

**The 2nd International Conference on the Training of
the Judiciary: Judicial Education in a World of
Challenge and Change
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**Evaluating Judicial Education
Organizations: What Can and
Should be Measured?**

**Sandra E. Oxner, O.C., B.A., LL.B., LL.M.,
D.C.L., (Hon.), LL.D. (Hon.)**

Articulated Objectives of Judicial Education

I Impartiality

C Competency

E Efficiency

E Effectiveness

= Community Confidence in the
Judiciary

Articulated Standards of Judicial Education

- Number of days per year of judicial education per judge / per member of support staff
- Judicial control of programme and faculty
- Inside or outside of juridical time?
- Long Range Plan

Corporate Structure / Governance

- Committee? Statutory Body? Incorporation under Companies Act?
- Composition
 - Majority of judges
 - Reflective of judiciary including support staff
- Powers

Functions

- Teaching
- Faculty development
- Curricula development
- Program development – teaching tools, plans, self study kits
- Assembly and cataloging of judicial education material, teaching tools, etc.
- Research
 - Statistics gathering, i.e. baseline data
- IT/ Publications
- Evaluation
- Appropriate Fundraising (avoiding conflict of interest issues)

Organizational Structure

- Program Presentation Committee (teaching tools, plans and self study kits)
- Faculty Development Committee
- Curricula Development Committee and Special Topics subcommittees
- Statistics Gathering and Research Committee
- Publications and IT Committees
- Evaluation Committee
- Judicial Career Development Committee (if career judiciary)

Users of Training

- Potential judges
- Newly appointed judges
- Sitting judges
 - special courses for long serving judges
- Judicial support staff
- Bar (ethics and efficiency reform)
- Executive and Legislature
- Media
- Community at large including NGOs and CSOs

Curricula

- Curricula must respond to judicial weaknesses that can be strengthened by judicial education
- Such weaknesses should be identified by judges, court users and the community at large
- Continual evaluation of programs for impact and cost efficiency
- Curricula should respond to both subject and process needs

Faculty Development

- Training of trainers
- Importance of professional adult educator
- Judicial policy for attracting full and part time judicial educators

Programme Evaluation

- Learning achieved/ impact
- Value for money spent
- Attractiveness to judges

Research, Publications and IT

Collection and Cataloging of Judicial Education Material

Budget

- How much is enough?
- What are appropriate sources?

Checklist – What can and should be measured?

- National objectives for judicial education
- National standards of judicial education
- Appropriate corporate structure/
governance
- Appropriate Functions
- Appropriate Organizational Structure
- Appropriate Targets of Training
- Appropriate Curricula

- Appropriate Faculty Development
- Appropriate Programme Evaluation
- Research Facilities
- Publications
- IT
- Collection and cataloging of judicial education materials
- Appropriate budget

**Evaluating Judicial Education and
Judicial Education Organizations:
A Practical Guide for Measuring
Courts' Performance and
Rule of Law Programs**

**Thomas Nelson Langhorne, Esquire
The Langhorne Group, Inc.**

TERMS & DEFINITIONS

- **“PROGRAM EVALUATION”**

Systematic assessment of a program’s results and, within reasonable means, the extent to which that program caused those results

- **“OUTPUTS”**

Products produced by a program activity (e.g., number of judges trained per year: number of courses offered)

- **“OUTCOMES”**

Changes in behaviors, attitudes, skills that benefit the students as a result of the training event

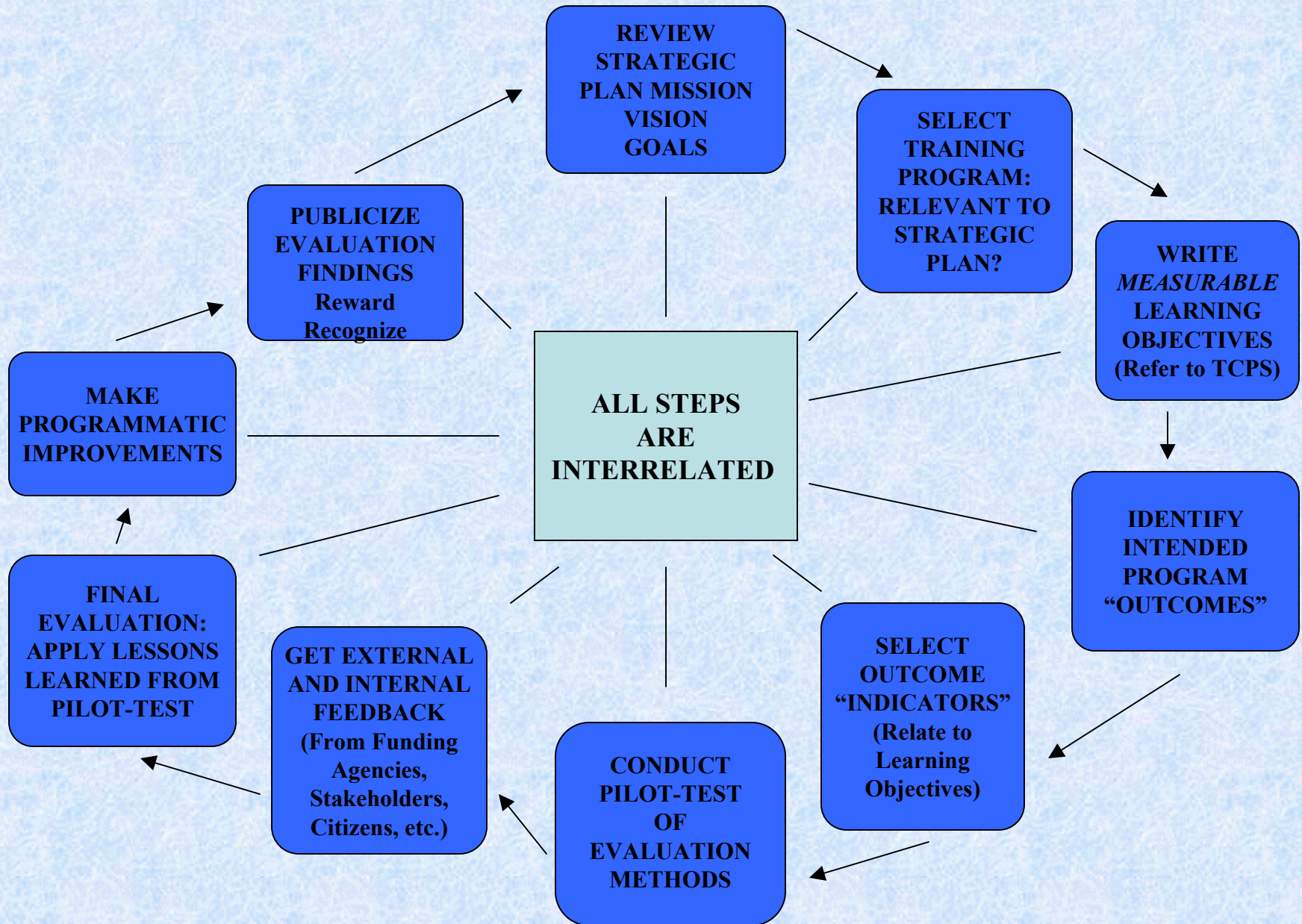
Impact and Impact Evaluation

- Unlike “**outcome**” evaluation, true “**impact**” evaluations are expensive and scientifically sophisticated. Affirmatively determines that the training program and only that program, caused the observed results
- “***It is better to be roughly right than completely ignorant***” Harry Hatry, comparing the virtue of “outcome” evaluations to “impact” evaluations

Why conduct “program evaluations”?

- Provides feedback regarding courts’ performance
- Allows courts to lobby for scarce resources
- USAID-funded projects require them
- Growing number of courts worldwide are embracing private sector “evaluation” practice
- “Consumer Movement” demands court produce measurable, observable **results**

360 DEGREES EVALUATION CIRCLE



Kirkpatrick's 4-Level Evaluation Model

- **Level 4 - “RESULTS”** Evaluation
(See “*impact*” and “ROI ” evaluation)
- **Level 3 - “BEHAVIORAL”** Evaluation
(Is the learning being *applied* in your court?)
- **Level 2 - “LEARNING”** Evaluation
(Did the students really *learn*?)
- **Level 1 - “REACTION”** Evaluation
(Measures students’ *satisfaction* with the course, instruction, materials, learning environment...)

What Should Courts Evaluate?

- **Trial Court Performance Standards “TCPS”**

[5 basic performance standards and measures used by courts to evaluate performance and make self-improvement]

1. **Access to Justice** (Are courts open, accessible?)
2. **Timeliness & Expedition** (Are courts' actions timely, not unnecessarily delayed?)
3. **Equality, Fairness and Integrity**
4. **Independence and Accountability**
5. **Public Trust and Confidence**

Connect Learning Objectives to “Outcomes”

‘Calendar Management & Delay Reduction’

- **Learning objective:**

As a result of this course, judges will be able to...Reduce case delays and streamline pre-trial court procedures

- **Possible Program Outcomes/Outcome Indicators:**

1. Average number of days cases take from initial filing to final disposition (are reduced)
2. Compliance rate by which important court-ordered pre-trial deadlines are timely met (rate increases)

Only 400 more slides . . .

THE END

Thank you for your attention.