




# Pacific Judicial Development Programme

## *TOOLKIT FOR PUBLIC INFORMATION PROJECTS*

January 2015





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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.

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## 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
- Judicial Decision-making Toolkit
- Reducing Backlog and Delay Toolkit
- Enabling Rights & Unrepresented Litigants
- Toolkit for Building Procedures to Handle Complaints about Judicial Conduct
- **Toolkit for Public Information Projects**

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.

PJDP is now adding to the collection with this new **Toolkit for Public Information Projects**.

### 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](mailto:pjdp@fedcourt.gov.au)

### Your feedback

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

Dr. Livingston Armytage  
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January 2015

## PRELIMINARY NOTE

### **The administration of the court and the separation of powers:**

The word 'court' is often used to refer to the courthouse or place where cases are heard but it also means a judge, or panel of judges, sitting in judgement.

In some countries the government is responsible for the administration of the courthouse and court staff, whilst in others the administration is put under the control of the judiciary in recognition of the fact that government control of court administration constitutes a potential threat to judicial independence and is therefore inconsistent with the separation of powers<sup>1</sup>.

Whatever administrative arrangements exist in your country, the public is likely to believe that information displayed in and around the courthouse is sanctioned by the judiciary and for that reason the judiciary should determine the nature and content of that information.

As will be seen from what follows it is now widely accepted that the judiciary has a responsibility to provide information to the public. The administrative structure should not be allowed to affect that.

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<sup>1</sup> "The responsibility for court administration, including the appointment, supervision and disciplinary control of court personnel should vest in the judiciary or in a body subject to its direction and control." Measures for the Effective Implementation of the Bangalore Principles of Judicial Conduct - Judicial Integrity Group - Lusaka -2010

## KEY MESSAGES

This toolkit aims to support your judiciary in the choice and production of information aimed at facilitating and enabling access to justice.

Your judiciary has a responsibility to enable access to justice. That responsibility includes a duty to ensure that the people understand what the court can and cannot do for them and of how they can use the court to protect themselves and their rights. Public Information must be provided in an easily accessible form which the public can readily understand.

In all its dealings with the public the judiciary must bear in mind the principles of judicial conduct and the need for judicial action to exemplify those principles. Public information provided by the judiciary should reinforce the core values and do nothing that might undermine them. In particular public information should never include anything which might put in doubt the independence or impartiality of the judiciary and care must be taken to avoid any risk of giving the impression that the judiciary might be either partisan or political.

The public is likely to believe that information displayed in and around the courthouse is sanctioned by the judiciary and for that reason the judiciary should determine the nature and content of that information. (See the Preliminary Note, above.)

The toolkit looks at:

- The range and type of information found in courts.
- How to choose the form in which to provide information
- The principles which govern what information the judiciary should produce
- How to formulate a Public Information Policy and Public Information Plan
- Practical hints regarding the production and communication of information

The toolkit includes an account of the piloting exercise in Tuvalu during 2014 and copies of the materials developed during the piloting exercise are provided as Additional Documentation. Those materials are specific to Tuvalu however you are free to adapt them for your own use.

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Additional Documentation - <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/Public-Information-Toolkit-AD.pdf>

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## **ABBREVIATIONS**

BMZ	-	German federal Ministry for Economic Cooperation
COJC	-	Codes of Judicial Conduct
JIG	-	Judicial Integrity Group
PI	-	Public Information
PIC	-	Pacific Island Country
PIP	-	Public Information Project
PJDP	-	Pacific Judicial Development Programme ('Programme')
RRRT	-	Regional Rights Resource Team
UDHR	-	Universal Declaration of Human Rights
UK	-	United Kingdom
UKSC	-	United Kingdom's Supreme Court
UNICEF	-	United Nations International Children's Emergency Fund

## 1 INTRODUCTION

From its beginning at the start of the millennium the programme PJDP has evolved and grown into a well established regionally-owned judicial leadership network whose members support one another through sharing experience as each independent judiciary faces the challenges inherent in the administration of justice in the very particular context of the Pacific Islands<sup>2</sup>.

One area upon which PJDP has focussed is **Access to Justice** an aspect of which is the public information through which the courts communicate with court users and other stakeholders. This toolkit is intended as an aid to any judiciary wishing to improve access to justice by improving or expanding the information it provides. The starting place might be to review critically the information your judiciary currently provides in the light of available evidence regarding the need for information. If you have conducted an access to justice assessment<sup>3</sup> it may have indicated where rights go unrecognised or where potential cases falter or fail for want of information or for lack of understanding.

If you have plenty of resources and a large budget to spend you may wish to formulate a strategic plan regarding the provision of public information but for many jurisdictions the reality is likely to be a more hand-to-mouth affair fulfilling the most pressing needs and stretching already scarce resources. In either case it will be useful to formulate a statement of your judiciary's policy regarding public information. In so doing the judiciary will have to consider where the balance lies between the desire to promote awareness and improve access to the courts on one hand, and, on the other, the importance of being, and being seen to be, impartial and independent.

Judges are experienced in the law and in explaining their decisions but they may not have experience in the design and production of information for the public. Therefore the toolkit will explain some of the basic principles regarding getting the attention of and communicating with your intended audience. It will suggest how your judiciary might decide what information it will produce and which information it should prioritise highlighting the factors which may influence those decisions. You will find examples of what other judiciaries are doing which may help you.

### WHO SHOULD READ THIS TOOLKIT?

This toolkit examines the responsibility of the judiciary to produce public information which facilitates access to justice and outlines the principle considerations relevant to the production of public information. Accordingly it is aimed at anyone in the court who has or is given that responsibility.

The size of judiciaries varies greatly across Pacific Island Countries; the resources available also vary considerably as do the administrative structures. In the circumstances it is difficult to know who will be tasked with the provision of Public Information. Whilst overall responsibility lies with the head of the Judiciary the task will most likely be delegated. In an ideal world it would be the responsibility of a small judicial committee but the task may be delegated to an administrative officer.

When using the toolkit please remember that we don't know who you are or what your experience is. You may well be familiar with some of the concepts explained here. You won't necessarily need everything in the kit and you certainly don't need to have read and absorbed everything before you

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<sup>2</sup> Those to whom this toolkit is primarily directed will be all too familiar with the particular issues that confront the Pacific Island Jurisdictions. These include practical difficulties associated with: the fact that people live in small geographically isolated communities, the fact that the cultural and customary approach to the resolution of disputes may not accord with the formal law and procedure, and not infrequently, very limited resources available for the administration of justice.

<sup>3</sup> To be found in the appendix to the Access to Justice Toolkit at [www.fedcourt.gov.au/pjdp/pjdp-toolkits/Access-To-Justice-Toolkit-v2.pdf](http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/Access-To-Justice-Toolkit-v2.pdf)



begin. Start with the overview; you will then have an idea of which materials will be of use to you and where it will be helpful to read in more depth.

## **OTHER RELEVANT TOOLKITS**

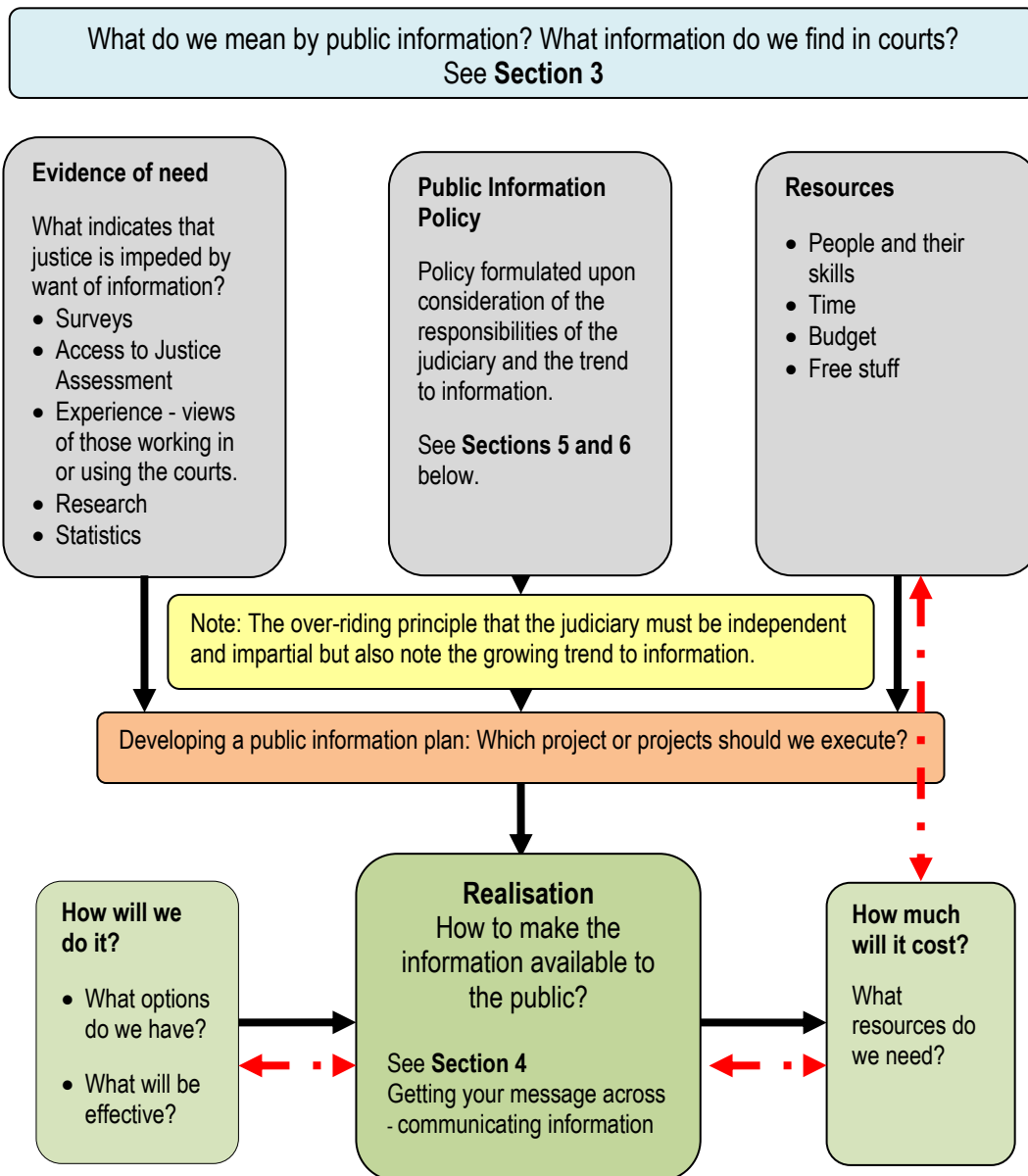
This toolkit is one of a number produced by PJDP which can be found at:

<http://www.fedcourt.gov.au/pjdp/pjdp-toolkits>

The Toolkit on '*Promoting Access to Justice*' is relevant in that it explains the process of conducting an access to justice assessment. [www.fedcourt.gov.au/pjdp/pjdp-toolkits/Access-To-Justice-Toolkit-v2.pdf](http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/Access-To-Justice-Toolkit-v2.pdf)

The Toolkit on '*Producing a Court Annual Report*' is complimentary in that the annual report is an important piece of information designed to fulfil the requirement for transparency and accountability in relation to the administration of justice. [www.fedcourt.gov.au/pjdp/pjdp-toolkits/PJDP-Court-Annual-Report-Toolkit.pdf](http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/PJDP-Court-Annual-Report-Toolkit.pdf)

## 2 OVERVIEW



**Note:** ← - - - - - → The red broken arrows indicate iterative processes where a number of different factors must be balanced. For example: What you can do will depend on your budget, but how you do it will determine how much it costs.

In deciding what to do, you will have to consider evidence of need, policy and your resources. BUT cost is likely to be a limiting factor and you can't know the cost until you have decided on how you will present the information.

Planning will be easier if you have some idea of the different ways in which you might get your message across. Therefore, after a brief review of the kind of information that courts provide, this toolkit will move quickly to the practical process of realisation - how best to communicate information to the public.

### 3 WHAT INFORMATION IS PROVIDED BY THE COURTS?

Public information produced by courts and displayed in courthouses or published by the court, whether in print or on the internet, generally falls under one of the following heads:

1. User information - practical guidance for those using or visiting the court;
2. Education - improved understanding of the administration of justice and procedures - explanations as to what the court does and what to expect when coming to court;
3. Reporting - information regarding what the court has done and how the court has performed.

In addition a fourth category of information is often found in court houses and that is information produced by various organisations regarding services and help they can offer to people involved in court proceedings.

The following tables set out in more detail examples of the kind of information found in courts or published by them. These lists are not exhaustive; they are based on experience, feedback from national co-ordinators, an on-the-spot survey of courts in Australia and England and a study of websites of courts from across the world.

#### User Information

This includes all kinds of practical information for court users designed to help users find their way about, and to understand the way the court works and what is expected of them; thereby helping the court run smoothly.

- Signs giving directions to different offices and courts
- Listings giving the time and place when cases will be heard
- Rules relating to the use of the courthouse - no smoking, no mobile phones, no cameras, no recordings, etc...
- Guidance for court users as to procedures and procedural requirements.
- Description of help for those with special needs
- Information and guidance for parties, defendants to criminal prosecutions, witnesses and observers
- Information about available help and advice including:
  - Where to get legal advice and representation
  - Legal Aid
  - Fee waiver schemes
  - Referrals to related services: government, council, church, etc...
- Court fees
- How to pay fines etc...

### **Education**

Information designed to develop understanding of the justice system - to tell people about the work of the court and what they can expect from it.

- A description of the court for newcomers - Who's who? - an explanation of the roles of different personnel
- Advice on how to behave in court
- Descriptions of a particular kind of hearing e.g. the family court
- Codes of conduct for judges and court staff
- A Court Charter
- Court open days
- Work with schools - participation in citizenship programmes - mock trials
- Liaise with media to facilitate accurate reporting of court business
- Reasoned decisions given in open court

### **Reporting**

Information relating to court performance.

- Case reports - published decisions of the court
- Annual reports
- Statistics
- User surveys and their results

### **Information produced by others regarding the services and help they offer.**

Many organisations exist to provide help to individuals in need. If the issues with which an organisation is concerned affect or are likely to affect people involved in court proceedings the organisations may want to place information relating to their services in the court. Examples include organisations offering:

- Advice and support to the victims of crime and/or the witnesses
- Help to those addicted to drugs or alcohol
- Help and advice to the families of offenders
- Advice or support to those accused of crime
- information describing various rights and how to defend or enforce them
- Help and support to achieve a resolution to a dispute through means other than litigation such as negotiation, mediation or customary practice

## **4 GETTING YOUR MESSAGE ACROSS - COMMUNICATING INFORMATION**

Having decided what information is needed you will have to decide how best to communicate it. The simplest and cheapest method may be a notice either posted on the courthouse wall or printed in a leaflet, but that will not always be the most effective way of getting your message across. Before you start to think about 'how', you should check that you know the answers to the following questions.

1. What is your aim? What do you hope to achieve?
2. Why? Why is this information needed? What problem do you hope to address?
3. Exactly what information is needed?
4. Who is it that needs to know?
5. When do they need to know it? Is it possible to target the information by identifying a time (or stage in proceedings) when those for whom the information is intended are most likely to be receptive?
6. If you are successful what will be the response? Do you have the resources necessary to deal with the anticipated response?
7. Do members of your court staff need training, in how to deal with either the response you anticipate or questions which may arise in relation to the information?
8. How will you know that you have achieved your aim? Can the success or otherwise of your Public Information (PI) be measured?

### **4.1 SIMPLE DIRECTIONS**

Simple directions which tell people where to go or how to do certain things are often posted on notices around the court. Such notices should be clear and simple and should be translated into the predominant local languages. It may be helpful to develop a consistent style. You may also consider colour coding messages for example you might allocate a particular colour to a particular language. Or you might use different colour borders for different kinds of notice; red is often used for notices prohibiting activities like "No Smoking".



Illustrations have the advantage of transcending language and can be very effective. You will find many standard notices in Clip Art within Microsoft Word; more information on how to find and use clip art can be found in section 5 - Practical hints.

### **4.2 MORE COMPLEX INFORMATION**

You are likely to communicate more effectively if you keep your message simple and clear.

If you overload your audience with too much information you risk losing their interest and failing in your objective.

It takes some thought to work out exactly what the intended recipients need to know, and some care to simplify things without being misleading. Identify and emphasise the key points i.e. those matters or facts which are absolutely essential.

A good piece of information should state clearly who it is for and how those people will find it useful. It should answer the major questions the intended users are likely to have, identifying when and why they may need additional information, explaining where that information can be found.

In structuring your message you should take into account the way adults learn, because your aim is in effect to teach your target group something you believe they should know. If you have access to a member of PJDP's Regional Training Team, they should be able to help you.<sup>4</sup>

Adults need to be motivated to learn which means that if they do not think they need the information they are unlikely to pay attention to it. Conversely, if you offer the information at a point in time when people know they need it you will immediately have their attention. There may be an appropriate time, or stage in proceedings, to present information.

Break down the information you want to communicate into its key points. This will help you identify exactly what information you have to get across and you can think about how best to present it.

Key points can be given 'tags' or names which can be used to recall the more complex idea. When you first introduce people to the message they will need a full explanation of each point but with a little reinforcement they will recall the point at the mention of its 'tag'. Later you can reinforce your message simply by identifying the key points. If you think about some of the adverts you have seen on the television, an advertising campaign often begins with relatively long expensive adverts explaining the virtue of the product, but later the adverts are shorter and invoke the memory of the longer message with just a few key words or images.

**Reinforcement** is an important element of learning because our memories are laid down in the brain in much the same way as a path is worn through the bush; the more often the route is travelled the clearer the path becomes.

### **4.3 CHOOSING THE MEDIUM**

Thinking about the particular individuals you want to reach may provide the answer to how you should reach them and when and where you should try to make contact.

You should be able to say:

- Who you want to reach
- How they habitually receive information. Are they primarily oral or do they prefer written information
- The approximate number of people in the group
- Where they are likely to be
- The kind of things they listen to, or look at.

If your aim is to give information to people who are actually in the courtroom, a notice on the wall may be an obvious choice for simple messages such as, 'No Smoking', 'Silence', 'No mobile phones' etc... If your message is for a particular sector within society there may be a place where they can be found, e.g. if you wish to inform women there may be women's groups that they attend.

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<sup>4</sup> The basic principles of adult learning are discussed in a little more detail in Section 7 below.

#### 4.4 A SUMMARY OF THE DIFFERENT OPTIONS

Medium	Method of communication	Advantages	Watch points
Notice or poster, Bill board	Text Pictures Diagrams	Relatively cheap, can be sited strategically. Long lasting.	Needs to be taken down when outdated. If they are not changed people get used to posters and notices which lose their impact over time.
Leaflets or pamphlets	Text Pictures Diagrams	Relatively cheap. Can be kept by recipient for reference. Long lasting	Need to be kept up to date. Out of date leaflets must be removed from circulation.
Internet Website	Text Pictures Video Diagrams Spoken word Music	Costs can be high A website requires skill to design and create which means it can be expensive unless you have such a person on staff. Easy to update (if you have the knowhow) Allows users to take what they need.	Do the people in your target group have regular access to the internet and do they use it? Requires someone capable of ongoing management and updating.
Email - mailing list or news group	Text + attachments	Cheap and very closely targeted.	Do the people in your target group have regular access to e-mail and do they use it?
Public events e.g. Village meetings Women's Groups Church Schools - citizenship programs	Spoken word Music and song Action theatre and role play	Can address selected sections of society Direct and interactive Can be very high impact. Can respond to needs or questions expressed by the audience.	Can be resource intensive - sessions need careful planning (but may be repeated with different groups).
Advice and Information given by court staff	Spoken word	Direct and interactive - Information and advice can be tailored to the particular needs of the individual.	May create heavy demand on staff time. Information and advice must be correct and appropriate - Staff training may well be needed.
Radio	Spoken word Music and song	Potential to reach large proportions of society. Suitable for major announcements.	Transmission only - not interactive
TV	Spoken word + Visuals	May be very expensive.	Transmission only - not interactive - who will see it?

## 4.5 WATCH POINTS

Having decided how you will produce your information you should bear in mind the following general points:

- **Employing an 'expert'** - if you employ someone else to produce your information you must give very careful instructions and check, and double check, that they have interpreted your message correctly.
- **Language** - you will have to make sure that any information or advice is available in those languages used by the individuals who make up your target group. It is unwise to leave accurate translation to trust. Have whatever is written back-translated; find someone who speaks the language in question but has not seen your document before and ask that person to read the information back to you in your language.<sup>5</sup>
- **Time and Place** - if you are aiming at a larger group you may be able to identify a place where they gather or a time when they can be found. For example: if you want to tell people how to pay a court fine, a leaflet handed to them in court when the fine is imposed is the obvious solution. If you want to be heard by the victims of domestic violence you might choose to address the members of a women's group.
- The **language and form** of presentation you use should be appropriate for the age or other characteristics of the particular target group.
- You should put in place a mechanism for checking that all information is **up to date**. Old, out of date material is misleading and can be dangerous.
- **Anticipate the likely response**. Is the information you are producing likely to engender some particular response, e.g. an increased number of enquiries or applications? If so, does your court have the resources necessary to deal with them?
- **Information overload**. If there are too many notices posted or if you include too much information in a leaflet or presentation your audience may simply switch off. Review the notices posted in court regularly. Are they all really necessary? The fewer there are the more likely people will take note of them. When it comes to leaflets and more complex information, concentrate on the key points. If necessary you can tell people where they can find additional information if they want to know more.

## 4.6 KEEPING THE COST DOWN

If resources are tight you may need to be inventive and you should certainly think creatively and use every possible resource. Can you identify individuals with particular skills? You might consider whether any of the following could play a part:

- Volunteers
- A judge or court officer who would like the challenge of putting together a simple web-site
- Running a competition to produce a poster
- Children and/or schools - you may be able to involve children in producing and illustrating posters
- Information already in the public domain. Do not forget that helpful information and analysis may already exist and be available to you in existing reports

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<sup>5</sup> The saying, "The spirit is willing but the flesh is weak." was once translated into Russian as "The vodka is good but the meat is a bit off."



Examples of some very creative thinking can be found on the internet:

- <http://www.youtube.com/watch?v=982gl8D2leU> creative village - an Amnesty Canada Urban Canvas project - Article 6 UDHR
- <http://www.youtube.com/watch?v=XE1nku6fVrE> Song on children's rights
- [http://www.youtube.com/watch?v=LN\\_70HXxd5Y](http://www.youtube.com/watch?v=LN_70HXxd5Y) UNICEF UK song 'We've all got rights'
- <http://www.youtube.com/watch?v=mJggYdw3l0k> BMZ German federal Ministry for Economic Cooperation and Development Cartoon on children's rights
- <http://www.youtube.com/watch?v=Dzlyo69t9Jk&list=PL6E84D3C594844BD7> Save The Children Australia - cartoons on children's rights.

Depending on the message you are trying to get across it is worth looking to see what is already available on the internet. You do not have to reinvent the wheel if a principle or procedure is adequately explained on the website of another organisation you could refer people to it.

- The Pacific Regional Rights Resource Team website has some useful information <http://www.rrrt.org>
- The Magistrates' Association (England and Wales) has a website which includes information for the public regarding what magistrates do - it is well worth looking at their pages on education <http://www.magistrates-association.org.uk>
- You may also find interesting ideas and free materials at <http://www.citizenshipfoundation.org.uk>

If you decide to produce your public information in-house you will find some practical hints about the production and presentation of public information in Part 2 below.

## **5 WHAT INFORMATION SHOULD YOU PRODUCE?**

Before producing any item of public information you must be satisfied that it is appropriate for the judiciary to provide such information; this is a question of principle. There should also, of course, be evidence that it is needed. Such evidence may come from the observations and experience of your judges, but analysis of court records, surveys and other data may also indicate where the need for information might increase access to justice.

Until recently the tendency has been for judiciaries to interpret what principle allows in a restrictive manner. However things are changing and it is worth taking a moment to consider how the judiciary's role in relation to public information is being developed before discussing why it may be helpful for you to formulate a statement of your judiciary's public information policy.

### **5.1 THE JUDICIARY'S ROLE**

#### **5.1.1 The trend to information**

Across the world, judiciaries are beginning to recognise that their responsibilities include the provision of public information. Annual reports produced by courts are starting to report on the provision of public information. Additionally, strategic plans for court administration sometimes now include a statement of policy regarding public information together with a strategy for its implementation. Considerations responsible for this trend to information include:

1. As those who administer the courts have been required to reflect on the way they operate with a view to improvement, they have recognised that the provision of certain information can facilitate the efficient and effective administration of justice. This includes very practical information of immediate use to court users and extends to information which furthers the public understanding of the role of the judiciary.
2. Transparency and accountability are now expected in the operation of all public bodies and demand the release of information. The judiciary and their courts are no exception.
3. The reasons why individuals fail to access justice are innumerable, but ignorance is doubtless a significant factor; whether ignorance of the existence of rights or ignorance of how to go about enforcing them. It is now recognised that access to justice can be significantly improved by education and the provision of information. The responsibilities of the judiciary extend beyond the administration of justice to equality of access.

The responsibilities of the judiciary as regards to the provision of information to the public have been considered by The Judicial Integrity Group<sup>6</sup> (JIG). JIG is an international group comprised of Chief Justices and Superior Court Judges; it formulated The Bangalore Principles which were confirmed internationally before being published in 2002. JIG has since considered the application of those principles in an in-depth commentary and more recently the responsibilities of the judiciary regarding the implementation of the principles.

#### **The Bangalore Principles**

1. Judicial independence
2. Impartiality
3. Integrity
4. Propriety
5. Equality
6. Competence and Diligence

<sup>6</sup> For the history of this group and an explanation of its work promoting judicial integrity see: <http://www.judicialintegritygroup.org/> All JIG publications can be found at this site.

In 2010 JIG produced recommendations entitled, “Measures for the Effective Implementation of the Bangalore Principles of Judicial Conduct” (The Measures). A section of that document sets out the responsibilities of the judiciary and these include a number which relate to the provision of public information either explicitly or implicitly.

### **5.1.2 Summary of the responsibilities of the judiciary relating to the provision of public information as identified by JIG in The Measures.**

1. Making the community aware of the principles of judicial conduct as adopted by the judiciary.
2. Where appropriate using information and communication technologies to strengthen the transparency, integrity and efficiency of justice.
3. Publishing an annual report of its activities.
4. Facilitating and promoting access to justice.
5. Making information regarding the time and venue of hearings available to the public and ensuring the public can attend proceedings in all but exceptional cases.
6. Ensuring that the public, the media and court users have reliable access to all information pertaining to judicial proceedings both pending and concluded.
7. Ensuring that standard, user-friendly forms and instructions, and clear and accurate information on matters such as filing fees, court procedures and hearing schedules are made available to potential court users.
8. Ensuring that witnesses, other court users and interested members of the public have access to easily readable signs and publicly displayed courthouse orientation guides. Court personnel should be provided to respond to questions through public information services. They should be available close to court entrances. Provision should be made for special-need users, such as children, victims, and the disabled.
9. Giving consideration to the initiation of outreach programmes designed to educate the public on the role of the justice system in society and to address common uncertainties or misconceptions about the justice system.
10. Affording access and appropriate assistance to the media in the performance of its legitimate function of informing the public about judicial proceedings, including decisions in particular cases.
11. To consider, where appropriate and desirable, such initiatives as the encouragement of *pro bono* representation of selected litigants by the legal profession, the appointment of *amici curiae* (friend of the court), alternative dispute resolution, and community justice procedures, to protect interests that would otherwise be unrepresented in court proceedings; and the provision of permission to appropriate non-qualified persons (including paralegals) to represent parties before a court. (Potential litigants would have to be informed about these options in order to benefit from them).

This trend is reflected in the performance indicators chosen by PJDP members at workshops in Raratonga in June 2011. The jurisdictions which form PJDP considered how the performance of their courts might be measured and in so doing agreed 15 performance indicators, which they called ‘The Cook Island Indicators’. Performance against these indicators in each jurisdiction was assessed and used to produce the 2011 Court Baseline Report<sup>7</sup> which establishes a baseline against which courts can measure their performance in future. Indicators 13, 14 and 15 relate to the publication of information regarding the working of the court.

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<sup>7</sup> <http://www.fedcourt.gov.au/pjdp/materials-developed>

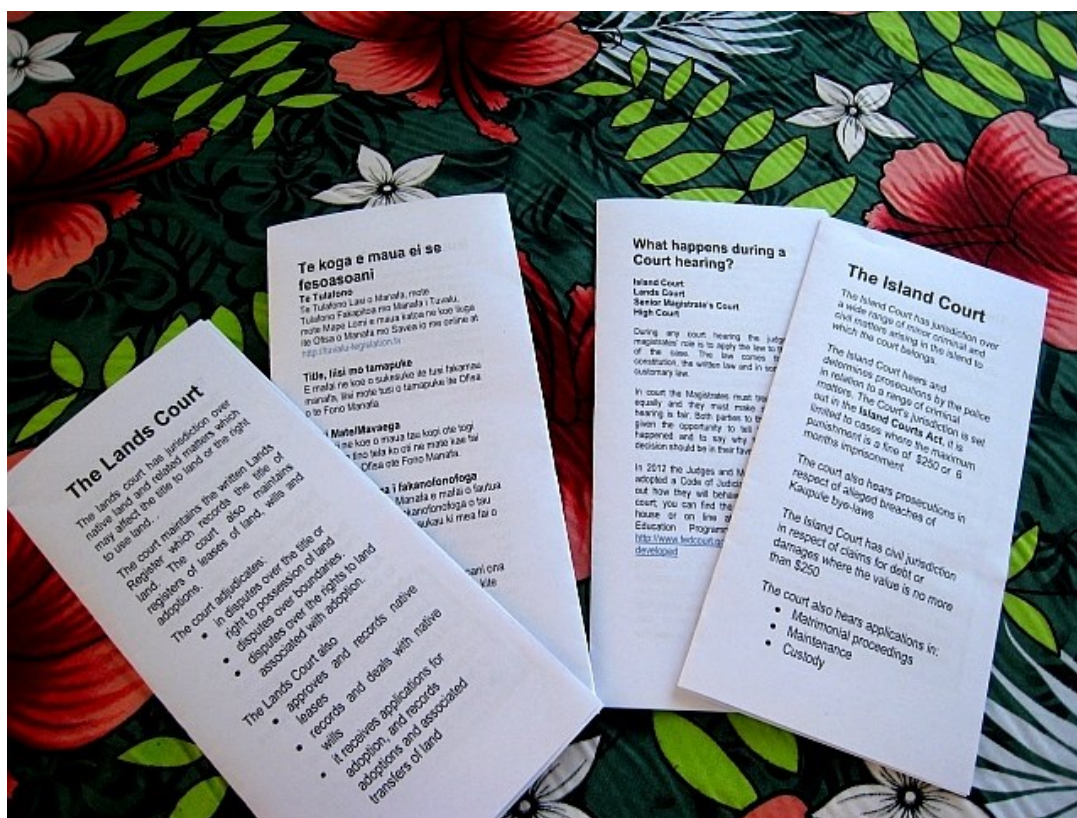
## The Cook Island Indicators

13. Court produces or contributes to an Annual Report that is publicly available during the following year.
14. Information on court services is publicly available.
15. Court Publishes Judgements on the internet (court website or Pacific Legal Information Institute).\*

\* <http://www.pacii.org>

If you are in a position to look at some of the information being published by courts on the internet you will get a flavour of how judiciaries are responding to this trend and developing their role in relation to the provision of information. This is particularly so as regards the responsibility to educate. From cautious beginnings judiciaries are now interpreting their educative role more broadly; so the UK Supreme Court sees it as its role to “*promote knowledge of the importance of the rule of law, not least as a guarantee of democratic freedom.*” and undertakes to promote an understanding of “*the ways in which justice should be rightly administered.*”

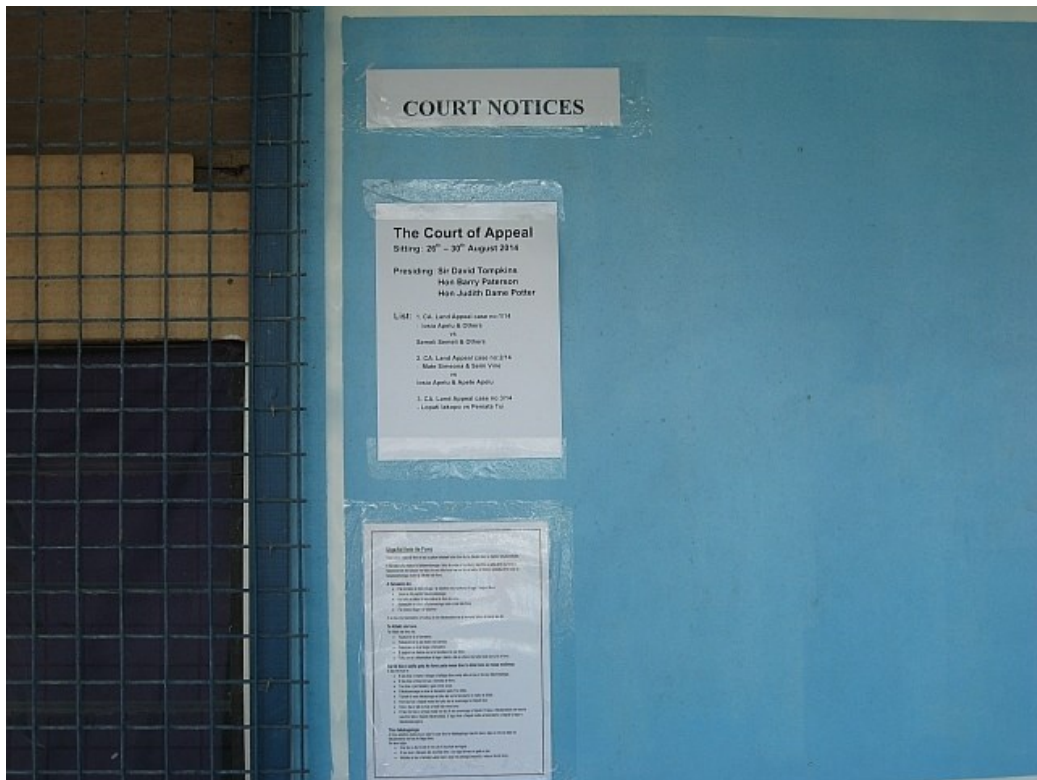
### 5.1.3 Some examples illustrating the trend to information



LEAFLETS PRODUCED IN TUVALU DURING FIRST PILOTING VISIT



**POSTERS OF CODE OF JUDICIAL CONDUCT FOR TUVALU - NUKULAEAE**



**COURT LISTS POSTED FOR THE FIRST TIME IN TUVALU – JUNE 2014**

Welcome! You are visitor no. 794260 | Home |

JUDICIARY BRANCH  
 REPUBLIC OF PALAU

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**Fees**

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**Judiciary Branch**

The Judiciary's purpose is to preserve and enhance the rule of law by providing a just, efficient, and accessible mechanism for resolving disputes. The Judiciary will interpret and apply the law, as modified by custom and tradition, consistently, impartially, and independently to protect the rights and liberties guaranteed by the laws and Constitution of the Republic of Palau.

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### **The rationale behind educational information:**

Judges should also recognize that not everyone is familiar with these concepts and their impact on judicial responsibilities. Public education with respect to the judiciary and judicial independence thus becomes an important function, for misunderstanding can undermine public confidence in the judiciary. There is, for example, a danger of misperception about the nature of the relationship between the judiciary and the executive, particularly given the Attorney General's dual roles as the cabinet minister responsible for the administration of justice and as the government's lawyer. The public may not get a completely balanced view of the principle of judicial independence from the media which may portray it incorrectly as protecting judges from review of and public debate concerning their actions. Judges, therefore, should take advantage of appropriate opportunities to help the public understand the fundamental importance of judicial independence, in view of the public's own interest.

*Ethical Principles for Judges - Canada*

### **Strategic objectives for the administration of the Court**

1. The UKSC will create an environment, which effectively maintains the independence of the justices, in which they can carry out their work protected from external pressures and which empowers them to develop the Rule of Law.
2. The UKSC will maintain and increase confidence in the administration of justice throughout the United Kingdom. It will promote transparency in, accessibility to and knowledge of the ways in which justice should be rightly administered. It will thereby promote knowledge of the importance of the rule of law, not least as a guarantee of democratic freedom.

*United Kingdom Supreme Court  
Annual report and accounts for 2012 - 2013*  
<http://www.supremecourt.uk>

NOTE: These are the first and second of 8 objectives, for the full list go to <http://www.supremecourt.uk/news/the-supreme-court-annual-report-and-accounts.html>

## **6 A STATEMENT OF PUBLIC INFORMATION POLICY**

Your judiciary will find it a useful exercise to formulate a statement of your public information policy. Doing so will provide an opportunity for you to discuss the principles which should govern the provision of information, the extent of your responsibilities and the resources available to you. Once formulated, the statement will provide a basis for future development and distribution of information as well as being a useful reference for individual judges and administrative staff. Depending on the size of your judiciary it may be appropriate to set up a committee to lead in these matters.

The statement should address the following points:

1. The judiciary's policy and principles to be applied in fulfilling its PI responsibilities,
2. what information should be provided, and
3. a strategy for its provision.

### **6.1 GUIDING PRINCIPLES**

In the introduction to this toolkit, reference was made to the need to determine where the balance lies between promoting awareness and access to justice and the fundamental principle that the judiciary must be, and be seen to be, impartial and independent. You may wish to include something along the following lines in your policy statement:

*In all its dealings with the public the judiciary will bear in mind the principles of judicial conduct and the need for judicial action to exemplify those principles. Public information provided by the judiciary should reinforce the core values and do nothing that might undermine them.*

*In particular neither the judiciary nor an individual judge should do anything that may put in doubt the independence or impartiality of either the individual judge or the judiciary as a whole. This must be reflected in judicial communications with the public; care should be taken to avoid giving the impression that the judiciary or individual judge might be either partisan or political.*

You may wish to address the issue of **information produced by others**. Will your courts provide a place for it to be displayed? Is there a need to vet such information or is it enough to make it clear that it does not come from the judiciary?

### **6.2 WHAT INFORMATION WILL YOU PROVIDE?**

A useful starting place might be to consider the responsibilities enumerated in JIG's Measures. Your judiciary may be prepared simply to adopt those or it may prefer to formulate its own statement of responsibilities in relation to the provision of information to the public.

When it comes to producing information, what you can do will almost certainly be limited by resources, therefore you will need to explain how you will choose between potential projects and whether certain kinds of information should be prioritised.



When you choose between different projects you will find it useful to have the following information in relation to each proposed activity:

1. What is the information and how will it be published or disseminated?
2. Why? Is this necessary to fulfil the PI responsibilities you have identified? Is there evidence of a particular need?
3. What are the aims?
4. What resources are required?
5. What outcomes are anticipated?

**Note:** At the time of planning you will only be able to estimate the effect of providing information by reference to the outcomes you anticipate. In planning you should consider how evidence of the actual outcomes can be obtained so that you can evaluate the project.

In choosing between potential PI projects it may help to consider what evidence you have as to the need for information. This might be in the form of statistics collected for the purpose of your annual report, from surveys you have conducted, other feedback from court users, or from specific studies such as an access to justice assessment.

Choosing what you can undertake at any one time will not necessarily be an easy exercise, you will have to consider the question from a number of view points and draw a balance. Asking the following three questions may be helpful:

1. Are the aims appropriate?
2. Which projects will give maximum return for investment?
3. What is the value in terms of contribution to the administration of justice?

### **6.2.1 Appropriate aims**

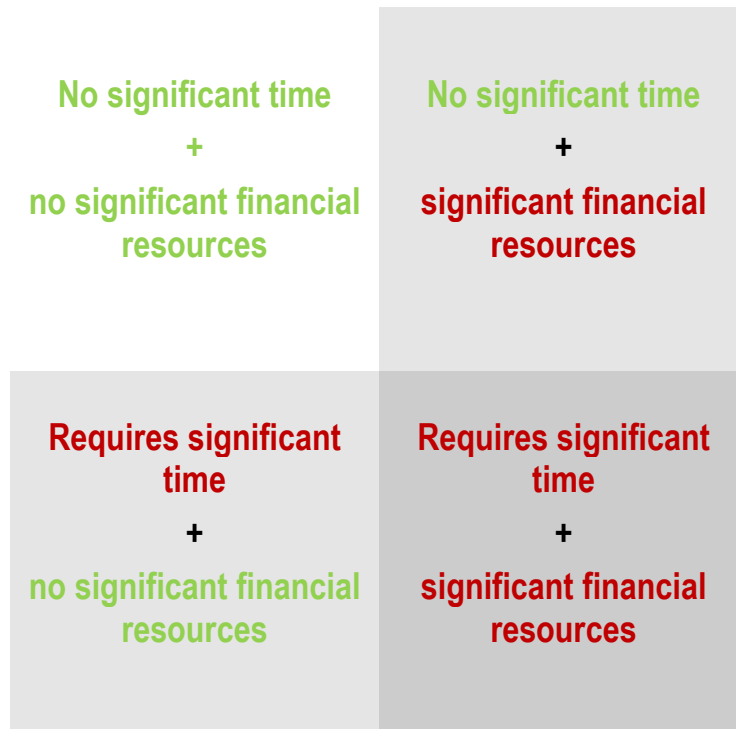
Whether or not a particular information project is appropriate information might be tested by reference to the aim behind its publication. Appropriate aims might include:

- Improving or facilitating the efficient administration of justice.
- Increasing public understanding of the justice system.
- Enabling access to justice both in practical terms and by removing those barriers created by lack of understanding or fear.
- Promoting confidence in the justice system by demonstrating transparency and accountability.

### **6.2.2 Which projects will give maximum return for investment? - A pragmatic approach**

A sound and practical way forward might be to choose first those PI projects which offer the biggest return for the resources invested.

But you may be able to achieve a great deal by quickly implementing those measures which have minimal resource implications.



### 6.2.3 Value or worth. Value in terms of contribution to the administration of justice

The former approach alone may be too simplistic in that it takes no account of the worth or value of the anticipated outcome and could result in a failure to address some very important projects simply because they are more difficult and resource intensive. This is why your statement of policy should identify those aims which must be addressed and any information you consider to be essential.

### 6.2.4 Strategy

Finally your statement should address the question of how your judiciary will deal with the challenge of providing adequate public information. The answers to that question will doubtless reflect the resources you have to work with. These vary enormously across the Pacific jurisdictions. It may be that you have the resources to set up a committee which can devote significant time to this activity; alternatively this may be one more responsibility to be carried by a very small team. Whatever your resources an annual **Public Information Plan** will be useful.

At the most basic your plan might be a very concise report in which you identify the available budget, take a critical view of the information you currently provide and identify what you should do in the forthcoming year.

#### Annual Public Information Plan

- Budget
- Review of public information provision against identified PI responsibilities - explaining how evaluation was conducted.
- What is planned for the forthcoming year? What new information will be produced and/or what revision of existing information will be undertaken.

## **7 A CASE STUDY: PILOTING PUBLIC INFORMATION IN TUVALU, 2014**

### **7.1 FIRST VISIT: JUNE 2014**

The first of two visits to pilot the toolkit on public information took place from 10<sup>th</sup> to the 28<sup>th</sup> June, 2014. Tuvalu is a very small country with approximately 10,000 people spread across 8 island groups. There are 88 local Magistrates, one Senior Magistrate and one non-resident Chief Justice. The judiciary works with minimal staff and a very limited budget. At the time of this visit the Senior Magistrate, the only law qualified resident judge, was on leave pending his retirement on 10<sup>th</sup> July 2014. There was, at that time, no new appointment.

Therefore, during the initial visit I worked with the local magistrates<sup>8</sup> to decide what public information could realistically be produced that would improve people's understanding of the working of the courts and improve their access to justice. The local magistrates' are not law trained but do have very considerable experience and wisdom. English is not their first language, 1/3 are comfortable communicating in English. Sala Tapu, the President of the Funafuti Island Court provided invaluable support in the form of translating and in making sure everyone could follow proceedings.

In the opening workshop the magistrates identified the need for the court to professionalise its appearance in order to communicate that it is professional, organised and efficient. The magistrates felt there was a need for very basic information regarding the court and identified the need for a court notice board. They also voiced the wish to develop notices and leaflets giving basic information about the court.



**The main entrance to the Senior Magistrates Court, High Court and Court of Appeal Tuvalu without any identification in June 2014.**

<sup>8</sup> The Chief Justice Sir Gordon Ward could not be in Tuvalu at the time of my visit but was kept informed of our activities via email.

## **The Materials Produced**

Copies of the materials produced during the piloting exercise are set out in the annex to this toolkit.

## **Piloting**

The toolkit must meet the needs of some very different jurisdictions. In order to test how the toolkit was received and whether it provided the necessary resources to develop capacity I tried to draw a line between providing support to the local magistrates and 'doing it for them'.

In working with the local magistrates it soon became clear that there are a number of factors which make it very difficult for them to produce and disseminate the kind of information they identified as being needed. Basic communication at a local level is time consuming and not always effective; for instance, not everybody has a phone. Financial resources are very limited, as is basic equipment. The need for the production of information to be sustainable meant these limitations had to be borne in mind, even though PJDP's input removed constraints to some extent during the currency of the project. The magistrates' access to and ability to use word processing facilities is extremely limited and printing facilities are scarce; anything to be printed often has to be downloaded to a memory stick and taken elsewhere for printing. By way of example, documents PJDP had asked to be printed before my arrival had to be taken to a commercial print-shop (at considerable cost) because the Senior Magistrate and his Registrar were on circuit in the outer islands and the Clerk to the Magistrates had no access to the printer in the Senior Magistrate's Office. In view of such limited resources it was necessary to be very realistic in setting our targets.

The principal participants were the local Funafuti magistrates. Whilst formally on leave, the Senior Magistrate Afele Kitiona came in on most mornings once he returned from the outer islands, and was ready with support and advice.

In 2011 Tuvalu developed a Code of Judicial Conduct (CoJC) with the support of PJDP. At our initial meeting I asked about the CoJC and was told they had all received a copy in Tuvaluan, but whilst one or two were aware of its content, the majority did not fully appreciate its relevance as a guide to their judicial practice.

Additionally, public awareness of the CoJC was wanting. The Peoples' Lawyer, the Attorney General and the Lands Director (who has administrative responsibilities in relation to the Lands Court) indicated that they did not know about it and had never seen a copy. (That has been rectified)

Since one of the subjects the magistrates' identified for the Public Information Project (PIP) was how parties and the public should behave in court, I encouraged the magistrates to include a statement of what could be expected in terms of their own behaviour and that of the clerk to the court in the guidance. The guidance produced refers to the CoJC. In order to encourage continued awareness of the code I suggested that the full code be displayed in each court room in both Tuvaluan and English. This should make the public aware of the code and encourage the magistrates to keep it in mind. PJDP organised the printing and lamination of the code in poster form. This was done in Australia since there are no facilities capable of laminating large posters in Tuvalu.

The initial piloting of the toolkit was successful, in that the magistrates read the toolkit and their responses in our final reflection session suggested that they had gained an awareness of the importance of providing information to the public. Additionally, the toolkit was successful in assisting magistrates to identify what public information was needed and why. The magistrates drew up an action plan which identified the following activities (now completed):

1. Improving the appearance of the court and its offices so as to communicate the message that the court is professional and organized; tidying up the court and the Clerks' offices and keeping them tidy clean and organized
2. User information for those attending court: signs and notices around the court house - the court house is the property of the Kaupule (Town Council) and the magistrates needed their permission to erect a notice board.
3. Information designed to educate the public as to what the court does and the different roles of the Island Magistrates and the Lands court. At first in the form of leaflets but might in future be extended through to the radio - and possibly by developing a role for the court in the school citizenship programmes.
4. Guidance on how to behave in court - to be related to what users can expect of the magistrates with reference to the CoJC
5. An information point with information about where to go for help and advice + a display of relevant literature.

Several of the magistrates became particularly enthusiastic about the importance of Public Information. They informed me that they planned to meet again to work through the toolkit, in particular to help those with less understanding of English. It was gratifying to see them come together as a group and to see them become aware that they could initiate change and take action to effect it.



Island Court signs newly painted on the entrance to the court

## **What happened?**

The magistrates put some real effort into cleaning and tidying the court room, which was further improved with signs and notices. Statute gives the Kaupule the duty to provide a courthouse for the two local courts. In Funafuti the building is a separate structure behind the Kaupule building; it is raised and naturally ventilated. It has two small ante rooms which are used respectively by the Lands Court and the Island court to store their statutes, bench books and the flag with which they cover the bench when they are sitting. The court clerks' offices are in the adjoining Kaupule building.

The court name was painted on the door and with help on the computer; we produced some basic signage and a notice explaining how to behave in court.

The head of the Kaupule was approached and gave his permission for a court notice board to be placed next to the Kaupule boards at the front of the Kaupule building.

Sala worked with me to develop two leaflets. One describes the work of the Island Court; the other is entitled "What happens in Court" and describes court proceedings in generic terms, explaining the role of the court. I worked with a clerk from the Lands Department to create a leaflet describing the work of the Lands Court. She had started something similar during another workshop but progress had stalled because she was not sure of the relevant law; she was keen to get something in print and translated the leaflet overnight.

The leaflets were shown to the Senior Magistrate, the Peoples Lawyer and others for comment. The translation of the final two leaflets has since been translated as well. We printed approximately 60 copies of each leaflet before I left. Sustainability requires that the computer files for the leaflets be kept, updated and printed locally. However, PJDP organised for a supplementary print run in Australia to ensure a good initial supply.

One magistrate, Iosefa Elisala, was particularly keen to establish a link with the school, he had arranged for the director of the School to come and see me, but he was unable to contact me to let me know so the meeting did not take place. We left it for the magistrates to discuss with the school whether or not there is an appropriate time in the school syllabus for them to visit and make a contribution.

On reflection, we decided explanations on the radio were safer in the hands of the Senior Magistrate. It was agreed that it would be good if court sittings were notified but this was not progressed at the time of this toolkit being finalised.

Information point - when the court sits the leaflets we produced will be displayed in the court room together with any relevant literature from other organisations such as RRRT or the People's Lawyer.

The project officer in Sydney organised the production of two A2 posters one with the CoJC in English the other in Tuvaluan which will be encapsulated, at least 9 copies of each, enough for display in every court house on Funafuti and the outer islands.

With the help of the Registrar, Akoakoga Tiu Kalala, we endeavoured to mirror the changes at the local court at the court house where the Senior Magistrate and the High Court sit. There were simply no materials to make a notice board for this court house so we painted a frame on the wall. Before I left, the dates and listings for the Court of Appeal sittings in August were posted.

It has not been customary for sitting dates or lists to be posted at either court and yet all the clerks informed me that this information is what people enquired about most often.

We agreed that Sala and or other magistrates should visit the outer islands to tell them what we have done and to take them materials for their courts. We printed and laminated copies of our notices to be taken out with the CoJC posters.

The magistrates expressed the intention of running a court open day perhaps to coincide with another event at the Kaupule.

One of the principal achievements during the first visit was the recognition by some of the magistrates that they could take charge in their own courts to improve public information. I think they had long recognised the need for some of the things we put in place but had not thought they could take the initiative in providing them.

The text of these materials is effectively out of the magistrates' reach because it exists in computer files to which they have no direct access. If they are unable to keep the information under review the leaflets will become outdated, however I am assured that the new Senior Magistrate will ensure that the magistrates have the help necessary to access the files if and when amendments or updates are needed.



**Semeli Manase President Funafuti Lands Court and Peniata Tui Magistrate Lands Court**

## 7.2 THE SECOND PILOTING VISIT OCTOBER-NOVEMBER 2014

A second visit was conducted in October/November, 2014. The posters and leaflets had by then been printed and shipped to Tuvalu. The objective of this second visit was to consolidate our earlier work and to roll out the Public Information Project (PIP) to the outer islands which had not been included in the first visit activities. Originally we planned to visit the courts on four of the 7 outer islands. We succeeded in visiting one, Nukulaelae before boat schedule changes and other factors forced us to revise our plans. Instead a workshop was conducted in Funafuti which was attended by representatives (the President and Vice-President) from each Island Court. During the workshop we explained what we had done and distributed materials to be taken back for display and distribution. That workshop included representatives from the Kaupule (town council) of each island and thus allowed us to spread awareness of the materials which were now available to those outside the court.



Sala, Akoakoga and me at the workshop in Funafuti

The extra days recovered by virtue of not having to travel to the Northern Group allowed us to translate the two leaflets which we had not managed to translate during the first visit. Copies of the Tuvaluan language versions were printed shortly after the second visit by PJDP in Sydney and sent out to Tuvalu.

The new Senior Magistrate, Simon Kofe was appointed shortly before the start of the second visit, this was a very important development since as the only resident full-time judge the Senior Magistrate has *de facto* day-to-day responsibility for ensuring that the courts are effectively administering justice. He will go on circuit to the outer islands 2 or 3 times a year and is the only person who can check on what is happening and prompt continued action with respect to the provision of information to the public. The Senior Magistrate had already taken steps to clear a backlog of cases he inherited and to instigate procedures designed to improve the court's case management and recordkeeping. His attitude resonated with magistrates' desire to professionalize their courts, I left Tuvalu hopeful that this initiative will be both sustained and further developed.





Simon Kofe - Senior Magistrate Tuvalu

### **The Way Forward - Lessons & Recommendations:**

Prior to this activity the magistrates had not thought about or recognised their responsibilities with regard to informing the public. The simple message that they can and should help the public understand what the courts can do is an important one.

Resources can be desperately limited in small Pacific countries, the budget provided for the administration of the courts is often small and it is difficult to do things without money. In some cases the provision is so clearly inadequate, especially when compared to government resources, that one is forced to question whether the government appreciates how this reflects on its priorities.

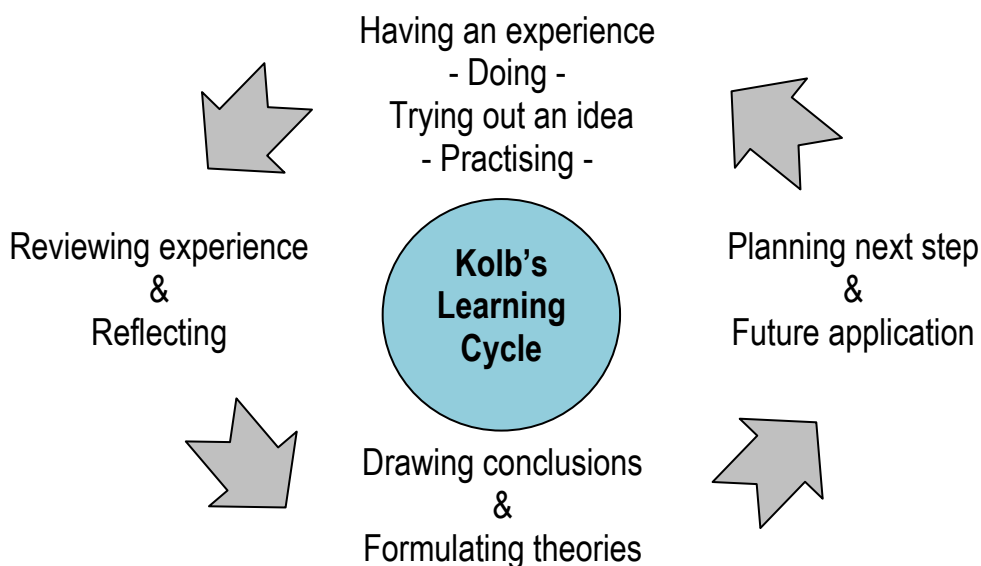
## 8 HELPING ADULTS LEARN

When you explain how to do something, or tell people how the court works, you are teaching them and you will find it useful to know a little about how adults learn. Adult learning is a big topic, what follows is a very simple outline of the key points about adult learning should you bear in mind.<sup>9</sup>

**Motivation** is a key point in relation to adult learning because adults generally learn only what they think they need to know. You do well to begin by telling adults why they need to know whatever you are about to tell them. (Just as we explained why you need to know about how adults learn in the paragraph above.)

**Styles of Learning** are also key to adult learning in that each adult will have his or her own preferred approach to learning, some are more active others more reflective and theoretical some like to read their information whilst others prefer to hear it or to see it illustrated. You cannot know the learning styles of each member of the public; therefore try to cater for as many as possible.

**Cycle of Learning** (Learning Cycle) Learners learn through experience, reflection, theory and practice which gives further experience. It might all start with a new idea (theory) which an individual puts into practice. Once the individual has gained experience through practice, they think over what happened (reflect) and may develop the theory or think of ways to improve their practice. They can then plan further practice which constitutes a fresh experience upon which the individual can in turn reflect. Each time he or she practices his or her understanding is improved and strengthened and the memory of what has been learned from practice is **reinforced**. This was first described by Kolb and is known as Kolb's Cycle.



### Reinforcement

If you want people to remember what they have learned you may need to reinforce their learning. We build our knowledge and understanding by laying down pathways in the brain which become clearer each time we travel them, just as our feet wear a path through the bush.

<sup>9</sup> For more about adult learning see PJDP's 'Trainers Toolkit' at <http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/PJDP-trainers-toolkit.pdf>

## 9 PRACTICAL HINTS

### 9.1 Posters and Notices

If you have access to a computer and a printer you can produce posters notices and leaflets for the cost of the paper and printing. Many office printers are capable of printing A3 sheets (i.e. twice the size of the standard A4 sheet we use most often for letters etc.

<p><b>A1</b> 594 x 841mm area=0.5m<sup>2</sup></p>	<p><b>A2</b> 420 x 594mm area=0.25m<sup>2</sup></p>	
	<p><b>A3</b> 297 x 420mm area=0.125m<sup>2</sup></p>	<p><b>A4</b> 210 x 297mm area=0.0625m<sup>2</sup></p>
	<p><b>A5</b> 148 x 210</p>	<p><b>A6</b> 105 x 148</p>
		<p><b>A7</b></p>
		<p><b>A8</b></p>

#### 9.1.1 How big is big enough?

If you are producing a poster the minimum size will depend on how much information you need to put on it. Keep text to the minimum and make sure it is large enough to be read with ease.

A4 (210mm x 297mm) or A3 (297mm x 440mm) can be big enough for smaller notices and posters but if you want people to see a notice from afar you may need to go for a larger sheet which may require printing professionally or painting by hand.

#### 9.1.2 Lamination

Given the humidity in most Pacific island countries you should consider laminating any notice or poster to protect it from moisture. It is important to note that lamination merely encloses the printed paper in plastic therefore when you post laminated materials you must **take care not to puncture the plastic layer** with pins, if you do so moisture will penetrate and damage the paper inside.

## 9.2 LEAFLETS, BOOKLETS AND INFORMATION SHEETS

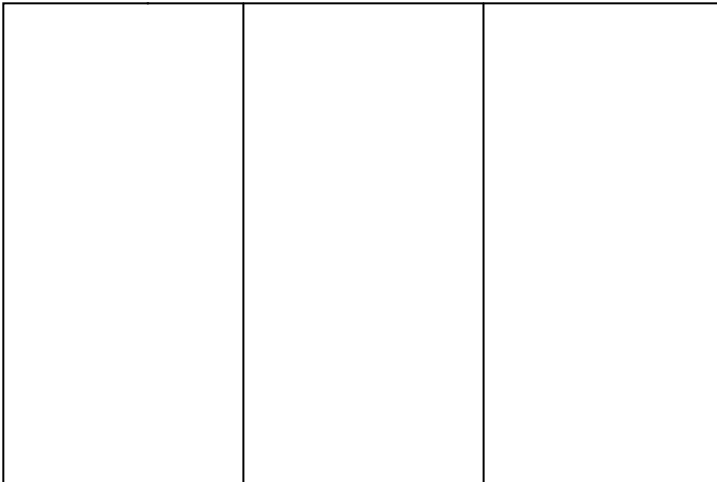
Leaflets are quite commonly produced in A5 (148mm x 210mm - this half an A4 sheet). To produce A5 leaflets you can print 2 leaflets per A4 sheet in landscape and cut the sheet in half after printing.

An A5 booklet may be useful.

Your word processing program almost certainly has the ability to organise the pages automatically for printing in booklet format.

To produce an A5 booklet using Microsoft Word open a new blank document and from the file menu click on..... "page set up"  
then click on..... "margins"  
and from pages click on..... "book fold"  
you must then enter the number of pages in your booklet.

Another common size for leaflets is an A4 sheet three fold (99mm x 210mm)



You will need to layout your leaflet out in landscape selecting three columns from the columns options which you will find under the format menu.

### 9.3 ILLUSTRATIONS

A good illustration can do away with the need for different language versions of the same notice; here are just a few examples of what is available in Clip Art. A web search may provide additional diagrams and pictures.





To find Clip Art go to the insert menu in Microsoft Word, select 'insert picture from Clip Art'

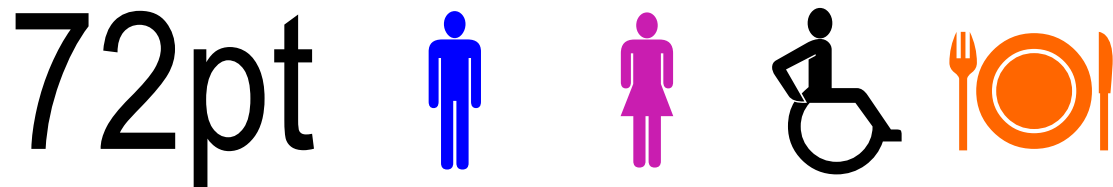
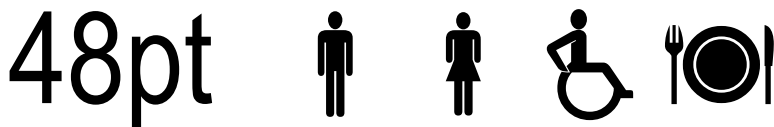
The Clip Art panel will appear and offer you the opportunity to search for Clip Art according to subject.

**Note:** If you are using a different version of windows the procedure may vary a little but the facility will be there somewhere.

#### 9.4 SYMBOLS

Male and female symbols can be found on the drop down 'Insert' menu in Microsoft Word - look for 'insert symbol. You can adjust the size by altering the font size.

At twelve point ♀ ♂ ♿ ♻ they are a little small and rather hard to see but.....



You can alter the colour by changing the font colour if you wish!  
72 point might be useful for a notice for example.....



This was composed using a picture from Microsoft Clip Art, where I searched for 'silence'

The dark blue border was added by highlighting the picture and going to 'format picture' before choosing 'lines' and then selecting a colour and line thickness.

The print in 72pt is put on top of the picture by going to 'format picture', choosing layout and selecting to put the text in front of the picture.

- You will find you can adjust the size of the picture by highlighting and dragging its borders.

### Even Bigger!

It is always worth experimenting to find different effects, but always **save your document beforehand** in case everything goes wrong. You can for example use font sizes greater than 72pt although Microsoft

Word does not appear to offer anything bigger. Just type your chosen value into the font size dialogue box, press return and your chosen value is used. If you choose 240pt you will find that a single letter will fill an A4 page. Many printers can print A3 paper which is a good size for a small poster.

## **9.5 PUBLIC PRESENTATIONS**

Pacific cultures often prefer the spoken word. It is therefore worth considering whether the information you wish to communicate can be transmitted orally.

By way of example in Tuvalu at one time the former Senior Magistrate gave a series of short talks on the radio explaining how the law works.

If you choose the radio as a medium you must plan very carefully what you will say. If possible have your presentation pre-recorded so that you can get it absolutely right before transmission.

### **9.5.1 Meeting groups face to face**

Radio is by its nature a one-way communication, most face-to-face public gatherings will be two-way and you should take advantage of the opportunity to engage your audience in activities which allow them to explore the information you are presenting.

If you have the opportunity to spend time with a group to give them information, the overall structure would usually be as follows

1. Formalities - including welcoming and introducing people.
2. Explanation of the aims and what participants will learn.
3. A brief introduction to the information identifying key points.
4. An activity in which the participants apply the information to a problem or scenario.
5. A review of the activity and what was learned
6. Questions and answers
7. Summing up - repeating and reinforcing the main points.

That basic structure can be used to plan a session of almost any length but if you are to succeed in your aims you must think very carefully about how long each part will take. To be realistic it is helpful to set out a session plan with time allocated for each step. You will have to work hard to keep to your timetable. That can be difficult but will be more easily managed if you explain the time limits to all participants at the outset.

There are many opportunities to explain the working of the courts to the public.

### **9.5.2 Open days**

You might consider staging a court open day when people are invited to visit the court. Information about the working of the court should be on display but the day might include a schedule of activities. The magistrates might choose to enact a simple trial, to run question and answer sessions or to organize talks on particular topics.

### **9.5.3 Schools**

The school curriculum usually includes some kind of citizenship programme in which children look at the way their society is ordered and run. This would normally include a look at the legal system. It may be possible to liaise with schools and arrange for members of the judiciary to contribute to the relevant sessions. In many countries schools mount mock trials in which students act out the roles of various parties to a trial. If the subject matter is carefully chosen as something relevant to youth the exercise can be both educative in terms of understanding the legal process and thought provoking for growing young people facing new choices regarding their behaviour. Magistrates can play a role in helping children prepare for a mock trial or in judging and giving feedback on their performance.



## 10 IN CONCLUSION

Under the leadership of the new Senior Magistrate Tuvalu has resolved to produce its first annual report. The annual report process requires the judiciary and court officers to gather and record evidence regarding the way in which justice is administered, to analyse that evidence and reflect on their performance over the course of each year identifying both strengths and weaknesses. Annual reports are therefore an important source of public information from which the public can judge how well justice is being administered and the rule of law upheld.

The provision of public information facilitating access to the court and its services is one of the indicators used to assess performance and it is therefore likely that your court will, sooner or later, choose to review the information it provides. It is hoped that this toolkit will help and encourage you to embark on that process. The pilot exercise in Tuvalu provides an excellent example of how a significant change can be achieved through relatively simple low cost projects.



The registration of a marriage in the Island Court of Funafuti  
President Sala Tapu and Vice President Tonuu Taani





# ***TOOLKIT FOR PUBLIC INFORMATION PROJECTS***

## ***ADDITIONAL DOCUMENTATION***

Available at:

<http://www.fedcourt.gov.au/pjdp/pjdp-toolkits/Public-Information-Toolkit-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

## *TOOLKIT FOR PUBLIC INFORMATION PROJECTS*

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

