




Pacific Judicial Development Programme

NATIONAL JUDICIAL DEVELOPMENT COMMITTEE TOOLKIT

September 2014





The information in this publication may be reproduced with suitable acknowledgement.

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.

Published in September 2014. © New Zealand Ministry of Foreign Affairs and Trade.

Prepared by Christopher Roper for the Federal Court of Australia.

Enquiries:

Federal Court of Australia
Locked Bag A6000, Sydney
Australia, NSW 1235

Email pjdp@fedcourt.gov.au

Web <http://www.fedcourt.gov.au/pjdp>

PJDP TOOLKITS

Introduction

For over a decade, the Pacific Judicial Development Programme (PJDP) has supported a range of judicial and court development activities in partner courts across the Pacific. These activities have focused on regional judicial leadership meetings and networks, capacity-building and training, and pilot projects to address the local needs of courts in Pacific Island Countries (PICs).

Toolkits

Since mid-2013, PJDP has launched a collection of toolkits for the ongoing development of courts in the region. These toolkits aim to support partner courts to implement their development activities at the local level by providing information and practical guidance on what to do. These toolkits include:

- Judges' Orientation Toolkit
- Annual Court Reporting Toolkit
- Toolkit for Review of Guidance on Judicial Conduct
- ***National Judicial Development Committee Toolkit***
- Family Violence and Youth Justice Project Workshop Toolkit
- Time Goals Toolkit
- Access to Justice Assessment Toolkit
- Trainer's Toolkit: Designing, Delivering and Evaluating Training Programs

These toolkits are designed to support change by promoting the local use, management, ownership and sustainability of judicial development in PICs across the region. By developing and making available these resources, PJDP aims to build local capacity to enable partner courts to address local needs and reduce reliance on external donor and adviser support.

Use and support

These toolkits are available on-line for the use of partner courts at <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>. We hope that partner courts will use these toolkits as / when required. Should you need any additional assistance, please contact us at: pjdp@fedcourt.gov.au

Your feedback

We also invite partner courts to provide feedback and suggestions for continual improvement.

Dr. Livingston Armytage
Team Leader,
Pacific Judicial Development Programme

September 2014

TABLE OF CONTENTS

Abbreviations.....	iv
Foreword by the Chief Justice of Samoa and Chair of the Programme Executive Committee of the Pacific Judicial Development Programme.....	v
The term “professional development”	vi
Purpose of this toolkit	vii
How this toolkit can be used?	viii
1 Professional Development for the Courts	1
1.1 The National Judicial Development Committee	1
1.2 The professional development goals of the National Judicial Development Committee.....	1
1.3 Meetings to plan and manage the Professional Development activities.....	2
1.3.1 The meeting cycle	2
1.3.2 At the beginning of the year	3
1.3.3 Meeting no. 1: the initial planning meeting	3
1.3.4 Meeting no. 2: finalising the Professional Development Plan.....	3
1.3.5 Planning meetings for specific professional development activities	4
1.4 Report on the year’s activities.....	4
2 The Professional Development Plan for Judges & Court Officials	5
2.1 The over-arching vision and mission.....	5
2.2 How long should the Plan be for?	5
2.3 The first step in developing the Plan	6
2.4 Finalising the Professional Development Plan.....	7
3 Planning an activity.....	9
3.1 Implementing the Professional Development Plan for Judges & Court Officials	9
3.2 Date and venue	9
3.2.1 Date.....	9
3.2.2 Venue.....	9
3.3 Aims and objectives of the seminar or workshop.....	10
3.4 Presenters.....	11
3.4.1 Choosing presenters	11
3.4.2 Confirming arrangements and briefing presenters	11
3.4.3 Ways to ensure a good quality presentation	12
3.5 Format of the seminar or workshop and educational aids	12
3.5.1 Educational format	12
3.5.2 Room layout	14
3.5.3 Educational equipment.....	15
3.6 The programme	16

3.7	Practicalities	17
3.7.1	Catering.....	17
3.7.2	Equipment	17
3.7.3	Materials.....	18
3.7.4	Transportation arrangements	19
3.7.5	Funding and budget	19
3.8	Promotion of the activity and processing registrations	20
4	Conducting an activity.....	21
4.1	On the day before the seminar or workshop.....	21
4.2	Things to check on arrival at the venue.....	21
4.3	Things to do on arrival at the venue and before the seminar or workshop starts.....	22
4.4	Managing time during the seminar or workshop	22
4.5	During the seminar or workshop.....	22
4.6	After the seminar or workshop.....	22
5	Publications	24
6	Evaluating an activity.....	25
6.1	Why evaluation is important	25
6.2	Sources for evaluation	25
6.3	Drafting the evaluation form	26
6.4	Distributing and collecting the evaluation form	26
6.5	Processing and diagnosing the evaluation form	26
Additional Documentation - http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/PJDP-National-Judicial-Development-Committee-NJDC-AD.pdf		
Annex A:	Plan for the implementation, or Implementation of this toolkit	A-2
Tool 1.1:	Memorandum to members of National Judicial Development Committee advising them of meeting dates for the coming year	A-4
Tool 1.3:	Agenda for Meeting no. 2 of the National Judicial Development Committee	A-7
Tool 1.4:	Professional development component of the NJDC's Annual Report.....	A-9
Tool 2.1:	Professional Development Inventory	A-10
Tool 2.2:	Survey for ideas for professional development activities	A-11
Tool 2.3:	Planning Matrix for Professional Development	A-12
Tool 2.4:	The Professional Development Plan for Judges & Court Officials	A-13
Tool 3.1:	Initial planning checklist for a seminar or workshop.....	A-15
Tool 3.2:	Confirming / briefing letter, memorandum or email to a presenter.....	A-16
Tool 3.3:	Programme for a seminar or workshop.....	A-18

Tool 3.4: Checklist: seminar / workshop equipment, materials and catering planning.....	A-20
Tool 3.5: Budget for a seminar or workshop.....	A-21
Tool 3.6: PJDP Responsive Fund Application Form.....	A-22
Tool 3.7: Responsive Fund Checklist.....	A-26
Tool 3.8: Acknowledgement of registration for a seminar or workshop.....	A-30
Tool 4.1: Checklist of things to prepare or assemble on the day before the seminar or workshop.....	A-31
Tool 4.2: Checklist of things to check and do on arrival at the venue.....	A-32
Tool 4.3: Financial report for a seminar or workshop.....	A-34
Tool 4.4: Final report for a seminar or workshop.....	A-35
Tool 4.5: PJDP Responsive Fund Completion Report.....	A-37
Tool 5.1: Evaluation Form.....	A-40

ABBREVIATIONS

MFAT	-	New Zealand Ministry of Foreign Affairs and Trade
MSC	-	Managing Services Contractor - Federal Court of Australia
NJDC	-	National Judicial Development Committee
PDP	-	Professional Development Plan for Judges & Court Officials
PIC	-	Pacific Island Country
PJDP	-	Pacific Judicial Development Programme ('Programme')
RTT	-	Regional Training Team

SYMBOLS USED IN THIS TOOLKIT



A note or reminder of something to be done.



An example, precedent, template or checklist is in the Tools section at the end of the toolkit.



A strong suggestion or something to note particularly. A 'do not forget' suggestion.

FOREWORD BY THE CHIEF JUSTICE OF SAMOA AND CHAIR OF THE PROGRAMME EXECUTIVE COMMITTEE OF THE PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

I am very pleased to commend this *Professional Development Toolkit*. All of us in the countries which are part of the Pacific Judicial Development Programme, judges and court officials, are committed to improving the services we offer to our people, especially those who come to the Courts seeking, and expecting, justice.

We live in a changing and increasingly complex world. The courts, like all other parts of society, need constantly to develop and improve in order to provide justice in this changing and complex world.

The work of the Pacific Judicial Development Programme is based on four pillars:

- Access to justice
- Good governance
- Processes and systems
- Professional development.

Professional development is one of these Pillars. Through professional development activities we will seek to improve our work. The Toolkit will be our guide and a resource as we carry out that work.

The Toolkit has been piloted in Samoa and was developed after consultation with, and input from, the National Judicial Development Committee in Samoa. We look forward to using it to support our professional development activities in Samoa.

I wish to thank Mr Christopher Roper, our PJDP consultant, for the work he has done in developing the Toolkit, and Dr Livingston Armytage and Mr Lorenz Metzner of the PJDP for initiating and supporting this work.

Patu Falefatu Sapolu

*Chief Justice of Samoa and
Chair of the Programme Executive Committee of the PJDP*

THE TERM “PROFESSIONAL DEVELOPMENT”

The term “professional development” is narrower than the term “judicial development”. Judicial development, as expressed in the Four Pillars of the Pacific Judicial Development Programme (PJDP), encompasses -

- Access to justice
- Good governance
- Processes and systems
- Professional development.

The term ‘professional development’ is now often used instead of the terms “continuing education” or “training” as they apply to professionals. In effect, though, they usually mean the same thing. The term “professional development” refers to educational and training activities which enable professionals to develop in their working life.

In this toolkit the term *professionals* refers to judges and court officials.¹

This toolkit is, therefore, about the following types of professional development:

- Judicial training, such as:
 - Decision making
 - Judgment writing
 - Court procedures
 - Case management
 - Train the trainer.
- Seminars and workshops to provide briefings and training to implement other initiatives of the NJDC, such as mediation, codes of conduct, etc.
- Court officials training, such as:
 - Case management
 - Systems and procedures.

Professional development can take place in face-to-face activities, but also can occur by other means, particularly through reading and the use of computer-based mediums. Hence, for example, one can also professionally develop by reading a seminar paper or a bench-book,² by working with a mentor, by watching a video (alone or with others), or by engaging in an interactive learning programme on the Web. Publications can include pamphlets, guides or digests as well as seminar papers and bench-books.

¹ Dr Livingston Armytage concludes that the rationale for investing in judicial education is:

- to consolidate the identity, institutional capacity and independence of the judiciary
- to develop the professional competence of the judiciary to perform its duties; and thereby
- to improve judicial service delivery.

(“Training of Judges: Reflections on Principles and International Practice”, *European Journal of Legal Education*, 2:1, 21 - 38.)

² The development of bench-books is not dealt with in this toolkit, but there is a short chapter on publications.

PURPOSE OF THIS TOOLKIT

This toolkit contains guidance, ideas, suggestions and examples for the National Judicial Development Committee (NJDC) and the PJDP National Coordinator to use in their professional development work.

Its purpose is to help plan and implement the Court's professional development activities. Its aim is to make that easier! We all know that if something is easier it is more likely to be done.

The PJDP has encouraged courts in Pacific Islands countries to become increasingly responsible for their own professional development. Whilst the PJDP will continue to be a resource for Pacific Island countries, this toolkit should enable the NJDC and the National Coordinator to take on the task of planning, implementing and evaluating the country's own professional development programme.

Once adopted, it is obviously important that the toolkit be implemented and actively used.



**A plan for the implementation, or
Implementation, of this toolkit is at Annex A.**

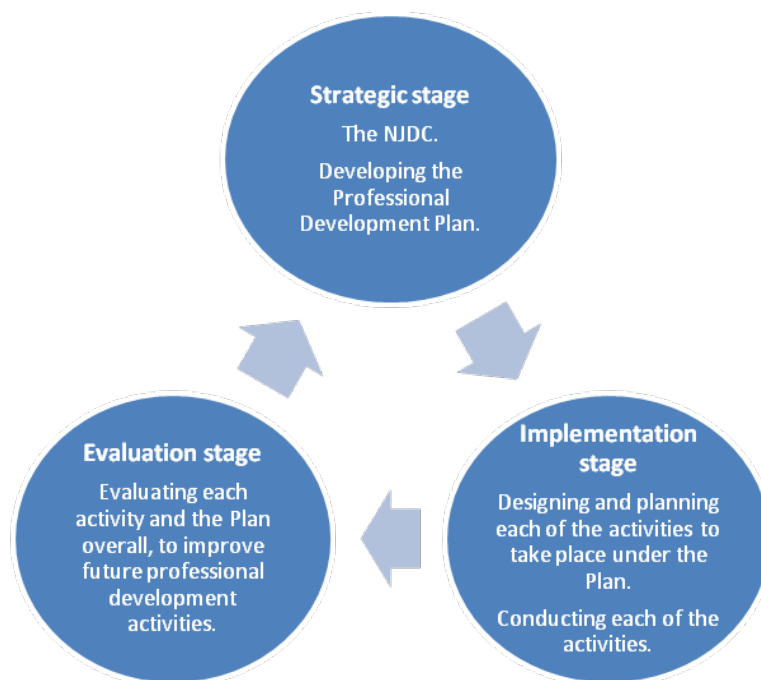
HOW THIS TOOLKIT CAN BE USED?

The toolkit has two types of material:

- In each chapter there is some discussion of the topic, with some ideas or suggestions.
- Wherever possible, examples, templates, or checklists are provided (in the *Tools* section at the end of the toolkit).

These 'tools' can be adapted and used, as appropriate.

The structure of the toolkit follows a logical progression:



There are chapters for each of these stages. The examples, checklists and templates are at the end of the toolkit.

1 PROFESSIONAL DEVELOPMENT FOR THE COURTS

1.1 THE NATIONAL JUDICIAL DEVELOPMENT COMMITTEE

Professional Development is a responsibility of the National Judicial Development Committee (NJDC). The areas of responsibility for the NJDC are extensive, based on the Four Pillars of the Pacific Judicial Development Programme (PJDP), namely:

- Access to justice
- Good governance
- Processes and systems
- Professional development.

As can be seen, professional development is one of the four pillars of development.

This toolkit is intended to support the NJDC's professional development work. However, to the extent that it provides guidance and assistance more broadly, for example, on how to plan and conduct any type of activity, it may be of use to the NJDC in its other work.

1.2 THE PROFESSIONAL DEVELOPMENT GOALS OF THE NATIONAL JUDICIAL DEVELOPMENT COMMITTEE

The discussion in this section is meant to provide an example only. For the purposes of this toolkit, "examples for discussion only" of a Vision and a Mission are chosen in order to demonstrate how a Professional Development Plan for Judges & Court Officials (PDP) could be developed (see Chapter 2). The words chosen as examples do not seek to anticipate what the NJDC may decide later in this regard.

An example of a **Vision**, for discussion only, for the NJDC could be:

Justice for a Peaceful and Prosperous [name of country]

This could translate into an example of a **Mission**, for discussion only, for the NJDC which could be:

*To improve the services provided by the courts to court users
to enable justice for a peaceful and prosperous [name of country].*

A Vision and Mission such as these would remain constant across all the work of the NJDC.

In regard to the NJDC's professional development work³, the Vision and Mission can be implemented in more specific **Goals** for professional development which might be:

To plan, implement and oversee the Professional Development Plan for Judges & Court Officials, and in particular:

1. *To develop policy in regard to professional development for judges and court officials.*

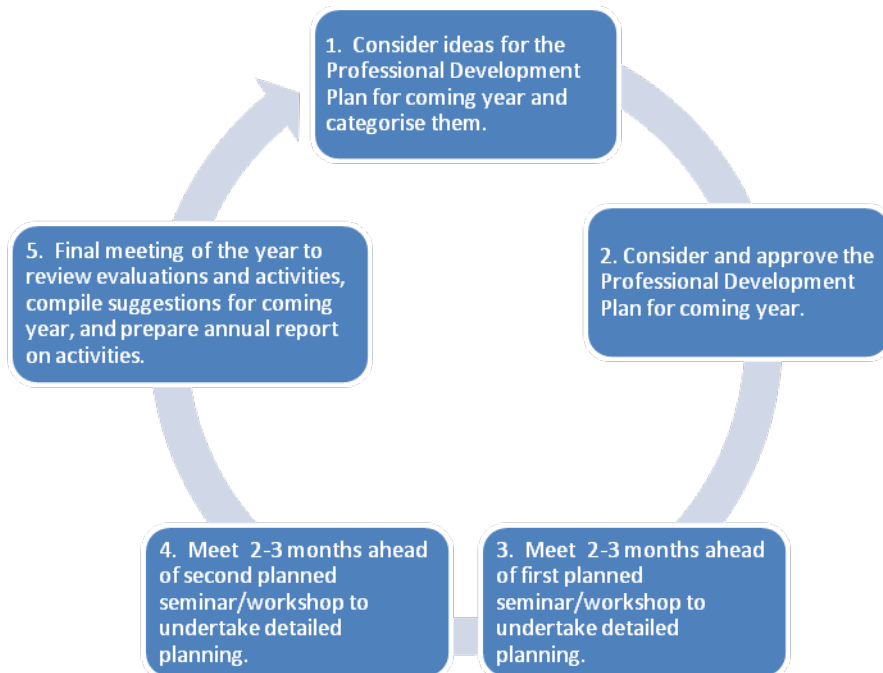
³ See the definition of professional development being used in this toolkit as described on p. vi.

2. To identify the needs to be met by professional development.
3. To develop the Professional Development Plan for Judges & Court Officials.
4. To plan and design the activities to be conducted under the Plan.
5. To manage or oversee the conduct of the activities.
6. To evaluate the activities.

1.3 MEETINGS TO PLAN AND MANAGE THE PROFESSIONAL DEVELOPMENT ACTIVITIES

1.3.1 The meeting cycle

In each year the NJDC, with the National Coordinator, will work through the following cycle of meetings -



This cycle of meetings assumes there will, at least initially, be two seminars or workshops during the year. If there are more, then an additional meeting should be held two to three months prior to each additional activity.

Three of the meetings deal with the PDP and consider the whole programme of activities for the year, and the other meetings deal with the planning and preparation of specific seminars or workshops. The PDP is dealt with in Chapter 2 of this toolkit.

1.3.2 At the beginning of the year



At the beginning of the year the Chair of the NJDC or the National Coordinator should:

- decide on the dates and time for:

Meeting no. 1	Review of previous year and overall plan for coming year
Meeting no. 2	Finalise the PDP for coming year
Meeting no. 5	Review of past year and compile all suggestions for coming year.

Send a memorandum to members of the NJDC advising them of the meeting dates and asking them to put the dates in their diary.



An example is
in Tool 1.1

- Book the meeting room at the Court for the meetings.

1.3.3 Meeting no. 1: the initial planning meeting



Shortly thereafter the Chair or National Coordinator should distribute the agenda for Meeting no.1.



An example is
in Tool 1.2

This meeting is essentially a 'brainstorm'. The NJDC considers the participants' evaluations of activities held during the previous year⁴ and its own ideas and any other suggestions made for future professional development activities.



After this meeting, the Chair or National Coordinator compiles a list of all the suggestions which have been proposed, but does not attempt to categorise or prioritise them.

1.3.4 Meeting no. 2: finalising the Professional Development Plan

Meeting no. 2 should be held several weeks after meeting no. 1.



The Chair or National Coordinator distributes an agenda which has attached to it: the compilation of all the proposals contributed at meeting no. 1 the Planning Matrix for the PDP.



An example is
in Tool 1.3

⁴ Of course, on the first occasion, as there will not have been previous seminars, there will be no evaluations of activities from the previous year.

After the meeting, the PDP should be written up, probably by the National Coordinator, as soon as possible. See Chapter 2 for suggestions on this.

The PDP is submitted to a meeting of the NJDC for approval.



It is important to do all of this as swiftly as possible, so that all of the planning and approval processes are done well in advance of the first activity, and sufficient time is allowed to advise all participants well in advance, as well as organise speakers and presenters so that they have sufficient time to prepare.

1.3.5 Planning meetings for specific professional development activities

The PDP will set out what activities will be held during the next two years and, if they are to be face-to-face activities, on what dates.⁵ The next step is to plan those activities. How to do this is dealt with in Chapter 3.



The planning meeting should, ideally, be held three months ahead of the activity; leaving lots of time for speakers/presenters to be approached and for them to prepare, for participants to mark their diaries, and for other arrangements to be made.

See Chapter 3 for more details.

1.4 REPORT ON THE YEAR'S ACTIVITIES

When the year's activities are over, a report should be prepared which will become part of the NJDC's Annual Report.

The professional development component of the Annual Report should contain:

- a list of the activities held, their aims, and the dates on which they were held;
- a brief description of each activity, including the names of the presenters, and a brief summary of the participants' evaluation of the activity;
- statistical information about the participants - numbers from each court or court administration; and
- a brief comment on the year's overall activities, including whether the PDP was fully implemented.



A template is
in Tool 1.4

Quite a lot of this information can be obtained from the final reports prepared for individual activities: see **Tool 4.4** for an example of such a report.

⁵ It is possible, for example, that an 'activity' might be to develop a publication.

2 THE PROFESSIONAL DEVELOPMENT PLAN FOR JUDGES & COURT OFFICIALS

2.1 THE OVER-ARCHING VISION AND MISSION



A first step in preparing any plan is to return to, and remind ourselves of, the over-arching mission and objectives, in this case the Vision and Mission of the NJDC.

This ensures that the Professional Development Plan for Judges & Court Officials (PDP) is 'on focus', and that what it proposes remains consistent with the overall Vision and Mission of the NJDC.

A discussion of what the Vision and Mission might be is in Chapter 1.

As mentioned in Chapter 1, the Mission translates into **Goals** for professional development for the NJDC:

- 1. To develop policy in regard to professional development for judges and court officials.*
- 2. To identify the needs to be met by professional development.*
- 3. To develop the Professional Development Plan for Judges & Court Officials.*
- 4. To plan and design the activities to be conducted under the Plan.*
- 5. To manage or oversee the conduct of the activities.*
- 6. To evaluate the activities.*

2.2 HOW LONG SHOULD THE PLAN BE FOR?

The PDP could be planned on an annual basis. However, it could be more desirable to have a two year rolling plan. That is, the initial plan is made for two years. After the first year, the next (second) year is reviewed and confirmed or modified; and an additional year (the third year) is planned. The advantage of a rolling two year plan is that there will probably be too many ideas for any one year, but it may be helpful to plan for them over two years.

But, the two years is not 'set in stone', and the second year can always be reviewed and modified, based on the then current situation. Thus the plan is a rolling plan, adding a year rather than starting afresh with a new year.

A third possibility is to have plans for a longer term, say a 5 year plan, in order to match world-class professional development programmes. This can be an aspirational vision towards which the shorter plans can aim.

2.3 THE FIRST STEP IN DEVELOPING THE PLAN

The first step is to compile all the possibilities for professional development activities.⁶ This will result in a list far too long to be implemented! This first step is in the nature of a 'brainstorm' - getting down in writing all the possibilities, without bothering (at this stage) to prioritise or categorise them.

Ideas or possibilities can come from a number of sources, and the agenda for the yearly Meeting no. 1 of the NJDC reflects those sources (see *Tool 1.2*). There are five potential sources:

- Suggestions made by participants at seminars and workshops held during the previous year, and recorded in the evaluation forms used at those activities.⁷
- Recent developments in the law, both statutory and cases.
- The needs of newly appointed judges and court officials.
- Developments which are occurring elsewhere in society with which it would be useful for judges to be more familiar - in regard to things such as technology, customary matters, psychology, medicine, sociology, etc.
- The planned professional development activities of the PJDP, such as a regional orientation programme. Are there activities planned for the coming year by the PJDP in which judges and court officials should participate?

Thus the list of possibilities is wide and long: it will be unlikely they could all be implemented in professional development activities.

This brainstorming will happen at Meeting no. 1 of the NJDC. A form to help that brainstorming can be useful. This is what is sometimes called a Judicial Professional Development Inventory.



An example is
at Tool 2.1

It would also be possible to use other ways, in particular a surveys of judges, court officials and even court users (but difficult and not recommended). If it were decided that a survey would be useful, it should be supplemented by the information collected from the sources listed above.



An example is
at Tool 2.2

Bear in mind that the results from a survey reflect the respondents' suggestions at that particular time: they may well have taken a different position later. Also, surveys are fairly 'structured' and may not obtain a full understanding of what is required: which might be more possible in meetings.

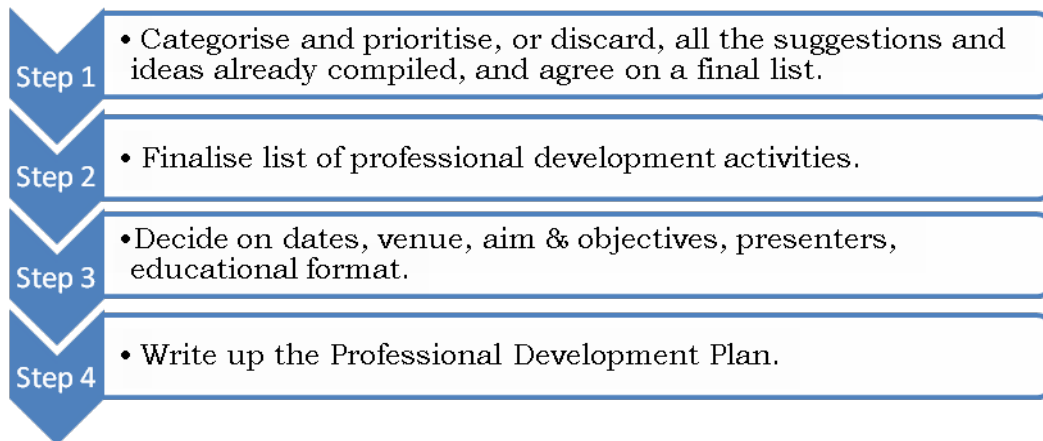
⁶ See the definition of 'professional development' as being used in this toolkit at p. vi, which includes publications, mentor programmes and computer-based activities.

⁷ Not, of course, on the first occasion this is done as there will probably be no previous seminars and evaluations from them.

2.4 FINALISING THE PROFESSIONAL DEVELOPMENT PLAN

The next stage is to finalise the PDP. This is done at Meeting no. 2.

There are four steps involved:



Each of these is now discussed.

Step 1: There will be more ideas than it will be possible to implement! Many of them may need to be discarded or postponed to a later year. A Planning Matrix can help.



**A Planning Matrix
is at Tool 2.3**

The members of the NJDC should place each of the ideas into the various categories in the column down the left hand side. (Or this may be done by the Chair or National Coordinator beforehand.) Some ideas might fit into more than one of the categories.

Then a tick or cross should be put against each idea in the boxes to the right: to show who should participate.

Then look at the Matrix overall and, using the categories listed below, discard some, perhaps reshape or merge some, and start to move towards a decision as to what should be in the PDP.

- *Balance* as between topics - not too much on one topic at the expense of others - subject, of course, to current priorities.
- *Balance* as between participants - making sure all in the courts (judges and officials) are considered.
- *Balance* as between level - not too much at the basic or advanced level.
- *Overload* - don't take on too much for the NJDC or the National Coordinator, and don't overload the judges and officials with too many activities.

- *Expense* - are the funds available to conduct these activities?
- *Personnel* - are the personnel available to conduct these activities?

Step 2: The next step is to finalise the list of professional development activities for the forthcoming year, or two years (as appropriate).



During this process, consider, in choosing a topic, whether a seminar or workshop is the best way to meet the need. Perhaps a how-to-do it manual might be more useful rather than a face-to-face activity. Or perhaps just a paper or short booklet might be more useful. For a particular topic, would it be better to put energy into developing a paper or booklet than running a seminar?

Step 3: This is relatively straightforward. For each face-to-face activity chosen, the practical decisions are:

- *Date* - on which day/s will each of the activities be held? This involves considering court commitments by the participants, public holidays, other activities already planned for the year, and so on.
- *Venue* - will the activity be held at the Court House or at another venue?
- *Aims and objectives* - what is this activity meant to achieve from the participants' point of view? This is discussed further in chapter 3.
- *Participants* - who should attend? From which courts, and should court officials also attend?
- *Presenters* - who will be asked to present each of the activities? This is discussed further in Chapter 3.
- *Format* - how will the activity be conducted? Amongst the choices are talks, discussion, case studies, and so on. This is discussed further in Chapter 3.

There may be other practical matters to decide.

If the 'activity' is to be, for example, a publication, then other relevant considerations should be taken into account.

The decisions can be recorded directly into a draft of the PDP.

Step 4: The *Professional Development Plan for Judges & Court Officials* is then written up, bringing together these decisions. It is then presented to the NJDC for consideration and endorsement.



A template is
at Tool 2.4

After that, possibly without the financial details, it can be made available to all members of the judiciary and court officials. Its implementation is dealt with in Chapter 3.

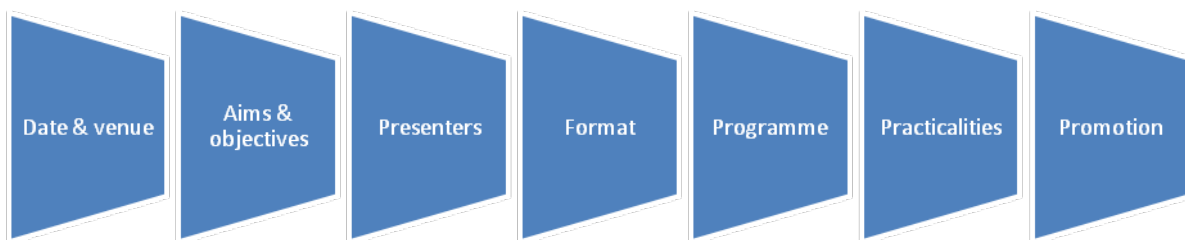
3 PLANNING AN ACTIVITY

3.1 IMPLEMENTING THE PROFESSIONAL DEVELOPMENT PLAN FOR JUDGES & COURT OFFICIALS

The PDP is, of course, only the first step. The next step is to start the detailed planning for each of the activities.⁸

★ As already mentioned, start planning early: we all know the problems with last minute planning! A much better outcome is more likely if the planning starts two or three months in advance.

This chapter follows the planning pattern suggested in Chapter 2, with a few more matters added.



The best way is to use a planning checklist.



An example is at Tool 3.1

3.2 DATE AND VENUE

3.2.1 Date

The date and venue have already been decided as part of the PDP.

So far as the date is concerned, the important thing is that everyone knows about the date: which might be a single day or a number of days.

➡ So, put the date onto any calendars in the court, advise everyone - all judges and all court officials. Make sure the starting and finishing times are shown.

3.2.2 Venue

So far as the venue is concerned, the important thing is to book it!

➡ If the seminar or workshop is to be in the Court House, book the meeting room. If the venue is to elsewhere, make the booking now and, course, make sure the venue confirms the booking. There is more discussion of how to set up the room at the venue later in this chapter.

⁸ Much of what is covered in this chapter is also dealt with in the PJDP's *Trainers' Handbook: Applying the Principles of Adult Learning*, August 2010. That handbook is a very useful resource for presenters, whereas this toolkit is for organisers: however, many of the principles and insights apply to both.



If the seminar or workshop is to be at a venue outside the Court House, ask the venue to provide a technically competent person who can assist if things go wrong - air conditioning, lighting, microphone, Powerpoint projector, catering delayed, external noises many things can go wrong on the day! Make sure you are told where they will be nearby, or better still that they will be in the room.

3.3 AIMS AND OBJECTIVES OF THE SEMINAR OR WORKSHOP

Writing an aim may sound academic, but it is vitally important. It is very important that you, the planners, know what you want to achieve, and that that understanding is shared by the presenters and the participants - that there is a common understanding of what the activity is meant to achieve. What will be its outcome/s, more than what will be the inputs. It is for you to decide that, not the presenters.

- An *aim* is where you want to be ultimately: the outcome.
- An *objective* is what you want to do to get to that outcome.

Example:

Here is a military example. The aim is to capture a village on the top of a mountain, because it is strategically very important. This is the single *aim*. But there could be several alternative ways to achieve the aim: various objectives. One way would be to parachute in from helicopters. Another way would be to climb up a gentle slope to the top, but that slope has no trees or other protection on it. Another way would be to climb up a cliff behind the village, which is very steep but has lots of rocks to provide cover.

The commander may decide that the best choice, his *objective*, is to climb up the cliff during night time. So what is needed to do that: ammunition, water, food, communications, weather forecast, escape plan, and so on - so the commander's *objectives* are to have all those things in place in order to achieve the aim.⁹



A good way to write aims and objectives for a seminar or workshop is to put yourself in the shoes of a participant and ask, "what do I want out of this seminar or workshop?". So, not what you aim to do as the planner, but what will be the desired outcome for a participant. Then keep in those shoes and ask "what can we do during the seminar or workshop which will best help me, the participant, to achieve that aim?".

Example:

Seminar: The new Code of Conduct for Court Officials

Aim

The aim of this seminar is that all court officials will carry out their work in accordance with the new Code of Conduct for Court Officials.

⁹ Of course, above all else well trained, and courageous, troops are needed: that is what professional development is about!

Objectives

The objectives of this seminar are that Court officials will:

- 1 Understand why a Code of Conduct has been introduced.
- 2 Have a good knowledge and understanding of the new Code.
- 3 Be able to apply the Code in various situations, particularly those where there is some uncertainty.

Usually, the presenter/s will see it as part of their responsibility to write aims and objectives for their presentation. This should be a joint venture between the persons given the responsibility of planning the activity by the NJDC *and* the presenters. This helps ensure a common understanding of what the seminar or workshop is meant to achieve, and also the 'bouncing back and forth' of ideas will probably lead to a more focussed, clear and achievable set of aims and objectives.

3.4 PRESENTERS

3.4.1 Choosing presenters



Of course, a main key to the success of a seminar or workshop is the presenters. If they know what they are talking about *and* know how to communicate, success is most likely.

So presenters should be knowledgeable. A more junior person may sometimes be more knowledgeable so not all choices should be made on the basis of seniority. Usually the knowledgeable person is in your own country; sometimes they may need to be drawn from elsewhere.

And presenters should know how to present. A number of judges and court officials are qualified as members of the Regional Training Team (RTT) under the PJDP training programme. They are an obvious choice as presenters for many seminars and workshops.

3.4.2 Confirming arrangements and briefing presenters

When a presenter confirms that he / she is willing to take part, the arrangement should be confirmed. This confirmation can also be an opportunity to brief the presenter on the seminar or workshop - what it is about and what is expected of the presenter. At the same time, this acts to help ensure (nothing is ever certain!) that the organisers and the presenters have the same mind - a common understanding of what is to be achieved. It is also good to tell the presenter what you are offering, if anything, such as a fee, transport costs, accommodation, etc.

The best way to do this is to write to the presenter in a letter, memorandum or email. If by email, keep a copy - in paper form or in a folder in your emails.



An example is
at Tool 3.2

If there is to be more than one presenter, it is useful to ensure that they are talking to each other prior to the seminar or workshop, in order to coordinate their presentations and ensure there is no unnecessary overlap.

3.4.3 Ways to ensure a good quality presentation

As already mentioned, one of the best ways to ensure a good quality presentation is to choose presenters who are knowledgeable and experienced in the area on which they will present, *and* are good presenters.

The PJDP has given special emphasis to training a number of judges and court officials up to an expert level, through its training programmes for Regional Trainers. These Regional Trainers should desirably be used, either as presenters or to work with presenters from your own country, to assist them with their preparation.¹⁰

3.5 FORMAT OF THE SEMINAR OR WORKSHOP AND EDUCATIONAL AIDS

This aspect overlaps with decisions which the presenters themselves will be making about their presentation/s. But, as the NJDC it is good for you also to be considering these matters and making proposals to the presenters as to what formats might best achieve your aims and objectives.

3.5.1 Educational format¹¹

There has already been mention in this toolkit of the various educational formats that can be used. The 'default' format often is a lecture, with the participants sitting mutely in rows listening (maybe not after 10 minutes or so!). At the end, there may be some questions or comments from the more vocal participants.



Think about what is the best format for achieving the outcome/s: don't just default to lectures. A seminar or workshop is going to be more interesting if it has more than one format: but not too many so as to confuse.

Consider the options discussed below.

Here are some choices:

- Lecture If the participants will be taking in information, then perhaps a traditional lecture is best. A very senior person may only be willing to speak formally in a lecture format.
- Talk & discussion The session is structured around topics or questions for discussion. The presenter speaks for, say, 10 minutes to introduce the first topic or question. Then discussion amongst participants proceeds, perhaps based on some pre-arranged questions. After, say, another 10 minutes the presenter moves on to the next topic or question, and the same pattern applies.
- Panel discussion A panel discussion may start with a brief talk by one of the panellists. Then the members of the panel make brief comments on the topic. The idea is that they talk amongst themselves. Listening in on experts discussing something can be a very good way to learn. A good and well-prepared chairperson or moderator helps discussion along.

¹⁰ A very valuable resource, containing much of the material in this toolkit but dealt with more extensively, is the *Trainers' Handbook: Applying the Principles of Adult Learning*, published by the PJDP in August 2010.

¹¹ See also a useful discussion in the section "Presentations Techniques" in the PJDP *Trainers' Handbook: Applying the Principles of Adult Learning*, August 2010, at p. 9.

- **Panel** A panel is often a good way to get a senior person to take part in a seminar, who might otherwise say 'no' because of the need to prepare a presentation or paper.
- **Case study** The participants are presented with one or more case studies drawn from real life. A case study might contain a problem to be solved or a dilemma to be discussed. Usually the presenter will introduce the case study (which will best be in writing and distributed to the participants), and then the participants will work on the case study, either as a full group or in smaller groups. The case study could be a story, and/or it could contain some actual documents, such as court documents. Afterwards individuals, or spokespersons on behalf of the groups, will report back.

Example:

Workshop: The New Code of Conduct for Court Officials

You have just been appointed as an Officer in Supreme Court Registry. This is your first 'serious' job, and you are very keen to succeed and impress your superiors.

On Day 2 a person comes to the counter to file a document, on behalf of his wife. This person is an uncle of one of the Seniors in the Registry, although the Senior is not there when the person comes to file the document. Later you show the document to the Senior and he points out that the signature of the wife on the document should have been witnessed. He tells you to witness the signature. You know that you didn't see the wife sign; so you don't really know if it is that person's signature.

Discuss what ethical principles apply, does the Code apply here, and what should you do?

- **Practical exercise** Learning by doing is, almost always, the best way to learn. If the aim of the seminar or workshop is that the participants will be able to do something, or do it better, or do it with better understanding, then the best way for them to learn is actually to do it!

For example, if new mediation procedures are introduced, although one of the objectives will be to know what those new procedures are, the ultimate aim is that judges will be able to mediate following the new procedures, and court officials will be able to perform the necessary administrative tasks in accordance with the new procedures. So the best way to learn is obviously to actually do that - even though it will be in a simulated form.
- **Demonstration** Sometimes it is useful for participants to see how something is done. For example, a newly appointed judge may need to know how to sentence a convicted person. In addition to talking about it, the judge will learn a lot by seeing it done in a demonstration.

Sometimes the demonstration may have already been videotaped and so is seen as a video.

Of course, a seminar or workshop will probably include a number of these formats, and even within the one session there may be more than one format used.

3.5.2 Room layout

The room or rooms in which the seminar or workshop is to be held should be laid out to best facilitate the educational format/s being used.

Theatre style Seated in rows with the speaker at the front.	Good for formal events, lectures, panel discussions, demonstrations, viewing videos.
U shape A three sided square, or even four sides of a square. The presenter sits at one end.	Good for discussions, questions, large group case studies, and practical exercises, such as a simulated court activity. If a Powerpoint presentation is being made or a video shown, sometimes there can be a difficulty for all the participants to see the screen.
Collection of tables scattered around the room Round, square or rectangular tables with chairs on three sides - the side closest to the presenter is left blank so that no one has their back to the presenter.	Good where there are to be small group discussions or case studies or, even in some cases, practical exercises. The advantage is that participants do not need to leave their place and move to another place in the room, or another room, in order to be in their small group. (Moving is often very disruptive and often takes longer than expected.)
Court room style Set up like a court room, with bench, counsel's table, etc.	Good where the workshop involves practical exercises where participants perform roles in a court room. Make sure that those participants not active at any time can see what is happening.

When making a booking with an outside venue, tell them how many people you are expecting, and make sure the room is appropriate - not too small but also not too large.



A trick is to have just the right number of chairs in the room, and in particular don't have any spare chairs on the back wall. Some participants (perhaps arriving late) will want to sit at the back and away from the others: this is an odd instinct many of us have. Don't have any spare chairs 'floating around' which such reluctant participants can use to distance themselves from the activity.

Check that the room is likely to be quiet, for example, that it is not right next to where music is played, or the venue is not undergoing renovations with workmen making noise. In a hotel, make sure there will be no piped music, or it will be turned off.

3.5.3 Educational equipment

Equipment may also be used. The best thing is to check with the presenter/s as to what equipment they want to use. If the presenter is from your country and new to presenting, it would be a good idea to outline some of the choices below.

Here are some things to consider when planning which equipment to use.

- **Microphone**

Participants are irritated if they cannot hear, so a microphone is often needed.

If more than one person will be talking at the same time, such as a panel discussion, more than one microphone may be needed.

If the room is quite small and quiet (no external noises, including air conditioning), a microphone might not be needed. Sometimes they are more trouble than they are worth.

Not all microphones are designed for speaking: some are designed for singing. Make sure, if using a hotel as the venue, that the microphone is suitable for speaking. Make sure the stand for the microphone is not defective.

The speakers need to be in the right position so that participants can hear well and are at not too great a distance.
- **Powerpoints**

If a presenter is using Powerpoints, there are four pieces of equipment needed - the projector itself, a laptop computer or iPad, cabling to connect the laptop or iPad to the projector, and a screen or white wall.

These projectors can be notoriously temperamental. Bring your own or make sure the venue's projector is good quality (and if possible that there is a technical person who can assist if things go wrong). The bulbs are delicate and very expensive to replace, but a spare one should be nearby if possible. Make sure the presenter or someone in the room knows how to operate it.

Often the presenter will bring his / her own laptop or iPad. Then the main thing is to have the right cabling to connect them and for someone to know what plugs in where. If the venue is providing the laptop or iPad, the presenter needs to load their slides onto it, or use a flash drive - and do that before the seminar starts.

If a screen is being used, will it be able to be seen by all participants? Will it be big enough when the projector is turned on? If there is a white wall it might be suitable, provided the participants can see it.
- **Video player**

The main thing is that the equipment will work, and that there will be someone who knows how it works. Testing before is, of course, the best

way to check. Often videos can now be played through a laptop or iPad using a Powerpoint projector, rather than onto a television screen.

- Whiteboard

Very useful to record comments and suggestions. But it is important that it will be clean, that there will be a duster to clean off what is written, and that the pens will be suitable for a whiteboard and have ink in them! These pens notoriously always run dry or become very faint. The best thing is to buy a box of your own and take them to the seminar - they are not expensive. Not all felt pens are suitable for whiteboards - check the packet.

Make sure the whiteboard can be seen by all participants.

- Flipchart

A flipchart can be used in the same way as a whiteboard, or participants can have their own, or at least their own flipchart paper, to record, for example, points made in a small group.

Make sure there will be enough paper, that there will be enough whiteboard pens in good working order, that there will be walls or other places where the paper can be stuck up to view, and that you have Blu Tack.¹² Blu Tack doesn't mark the wall, is reusable, and doesn't tear off the paint like cellulotape.

3.6 THE PROGRAMME

The next thing to do is to produce a programme for the seminar or workshop. This programme can be used in the following ways:

- Send it to the speakers, so they know what is happening, and can check they and their topic are described correctly, etc.
- Send it to the venue as a form of confirmation of arrangements, *eg.* when lunch or morning tea is to be available.
- Distribute it amongst all members of the NJDC.
- Distribute it, at the appropriate time, to all the judges and court officials.



A template is
at Tool 3.3

¹² This is a registered trademark and BluTack can be purchased at most stationers.

3.7 PRACTICALITIES

3.7.1 Catering

Arrangements may need to be made for catering. If the seminar or workshop is at the Court House, a caterer may need to be hired. At an outside venue, make sure there will be a place for the food to be laid out and set up so that the participants will not be disturbed. If it will be in the same room as the seminar or workshop, the tables should have been set up previously and, as much as possible, should be in a place where the food can be laid out quietly.

If an outside venue is being used, the details of the catering need to be confirmed.

Make sure that the coffee, tea, cold drinks and food will be laid out in such a way that there will not be undue congestion when participants go to get their food or drink. This can be a cause of frustration if they have to wait too long.

3.7.2 Equipment

Equipment has already been discussed in section 3.5.3 and some of the practicalities are mentioned there. The important thing is to make sure you know what equipment is needed (including what the presenters want), that it is available, what it will cost if necessary, and that it works! And, if possible, have a person at the seminar or workshop who knows how it works so that if anything goes wrong it can be quickly rectified.

Use a seminar / workshop planning checklist to make sure nothing is forgotten.



A checklist is
at Tool 3.4

As a reminder, here are some helpful comments on various types of equipment to consider when planning:

- **Microphone** Includes also the speakers, the cabling between the microphone/s and the speakers, and the power cabling to the microphone.
- **Powerpoint projector** Which requires the projector itself, a spare bulb if possible, the laptop or iPad, the cabling between them and the projector, connection to power, and a screen or a white wall.
- **Video player** There are two ways to play videos - using a video player and a television set, or using a computer or iPad and a Powerpoint projector. Cabling between all these pieces of equipment and connection to power is essential.
- **Whiteboard** Often they have been used extensively before and the board itself is dirty and in a poor state: check if it can be properly cleaned. Whiteboard felt pens always seem to run out of ink: the best option is to have fresh multi-coloured ones of your own. Is the whiteboard big enough to be seen by all participants?

- Flipchart
They are especially good for small groups, or can be used by a presenter where he / she is recorded suggestions or comments made by participants, and then can display them around the walls. Once 'flipped' the piece of paper is not much use: so it is best to be able to tear it off and put it up on the wall. Blu Tack is needed for this purpose.

Where any equipment needs electricity to operate it, it is of course essential that the power lead is long enough to reach the power point, and that there are enough power points to support all the equipment being used.

- ★ Often power leads are found to be, on the day, not long enough. Take your own extension cord, and a double adaptor, to the seminar or workshop. You may well need it!

3.7.3 Materials

Often the presenters will have materials of different kinds for use during the seminar or workshop. In all cases, it is very desirable to receive these in advance and in sufficient time for them to be copied. Sometimes the presenters want them to be distributed to participants in advance.

Here is a checklist of various types of materials:

- Formal paper
If the presenter is giving a lecture, he / she may prepare one in advance. Often this is left to the last moment and is not sent in advance. Sometimes it is available after the seminar for later distribution. If a paper is received in advance, normally a speaker does not want it distributed in advance as participants will just read it and not listen to the lecture. Always check with the speaker.
- Talk outline
Many speakers may not be willing or able to send a paper in advance, but will send a one or two page outline - usually just the headings of what they will talk about. These are always much appreciated by participants. If the speaker is going to refer to cases or legislation, or other sources, ask that he / she include the references in the outline: again this is found to be very helpful.
- Powerpoints
These are common nowadays. Some presenters may send you their Powerpoints in electronic form beforehand so that they can be loaded up onto the computer. They may want you to print them out and hand them to participants either at the beginning or after the session.

- ★ There is a way of printing out Powerpoints so that the 'slide' is on the left hand side and there is ruled space on the right hand side to take notes.

- Case studies If the presenter is going to use case studies, they will hopefully send them in advance so that they can be copied.
- Practical exercises If there are to be practical exercises, there may be material to be copied and distributed. It may be quite complex. It could include court documents, statements, affidavits, and so on.
- Articles or extracts Occasionally a presenter will want a journal article to be distributed, or an extract from a book or a report.
- Legislation or cases Sometimes the presenter will be basing his / her presentation around some legislation or some cases, and it will be useful for participants to have them in front of them during the session. Make sure presenters don't overdo it and ask you, for example, to copy 70 pages of legislation when they are only going to refer to a few sections.

3.7.4 Transportation arrangements



Make transport arrangements as early as possible, because there is nothing more embarrassing to find that all is arranged but there is no seat on the flight for the presenter!

In addition to making arrangements for the presenters, it may sometimes be necessary to make arrangements for some of the participants. This may be ground transport or air transport.

3.7.5 Funding and budget

Usually a budget is necessary to work out what a seminar or workshop is going to cost. A budget should be prepared and, if necessary, approved.



An example is
at Tool 3.5

Then, of course, it is necessary to know where the money is coming from and, if necessary, make an application for funding.

One source of funding might be the PJDP Responsive Fund.



The Responsive Fund
Application Form is
at Tool 3.6

If funding from the Responsive Fund is received, it is useful to use the Checklist prepared by the PJDP for that purpose.



The Responsive Fund
Checklist is
at Tool 3.7

3.8 PROMOTION OF THE ACTIVITY AND PROCESSING REGISTRATIONS

Usually it will not be necessary to 'sell' the activity to potential participants. They will want to be involved or, at least, will feel obliged to participate. As mentioned above, the important thing is to prepare a programme in as an attractive format as possible, distribute it to all the appropriate people, and do so well ahead of the seminar or workshop.

You need to ask potential participants to 'register' so that you know who will be coming. It depends on how many people are involved. In some cases, just a note or an email or a phone call from them will be sufficient. In some cases, you might want to use a form.

Of course, keep a list of those who have registered. You may also want to have a list of those you expect to register, and thus be able to identify, and follow up, those who don't register.

It is a good idea to acknowledge registrations. You can do this in paper form or in an email.




**An example is
at Tool 3.8**

4 CONDUCTING AN ACTIVITY

Now the time has come to conduct the professional development seminar or workshop. It should go well if all the planning has been done. But there are some last minute things to do, and some precautions to take to reduce the risk of anything going wrong - actually, to ensure success!

4.1 ON THE DAY BEFORE THE SEMINAR OR WORKSHOP


 Here is a list of things to do the day before:


- Confirm with the venue, if it is not at the Court House, that they are expecting you, that the room will be set up as requested, and all is in order.
- Confirm with the caterer that all is ready.
- Check that the presenters are ready.
- If a presenter is coming from outside your country, check that he/she has arrived, and all is in order (you may have already welcomed the person and done this).
- Ensure there are transportation arrangements (to the venue) for presenters from outside your country.
- Print up a list of all those who have registered to attend; and check if anyone appears to be missing (and follow up, if necessary).
- Make name tags for all participants and the presenters (if they are being used - they may not be necessary if everyone knows everyone; but might be helpful for presenters from outside your country).
- Make up signs to be used at the venue, *eg.* to be placed at the entrance pointing to the room being used, perhaps showing where the toilets are.
- If any gift or something similar is to be presented to the presenter/s at the end of the seminar or workshop, make sure it is ready.
- Collect all the things you need to take to the venue, or make sure they are being delivered to the venue.



A checklist is
at Tool 4.1

4.2 THINGS TO CHECK ON ARRIVAL AT THE VENUE

 Of course, arrive early, as there will be many things to check!

 Use the checklist of things to check on arrival. Take it with you to the venue.



A checklist is
at Tool 4.2

4.3 THINGS TO DO ON ARRIVAL AT THE VENUE AND BEFORE THE SEMINAR OR WORKSHOP STARTS



As well as checking these things, there are other things to do. Use the checklist (in *Tool 4.2*) you take to the venue.

4.4 MANAGING TIME DURING THE SEMINAR OR WORKSHOP

If everything is going to be covered, it is important that time is managed well during the activity. Here are some hints:

- Start the seminar or workshop on time. Don't wait for those arriving late: it is better to encourage those who *did* arrive on time.
- Don't repeat things for the late-arrivals. They will have to catch up later.
- Confirm with the chairperson or moderator of the seminar or workshop, and / or the presenters, that you want to ensure that each session starts and finishes on time.
- This might require the chairperson or moderator having a bell or some way of indicating to a presenter that time is running out or has run out.

4.5 DURING THE SEMINAR OR WORKSHOP



Hopefully, all will now go well, but here are some hints to help things go well:

- Sit with the participants (not outside the room) and be ready to facilitate anything that is necessary, for example, moving into small groups, putting flip chart paper up on the wall, and so on.
- ★ It is quite common at seminars and workshops that someone will complain that the air conditioning is too hot or too cold; or that the microphones need to be louder or softer. These complaints need to be handled carefully. It can be distracting to interrupt a presentation to 'fix' this problem; and also the problem may not be fixable - for example, the air conditioning may not be adjustable. Try to anticipate these problems but be wary of trying to fix them during a presentation.
- Towards the end of the seminar or workshop, hand out the evaluation form or place it at each participant's place. Make sure the chairperson, moderator or presenter is briefed to tell participants what it is about, and tell them the procedure for filling it in.


4.6 AFTER THE SEMINAR OR WORKSHOP

After the seminar or workshop, there remain a few things to do:

- Thank you letters Send these off as quickly as possible, as they are more appreciated if they arrive soon after the event.

- **Materials & papers**
There may have been useful materials or papers prepared for the seminar or workshop. It is important they don't just gather dust or get forgotten. Should they be copied and put in the Court Library? Or should they be distributed to everyone? Is there anything else that could be done with them?
- **Pay all final bills**
Arrange for all outstanding bills to be paid, including anything to go to presenters.
- **Prepare a financial report**
This report is important to ensure it can be determined whether the seminar or workshop cost what was expected.
 **An example is at Tool 4.3**
- **Prepare a final report**
This report should be a combination of participants' feedback and the organisers' own observations. It should be submitted to the NJDC for its consideration. It is also a vital element for the preparation of the next PDP.
 **A template is at Tool 4.4**

If funding has been received from the PJDP Responsive Fund, a Completion Report must be completed and submitted.

 **A copy of the Responsive Fund Completion Report is at Tool 4.5**

5 PUBLICATIONS

As already mentioned, a better way to achieve a professional development aim might be to produce something in printed form, which judges and/or court officials can use in their daily work. Another possibility is to have a face-to-face activity but then follow it up with a printed booklet or manual.¹³

Set out below is a range of practical hints if the decision is made to publish a booklet or manual. It is not a full discussion of publishing: that would require a toolkit of its own.

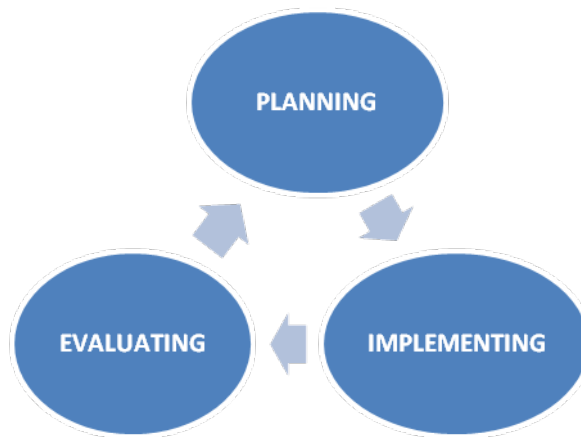
- Think of the purpose of the publication - is it to give practical guidance on day-to-day work, or is it thoughtful background reading, or something else?
- Everyone is busy, so keep the publication as short as possible. However, readability is not just based on the length of a publication: it is also a result of how well something is written - is it succinct, is it well structured, does it have a logical flow, are sentences not too complex, is there one idea per paragraph, and are paragraphs reasonably short?
- Use headings throughout.¹⁴
- Have a table of contents at the beginning.
- If possible, have the author use practical examples to illustrate what is being said.
- If the publication is a practical manual, usually it should be possible to provide precedents or examples or templates (as used in this toolkit).
- Always include the date of publication at the beginning, so that it is clear whether the law and practice set out in the publication is likely to be still current or not.
- Make clear who is publishing the publication - what its authority is.
- Print the publication in a form that is easily usable. For example, a publication on A4 paper with a staple in the top left hand corner is likely to become soon battered and hard to use.
- Think about how the publication is to be distributed, and make sure it is indeed distributed to all those who should have it. Don't let it just gather dust.
- It might be useful that all judges and court officials have a professional development two-hole ring binder, with an appropriate cover, into which various publications can be put as they are produced.

¹³ This chapter does not deal with bench books.

¹⁴ Sometimes, the task of including headings in a seminar paper which has no headings can reveal that there is no apparent structure to the paper. So the use of headings is a good intellectual discipline.

6 EVALUATING AN ACTIVITY

Evaluation is the final step - although, in a way, there is no final step because the process is cyclical not linear. As mentioned at the beginning of this toolkit, the process is:



In evaluation, there are three steps:

- Collecting information on which to base the evaluation.
- Collating and diagnosing the information collected.
- Making decisions based on the diagnosis.

6.1 WHY EVALUATION IS IMPORTANT

Once the event is over, it is easy for it soon to be forgotten. In particular, an evaluation might never get completed. But it is important and should be done if the NJDC is to achieve its Mission.

The diagnosis has three elements:

- Did the seminar or workshop achieve its own aims and objectives?
- Did the seminar or workshop contribute towards achievement of the NJDC's Vision and Mission?
- What can be done to improve future professional development activities and, in a broader context, the services provided by the courts to court users?

Each element is important. In particular, evaluation is important because it is part of a process of self-improvement.

6.2 SOURCES FOR EVALUATION

There are three sources of information for evaluation:

- The participants' responses on the Evaluation Form.
- The presenters' comments and observations - usually made informally to the organisers.
- The organisers' comments and observations based on their monitoring of the activity.

6.3 DRAFTING THE EVALUATION FORM

An evaluation form should be prepared beforehand. Participants are more likely to complete it if it is simple: certainly no more than one page. If they have to write too much they will resist - by the end of the seminar or workshop they are tired and just want to get home!



An example is
at Tool 5.1

Don't ask questions just for the sake of asking questions. What is the information you want to seek from the participants? What information can you actually use for the future or in checking if the aims and objectives were achieved? The example in *Tool 5.1* seeks to find out three things:

- Did the participants think the seminar or workshop met its objectives?
- Was the seminar or workshop helpful or disappointing?
- What ideas do participants have for future professional development activities?

The first two questions seek to validate, or otherwise, whether the professional development programme is doing its job. The third question contributes to planning for coming years.

The evaluation form can be confidential: there is no advantage in having people put their name on it, and indeed that may inhibit them from making frank comments.

6.4 DISTRIBUTING AND COLLECTING THE EVALUATION FORM

The form is distributed at the seminar or workshop. This can be done by handing it out at the registration desk on arrival, or placing it on participants' seats or tables during a break towards the end of the seminar or workshop, or handing it out at or near the end.



It is important to get the completed forms back. A good way is to allow 5 minutes in the final session for participants to fill in their evaluations and then collect the forms on the spot.

Another way is to have the participants fill them in and place them in a box on the registration desk on their way out.

6.5 PROCESSING AND DIAGNOSING THE EVALUATION FORM

A report is then prepared on the evaluation. Using the Evaluation Form in *Tool 5.1* as the model:

- Questions 1, 2 and 3 - The responses should be collated, and then a comment added if required, particularly as to whether the responses indicate that the seminar or workshop's aim and objectives were met.

- Question 4 - the Overall Score is calculated in this way.

Total no. of participants who circled '5' x 5 = xx

Total no. of participants who circled '4' x 4 = xx

Total no. of participants who circled '3' x 3 = xx

Total no. of participants who circled '2' x 2 = xx

Total no. of participants who circled '1' x 1 = xx

Total = xx

Divide *Total* by Total no. of participants = Overall Score

- Question 5 - The responses should be collated; any recurring suggestions can be noted. This list will be added to lists from other seminars or workshops and considered later when planning future activities.

To this should be added any comments or suggestions which presenters made to the organisers, and the organisers' own observations on the evaluations themselves and the seminar or workshop itself.



NATIONAL JUDICIAL DEVELOPMENT COMMITTEE TOOLKIT - ADDITIONAL DOCUMENTATION

Available at:

<http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/PJDP-National-Judicial-Development-Committee-NJDC-AD.pdf>

Toolkits are evolving and changes may be made in future versions. For the latest version of this Toolkit and the Additional Documentation please 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

NATIONAL JUDICIAL DEVELOPMENT COMMITTEE

TOOLKIT

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

