is the gap / need between benchmark and current situation?	→	What is the cause for this gap / need?	→	Actions to address this gap / need *(these points form the basis of the project design)*
3. Procedural knowledge: Example *for Registry staff:* *All staff know the filing requirements for all case-types within the court's jurisdiction.*	*A significant proportion of cases (____%) registered are missing one or more documents necessary for filing.*	*Registry staff do not know what: case registration requirements are; and* *The court's policy on registering cases is.*	→	*The* case registration process *is unclear, and the court's policy on registering cases is not documented.*	→	*Training to Registration Clerks / Officers on the: use of* 'registration checklists'; *and Court's* Registration Policy *so that incomplete cases are not accepted for registration.*
c. Innovation & Attitudes: *4. ...:*			→		→	
Communications & Customer Service: *5. ...:*			→		→	

TOOL B: ORGANISATIONAL NEEDS → *Performance Gaps*

When analysing organisational or institution-related needs, a range of areas can or will need to be investigated for you to accurately identify the priority or most critical needs in your court.

Below is a list of individual / capacity areas that you may wish to analyse. ***Note:*** the headings and sub-headings are *examples only*. Not all may be relevant in your court, and others may need to be adapted to be appropriate to your situation:

a. Systems / Processes:

- Case registration and tracking process
- Staff management
- File management

b. Policy:

- Data management
- Community Engagement Strategy
- Time standards
- Accountability, transparency and reporting

c. Planning:

- Organisational / Strategic Planning
- Ongoing Judicial / Court Development Planning

d. Operations:

- Corporate services - management of the court
- Human resources - personnel management, recruitment, development, etc.
- Finance systems - budgeting, expenditure tracking, reporting, etc.
- Technology - maintenance, servicing, replacement/upgrade, etc.
- Infrastructure development - buildings, facilities, renovations, etc.

Example Gap Assessment Framework - Organisational Needs / Performance

On the following page is a *Gap Assessment Framework* that may assist in undertaking your gap analysis. When undertaking the analysis of policy, system, or process needs in your court to identify potential gaps, it may help to look at:

1. ***Fitness for purpose:*** is the policy / system / process appropriate to achieve efficient and effective court operations within your court's ability to support / fund?
2. ***Functionality:*** can court staff use the system / process effectively to administer the functions of the court efficiently?
3. ***Usability:*** are court users able to use the system / process easily and effectively to access the court's services?
4. ***Ongoing improvement:*** do opportunities exist for feedback and improvement on an ongoing basis with regards to your court's policy / system / process?

Once again, the *headings*, ***sub-headings***, and *criteria* included in the framework below are ***examples only***, and benchmark definition, needs identification, and gap analysis will need to be undertaken in light of your court's individual situation.

Example Gap Assessment Framework - Organisational Needs / Performance[3]

This table is filled in from left to right

Benchmark: *(What should this process / policy /… be doing?)*	Current situation: *(What is this process / policy /… currently doing?)*	What is the gap / need between benchmark and current situation? →	What is the cause for this gap / need? →	Actions to address this gap / need *(these points form the basis of the project design)*
a. Systems / Processes:				
1. Example *for Case registration process:* *A case can only be filed if all required documents are submitted at the time of registration.*	*A significant proportion of cases (____%) registered are missing one or more documents necessary for filing.*	*The* case registration *process is unclear resulting in cases being filed that do not have all required documents.* →	*The* case registration *process is not clearly and simply documented for court users / registry staff.* →	*Develop a system of* 'registration checklists' *for each case-type that must be fully completed prior to registration of a case.*
2. Example *for Staff Management:* *Staff roles and responsibilities are clearly defined and performance monitored.*	*Staff roles are not clearly defined; performance is not monitored on a regular basis.*	*Accountability and performance is low as staff are unaware of their responsibilities; and no system for monitoring performance exists.* →	*No* registry / personnel *structure is defined for the court; position descriptions are not defined for all staff positions; performance reviews are not undertaken.* →	*Develop a* registry / personnel *structure document showing relationships within the registry; develop* position descriptions *and performance expectations for all roles; establish a system of* staff annual performance review.
b. Policy:				
3. *Time standards* example *for*				

[3] Again, you can copy this table into a new document, delete the current text, and use this as a template for a gap analysis in your court.

Benchmark: *(What should this process / policy /… be doing?)*	Current situation: *(What is this process / policy /… currently doing?)*	What is the gap / need between benchmark and current situation?	→	What is the cause for this gap / need?	→	Actions to address this gap / need *(these points form the basis of the project design)*
Lower Courts: *Time standards for all case types have been defined and are being met.*	*No time standards exist in lower courts.*	*Lack of a policy framework for case disposal in the lower courts.*	→	*No resources have been allocated to develop time standards; lack of expertise in developing time standards in lower courts.*	→	*Develop time standards for lower courts using PJDP Time Standards Toolkit and technical support from PJDP Adviser / judge and RTT familiar with developing time standards in the superior court.*
4. *Time standards* example *for Superior Courts:* *Time standards for all case types have been defined and are being met.*	*Defined time standards in superior courts are not met in a significant proportion (____%) of criminal cases. Civil cases generally meet defined time standards.*	*Time standards are not being met at all stages of the criminal case management process.*	→	*Lack of interest by superior court criminal judges / court officers to meet time standards as these are seen as being unrealistic; lack of motivation to meet time standards.*	→	*Review of existing superior court time standards to ensure; awareness training on updated criminal time standards; development of incentives to keep to all time standards (court performance awards; etc.)*
c. Planning:						
5. ...:			→		→	
d. Operations:						
6. ...:			→		→	

Annex 5 Example Annotated Table of Contents for a Project Design

The following table of contents is an example only based on the PJDP extension designs. While many of the headings included are likely to be useful in most design documents, as with all examples, when developing a design document template for a specific project, the headings and level of details will need to be adapted.

	Abbreviations and Acronyms
	Executive Summary
Background	1.0 Introduction
	1.1 Project Description
	1.2 Project Goal, Purpose, and Vision
	1.2.1 Project Goal
	1.2.2 Project Purpose
	1.2.3 Project Vision
Preparation	2.0 Project Design / Plan
	2.1 Project Approach - Guiding Principles
	2.1.1 Participation in the Design, Planning, and Implementation
Problem Definition and Analysis	2.1.2 Lessons Learned
	2.1.3 Value for Money
	2.1.4 Integration of Cross-cutting Issues
Project Description	2.2 Theory of Change
	2.3 Components, Outcomes, and Outputs
	2.3 Activity and Output Summary
	Component / Activity 1.0 -
	Component / Activity 2.0 -
	Component / Activity 3.0 -
	Component / Activity …
Management and Monitoring	3.0 Management Arrangements
	3.1 Government / Donor Liaison with the Project
	3.2 Project Steering Committee
	3.3 Project Management Team
	3.4 Monitoring and Evaluation
	3.4.1 Results Framework
Feasibility	3.4.2 Reporting and Milestones
	3.4.3 Risk Analysis and Management
	4.0 Budget Summary

Annex 6 PJDP Responsive Fund - Annotated Application Template

Country and Court:	
Contact Person(s):	
Contact Details: Telephone:	
Fax:	
Email:	
Name of your RF Project:	
Start / End Dates of the RF Project (or dates for each activity included in the RF Project / application):	*For example:* The RF Project, including all activities and reporting is to be completed within 3 months of approval of the application (i.e. at the latest by: ________________).
Date that the RF Project Completion Report / Finance Acquittal will be submitted (no more than 2 weeks after the completion of all activities):	*For example:* Reports including programmes, materials, evaluations and full funds acquittals are to be received by PJDP within 2 weeks of completing the Project. PJDP will send a reminder to the National Coordinator – copied to the Chief Justice – of the deadline and provide a further 4 weeks for the applicant to independently finalise all reporting and acquittals.

APPROACH:

What is the need / problem(s) to be addressed by this RF Project?	*For example:* Judicial/court officers lack knowledge, skill or appropriate approaches to..., or court systems are inefficient/ineffective in the area of ...
What is the *goal* of this RF Project? How is this goal *directly linked* to your national judicial development plan (or similar document) or is otherwise a development/reform priority for this calendar/financial year?	Goal:[4] detail what your Court aims to achieve during this RF Project. Goals are strategic, broad and high level in nature. *For example:* Explain and show how this Project is directly linked to helping achieve your current National Judicial Development Plan (NJDC) objective/outcome; or your court's current priorities. Please include the sentence/paragraph from the NJDC or priority objective that this Project relates to.
What is the planned *outcome* of this RF Project?	Outcome(s):[11] list the outcomes/impact that you envisage will result from the RF Project. *For example:* That judicial/court officers are able to perform their functions competently in this or that way; or that cases are managed efficiently.
What will the *output(s)* of this RF Project be? *(Note: there should be at least one output for each activity that you are planning.)*	Output(s):[11] detail the key tangible outputs/documents (ie. Benchbook, policy, procedure, presentations) that will result from the RF Project. *For example:* Develop a code of conduct training manual...; or document the case management processes for all ... cases; ...
What *activity(-ies)* will be done as part of this RF Project? *(Note: you may be planning only one activity or several as part of this RF Project.)*	Activity(-ies):[11] detail the specific activities that will be undertaken to result in achieving the RF Project outcome/s. *For example:* - *Activity 1:* conduct training for judicial/court officers in the areas of ... - *Activity 2:* receive advice/support to make changes to court systems and processes in the areas of ... - *Activity 3:* ...

4 Project Management Toolkit: *Section 2.1*.

TEAM AND MANAGEMENT:

Who will carry out each of the planned activities?	*For example:* A PJDP certified trainer, or Chief Justice or National Coordinator, or a PJDP Adviser, or a pro bono expert from another PIC, New Zealand or Australia.
How were the expert(s) / others carrying out the planned activities selected?	*For example:* On the basis of previous training experience and knowledge of the subject matter.
Who will provide administrative support when implementing the RF Project ? Who will be responsible for the project / finance reporting?	*For example:* List the names and duties of judicial/court officers or administrative staff who will provide support to the National Coordinator in the implementation, management, and finalisation of the RF Project.
How have participants been selected for each of the planned activities?	*For example:* As their roles require performance of certain skills which are the focus of the training, they have not received trianing previously, they are responsible for the aspects of court administration which are the subject of the RF Project.
How will participants be involved in planning of each activity?	*For example:* They will contribute to a needs assessment and comment on draft programmes, schedules and materials.
How will you show that the RF Project has been successful?	Monitoring & Evaluation:[5] the process that helps improve performance through regular monitoring and to achieve results through evaluating performance/skills/activities. *For example:* By assessing the performance of judicial/court officers before and after the training, or assessing the efficiency with which cases are managed.

[5] Project Management Toolkit: *Section 3.4*.

FEASIBILITY:

How are *gender/human rights issues* being addressed by your RF Project?	*Gender and Human Rights:*[6] *For example:* International/domestic provisions related to the need to ensure people are not discriminated against will be covered along with provisions related to the need to ensure a fair and expedient trial.	
How will you ensure the achievements / results will last after the end of your RF Project?	*Sustainability:*[13] *For example:* Materials/manual will be produced which participants/stakeholders can refer back to, incentives (be specific) will be developed to reward improvements.	
What *risks* are there to the successful implementation of the RF Project and how will you manage these?	*Risk(s)*[7]	*How will you manage the risk(s)?*
	e.g. Participants are not available.	Sufficent advance notice and agremeent from the Chief Justice that they will be made available.
	e.g. Participants/stakeholders are not committed to making changes.	Participants will be selected on the basis of their demonstrated commitment to change and the Chief Justice will publicly reward improvements in performance.
	...	...
What resources will your judiciary contribute?	*For example:* Facilitators; venue; catering; domestic travel for participants/visiting experts; co-funding.	

6 Project Management Toolkit: *Section 3.9.*
7 Project Management Toolkit: *Tool 11*.

Budget:[8] *Note: Alcohol or gifts **cannot** be paid for under the Responsive Fund.*	Expense *(based on actual invoices and receipts)*	Unit Cost	Number of Units	Total *(local currency)*	Total *(AUD - approx)*
	Airfares: *(From → To)*				
	Travel Costs: *(departure tax, visas, vaccinations)*				
	Local Transport / Taxis:				
	Accommodation:				
	Per diem: *(meals / incidentals / allowance)*				
	Expert(s) Fees:				
	Materials / Printing:				
	Venue Hire / Workshop Refreshments:				
	Communication Costs:				
	Contingency: *(maximum 2.5% of total budget)*				
	Bank Fees *(set rate cannot be changed)*				80.00
	Total: *(please note that when using an exchange rate to calculate the AUD amount and vice versa please reduce the exchange rate used by 2% to cover any exchange rate looses as the activity progresses)*				

Signed: ………..

Date: / /

Chief Justice

Signed: ………..

Date: / /

National Coordinator

8 Project Management Toolkit: *Section 3.7.*

Annex 7 PJDP Responsive Fund: Application Appraisal / Assessment Criteria

1. Where a national development framework for the sector exists, that the activity fits within that framework. Where a national development framework is not in place, the activity contributes to the strategic direction as identified by the head of the judiciary.
2. The application must have the support of both the Chief Justice and the National Coordinator of the applying PIC.
3. The activity enhances the professional competence of judicial officers and court officers or the processes and systems that they use.
4. The activity recognises and addresses cross cutting concerns where appropriate.
5. The activity is not likely to go ahead without external funding and the application demonstrates that the activity will be implemented in a way that is cost effective.
6. The activity clearly identifies achievable outcomes which are measurable.
7. The application has clearly identified the anticipated outcomes that are consistent with the goal and purpose of PJDP and provides a method for measuring those outcomes.
8. The activity will be completed within a 3 month time frame.
9. The PIC has identified an authorised person(s) who has the capacity to, and will be responsible for, the preparation and management of the activity's budget as well as the transparent acquittal of funds to NZAID requirements.
10. The activity will be sustainable in the future and contribute to the aims of the PJDP (recommended).
11. Where the activity is capacity building or training then the application should demonstrate that the training will be conducted by person(s) with the appropriate and relevant skills; is targeted at a level appropriate for the proposed participants and that the participants have the necessary prerequisites or experience to derive benefit from the activity.
12. The PIC can demonstrate ownership of and commitment to the activity and can demonstrate the contribution that the PIC will make to the successful implementation of the activity.

Annex 8 EXAMPLE WORKSHOP CHECKLIST

General Matters:	Responsibility	✓
1. Confirm Workshop Date and Location		☐
2. Send out nominations letter and registration forms		☐
3. Follow up with nominees to send in registration forms		☐
4. Contact donor and/or relevant host country official to inform them of the activity & invite them to attend opening / closing		☐
5. Confirm with additional participants if they are invited to come or not		☐
6. Confirm and advise which trainers/facilitators are required to attend		☐
7. Develop and send out invitation emails to all confirmed participants - include workshop details; accommodation details and flight option		☐
8. Develop a budget tracking-sheet to help with forecasting and tracking of expenditure		☐
9. Develop a participants list and send final list of participant names/details to trainers/facilitators		☐
10. Receive registration forms and collate		☐
11. Finalise cultural briefing		☐
12. Once all logistical arrangements have been made send Travel briefing & cultural briefing to all participants		☐
13. Double-check all arrangements: flights; airport transfers; check-in/out dates & times taking into account any changes in arrangements		☐
14. Develop the workshop completion report		☐

Flights:	Responsibility	✓
1. Obtain 3 flight quotes from the travel agent and save these quotes in the activity folder		☐
2. Check flight paths/schedules and choose the best flight option that is within budget		☐
3. Send flight options to participants in an invitation email		☐
4. Seek participants' approval on flight option (follow up)		☐
5. Request itinerary from the travel agent for the approved flight option		☐
6. Save draft itineraries in the activity folder		☐
7. Seek final approval for flight itinerary from participant		☐
8. Request the travel agent to ticket the itinerary		☐
9. Send final itinerary & e-tickets to participants		☐
10. Save confirmed itinerary & e-tickets in the activity folder		☐
11. Combine all flight details into a spreadsheet to the needed information to book accommodation and airport transfer providers		☐

Accommodation:	Responsibility	✓
1. Collect three quotes for accommodation & workshop venue and determine the best option that is within budget for the activity		☐
2. Book Workshop venue & accommodation		☐
3. Make arrangements with accommodation supplier for airport transfers		☐
4. Finalise catering for workshop		☐
5. Develop a spread sheet with check in/outs of each participant		☐
6. Send spreadsheet with participants check in/out details to the hotel		☐
7. Book any transit accommodation based on confirmed flight itineraries		☐
8. Request the necessary authority & make accommodation payments		☐
9. Retain credit card authority for credit card to remind you to follow up on the invoice upon the guests check-out		☐
10. Include accommodation details in travel briefing		☐

Meal Allowance / Per Diem:	Responsibility	✓
1. Draft and finalise meal allowance document based on flight itinerary		☐
2. Arrange approval/check of meal allowance document		☐
3. Confirm if there will be a formal dinner during the activity		☐
4. Arrange to have the meal allowance payments ready to hand out at the workshop		☐
5. Provide details of the participants meal allowance in the travel briefings		☐
6. Make arrangements for formal dinner - venue, menu, and transport		☐

Visas:	Responsibility	✓
1. Confirm visa requirements (if relevant) and include details in the email sent to participants		☐
2. Draft Visa Support Letters for any transit visas (if required)		☐
3. Send email outlining visa details & Visa Support Letter to participants		☐
4. Follow up with participants to confirm all have their visas		☐
5. Update visa information into a logistics spread sheet		☐
6. Provide details in travel briefing		☐

Insurance:	Responsibility	✓
1. Book appropriate medical / travel insurance		☐
2. Print receipt & save receipts		☐
3. Save policy number		☐
4. Provide details of insurance in travel briefing		☐

Materials and Equipment:	Responsibility	✓
1. Liaise with participants / trainers / facilitators regarding the programme		☐
2. Develop and proof workshop materials - i.e.: agenda; pre-post workshop questionnaires; and presentations		☐
3. Send workshop agenda / materials to workshop participants		☐
4. Obtain 3 quotes from printers (if there is a large amount of workshop documentation / materials to print)		☐
5. Prepare materials and provide printer a sample hard copy & soft copy		☐
6. Print any workshop materials and presentations		☐
7. Gather any additional required workshop equipment		☐
8. Create package of documents needed by the workshop support team, including: meal allowance receipts; reimbursement receipts; participant arrival and departure information; insurance information; workshop agenda; participants list; etc.		☐

Finances - Pre-workshop:	Responsibility	✓
1. Prepare cash payments for participants. These might include: meal allowances; departure tax costs; local transport costs; etc.		☐
2. Organise and process meal allowance / other payments to facilitator / participant bank accounts (if appropriate)		☐
3. Develop individual meal allowance receipts and reimbursable expense receipts. Print and put into envelopes for each participant with their meal allowance.		☐
4. Confirm details of bank accounts for any payments/international transfers (e.g. hotel and venue payments)		☐
5. Update budget tracking sheet with real costs		☐
6. Regularly make necessary changes / adjustments to budget / expenditure projections to take into account changes in arrangements		☐

Finances - Post-Workshop:	Responsibility	✓
1. Receive / collect all boarding passes; signed per diem receipt/expense claim forms; and any other documentation (i.e. questionnaires).		☐
2. Keep copies of all adviser/facilitator presentations		☐
3. Review all invoices and check against budget		☐
4. Acquit all payments with corresponding invoices and charge to the appropriate budget lines.		☐
5. Follow up on any outstanding invoices for the workshop		☐
6. Finalise payment for accommodation/workshop venue		☐
7. Receive all Adviser/Support Staff reimbursable invoices & check against budget/contracts before making payments		☐

Finances - Post-Workshop:	Responsibility	✓
8. Approve reimbursement costs		☐
9. Process reimbursement payments		☐
10. Collate questionnaire responses & send to Workshop Facilitator		☐
11. Follow up with transit accommodation for invoice(s)		☐
12. Receive invoice from hotel/workshop venue & arrange deposit/final payment(note: it is always better to pay the final invoice after the event as changes to no. of participants etc. are sure to happen)		☐
13. Compare budget projections to actual costs and provide an explanation for significant over / underspends		☐
14. Develop the final workshop financial report		☐
15. Update contacts list, with all the new / updated participants details		☐

Annex 9 OECD DAC Evaluation Criteria[9]

When evaluating programmes and projects it is useful to consider the following Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria, as set out in the *DAC Principles for Evaluation of Development Assistance*:

Relevance

The extent to which the aid activity is suited to the priorities and policies of the target group, recipient, and donor.

In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

- To what extent are the objectives of the programme still valid?
- Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the programme consistent with the intended impacts and effects?

Effectiveness

A measure of the extent to which an aid activity attains its objectives.

In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

- To what extent were the objectives achieved / are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

Efficiency

Efficiency measures the outputs - qualitative and quantitative - in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

- Were activities cost-efficient?
- Were objectives achieved on time?
- Was the programme or project implemented in the most efficient way compared to alternatives?

Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social,

9 Original Source: http://www.oecd.org/dac/evaluationofdevelopmentprogrammes/49756382.pdf

economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of a programme or a project, it is useful to consider the following questions:

- What has happened as a result of the programme or project?
- What real difference has the activity made to the beneficiaries?
- How many people have been affected?

Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

- To what extent did the benefits of a programme or project continue after donor funding ceased?
- What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

Sources:

- The DAC Principles for the Evaluation of Development Assistance, OECD (1991);
- Glossary of Terms Used in Evaluation, in '*Methods and Procedures in Aid Evaluation*', OECD (1986); and
- Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

Annex 10 Monitoring and Evaluation Framework

Monitoring and Evaluation Framework

Developing a framework to monitor and evaluate (M&E) development projects enables you to clarify and articulate what you want to achieve and to identify the steps you need to take to progress towards your goal. This document aims to provide practical guidance enabling you to create an M&E framework for your development projects. While the two areas co-exist, their approach and methods are distinct. You will monitor the delivery of your project, *during* its life, and generally; evaluate it at the *end,* and/or *after* it has finished.[10] As with other areas of development, M&E is technical in nature and comes with a host of technical terms which have accepted definitions. Key terms and definitions are Annexed here and following the Project Management Toolkit.

How to Monitor a Project

To observe whether the preparation for and delivery of inputs are going according to the plan, or whether there are problems or delays you need to track progress periodically. This involves asking a series of questions including:

Planning:

- Have the necessary funds and resources (including expertise) been secured?
- Is planning, and are arrangements in place for the input to be delivered on time and within budget?
- Has the input been designed to meet the identified need?
- Have participants been identified and arrangements made for them?

Delivery:

- Was the input delivered as designed, on time and within budget?
- Was the input good quality?
- Did the input meet participants' expectations?
- Was the input well managed?

These questions will form part of a post-input survey all participants complete during, but at the end of each input.[11] All the information you collect from this process will contribute to the evaluation.

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10 If your project includes lots of activities and/or will run over a long period of time, it may also useful to evaluate it in the middle. This enables you to check that your activities are effectively achieving the outcomes you need in order to contribute to your goal. The process to conduct a mid-term evaluation is the same as that contained in this document.

11 Examples of post-input surveys from which you can draw these types of questions are located in the Judges' Orientation Toolkit (*Annex 6*), the National Judicial Development Committee Toolkit (Tool 5.1), and the Trainer's Toolkit: Designing, Delivering and Evaluating Training Programs (*Annex 9*)

How to Evaluate a Project

To objectively assess the difference your project has made, you need to evaluate what you did and the extent the results contributed to the goal.

Evaluation identifies success and positive results while also identifying errors so they are not repeated in the future.

To do this, you need to develop:

1. A *results framework* that captures your objectives and the measures which indicate whether you have achieved your objectives;
2. The *tools* to assess your indicators; and
3. Means of *collating, assessing and reporting* information collected about the indicators.

Developing a Results Framework

For the purpose of developing a Results Framework, let us assume that you have assessed your court's needs. Following that process you concluded that judicial and court officers are not performing their roles competently and that the most useful way to address that need is to provide a series of training workshops.[12] For the purpose of this document, it is assumed that you correctly identified the need and planned appropriate activities that comprehensively address the need. As such, the following does *not* include evaluation of your project and activity design.

There are five steps to developing a Results Framework - a sample of which is provided at the end of Step 5. It is important to go through these steps and create a Results Framework at the *beginning* of the design and planning process, not at the end as it provides the key ingredients you will need to consider when planning and designing your activities.[13]

Step 1 - Create a Goal

A goal is a high-level direction to head towards, usually set at a sectoral level. A goal for our example project would be that human wellbeing is improved. It is unlikely that one project will achieve this or any goal, but that a project will measurably *contribute* to it.

Step 2 - Establish a logical link between what you will '*do*' and '*get*'

When you have clarified the goal, consider the steps you need to take to progress towards it. Like dominos falling on one another, these steps must be logically linked so it is clear to see how the objectives along the way will be achieved. This is also known as *causality* or the *theory of change/change logic*. When you have considered each step, they can be put together into a logical framework.

[12] There are a number of ways to build competence including assistance from external technical experts, mentoring, written resources and on-site/distance courses.
[13] For further information about designing and planning your project see section 2.1.2 of the *Project Management Toolkit*.

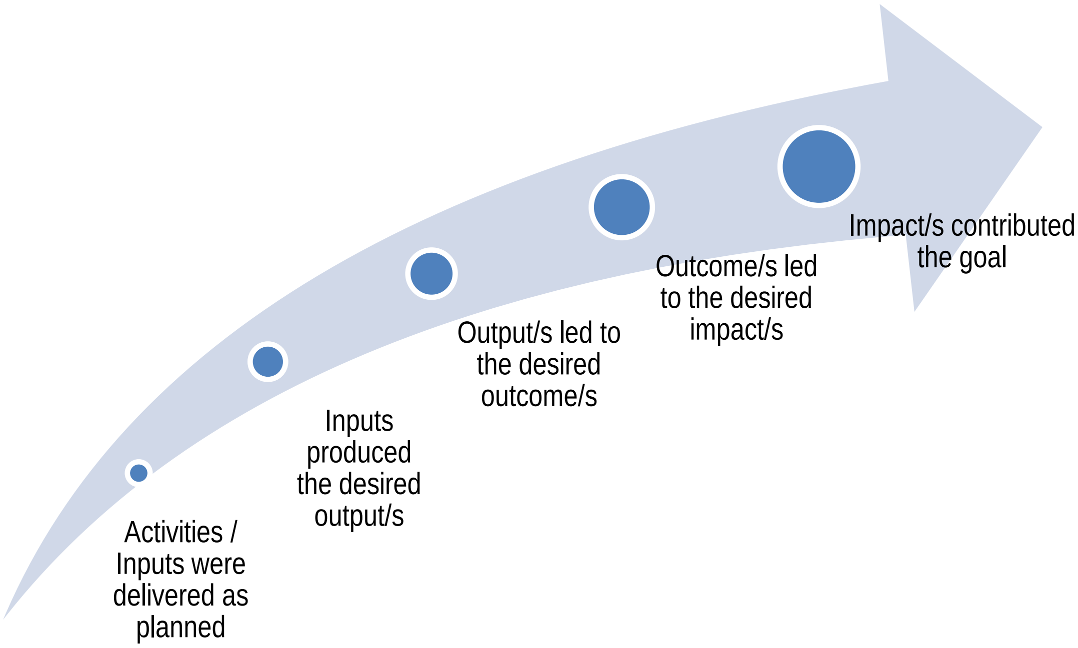

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Figure 1: Causal/logical link between elements of a project

Within our example, the logical steps needed beneath the goal to build competence include:

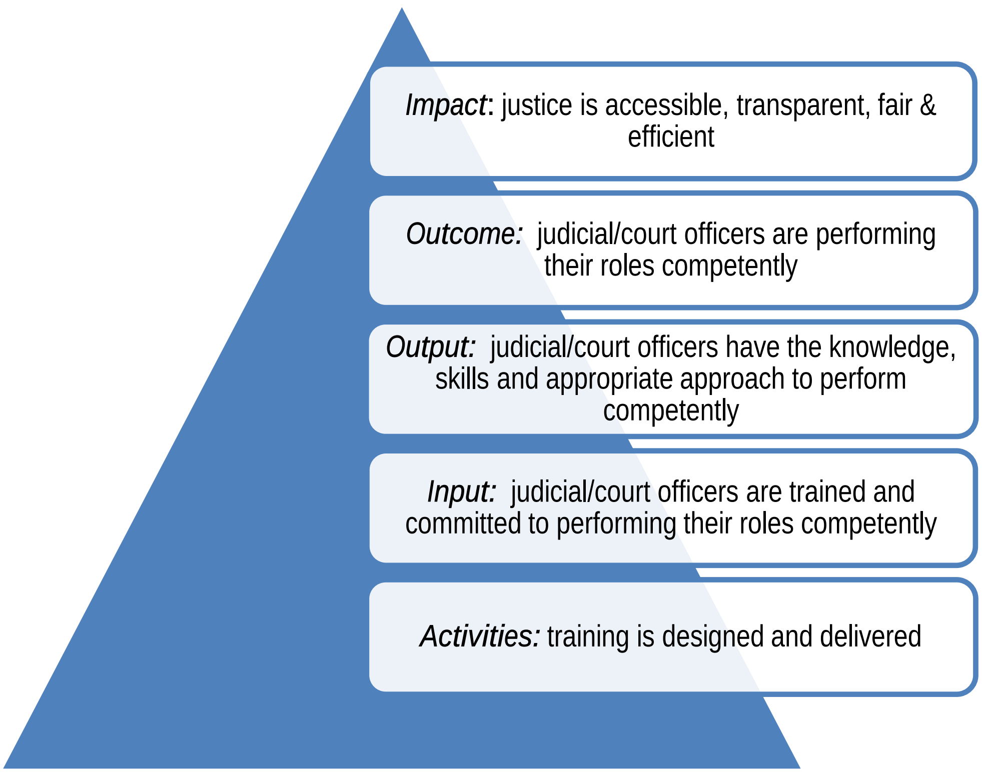

Figure 2: Hierarchy of steps progressing towards a goal

Step 3 - Develop a series of Indicators

Indicators are tangible markers informing you whether you have achieved each step towards the goal. You are looking for what there is *more* or *less* of what existed before; for example:

- *More* - speed in processing/disposing of cases, people being able, or having confidence in the court; and/or
- *Less* - complaints, successful appeals based on errors in law/process.

Anonymous surveys enable people to be more candid than they might otherwise be.

Indicators should be *specific, measurable, attainable, relevant* and *time-bound* - otherwise known as SMART indicators.[14]

They may be numerical (quantitative) and perception-based narrative (qualitative).[15] A selection of the types of output and outcome indicators relevant to our example project is included in the Example Results Framework below.

The information you collect about each of the indicators will also tell you the extent to which your project was:

- *Relevant* to the need;
- The most *Efficient* (i.e. cost-effective) way of addressing the need;
- *Effective* in achieving its desired impact/s;
- Able to produce any positive or negative changes or *Impacts* (in/directly and un/intended); and
- *Sustainable* - that is; the learning, changes and results will continue into the future.[16]

Step 4 - Decide *how* and *who* you will collect data from

There are a number of ways to collect information, including focus group discussions, in/formal interviews or surveys. However you elect to collect data, ensure you ask the same questions and systematically record all the answers. To make an objective assessment, you need to collect information from several different sources. Not only will this give you varied and useful perspectives; triangulation as it is known, also increases the validity of the data and your assessment of the project's results.

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14 For a definition of each type of indicator see the discussion about SMART indicators in the *Project Management Toolkit.*

15 Qualitative data can be reduced to scales to present numbers & percentages.

16 See Annex 8 of the *Project Management Toolkit for further explanation about each of these five criteria.*

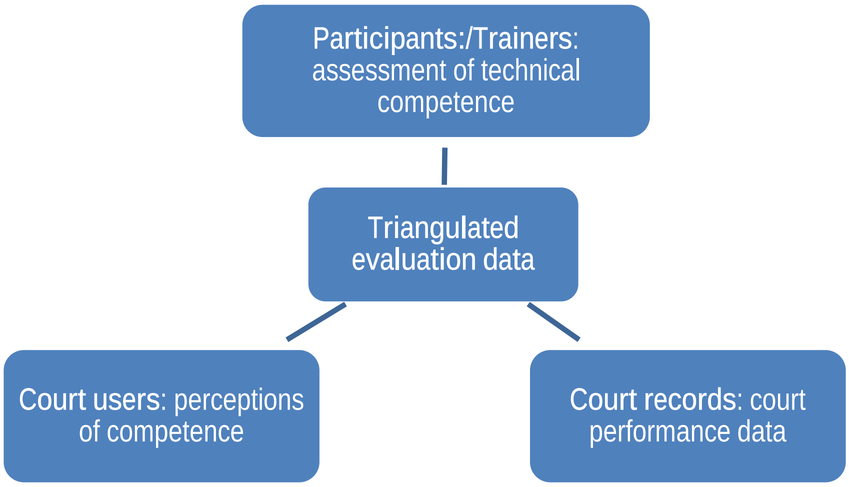

Figure 3: Varied data sources

Step 5 - Decide *when* you will collect data

It is useful to collect data before your project begins (called *baseline data*). By returning after your project finishes asking the same questions or seeking the same data (called *end-line data*), you can assess changes resulting from your project. The difference in the responses (both qualitative and quantitative become the difference the project has made.

It is important to note that in our example, we are looking for improvements in the provision of justice based on judicial and court officers being competent in their roles. The latter will take time to be felt within and outside the court because:

1. *You need to conduct several activities building on each other*: Capacity will not likely be built to a point where the behaviour will change without delivering a series of inputs.

2. *People must experience change*: Judicial/court officers need to return to work and put their new knowledge, skills and approach into practice. They need to hear several cases enabling current and potential court users to experience any improvements.

As such, change will first be felt by those participating in your project, then by others in the court, and finally by those using the court's services. While requiring commitment of time and resources beyond the conclusion of the project, an evaluation conducted six to 12 months after the project is completed, will therefore provide the most useful information about the project's results.

Example Annotated Results Framework

Project Elements		Indicators	Verification	When	By Whom
Goal	*What is the overall change that a project will contribute to?*	*How will you show that you have contributed to your goal and that there has been positive and sustainable change achieved by your project*	*What information / documentation will need to be collected to support the indicator?*	*When will the verification information / documentation be collected and reported on?*	*Who has responsibility to collect the verification information / documentation and report on this?*
Outcome	*What are the intended* change(s) *resulting from its implementation* - What will be different by the end of the project?	*How will you show that the outcomes were the correct ones, and were actually contributed towards achieving the desired goal?*			
Outputs	*What are the specific tangible products / deliverables produced by the project* - a new: process; skill, policy, toolkit, etc.?	*How will you show that the outputs were the correct ones, and were adequate to achieve the desired outcomes?*			
Activities	*What tasks or actions required to achieve the outputs / deliverables* - workshops, a research and publication process; training; revision of a case management process, etc.?	*How will you show that the activities were the correct ones, and were adequate to achieve the desired outputs?*			
Inputs	*What resources will be needed to implement the activity* - for example: funds; personnel; equipment; etc.?	*How will you show the inputs you allocated have in fact been allocated, were the correct inputs, and adequate to deliver the activities?*			

Sample Results Framework[17]

Project Targets	Indicators	Verification data source	When
Goal: Human wellbeing is improved			
Impact: Justice is accessible, transparent, fair & efficient	Court users report improvements in accessibility, transparency, fairness and efficiency	Court user survey	Before (baseline) & 6/12 months after the project
	Judicial/court officers report improvements in accessibility, transparency, fairness and efficiency	Judicial / court officer survey	
Outcome: XX% of participants are providing accessible, transparent, fair and efficient justice	XX% reduction in successful/appeals based on errors of law/process[18]	Case management system	Before (baseline) & 6/12 months later/after the project
	Reduction in number of successful appeals involving arbitrary or irrational decisions disaggregated by gender and income level	Court's records	
	Reduction in the number of complaints against judicial/court officers		
	XX% who consider themselves able to perform their functions competently	Participant survey	
	XX% who say they have access to court to resolve disputes, disaggregated by gender and income level	Court user survey	
	Perceptions about responsiveness and equitable access to justice for populations, including the poor and vulnerable		
	Perceptions of trust and confidence in the court		
	Perceptions about improvements in competence		
Outputs: XX% of participants have XX% of the knowledge, skills and appropriate approach to performing their role competently	XX% increase in participants competent to perform role effectively	Trainer/facilitator assessment	Before (baseline) & at the end of each input
	XX% increase in participants' confidence levels	Participants' feedback	
	Quality of reference materials available to participants	Participants' feedback	At the end of each input
	XX% reduction in undue delay in case processing / disposal	Case management system	1-3 months after each input & 6 months / later after the project
	Perceptions about improved competence	Survey of court users	
	Perceptions about the conduct of judicial / court officers	Participants' feedback	
	Perceptions about reductions in undue delay	Case management system	
	Perceptions about the impartiality of the court	Survey of court users	

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17 For a framework to monitor activities and inputs, see Annex 9 of the *Project Management Toolkit.*
18 This could be an indication of either public confidence in the appeals procedure, or incompetency of a decision.

Data Analysis & Reporting

When you have gathered the data, you need to analyse and report it. To do so, return to your questions and insert all the quantitative data and narrative feedback. To arrive at an average or increase/decrease figure for each quantitative question:

- *Average*: add each statistic and divide by the number of responses you received.
- *Increase / decrease*: total the score of the relevant question from the evaluation, taking away the total score from the baseline.
- To analyse and report on narrative feedback:
- *Highlight* the most important results so they can be easily seen, evidenced and understood.
- *Find and summarise* common themes – e.g. did most people report improvements in a particular area?

Verify all the results you claim the project has made by reference to court performance data and feedback from court users.

When arriving at conclusions about the project, also report on:

- *What did not work and why (*also known as *lessons learned)*: It may be that you incorrectly identified the problem and its causes in the first place, leading you to design the incorrect solution. While the inputs may be valid and useful, they might not have resolved the problem you sought to address.
- *Unexpected results*: You may have identified the problem, causes and solution correctly, but not anticipated some of the positive/negative results that occurred. Every project offers lessons to be learned for the future.

Challenges

The complexities of evaluation increase with the complexity of your project. Some common difficulties include:

- Determining whether the observed results can be *attributed* [19]to the project or another project/intervention/circumstance.
- *Verifying* perception-based claims when there is no supporting quantitative data. As there is no particular solution to this challenge, it is important to note that the result/s is/are only based on perception.
- Different *interpretations and/or understandings* of the questions which can undermine the consistency of the responses.
- Being *overloaded with data* which becomes very difficult to analyse and report on.

[19] Attribution refers to both isolating and estimating the contribution of a project and ensuring that causality runs from the inputs to the outcome. When other related projects run in parallel, it is important to note them and comment on the extent you consider each project contributed to the end result/s.

Conclusion

When applying the example above, it must be tailored to your specific project to ensure it meets your needs and is relevant to your circumstances. M&E can easily become complicated with a number of ways and indicators to measure results. An overly complex M&E framework not only makes it difficult and onerous to collect data to fulfil, it also makes it difficult to summarise your results. To prevent this, keep your frameworks as simple as possible. Choose the most important aspects of your project to measure and a small selection of the most meaningful indicators to measure them against. Taking yourself through the process above will enable you to refine the example and develop an easy-to-use, but robust and useful approach and methodology to M&E your project.

Key Terms and Definitions[20]

Effectiveness	-	The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
Efficiency	-	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Impacts	-	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. In the example, this translates to the effect of the results on the beneficiaries (ie. court users) situation, quality of life or other aspect of the targeted environment.
Logical Framework (Logframe)	-	Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes, impact) and their causal relationships, indicators, and the assumptions or risks that may influence success and failure. It thus facilitates planning, execution and evaluation of a development intervention.
Objective	-	The intended physical, financial, institutional, social, environmental, or other development results to which a project or program is expected to contribute.
Relevance	-	The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies. Note: Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances.
Results	-	The output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention.

[20] Definitions from the OCED *Glossary of Key Terms in Evaluation and Results Based Management*, 2010.

Annex 11 Cook Islands Indicators

At a PJDP leadership meeting held in the Cook Islands in June 2011, 15 key court performance areas were considered, and subsequently approved and adopted by Chief Justices in the PJDP's partner courts.

The 15 court performance indicators - called the *Cook Islands Indicators* - cover the following court performance areas:

1. Case management issues:
   - Case finalisation or clearance rate.
   - Average duration of a case from filing to finalisation.
   - The percentage of appeals.
   - Overturn rate on appeal.
2. Affordability and Accessibility for court clients:
   - Percentage of cases that are granted a court fee waiver.
   - Percentage of cases disposed through a circuit court.
   - Percentage of cases where a party receives legal aid
3. Published procedures for the handling of feedback and complaints:
   - Documented process for receiving and processing a complaint that is publicly available.
   - Percentage of complaints received concerning a judicial officer.
   - Percentage of complaints received concerning a court staff member.
4. Human Resources:
   - Average number of cases per judicial officer.
   - Average number of cases per member of court staff.
5. Transparency:
   - Court produces or contributes to an Annual Report that is publicly available.
   - Information on court services is publicly available.
   - Court publishes judgments on the Internet (own website or on PacLII).

Annex 12 POTENTIAL COST ITEMS FOR PROJECT BUDGETING

Expenditure Item	Potential cost areas / items
1. Accommodation *(non-local participants, facilitators / advisers, staff)*	• Transit accommodation (to / from an activity) • In-country accommodation (during an activity)
2. Bank Fees / Transaction Charges	• Bank international transfer fees • Bank withdrawal fees • Direct payment/credit card charges • Intermediary bank fees • Currency exchange fees
3. Catering / Refreshments	• Catering costs for morning or afternoon tea (tea, coffee, 1 or 2 food items / fruit) • Catering cost for lunch • Caterer staff costs • Sweets for workshop tables
4. Communications - 4a. General	• Internet charges • Official telephone calls • Skype calls • Teleconference calls • Local SIM card
4b. Postage	• Distribution of workshop materials • Submission / return of visa applications • Submission of original receipts / financial acquittal documentation to client • General activity letters / correspondence
5. Fees / Salary	• Staff salary / overtime / benefits • Adviser / Consultant fees • Trainer fees • Interpreter / translator fees
6. Per diem / Daily Subsistence Allowance	• Breakfast allowances (unless covered in accommodation) • Lunch allowances (unless covered by the workshop) • Dinner allowances (unless covered by the workshop) • Incidental allowances
7. Stationery - 7a. General Office	• Pens / whiteboard markers / highlighters • Note paper / notebooks • Photocopy / printer paper • Flip chart - paper / markers • Stapler / staples / Paperclips • Envelopes • Document holders / folders • Masking tape • Scissors

Expenditure Item	Potential cost areas / items
	• Glue / sticky tape / reusable adhesive (e.g. Blu-tack) • Folder dividers • Sticky notes / Post-it Notes • Workshop branding materials: - Stickers / Logos / Labels - USB flash drives or CDs / DVDs
7b. Photocopying	• Printing letterheads, minutes & reports • Printing file covers/title pages • Photocopying / Printing workshop materials: - Agenda - Participants list - Power-point slides (6 to a page) - Materials (Toolkits, reports, handouts, etc.) - Evaluation forms / surveys - Name tags & place cards - Reimbursement receipt / signing forms - Per diem receipt / signing forms
7c. Publication / Printing	• Publisher printing • Binding / folders • Shipping costs / distribution costs • Business cards
8. Travel - 8a. Flights	• Domestic Airfares • International Airfares
8b. Travel - Insurance / Medical	• Travel insurance • Medial (evacuation) insurance • Travel vaccinations • First aid supplies (for workshop only, if appropriate)
8c. Travel - Taxis / Transfers	• Transfers from home to airport and return • Transfers from hotel to airport and return • Return boat transfers • Transport to and from venue • Car hire costs • Petrol / Mileage / Parking costs
8d. Travel - Incidentals	• International departure tax • Domestic departure tax • Visa fees • Excess baggage fees
9. Venue - Hire / Rental	• Room • Chairs • Tables / Table cloths • Set up costs
10. Contingency	• Unallocated (for unforeseen circumstances) Note: *approval is required prior to incurring expenditure*

Annex 13 Example Budget Template

Expense Items / Description[1]	Number[2]	Unit[3]	Unit Cost[4]	Total[5] *(Currency)*[6]
Accommodation - In-country		day(s)		
Accommodation - Transit		day(s)		
Bank Fees / Transaction Charges		quantity		
Catering / Refreshments		day(s)		
Communications (telephone, email, postage)		quantity		
Fees / Salary (non-government funded staff, advisers / experts)		day(s)/month(s)		
Per diem (meals and incidentals allowance)		day(s)		
Stationery (general, photocopying, printing)		quantity		
Travel - International (flights, boats)		trip(s)		
Travel - Local (flights, boats, taxis)		trip(s)		
Travel - Incidentals (Medical / travel insurance, departure tax, visas)		trip(s)		
Venue (room hire, equipment rental)		day(s)		
Total:				

Exchange rate used: $1.00 = Local Currency ______________________

Source of exchange rate:[7] ______________________

1. Each heading can be broken down further if desired.
2. Insert total number of each 'unit', for example the total number of: flights, accommodation nights, etc.
3. The type of 'unit' may vary from project to project.
4. Insert the cost for each flight, night's accommodation, etc.
5. The total is calculated by multiplying the 'number' of units by the 'unit cost'.
6. Always use the one currently for your calculations, and clearly show what this currency is.
7. If there is a need to convert to / from the local currency, clearly identify the exchange rate used, and from where this rate was.

Annex 14 Example Quotation Evaluation Sheet

Date: ____________________

Service / product to be Procured: ____________________

Supplier Name	Assessment against Criteria 1[1]	Assessment against Criteria 2	Assessment against Criteria …	Cost Assessment	Overall Ranking / Score	Comment
Supplier 1						
Supplier 2						
Supplier 3						

Recommended supplier / product: ____________________ Certified within Budget: ☐

Reasons for this recommendation:

____

____

Requested By: ____________________ Date: ____________________

(Officer Undertaking the Quotation Evaluation)

Approved By: ____________________ Date: ____________________

(Authorised Approval Officer)

1 An example rating scale for technical adviser selection is provided in *Annex 18*, below.

Annex 15 SUPPORTING DOCUMENT CHECKLIST

Expenditure Item	Appropriate *Original* Supporting Documentation
1. Accommodation	Contract for services (if one exists); hotel invoice; hotel receipt of payment; and bank transfer documentation (if direct transfer is made)
2. Bank fees / transaction charges	Official bank statement
3. Catering / Refreshments	Supplier invoice; supplier receipt of payment; and bank transfer documentation
4. Communications	Supplier invoice; and supplier receipt of payment / bank transfer documentation
5. Fees / Salary	Expert or Adviser invoice; and expert or adviser receipt of payment / and bank transfer documentation
6. Per diem / Daily Subsistence Allowance	Per diem amount and daily breakdown; and participant *signed* receipt of payment / bank transfer documentation
7. Stationery - 7a. General office and photocopying	Supplier invoice; and supplier receipt of payment / bank transfer documentation
7b. Publication / printing	Contract for printing services (if one exists); supplier invoice; and supplier receipt of payment / bank transfer documentation
8. Travel - 8a. Flights	E-ticket or ticket stubs; boarding passes; travel agent invoice; and travel agent receipt of payment / bank transfer documentation
8b. Insurance / medical	Copy of insurance policy; supplier invoice; and supplier receipt of payment and bank transfer documentation (if direct transfer is made)
8c. Taxis	Official taxi receipt
8d. Local transport	Supplier invoice; and supplier receipt of payment / bank transfer documentation
8e. Visas	Photocopy of visa; and receipt of payment from relevant embassy / high commission / bank transfer documentation
8f. Incidental expenses *(departure tax, excess baggage, etc.)*	Official airport / airline receipt of payment. *Note:* for excess baggage - reimbursement would only be available for project-related training / workshop materials.
9. Venue and Equipment	Supplier invoice; and supplier receipt of payment / bank transfer documentation

Annex 16 Example Budget Tracking Sheet

ID No.	Date	Expense Item / Code	Description of Expenditure	Amount		Running Balance
				Paid	Received	
1		-	Available budget / transfer into project account			
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
etc.						

Annex 17 PJDP Logistics Guidelines

1. Participant Nominations:

- The Federal Court of Australia's Logistics Team will contact both the Chief Justice and National Coordinator to seek nominations of participants for upcoming PJDP activities. Key selection criteria will be provided at this time for training activities to assist the Chief Justice and National Coordinator in their selection of an appropriate participant.
- To allow for logistical arrangements to be made, nominations and completed registration forms will need to be received within 2 weeks of the initial request being made.

2. Flights:

- The Logistics Team *obtains initial quotations/itineraries* and assesses these against the following criteria: routing; value for money; and approved budget.
- As per MFAT's policy we are only able to purchase an economy class ticket for flights.
- The Logistics Team sends the *most appropriate itinerary* to the National Coordinator / participant for confirmation.
- The National Coordinator / participant needs to *confirm the itinerary within 2 working-days* of receiving the original itinerary.
- Where an individual court wishes to upgrade the participant's flight to business class, the court will need to book and purchase this flight directly. The Logistics Team will reimburse the court up to the value of the original economy class itinerary / quote sent through to the National Coordinator, once the ticket has been purchased and the final e-ticket has been emailed to the Logistics Team.
- If the National Coordinator / participant would like an *alternative itinerary*, please provide the full itinerary details to the Logistics Team within *3 working days* of receiving the original itinerary.

  Note: if no confirmation /alternative itinerary is received, the Logistics Team will proceed with booking the original itinerary.
- The Logistics Team will book the proposed alternate itinerary, if possible (this will be discussed with the National Coordinator / participant on a case-by-case basis).
- Where an alternatively itinerary is booked, the PJDP will only be able to pay / reimburse up to:
  - the value of the Logistics Team's original itinerary; and
  - a maximum of per diem-days, and the total number of accommodation nights' in-country / transit required under the original itinerary.

  Note: once an air ticket has been issued / booked no further changes will be possible unless there is an emergency (e.g. illness, natural disaster, etc.)

3. Per diem:

- A booked flight is needed before the per diem calculation process can commence.
- The per diem will be calculated based on your confirmed flight itinerary and a 'travel diary' will be sent to you in a final briefing email.
- Your per diem will be provided to you in-country, within the first day of your arrival.

4. Other Travel Arrangements (ie. accommodation; visa; insurance; cultural briefing):

- In line with the confirmed flight itinerary the Logistics Team will make a room reservation at the workshop venue for the participants stay in-country.
- If the itinerary requires transit accommodation we will contact the participant to confirm if they would like the Logistics Team to make the required reservation/s. If no response is received from the National Coordinator/participant within 2 days of the request, the Logistics Team will be unable to make the necessary reservations.

  Note: the Logistics Team will arrange payment directly with the hotel for any accommodation reservations that we make.
- It is the participant's responsibility (with the support of the National Coordinator) to ensure that they have the appropriate visa(s) for any country that they visit, including when in transit, prior to them departing their home country. While the Logistics Team note visa requirements to participants when organising travel, obtaining forms and visas is something that the Team is unable to provide direct support with as these depend on individual country requirements.

  Note: obtaining a visa is sometimes a time consuming process, so the Logistics Team recommends that this process is started immediately on receiving a travel itinerary. The Logistics Team can assist in providing a visa support letter if requested.
- If confirmed on the registration form, the Logistics Team will purchase the required travel insurance for the period that the participant is away from home.
- Workshop documentation, such as the agenda, cultural briefing, and any other material will be distributed in a final briefing email at least one week prior to the start of the activity.

Annex 18 Responsive Fund: Implementation, Reporting, and Expenditure Checklists

The aims of the Responsive Fund are to enable your court to: address it's priority needs and strengthen the capacity to lead, design, implement, monitor, and report on local judicial development activities.

This checklist has been developed with feedback received from National Coordinators. The PJDP Team hopes that it will assist those implementing Responsive Fund activities to report on and acquit (account for) those activities.

Implementation Checklist:	Responsibility	✓
1. Approval of application received		☐
2. 6 weeks prior to activity - plan and book arrangements		☐
3. 4-6 weeks prior to activity - contact PJDP Project Officer for any additional assistance (if required)		☐
4. 2 weeks prior to activity - confirm/finalise arrangements and make payments (if required)		☐
5. Activity Implementation		☐
6. 1 week after activity - gather receipts and acquit funds		☐
7. 2 weeks after activity - submit report and acquittal of funds to PJDP		☐

Reporting Checklist:	Responsibility	✓
1. Check that you have and are familiar with the *Completion Report Template*.		☐
2. At the start of your activity, look through your application and see what information you will need to collect / keep track of to help you write your report and provide the acquittal.		☐
3. Once the activity has started, keep a note of any significant matters as they happen - this will help you when it comes to writing the report. These matters may include: - exact start and end dates;		☐
- dates of individual activities, workshops, trips/travel, etc.;		☐
- names, position, gender and total number of participants/people involved; and		☐
- responses to pre- and post-activity evaluations/assessments.		☐
4. The report is intended to be simple and quick to write. The suggested length is *3 pages* plus annexes.		☐
5. Use your application as the basis of your report (for example the aims and objectives of the activity can be taken directly from your application.)		☐

Reporting Checklist:	Responsibility	✓
6. Remember to include a section on how your activity addressed gender / human rights issues.		☐
7. Please also write a brief summary of the activity (no more than 250 words) and send it, plus two or three interesting photos of the activity (including the names of all the people shown in the photos) for the PJDP Newsletter. (*Note:* this may also be a good way of giving your Chief Justices a brief update!)		☐

Expenditure and Acquittal Checklist:	Responsibility	✓
1. Have you discussed and agreed with the PJDP Team the way funds will be reimbursed / transferred to your court for your RF activity? If not, *must* be organised with the PJDP Team before you start.		☐
2. Check that you have the *Expenditure Summary and Acquittal Template* and are familiar with it. This sheet is used to track all expenditure relating to the activity.		☐
3. Check that you have the *Meals and Incidentals Receipt Form* and are familiar with it. This form is used for any payments made to participants as part of the activity.		☐
4. Check that you are aware of the per diem rate (meals and incidental allowance) that can be paid to participants. Use the rate paid locally to people participating in activities. If such an allowance rate does not exist, ask the PJDP Team for the most up to date MFAT rate.		☐
5. There is a specific form to be used to calculate any meals and incidentals each participant needs to receive. If you need to pay this allowance, please work with the PJDP Team to request and complete this form. *Note:* To prevent 'double dipping', MFAT requires that if costs such as lunch or a dinner are covered by the activity, the participant's meals and incidentals allowance ***must be reduced*** by these amounts.		☐
6. At the start, look through your budget and see what costs you will have and what receipts, invoices, and other supporting documents you will need to collect to acquit the expenditure at the end.		☐
7. *Supporting Document* - this is any form of documentation that directly relates to an expense. It must include the: date; a description of the cost; and the total amount. *Note:* as per MFAT requirements, the PJDP ***must be given all original*** receipts, supporting documents and other forms for its records.		☐
8. ***Please remember:*** the PJDP can only make payments / reimburse funds to your court *based on receipts*. Without receipts and supporting documents, the PJDP will not be reimbursed by MFAT. As a result, ***please keep all receipts***, invoices, finance-related emails, etc.		☐

Expenditure and Acquittal Checklist:	Responsibility	✓
9. Reminder of key supporting documents to collect: - All *receipts and invoices* - every amount you spend ***must*** have some document clearly supporting the expense.		☐
- *Supporting documents* for expenses (e.g. plane tickets and itineraries; boarding passes, boat tickets, taxi receipts, requisition and payment vouchers, etc.)		☐
- When including *bank fees / transfer costs*, please include the *bank statement* showing the amount as part of your supporting documentation.		☐
- If you are receiving an *advance of funds*, please include the *bank statement* with the amount you received in your local currency as a supporting document.		☐
- For *non-Australian Dollar expenses*, please attached a copy of the exchange-rate used that you used if converting local currency into Australian Dollars.		☐
10. Updating the *Expenditure Summary and Acquittal Template* as you are implementing the activity is a good way of keeping track of your expenditure and simplifying your acquittal at the end.		☐
11. When developing your expenditure summary please make sure that you ***clearly reference / link*** all receipts and supporting documentation to relevant expenses so the PJDP Team can easily see which line in your acquittal the expense relates to.		☐

Annex 19 Example Rating Scale for Assessing Adviser Applications

Scale	Description	Indicators of Performance
8-10	*Excellent* - Applicant possesses highly developed and relevant skills, abilities, and personal attributes in relation to the criteria in the terms of reference (ToR) for the position, and there is evidence of previous performance is outstanding. (NB: only to be used only in cases where exceptional skills have been demonstrated)	The Applicant is able to perform at high level without direct supervision for one or more of the following reasons: • excellent job knowledge; • exceptionally reliable; • highly appropriate skills/experience in functioning in the proposed working environment and to engage with counterparts effectively and appropriately; • considerable demonstrated ability in problem solving and the application of change; and/or • appears capable of effectively dealing with all matters relating to the position.
6-7	*Fully Competent* - Applicant possesses highly developed and relevant skills and abilities, and would perform consistently well against the criteria in the ToR for the position, and requirements of the position.	The Applicant would require little supervision to achieve good results, for one or more of the following reasons: • would be reliable and responsible; • would be able to suggest and initiate improvements; • skills/experience in functioning in the proposed working environment and to engage with counterparts well; • well developed job knowledge; and/or • would be well able to deal with all of the routine and most of the complex matters relating to the position.
4-5	*Competent* - Applicant possesses relevant skills, abilities and personal qualities and would be generally effective against the criteria in the ToR for the position, and requirements of the position.	The Applicant would require routine supervision to perform at an acceptable level for one or more of the following reasons: • reasonable/good job knowledge; • makes few errors, and is generally reliable; • some skills/experience in functioning in the proposed working environment and to engage with counterparts; • could carry responsibility but would not seek it; and/or • could deal with all routine matters involving the position, but would require guidance for more complex situations.
2-3	*Requires Development* - Applicant possesses some skills, abilities, and personal attributes in relation to the criteria in the ToR for the position, but has limited	The Applicant would require close supervision to perform at an acceptable level for one or more of the following reasons:

Scale	Description	Indicators of Performance
	capacity with regards to one or more of the criteria. The Applicant would be in a position to temporarily perform the duties with close supervision, but would require further training / development to meet the standard required for this role as per the ToR.	• only basic/general job knowledge; • could follow directions but would require frequent checking-follow-up; • able to engage with counterparts with only limited effectiveness; • could deal with most routine matters involving the position; and/or • inconsistency with work performance.
0-1	*Unsatisfactory (Below Standard) -* Applicant is did not or was unable to demonstrate that they possess skills, abilities, and personal attributes in relation to the criteria in the ToR for the position. They would not be suitable to perform the duties even on a temporary basis.	The Applicant would be unable to perform the duties and require constant supervision for one or more of the following reasons: • limited job knowledge; • makes frequent error; • poor work output; • unable to engage with counterparts at an appropriate level / in an appropriate manner; • would have difficulty carrying responsibility or solving problems; and/or • would have difficulty dealing with routine matters involving the position.

Annex 20 The Five Principles of Government Procurement[29]

1. Plan and manage for great results

- Identify what you need and then plan how to get it.
- Set up a team with the right mix of skills and experience.
- Involve suppliers early - let them know what you want and keep talking.
- Take the time to understand the market and your effect on it. Be open to new ideas and solutions.
- Choose the right process - proportional to the size, complexity and any risks involved.
- Encourage e-business (for example, tenders sent by email).

2. Be fair to all suppliers

- Create competition and encourage capable suppliers to respond.
- Treat all suppliers equally - we don't discriminate (this is part of our international obligations).
- Give NZ suppliers a full and fair opportunity to compete.
- Make it easy for all suppliers (small to large) to do business with us.
- Be open to subcontracting opportunities in big projects.
- Clearly explain how you will assess suppliers' proposals - so they know what to focus on.
- Talk to unsuccessful suppliers so they can learn and know how to improve next time.

3. Get the right supplier

- Be clear about what you need and fair in how you assess suppliers - don't string suppliers along. Choose the right supplier who can deliver what you need, at a fair price and on time. Build demanding, but fair and productive relationships with suppliers. Make it worthwhile for suppliers - encourage and reward them to deliver great results.
- Identify relevant risks and get the right person to manage them.

[29] Government of New Zealand *Government Rules of Sourcing* (April 2013): http://www.business.govt.nz/procurement/pdf-library/agencies/rules-of-sourcing/government-rules-of-sourcing-April-2013.pdf

4. Get the best deal for everyone

- Get best value for money - account for all costs and benefits over the lifetime of the goods or services.
- Make balanced decisions - consider the social, environmental, and economic effects.
- Encourage and be receptive to new ideas and ways of doing things - don't be too prescriptive.
- Take calculated risks and reward new ideas.
- Have clear performance measures -monitor and manage to make sure you get great results.
- Work together with suppliers to make ongoing savings and improvements.
- It's more than just agreeing the deal- be accountable for the results.

5. Play by the rules

- Be accountable, transparent and reasonable.
- Make sure everyone involved in the process acts responsibly, lawfully and with integrity.
- Stay impartial- identify and manage conflicts of interest.
- Protect suppliers' commercially sensitive information and intellectual property.

Annex 21 Simplified Sustainability Plan Template

Key Sustainability issues	Likely impact of issue(s) on sustainability	Probability of the issues occurring *(low, medium, or high)*	Strategy to address medium or high probability issues	Effect of strategy on sustainability when implemented
Court Policy: Does the activity fit with in the leadership's vision; defined court policies; and / or strategic or development plans?				
Donor Policy: Does the activity align with the donor's priorities and identified areas of support?				
Participation: Have all those directly concerned with the project, especially the beneficiaries been consulted and involved in the design process?				
Management and Organisation: Can the project be efficiently managed and implemented using the court's management and administrative systems?				
Financial: Will the court be able to continue to support what has been developed by the project?				
Capacity building: Are the proposed project activities appropriate for identified beneficiaries and outcomes, and is the timing of the activities suitable to promote sustainability?				
Technology: Are the level / type of technology and systems to be implemented by the project appropriate to the court?				
Social, gender, and culture: Is the project appropriate in the local context?				
External political, social, and economic factors: Has the local implementation context been considered (is it politically / economically stable or not)?				

Annex 22 Blank Checklist Template

Checklist Objective: ______________________________

Task	Responsibility	Timing / Deadline	Completed
1.			☐
2.			☐
3.			☐
4.			☐
5.			☐
6.			☐
7.			☐
8.			☐
9.			☐
10.			☐
11.			☐
12.			☐
13.			☐
14.			☐
15.			☐
16.			☐
17.			☐
18.			☐
19.			☐
20.			☐

Annex 23 Training Completion Report Template

This Training Completion Report structure was developed in discussions with the participants of the *Advanced Curriculum Development and Programme Management Workshop* held in Koror, Palau, from 25-29 November, 2013. Participants developed this reporting structure to report on the activities that they agreed to hold following their return to their respective courts.

Report Title

1.0 Introduction

(This section should not exceed one paragraph)

This Report provides an overview of the *insert Activity name* undertaken in *Insert Location* between *insert start and end dates* which was designed to *insert background information*.

2.0 Facilitators and Participants *(This section should not exceed one paragraph)*

Please insert details about the participants and facilitators, e.g. number of participants, who the facilitation team is, background, gender disaggregation) and reference to detailed breakdown of participants and facilitators.

3.0 Delivering the Activity *(This section should not exceed ½ - ¾ of a page)*

Insert a summary about the:

1. *Purpose of the activity (why was your training essential/developed?) one paragraph*
2. *Objectives of the activity (what did your training hope to achieve?) one paragraph*
3. *Outcomes of the activity (the extent to which you think the training achieved the objectives / what change has resulted from your training?) 2-3 paragraphs*

4.0 Cross-cutting Issues

4.1 Sustainability *(This section should not exceed one paragraph)*

How will the benefits of the activity live on now that your training is finished?

4.2 Gender and Human Rights *(This section should not exceed two paragraphs)*

1. *How many males and females were involved/participated in your training?*
2. *Were males and females given an equal chance to participate in your training?*
3. *What gender / human rights issues were relevant to your topic / training?*
4. *How was awareness and understanding of gender equity / equality / human rights issues incorporated in your training?*

5.0 ASSESSMENT *(This section should not exceed ½ a page)*

Insert a summary about what participants said about their skills and knowledge or what stakeholders said about the problem after *the activity (include post-workshop evaluation form and responses.*

6.0 LESSONS *(This section should not exceed two paragraphs)*

Was there anything that happened that you / your court / the PJDP should remember in future to make planning, design and implementation easier, better or more efficient?

7.0 FINANCE *(This section should not exceed one paragraph)*

Were the actual costs the same as the budgeted costs? Explain any difference. Provide a copy of the financial acquittal and scanned receipts (if applicable).

8.0 FUTURE PROGRAMMES *(This section should not exceed one paragraph)*

Provide details of any future programs planned (if relevant).

9.0 CONCLUSION *(This section should not exceed one paragraph)*

Provide a summary of the major achievements of the programme - no new information should be presented here.

ANNEXES

As required.

Annex 24 Responsive Fund Reporting Template

*Note: Excluding annexes, the report is to be no more than **3 pages** in length.*

1.0 Introduction

This Report provides an overview of the Responsive Fund Activity undertaken in *Insert Location* between *Insert Start and End Dates* which was designed to *Insert Problem*.

2.0 Designing the Activity

Using the approved application, insert a summary of:

1. *The problem you wanted to address.*
2. *The activity you designed to address the problem/s.*
3. *How and which stakeholders participated in the design.*
4. *If relevant, attach the design and materials at* Annex A*).*

3.0 Delivering the Activity

Insert a summary about:

1. *The aims and objectives of the activity*
2. *If it was a training activity, what participants said about their knowledge and skills before the activity (attach pre-workshop evaluations in* Annex B*)*
3. *If it was an activity to improve court governance or administration, what stakeholders thought about the situation before the activity*
4. *Who participated:*
    a. *the target group(s);*
    b. *total number of people involved; and*
    c. *how participants were selected (if a selection process was required).*

    (please include full names, titles, gender and any other information of all individuals / participants you have Annex C*)*
5. *Who facilitated/supported your activity (include names, titles and previous relevant experience and provided training/technical assistance)*
6. *How the activity went:*
    a. *The extent to which you think it achieved its aims?*
    b. *How you know it achieved, or did not achieve its aims (ie the assessment you made)?*
    c. *Were any changes were made to the approved activity & why these were made.*

4.0 Assessment

Insert a summary about what participants said about their skills and knowledge or what stakeholders said about the problem after *the activity (include pre-workshop and post-workshop evaluations in* Annex D*)*

5.0 Cross-cutting Issues

5.1 SUSTAINABILITY

How will the benefits of the activity live on now that the activity is finished?

5.2 GENDER

1. *How many males and females were involved/participated?*
2. *Were males and females given an equal chance and opportunity to participate?*
3. *What gender issues were relevant to the activity?*
4. *How was awareness and understanding of gender equity and equality issues incorporated in the activity?*

5.3 HUMAN RIGHTS

What concepts relating to the promotion of human rights were integrated into the activity and how?

6.0 LESSONS

Was there anything that happened that we should remember in future to make planning, design and implementation easier, better or more efficient?

7.0 FINANCE

Were the actual costs the same as the approved costs? Explain any difference. Provide a copy of the financial acquittal in Annex E.

8.0 CONCLUSION

Describe the activity and its achievements in 100 words.

Annexes:

Annex A - Final Activity Design / Application

Annex B - Pre-workshop Evaluations and Brief Summary of Responses

Annex C - List of Activity Participants

Please list below the role of each person involved in the activity, for example, was the person involved as a participant; trainer; mentor; or support person.

No.	Title	Full Name	Gender *(Female/Male)*	Role of the individual
1.				
2.				
3.				
…				

Annex D - Post-workshop Evaluations and Brief Summary of Responses

Annex E - Financial Acquittal

Annex F - Responsive Fund Activity Photos & Short Activity Article

(Please insert one or two photos of the workshop (with the names of all those appearing in them) with a 250 word article for the PJDP newsletter to cover:

- *What the activity was?*
- *What the activities' aims were and how these aims were achieved (what was the activity's outcome?)*
- *Where the activity was held?*
- *When was the activity conducted?*
- *Who facilitated and participated in the activity?*

Annex 25 Simple Risk Matrix Template

Risk	Result	How Risk will be Addressed
1. Describe the risk	*Describe what will happen to the project if the risk occurs?*	*Describe what the court / project manager will do to reduce the likelihood of the risk occurring, or limiting the negative impacts of the risk on the project if it occurs.*
2. …		

Toolkits are evolving and changes may be made in future versions. For the latest version of the Toolkits refer to the website - http://www.fedcourt.gov.au/pjdp/pjdp-toolkits.

Note: While every effort has been made to produce informative and educative tools, the applicability of these may vary depending on country and regional circumstances.

Pacific Judicial Development Programme

Project Management Toolkit

PJDP toolkits are available on: http://www.fedcourt.gov.au/pjdp/pjdp-toolkits