



PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

PJDP Phase 2: Capacity Building Training-of-Trainers Workshop Completion Report

March 2013
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PJDP is implemented by the *Federal Court of Australia* with funding support from the *New Zealand Ministry of Foreign Affairs and Trade*



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ABBREVIATIONS AND ACRONYMS

FSM	-	Federated States of Micronesia
PJDP	-	Pacific Judicial Development Programme
PPDVP	-	Pacific Prevention of Domestic Violence Programme
TNA	-	Training Needs Analysis
ToT	-	Training-of-Trainers



1.0 Training Summary

This Report provides an overview of progress made and any constraints relating to the Capacity Building Training-of-Trainers (ToT) Workshop held under the Pacific Judicial Development Programme (PJDP) in Auckland, New Zealand from 25th February – 8th March, 2013.

Fourteen participants undertook the Capacity Building Training-of-Trainers Workshop over a ten day period. **Annexure One** is a copy of the Daily Programme that outlines the content, teaching methodologies and anticipated learning outcomes for each session of the ten day workshop. **Annexure Two** is a copy of the Fortnight at a Glance Programme that summarises the content for each day of the Workshop. The Workshop was led by Margaret Barron from TAFE SA, Justice and Policing Studies and Enoka Puni from Auckland, New Zealand. They were assisted by two Regional Training Team members; Alison Sengebau from Palau and Steve Oli from Papua New Guinea.

2.0 Training Approach

2.1 TRAINING AIMS AND OBJECTIVES

The **aim** of the Capacity Building Training-of-Trainers Workshop was to provide participants with a trainer of trainers program that will equip them to be confident and competent trainers and enable them to build capacity within their own country and/or region.

The **objective** of the Workshop was that participants will acquire knowledge, skills and attitudes necessary to competently deliver and manage training programs that will build capacity in their own country and/or region.

The **outcomes** of the Workshop were that at the conclusion of the workshop participants should be reasonably able to:

- Explain the ultimate aim and purpose of training and the process that results in behavioural change;
- Design, develop, review and evaluate a learning program for use in their court;
- Deliver training sessions from the learning program designed for their court;
- Explain the principles of adult learning and their importance;
- Use a range teaching methods and resources when delivering training;
- Develop assessment tools to assess participant's achievement of learning outcomes;
- Develop tools to review and assess student learning;
- Explain what cross-cutting issues are and identify ways to address issues affecting Pacific Island countries;
- Demonstrate how to formulate training budgets; and
- Identify and explain how to resource and manage training.



2.2 TRAINING MATERIALS

Participants received a folder at the beginning of the Workshop that contained a copy of the Daily Programme and the Fortnight at a Glance. They also received a USB that contained electronic copies of the Daily Programme, Fortnight at a Glance and PowerPoint presentations. Throughout the workshop participants received many handouts including session plans, case studies, checklists, assessment tasks and group exercises. Participants were given plastic sleeves for these handouts so they could build a folder of resources. Electronic copies of these materials were also made available to participants.

An electronic copy of all training materials has been provided to the PJDP International Programmes Manager.

2.3 METHODOLOGY

A range of teaching methodologies were employed throughout the Workshop. They included presentations to explain new information and ideas; plenary discussions to obtain participants views and opinions; group activities to enable participants to work with one another; demonstrations, role plays and case studies.

Teaching methods took into account the special needs of participants including their ability to understand difficult concepts and the desire to engage participants in a rewarding learning experience. All material was customised to the Pacific judicial context.

2.4 CERTIFICATION

At the conclusion of the Workshop participants who met the learning outcomes received a Certificate of Training Competence. Participants received either a Certificate of Training Competence as a **National** Trainer, indicating that the participant is competent to deliver training to others in their own country or a Certificate of Training Competence as a **Regional** Trainer. This certificate indicates that the participant is competent to deliver training to others nationally and in their own region and also signifies that these participants exhibit advanced training skills.

Those participants who did not achieve the Workshop's learning outcomes received a Certificate of Participation.

Participants received information regarding certification before the commencement of the Workshop. **Annexure Three** is a copy of the document sent to participants prior to training commencing setting out the criteria for certification as a national or regional trainer.



2.5 FACILITATORS

Margaret Barron is a lawyer and a certified workplace trainer and assessor from Justice and Policing Studies, TAFE South Australia. Margaret has over twenty years experience training in the justice and legal sector. She is the author of a textbook on Australian Business Law.

Enoka Puni was for six years a former Judge of the District Court of Samoa. An experienced trainer, he has been involved in judicial education in the Pacific for many years including facilitating previous PJDP training-of-trainers workshops. He resides in Auckland, New Zealand.

2.6 PARTICIPANTS

There were a total of fourteen participants, eight males and six females. There was one participant each from Kiribati, Vanuatu, Nauru, the Solomon Islands, Vanuatu, Tuvalu, the Marshall Islands and the Federated States of Micronesia. There were two participants from Papua New Guinea, the Cook Islands, Tokelau, Samoa and the Federated States of Micronesia. The participants comprised three Judges, a Deputy Registrar, an Associate Judge, a President of an Island Court, a Staff Attorney and six Court Clerks. **Annexure Four** contains a full list of participants with name, gender, Pacific Island Country and occupation.

3.0 Training Evaluation

3.1 PRE-WORKSHOP ASSESSMENT

At the beginning of the Workshop participants were asked to rate their level of knowledge and skills regarding designing and delivering training programs. In addition, they were asked a series of questions regarding their understanding of certain content relating to designing and delivering a training program. **Annexure Five** contains a list of these questions.

3.2 POST-WORKSHOP ASSESSMENT

At the conclusion of the Workshop participants completed a Post-Workshop Questionnaire that was divided into two parts. Questions in the first part dealt with the quality and value of the Workshop and questions in the second part asked students to rate their level of knowledge and skills after completing the Workshop. **Annexure Six** contains a list of the questions and **Annexure Seven** contains a summary of the text based responses from participants.



3.2.1 SUMMARY OF PRE-WORKSHOP AND POST-WORKSHOP RESPONSES REGARDING CONTENT KNOWLEDGE

The following graph shows a comparison between pre-workshop and post-workshop responses regarding content knowledge and shows a significant increase in the level of skills and knowledge post training.



The following graph shows levels of skills and knowledge post-training





3.2.2 SUMMARY OF RESPONSES REGARDING QUALITY AND VALUE OF THE WORKSHOPS

The following graph shows participants responses regarding the quality and value of the workshop. Participants found the workshop very useful, practical and there was a large increase in the level of confidence participant’s felt as a trainer post-workshop.



Participants found the most useful experiences of the workshop was learning how to undertake a Training Needs Analysis, designing a learning program, delivering a training session confidently to a group of learners and learning how to create PowerPoint presentations. The majority of participants could not identify anything that was ‘least useful’ in the workshop.

Some suggestions were made for improving the workshop including:

- Receiving copies of facilitators presentations before the sessions were held
- More time for preparation of participants training session
- Participants need to be vetted to see if they are suitable to attend the workshop
- Ongoing monitoring post training

4.0 Adviser Inputs at the Completion of Training

Trainer	Contracted Inputs	Inputs To-date	Balance Remaining
Margaret Barron	19 days	19 input days	0 input days
Enoka Puni	17 days	17 input days	0 input days



5.0 Cross-cutting Issues relating to the ToT

5.1 SUSTAINABILITY

In order to ensure that material covered at the Workshop was meaningful and could be used by participants for in-country training in the future, prior to the commencement of the Workshop, participants were sent Briefing Documents (**Annexure Eight**) asking them to prepare a Training Needs Analysis (TNA) for their court and to bring the resulting data with them to the Workshop. This data formed the basis for the creation during the Workshop of two half day learning programs that could be delivered in their country on training needs identified by their TNA. During the Workshop participants prepared one 15 minute training session from one of the half day programs and delivered this as a training session on the Friday of the first week of the Workshop. On the last day of the workshop participants prepared a 20 minute training session from the other half day learning program and delivered this session to participants.

Another measure taken to ensure that participants return home and continue training in their country was to ask participants to write a postcard that contained the following information:

- name, date, email address
- When I return to my country I can offer training on the following subject matter (what is the content of your two half day learning programs?)
- When could this training take place? Identify a time within the next 3 months for delivery of the training?
- Who needs to approve training in your country and what are the steps required to obtain that approval. List the relevant person and the steps:

The Facilitator has emailed each participant their postcard and will email them again in three months to ascertain if the anticipated steps have been undertaken by each participant. **Annexure Nine** contains an example of the postcard.

5.2 GENDER

All activities in the Workshop encouraged equal participation by both males and females. Case studies throughout the workshop showed equal representation by males and females.

As noted earlier, there were a total of fourteen participants, eight males and six females

5.3 DOMESTIC VIOLENCE, HIV AIDS AND HUMAN RIGHTS

On Wednesday 6th March 2013 a guest presenter attended the Workshop and gave a presentation on the cross cutting issue of Domestic Violence. Cam Ronald, Programme Manager, Pacific Prevention of Domestic Violence Programme (PPDVP) presented to participants on PPDVP's role in working with New Zealand Police, the New Zealand Aid Programme and Pacific Islands Chiefs of Police to deliver advice,



training and operational support on domestic violence to the police forces and communities across the Pacific. This was a really valuable presentation that gave participants an insight into how significant a problem domestic violence is in Pacific countries and the ways in which this programme is addressing this problem.

With regards to human rights concerning quality and ready access to justice, the whole purpose of the ToT programme is to provide the means through proper and effective training, to bring about desired behavioural changes in terms of improved knowledge, skills and values of judicial officers and court officers and to continually enhance and improve the quality and ready access to justice at national and regional levels in the Pacific. This theme was emphasised and incorporated into the training throughout the workshop.

6.0 Lessons

6.1 PARTICIPANTS

None of the participants had received any train-the-trainer training prior to attending this Workshop. The pre-training questionnaires revealed that over a quarter of participants had no confidence as a trainer and little knowledge of basic training concepts. The post-training questionnaire reveals that 30% of participants now feel confident as a trainer and 40% of participants feel very confident as a trainer. It also revealed a significant increase in participant's knowledge of basic training concepts.

6.2 COMPETENCE OF PARTICIPANTS

At the conclusion of training the following three participants received certification as a **Regional Trainer**:

- Justice Steven Klassman, Papua New Guinea
- Justice Clarence Nelson, Samoa
- Mr Daniel Rescue, Supreme Court Staff Attorney, Federated States of Micronesia

The following eight participants received certification as a **National Trainer**:

- Judge Rimoni Vaaelua, Samoa
- Associate Judge Ablos Paul Tarry, Marshall Islands
- Ms Teauama Ioteba, Magistrate, Kiribati
- Ms Myonnie Tutuo Samani, High Court Deputy Registrar, Solomon Is
- Ms Ma'Cherie Metuangaro Mani, Senior Court Clerk, Cook Islands
- Mr Kautai Tiakana Ruaporo, Court Clerk, Cook Islands
- Ms Lepeka Matalena Amato, Court Clerk, Tokelau
- Mr Joel Shemi, Senior Island Court Administrator, Vanuatu

Three participants received a **Certificate of Participation**:

- Mrs Tapu Sala, Island Court President, Tuvalu
- Mrs Lena Porte, Court Clerk, Nauru
- Mr Telesoni Teata, Court Clerk, Tokelau



6.3 PARTICIPATION BY REGIONAL TRAINERS IN WORKSHOP

The facilitators were assisted during the Workshop by Regional Training Team Members, Alison Segenbau, Palau (Week 1) and Steven Oli, Papua New Guinea (Week 2). Both RTT members made a significant contribution to workshop facilitating and co-facilitating a number of sessions. Post-training responses with respect to the satisfaction with the workshop showed that 57% of participants felt the RTT members were quite effective whilst 63% thought they were very effective.

6.4 FUTURE TRAINING

A further Capacity Building ToT Workshop is planned for the extension period. The program that will be delivered will be the same as this workshop and will be suitable for participants who have no prior training. More careful selection of participants needs to occur so that appropriate people undertake the training. Participants should be selected for this training if they have not attended a Train-the-Trainer program before and they have a desire to deliver training and feel comfortable speaking in public. Member countries should not send a person training simply to 'make up the numbers'. It is much better that a talented, enthusiastic trainer attends even if the country they represent is over represented at a particular training.

This Workshop comprised both judicial and court staff and it worked particularly well.

The focus in the extension period will be to consolidate the capacity building that has taken place during Phase 2 and to devolve responsibility for training to the Pacific Island Countries. To achieve this end a Training Mentoring Program will be established. Regional Training Teams members will be mentored from a distance using various technologies including an e-learning hub that will enable participants to interact with their mentor and other mentees. It will also enable the sharing of training resources.

6.5 FOLLOW UP OF TRAINING

Confidence as a trainer can only be gained by delivering training regularly. Participants must be supported and encouraged to deliver training regularly. There needs to be regular monitoring and follow up of participants when they return to their country regarding the opportunities to conduct training and the support available for doing so. This would include releasing many participants from their other duties in order to conduct training.

The lead facilitator will email participants in three months to ascertain how much training they have conducted since their attendance at this Workshop.



7.0 CONCLUSION

The Workshop was very successful despite the fact that three participants received a participation certificate rather than certification as either a national or regional trainer.

All participants significantly increased their level of knowledge and skills as a trainer and felt much more confident as trainers. They possess the necessary knowledge, skills and attitude to deliver training. Each participant has designed two half day learning programs on training topics identified as needed by their court by conducting a Training Needs Analysis. All participants have been sent a copy of the postcard they completed at the end of the Workshop regarding capacity to deliver training in their country. In three months each participant will be followed up to ascertain if training has indeed taken place.



Annexures



Annexure One: Daily Programme

PACIFIC JUDICIAL DEVELOPMENT PROGRAMME (PJDP) Capacity Building Training of Trainers Workshop 25 February to 8 March 2013 Auckland, New Zealand

Workshop Aim: to provide participants with a trainer of trainers program that will equip them to be confident and competent trainers and enable them to build capacity within their own country and/or region.

Workshop Objective: that participants will acquire the knowledge, skills and attitudes necessary to competently deliver and manage training programs that will build capacity in their own country and/or region.

* * *

Day One: Monday, 25 February 2013

Time	Topic	Learning Outcomes	Training	Training Aids	Facilitator
8:00 – 8:30am	<i>Arrival Time</i>				
8:30 – 10:30am 120 mins	Workshop Opening and Orientation • Introduction	• Highly feel welcomed to the workshop and be introduced to the facilitators and participants	Questionnaire	Training Overview/ Fortnight at a Glance/Daily Programme folders	Margaret Barron
	Overview of Workshop: • Facilitators • Aim and Objectives • Learning resources	• Clearly explain the aims and objectives of the workshop • Confidently describe the learning resources which they will be supplied with	Presentation	Folders	
	Certification	• Satisfactorily describe the structure, assessment and certification requirements for the capacity building ToT		Outline of competencies Assessments Powerpoint	
	PJDP Phase 2	• Reasonably explain the aims of PJDP Phase 2			
10:30 – 11:00am	<i>Morning Tea</i>				



11:00 – 12:30pm 90 mins	The Big Picture – an overview of Purpose and Process from beginning to end	<ul style="list-style-type: none"> Reasonably explain the ultimate aim and purpose of training and the basic process involved culminating in behavioural change. 	Presentation Group Activity	Powerpoint Whiteboard	Enoka Puni
12:30 – 1:30 pm	<i>Lunch</i>				
1:30 – 3:00pm 90 mins	Introduction to TNA - What it is, why it is important, How to do it (basics)?	<ul style="list-style-type: none"> Reasonably define and explain what a TNA is Reasonably explain why it is important to conduct a TNA and describe how to conduct a TNA. 	Presentation Learning Activity Group Work	Powerpoint Whiteboard	Enoka Puni & Allison Sengebau
3:00 – 3:15pm	<i>Afternoon Tea</i>				
3:15 – 4:15 pm 60 mins	TNA (continued) -breaking down roles to trainable elements	<ul style="list-style-type: none"> Reasonably demonstrate how to break down job roles to trainable elements 	Presentation Group and individual work	Leaning Activity	Enoka Puni & Allison Sengebau
4:15 – 4:30pm 15 mins	Wrap up of Day One What I learned? What I liked?	<ul style="list-style-type: none"> Satisfactorily review and evaluate Day 1 of the workshop 	Q&A	Balls	Margaret Barron
4:30 – 4:45pm	<i>Daily wrap-up, feedback and close</i>				



ANNEXURE TWO: FORTNIGHT AT A GLANCE

PACIFIC JUDICIAL DEVELOPMENT PROGRAMME (PJDP)
Capacity Building Training of Trainers Workshop
25 February to 8 March Auckland, New Zealand
'Fortnight at a Glance'

Time	Mon – 4 th	Tues – 26 th	Wed – 27 th	Thurs – 28 th	Fri – 1 st	Mon – 4 th	Tues – 5 th	Wed – 6 th	Thurs – 7 th	Fri – 8 th
8.30 - 10.30 am (120 mins)	Opening & Orientation, Overview of the Workshop, Certification & PJDP	TNA continued - breaking down roles continued, categorising & prioritising	Designing a Session Plan	Training Methods – How to teach theory	Preparation for teaching session	TNA revised - Group exercise: Identifying target groups and a roles (duties and obligations for the chosen role)	Session plan revisited and Teaching Theory	Training Management	Review of the whole course	Participants presentations - practical teaching
10.30 - 11.00 am (30 mins)	<i>Morning tea</i>					<i>Morning tea</i>				
11.00 - 12.30 pm (90 min)	The Big Picture - an overview of the purpose and role of effective training in improving quality of justice	Design leaning program - definition, developmental stages, focus, modes of delivery, etc	Developing content	Teaching methods – How to teach skills	Participants practical teaching	Continuation of TNA - Group exercise: Preparing TNA survey documents; analysing data and identifying trainable elements	Session aims & outcomes	Mr Ronald Campbell "No drop policies"	Participants preparation for final teaching session	Participants presentations - practical teaching
12.30 - 1.30 pm (30 min)	<i>Lunch</i>					<i>Lunch</i>				
1.30 - 3.00 pm (90 min)	Introduction to TNA - what it is, why it is important How to do it (basics)?	Learning aims and objectives	Developing content continued	Participant's Preparation for Practical teaching	Participants presentations - practical teaching, summary & feed	Building content for another ½ day learning program	Training methods revisited - case study and group discussion	Review of assessment and evaluation of training Preparing assessment tools for training	Preparation for teaching session	Participants presentations (practical teaching), summary & feedback



								session			
3.00 - 3.15 pm (15 mins)	Afternoon tea						Afternoon tea				
3.15 - 4.15 pm (60 mins)	TNA continued - breaking down roles to trainable elements	Principles of Adult Learning	Assessment & Evaluation of Training	Participants' Preparation for teaching continued	Review of the first week	Completing learning program including program aims and outcomes	PowerPoint – advantages, disadvantages and tips on how and how not to use it	Developing program evaluation tool for half day program	Preparation for teaching session	Evaluation and closing exercise	
4.15 - 4.30 pm (15 mins)	<i>Wrap up</i>	<i>Wrap up</i>	<i>Wrap up</i>	<i>Wrap up</i>		<i>Wrap up</i>	<i>Wrap up</i>	<i>Wrap up</i>	<i>Wrap up</i>		



ANNEXURE THREE: CERTIFICATION CRITERIA

CERTIFICATION FOR CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP AUCKLAND, NEW ZEALAND 25 FEBRUARY – 8 MARCH 2013

At the conclusion of the Capacity Building Training of Trainers Workshop participants who meet the learning outcomes of the Workshop will receive a Certificate of Training Competence. Participants will receive one of two certificates that will recognise that participants may have a range of training capacity and abilities.

Participants will receive either:

*Certificate of Training Competence as a **National Trainer*** - This certificate will indicate that the participant is competent to deliver training to others in their own country.

OR

*Certificate of Training Competence as a **Regional Trainer*** - This certificate will indicate that the participant is competent to deliver training to others in their own region. It will signify that these participants exhibit advanced training skills, and that these participants can be a member of the PJDP *Regional Training Team* for future Programme-supported activities.

To receive certification as a **National Trainer** the following criteria will apply. Participants must achieve competency in all assessment conducted during the workshop, namely that participants are **competently** able to:

- Conduct a training needs analysis (TNA)
- Design a learning program based on the results gathered from conducting a TNA
- Create learning aims, objectives and learning outcomes
- Explain the principles of adult learning and their importance
- Identify, analyse, select and sequence learning program content
- Develop a session plan
- Deliver training sessions to a group of learners
- Use a range of teaching methodologies and teaching resources during delivery of training sessions
- Design tools for assessing, reviewing and evaluating training programs
- Explain cross-cutting issues affecting pacific island countries and methods of addressing these issues.

To receive certification as a **Regional Trainer**, participants must meet the above mentioned criteria for a national trainer and in addition exhibit the following characteristics:

- Evidence of an in depth theoretical and practical knowledge of design, delivery, review and evaluation of learning programs
- Evidence of ability to independently design learning programs
- Evidence of ability to co-ordinate and allocate training roles in a training program



- Evidence of advanced training facilitation skills including use of an extensive range of teaching methodologies and teaching resources
- Evidence of capacity to develop a range of tools for assessing, reviewing and evaluating training
- A desire and commitment to part of a regional training team
- A commitment to continuous improvement as a trainer
- Highly developed written and verbal communication skills that will enable the participant to work with other regional trainers in designing, developing and delivering regional training programs.

The Lead Trainer and Facilitator of the Workshop will determine if participants exhibit the characteristics identified above. Such a determination will be made during the course of the Workshop and will include an observation of participants throughout the Workshop and the performance of participants in Workshop assessable tasks.



ANNEXURE FOUR: PARTICIPANTS LIST

PJDP Capacity Building Training of Trainers Workshop – 25 February to 8 March, 2013 – Auckland, New Zealand

Title	Name	PIC Country	Position	Emails
Capacity Building Training of Trainers Workshop Participants:				
Justice	Stephen Kassman	PNG	Judge	stephen.kassman@live.com.au
Justice	Clarence Nelson	Samoa	Judge, Samoa Supreme Court	nelson.j@lesamoa.net
Justice	Rimoni Vaaelua	Samoa	Judge	rvaaelua@gmail.com
Hon.	Ablos Tarry Paul	Marshall Islands	Associate Judge, District Court	tarry_paul@yahoo.com
Mrs.	Tapu Sala	Tuvalu	President, Island Court of Funafuti	
Dep. Registrar	Myonnie Tutuo Samani	Solomon Islands	Deputy Registrar, High Court	msamani@courts.gov.sb
Mr.	Daniel Rescue Jr.	FSM	Staff Attorney, Supreme Court of FSM	drescue@yahoo.com
Ms.	Teaneki Nemta	Kiribati	Single Magistrate	tnteubaitoi@gmail.com
Ms.	Ma'Cherie Metuangaro Mani	Cook Islands	Senior Land Clerk at Land Court Division	mmani@justice.gov.ck
Mrs.	Lena Porte	Nauru	Clerk of Court (Criminal)	lena.batsiua@naurugov.nr



Mr.	Kautai Tiakana Ruaporo	Cook Islands	Clerk, Ministry of Justice	kruaporo@justice.gov.ck
Ms.	Lepeka Matalena Amato	Tokelau	Law Clerk	l.amatoperez@gmail.com
Mr.	Telesoni Teata	Tokelau	Court Clerk	
Mr.	Joel Shemi	Vanuatu	Senior Administrator, Island Court	jshemi@vanuatu.gov.vu

FCA Team and Facilitators:

Principle Magistrate	Stephen Veleke Oli	PNG	Principal Magistrate	solli@magisterialservices.gov.pg
Ms.	Allison Sengebau	Palau	Deputy Clerk, Supreme Court	asengebau@palausupremecourt.net
Ms.	Margaret Barron	Australia	Lead ToT Facilitator	margaret.barron@tafesa.edu.au
Mr.	Enoka Puni	New Zealand	ToT Facilitator	e_puni@xtra.co.nz
Ms.	Krystle Praestiin	Australia	PJDP Project Officer	krystle.praestiin@fedcourt.gov.au



ANNEXURE FIVE: PRE-TRAINING QUESTIONNAIRE

PJDP CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP 25th February – 8th March, 2013: Auckland, New Zealand Pre-training Questionnaire

Please answer the following questions. This questionnaire will help in working out what areas we need to focus on in this workshop and will also help us to understand your particular training needs. It will also be used at the conclusion of the training to assess what you have learned from the training.

Question 1: List two characteristics of adult learners.

Question 2: What is the purpose of conducting a training needs analysis?

Question 3: List two teaching methodologies that would be suitable to use when training a group of learners.

Question 4: What are 'learning outcomes'?

Question 5: List three matters that should be included in a session plan.

Question 6: What is the purpose of assessment?

Question 7: Have you delivered training in your country? If yes, list the training programs you have delivered.



Please rate your level of knowledge and skills before this Capacity Building ToT Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 1: How confident do you feel as a trainer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Confident</i>	<i>Quite Confident</i>	<i>Confident</i>	<i>Very Confident</i>

Question 2: The developmental stages involved in designing a learning program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 3: The process of conducting a training needs analysis.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 4: The process of identifying, analysing, selecting and sequencing the content of a learning program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 5: Reviewing and evaluating learning programs.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 6: Delivering a training session to a group of learners.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 7: Methods of monitoring learner progress.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 8: Knowledge of a range of teaching methodologies you could use in a training session.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Question 9: Development of assessment tools to assess learning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>

Thank you for your time and assistance with completing this form!



ANNEXURE SIX: POST-TRAINING QUESTIONNAIRE

PJDP CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP *25th February - 8th March, 2013: Auckland, New Zealand*

Post Training Questionnaire

Reference No:

Question 1: List two characteristics of adult learners.

Question 2: What is the purpose of conducting a training needs analysis?

Question 3: List two teaching methodologies that would be suitable to use when training a group of learners.

Question 4: What are 'learning outcomes'?

Question 5: List three matters that should be included in a session plan.

Question 6: What is the purpose of assessment?



Please rate your satisfaction regarding the quality and value to you of the Capacity Building ToT Workshop by ticking / checking ONE square per question only:

Question 1: Having completed the Capacity Building Training of Trainers Workshop, how confident do you feel as a trainer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Confident</i>	<i>Quite Confident</i>	<i>Confident</i>	<i>Very Confident</i>

Question 2: Were the aims of the Capacity Building ToT Workshop clear, and were they achieved?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Achieved</i>	<i>Reasonably Achieved</i>	<i>Substantially Achieved</i>	<i>Fully Achieved</i>

Question 3: Was the information presented practical and useful to you as a trainer in your court?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Useful</i>	<i>Limited Usefulness</i>	<i>Quite Useful</i>	<i>Extremely Useful</i>

Question 4: Were the materials provided by the trainers relevant to the training and useful?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Relevant</i>	<i>Limited Relevance</i>	<i>Quite Relevant</i>	<i>Extremely Relevant</i>

Question 5: Did you find that the trainers (Margaret Barron and Enoke Puni) and the presentation were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Effective</i>	<i>Limited Effectiveness</i>	<i>Quite Effective</i>	<i>Extremely Effective</i>

Question 6: Did you find that the local/regional trainers and the presentation were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Effective</i>	<i>Limited Effectiveness</i>	<i>Quite Effective</i>	<i>Extremely Effective</i>

Question 7: Overall, were you satisfied with the Capacity Building ToT Workshop?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Not Satisfied</i>	<i>Reasonably Satisfied</i>	<i>Quite Satisfied</i>	<i>Extremely Satisfied</i>

Please rate your level of knowledge and skills after the Capacity Building Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 8: The developmental stages involved in designing a learning program.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>No Understanding</i>	<i>Good Understanding</i>	<i>Strong Understanding</i>	<i>Excellent Understanding</i>



Question 9: The process of conducting a training needs analysis.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 10: The process of identifying, analysing, selecting and sequencing the content of a learning program.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 11: Reviewing and evaluating learning programs.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 12: Delivering a training session to a group of learners.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 13: Development of assessment tools to assess learning.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 14: Methods of monitoring learner progress.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 15: Knowledge of a range of teaching methodologies you could use in a training session.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 16: Briefly describe the *most* useful experience(s) of the Workshop.

.....

Question 17: Briefly describe the *least* useful experience(s) of the Workshop.

.....

Question 18: Do you wish to offer any other comments or suggestions for improvements for this Workshop?

.....

.....

Thank you for your time and assistance with completing this form!



ANNEXURE SEVEN: LIST OF TEXT BASED RESPONSES FROM POST-WORKSHOP QUESTIONNAIRE

Question 16: The most useful experience of the workshop:

- Learning how to design a learning program
- Learning how to undertake a TNA (Training Need Analysis) (4)
- Learning about training budgets
- Understanding the training cycle
- GLOSSS and COFF
- Designing a half day learning program
- Presenting a session to learners
- Seeing the growth of participants from beginning to the end of workshop
- Learning about PowerPoint presentations (2)

Question 17: Least useful experience of the workshop:

- Nothing (8)
- Eating
- Presentation skills

Question 18: Comments or suggestions for improvement of the workshop:

- Too much material in a short period of time
- Mentor regional trainers
- More time to practice practical training (2)
- Participants need to be vetted more thoroughly
- This training should be maintained
- Course is a little too long, more practical work required
- Giving participants copy of presentations before the workshop commences



ANNEXURE EIGHT: TNA

PJDP Capacity Building Training of Trainers Workshop

The Capacity Building Training of Trainers Workshop will be held in Auckland, New Zealand from Monday 25th February– Friday 8th March 2013. The workshop will be facilitated by Margaret Barron and Enoke Puni. We both look forward to seeing you there.

During the Capacity Building Training of Trainers Workshop you will spend time planning a training program that you could deliver in your country. This training program will consist of a number of training sessions.

During the Workshop you will deliver one of the training sessions from the program you have planned.

Before you attend the Workshop we would like you to conduct a Training Needs Analysis (TNA) to work out what you will teach in your training program. We ask that you speak with a person from your immediate jurisdiction who has undertaken the PJDP Trainer of Trainers training. Can you ask them to assist you with conducting a TNA? They will have prepared a TNA for previous Workshops. This will identify the immediate training needs in your country.

If your jurisdiction does not have anybody who has attended a ToT training, please speak with a some senior officials of your Court and ask them to identify some immediate training needs in your jurisdiction.

Below is a summary of the process of conducting a TNA.

Conducting a TNA

The purpose of a TNA is to work out what needs to be taught. This is done by conducting research and analysing that research.

What do you need to do?

It needs to be ascertained what areas should be a priority for training.

Identify the general problem area (the area where training is needed? What is a problem area for your court?) For example, your court might decide that customer service training is required.

You then need to conduct a **specific TNA** for that area.

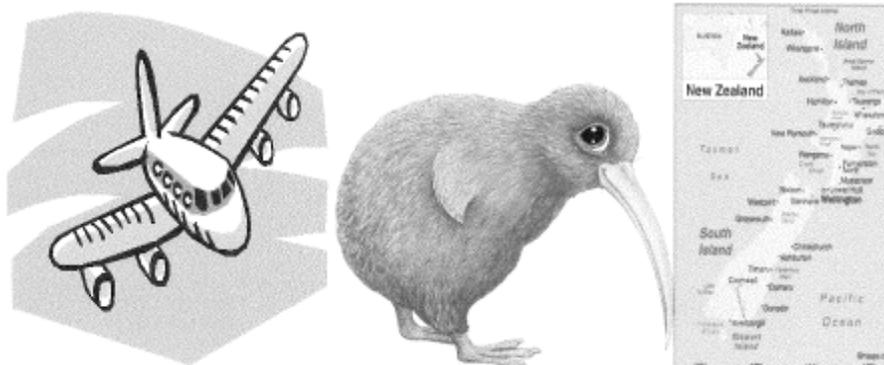
How do you conduct a specific TNA?

1. **Identify your target group** – for example, who needs to be trained in customer service?
2. Make a list of the **job roles** for all court staff involved in customer service?
3. Break the tasks that court staff perform into **knowledge, skills and attitudes**.
4. Place the information into a survey or set of questions for the target group. You could do this by interviews or by a written survey.
5. Conduct the interviews or survey.
6. Analyse the survey information (identifying gaps required for training).
7. Identify the topics for training.

Please bring all the documents you created including your rough notes for carrying out your TNA as well as the results when you come to the Workshop. We will use this as the basis for the training program you will design during the Workshop and the training session you will deliver on one of the topics from your program.



ANNEXURE NINE: POSTCARDS



Postcard

Name: Clarence J. Nelson
Date: 6/10/13
Country: Samoa
Email Address: nelson.j@lesamoa.net

When I return to my country I can offer training on the following subject matter (state the content of the half day program you have created at this workshop):

Need full country TNA done first.
Then design suitable programme to submit to
NIDC for approval & funding.

Are there any other matters, in addition to this program, that you could deliver training on?
Can deliver on whatever TNA identifies.

When could this training take place? State a time, within the next 3 months, that this training could be delivered?

TNA - within next 3 months.
1st training - within 3 months after that (subject to
funding & NIDC approval)

Who needs to approve training in your country? What are the steps required to obtain approval? List the relevant person and the steps.

NIDC (chaired by Chief Justice).
Submit proposal → NIDC.