



PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

PJDP Phase 2: Completion Report - Regional Training Team Advanced-Level Curriculum Development and Programme Management Workshop

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30 September, 2012



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ABBREVIATIONS

CD / PM	- Curriculum Development / Programme Management
FSM	- Federated States of Micronesia
NJDCs	- National Judicial Development Committees
PICs	- Pacific Island Countries
PJDP	- Pacific Judicial Development Programme
PNG	- Papua New Guinea
RTT	- Regional Training Team
ToT	- Trainer-of-Trainers



1.0 INTRODUCTION

This report provides a summary of the outcomes of activities under Sub-component 4.1.2: Advanced Regional Training Team Curriculum Development / Programme Management (Advanced RTT CD / PM) Training, as defined in the contract between the New Zealand Ministry of Foreign Affairs and Trade and the Federal Court of Australia, as amended.

PJDP conducted the inaugural Advanced RTT CD / PM for experienced Regional Training Team (RTT) members at the Alotau International Hotel, Alotau, Papua New Guinea, from 17-21 September 2012. The course was attended by 18 RTT members from 10 PJDP partner courts.

The Federal Court of Australia would like to express its appreciation to the Papua New Guinea Supreme and National Courts and the Centre for Judicial Excellence for their contributions and support to this workshop. The Advanced RTT CD / PM) Training would not have been such a success without the these significant contributions.

2.0 TRAINING APPROACH

The objectives of this workshop were to:

- (i) Pilot a new activity that builds on earlier Training-of-Trainers (ToT) certification-level training, to refresh and extend the knowledge and presentation skills of selected RTT members.
- (ii) Develop a toolkit of training resources and materials which will focus, in particular, on the local delivery and management of orientation training.
- (iii) Build capacity to manage judicial development programming more effectively on regional, national and local levels, specifically to: (a) identify needs; (b) develop curricula and design activities; (c) deliver services; and (d) monitor, evaluate and report on in-country activities.
- (iv) Develop managerial and programmatic capacity of National Judicial Development Committees NJDCs.

The intended outcomes of this workshop were to improve the access of all PICs to trainers equipped with the knowledge, skills, approach and resources necessary to competently assess needs, design, present, manage and evaluate training programmes that will build capacity in their own country and/or region. The actual outcomes were:

- (i) A measurable improvement in participants' substantive knowledge following the training;
- (ii) Participants reported a significant increase of almost 30% in their confidence as trainers following the completion of workshop;
- (iii) Satisfaction across all aspects of the workshop was ranked by the participants at 89.41%; and
- (iv) Relevance and usefulness of the workshop was ranked by the participants at 94.12%.

2.1 STRUCTURE, CONTENT AND METHOD OF INSTRUCTION

The course comprised five major themes:

- *Programme management outlook and skills* - focussing on undertaking needs assessments, designing curricula, activity delivery, monitoring, evaluation and reporting.
- *Advanced session and presentation skills* - providing a refresher on session planning, training methods, and assessing learning.



- *Project management skills* - focussing on the project cycle, donor opportunities in the region, selected project management tools, project reporting and budgeting.
- *National Judicial Development Committees (NJDCs)* - including discussion on the committees' mandate, composition, responsibilities, governance, reporting, and capacity-building needs.
- *Curriculum development and design* - design of content including objectives, learning outcomes, selected session plans, teaching methods and resources for a locally run orientation course.

An outline of the detailed program is found in **Annex One** to this report.

The faculty adopted an educationally-effective approach of inclusive active-learning designed to build on the existing experience of participants. Sessions combined a range of pedagogic methodologies including: short presentations; seminar-style discussions; brainstorming; and case studies / problem-solving scenarios.

2.2 FACULTY OF FACILITATORS AND RTT / PARTICIPANTS

2.2.1 Faculty

18 of the 20 sessions were jointly facilitated by one 'core' faculty member and one of the RTT members/participants. The core faculty was responsible for the design oversight and quality of the course, and led the presentations of sessions and workshops. The core faculty comprised: Dr. Livingston Armytage, PJDP Team Leader; Ms. Margaret Barron, Training Expert; and Mr. Lorenz Metzner, Programmes Manager.

2.2.2 Participants

All PJDP partner courts were invited to nominate RTT member participants for the workshop based on the identification criteria attached in **Annex Two**. Based on the nominations received, 18 participants were invited, comprising 2 certified regional trainers from Cook Islands, Federated States of Micronesia (FSM), Niue, Palau, Samoa, Solomon Islands, Tonga, Tuvalu, and Vanuatu. A total of five RTT members from the Papua New Guinea (PNG) courts participated as host country. Seven of the participants are current National Coordinators; one is an Assistant National Coordinator and one, a former National Coordinator.

A full list of RTT members/participants and facilitators is found in **Annex Three**.

2.3 KEY OUTCOMES

2.3.1 Development of RTT competence

A key outcome of the workshop was the opportunity to assess with some accuracy the participants' capacity and capacity gaps. This enabled the faculty to tailor the workshop programme to appropriately strengthen individual capacity to build a team of competent resources for the PJDP.

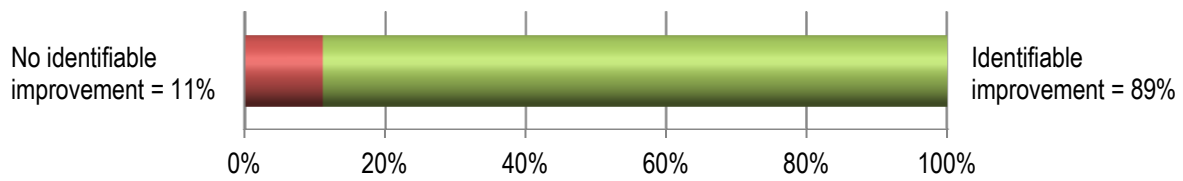
Participants also completed a pre-/post-training survey which: assessed the level of prior knowledge; provided a comparative assessment of knowledge on completion of the course for the purposes of measuring any gains and improvements; and gathered perceptions of participants' satisfaction with the course. The survey questions are found in **Annex Four**.

Knowledge Gained:

Participants were asked a series of knowledge-based questions to ascertain their understanding of key concepts relating to their role as judicial and court officers. Of the 18 conforming responses received to



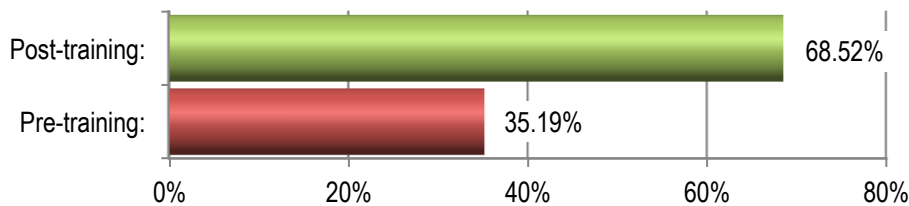
both pre-/post-training surveys,¹ there was a measurable improvement in participants' substantive knowledge following the training as illustrated below:



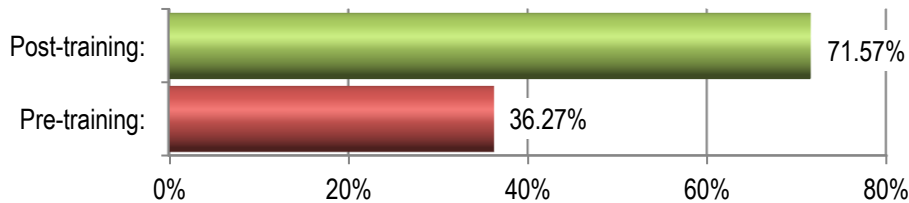
Pre-/Post-training Self-assessment:

The pre-/post-training self-assessment demonstrated that all participants rated themselves as either 'More Confident' or 'Much More Confident' as trainers following the completion of workshop². Analysis of the responses received shows a significant **increase of almost 30%** in participants' confidence as trainers after having completed the training (confidence pre-training: 60.00% as against post-training: 88.89%). This indicates that the content and focus of the training was assessed positively by participants as increasing their knowledge and skills. More specifically self-assessment of participants' knowledge and understanding in three key workshop areas before and after the workshop was as follows:

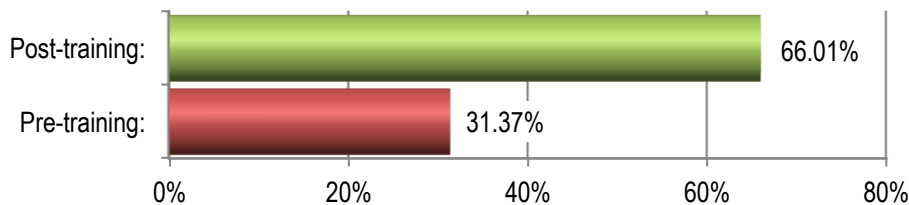
a) Programme Management:³



b) Training Presentation and Design:⁴



c) Project Management:⁵



¹ A participant response rate of 100%.
² Based on a participant response rate of 94%.
³ Based on post-training Questions 9-11.
⁴ Based on post-training Questions 12-15.
⁵ Based on post-training Questions 16-18.



2.3.2 Training Quality, Value and Satisfaction

In addition, participants were asked to assess the quality and value of the training and their satisfaction with the workshop. The averaged **satisfaction rating across all aspects of the workshop was 89.41%**,⁶ demonstrating that participants were very satisfied with the training and programme. Participants' satisfaction with each element of the training was rated as follows:

- Achievement of the workshop's aims and objectives: 82.35%
- Overall satisfaction with the Advanced RTT Workshop: 88.24%
- Presentation, participation and effectiveness of the facilitators: 90.20%
- Relevance and usefulness of the resources/materials received: 92.16%
- Relevance and usefulness of the workshop: 94.12%

The post-workshop assessment and a summary of text-based responses received are attached at the end of **Annex Four**, for reference.

3.0 CROSS-CUTTING ISSUES RELATING TO THE TOT

3.1 SUSTAINABILITY - CAPACITY-BUILDING

As outlined above, the approach of this course was designed both to promote effective learning of participants and to build the capacity of the RTT to delivery regionally-appropriate and sustainable training. For these purposes, the course adopted a team-teaching methodology which explicitly incorporated 'on-the-job' mentoring and support to be provided by members of the core faculty to RTT members/participants.

All participants either lead or co-facilitated one workshop session and actively participated in the workshops sessions. Based on this active participation all participants received a *Certificate of Successful Completion*. Sustainability has, therefore, been strengthened through:

- adopting a joint faculty approach where RTT members received support as co-facilitators;
- developing a package or toolkit for the Advanced RTT CD/PM workshop which contributes a sizeable repository of papers, materials and PowerPoint slides as training aides; and
- developing a package of daily plans, selected content and session plans for a locally managed and run orientation course.

3.2 GENDER AND HUMAN RIGHTS

Four women actively participated in this training, representing 22% of participants. As part of group discussions, the need to address relevant issues including gender, human rights and the environment as part of an activity design were discussed. A summary of relevant issues was provided as part of the resource materials.

4.0 LESSONS: THE WAY FORWARD

4.1 CO-FACILITATION AND INVESTING IN THE RTT

The level of interest and quality of the participants in the workshop demonstrates the existence of substantial capacity for holding local in-PIC training. Furthermore, the joint faculty approach succeeded in providing RTT members with supervised practice and some further practical experience as trainers / facilitators.

⁶ Based on a participant response rate of 94%.



The majority of RTT members responded positively to this opportunity, reinforcing the experience of earlier PJDP courses where a collaborative facilitation approach was also adopted. Consequently, it may be said that the capacity to undertake presentations and training at the local level is substantial, and that the co-facilitation approach adopted by the Programme will be continued and further developed in future workshops.

4.2 DEVOLUTION OF CURRICULUM DEVELOPMENT AND PROGRAMME MANAGEMENT

The capacity of participants to develop comprehensive curriculum was, for the most part, limited. In conjunction, there also appeared to be only some capacity to conceptualise what is involved in managing development activities beyond training workshops. This includes understanding the steps involved in effectively managing and aligning activities with strategic judicial development outcomes.

This diagnostic element of the Advanced RTT CD / PM Workshop was valuable in providing the PJDP with a more accurate assessment of capacity, and capacity 'gaps', within the region. In addition, feedback received in the post-workshop assessments, demonstrates that programme management related concepts are perceived as being valuable to participants' local responsibilities. This also reinforces the vision developed in the 12-month Implementation Plan, namely that ongoing support to the RTT is critical if the devolution of judicial development to local actors is to be realised.

4.3 QUALITY ASSURANCE OF TRAINING CAPACITY IN THE REGION

A process of quality assurance and ongoing skills development for RTT members would be valuable. For future advanced RTT workshops it is proposed, therefore, that comprehensive pre and post-workshop assessments are undertaken using a set of pre-defined criteria to assess participants' capacity. Based on the post-workshop assessment, participants would be eligible to receive either a *Certificate of Successful Completion*; or a *Certificate of Participation*. The importance of such an ongoing quality assurance process for certified trainers is that it provides an opportunity to promote quality in training at the local and regional levels and it promotes the effectiveness of future PJDP investments in the Regional Training Team.

The implications of such a process will be that only those members who obtain a *Certificate of Successful Completion* will be eligible for consideration as regional faculty under PJDP activities. Those participants who obtain a *Certificate of Participation* will from then on be considered as 'National Trainers'.

5.0 CONCLUSION

This inaugural Advanced RTT CD / PM Workshop is a substantial and significant addition to PJDP's training and capacity building activities. While it is premature to evaluate and assess the outcomes and impacts of this training, the PJDP should continue to engage with the RTT at a more advanced and practical level to facilitate the development and management of localised activities for/within the region. The nature of any future RTT support will be guided by the experience gained in this workshop, and will be subject to ongoing funding support for the PJDP and the Programme Executive Committee's consideration of the recommendations outlined below.

Recommendations

On the basis of this experience, it is recommended that PJDP continues to:



1. Provide advanced RTT training and support for experienced and engaged RTT members as a matter of priority to further develop the capacity within the region to lead and manage judicial development locally.
2. Offer a tailored version of the project management component of this workshop to others responsible for managing judicial development activities locally.
3. Use and extend the joint faculty approach to support and mentor members of the Regional Training Team in future PJDP-supported training.
4. Develop a quality assurance process for certified trainers to ensure that ongoing investments in the Regional Training Team have the highest chance of success.



ANNEX ONE - WORKSHOP AGENDA

Venue: Alotau International Hotel - Alotau, Papua New Guinea

Sunday 16th: 17.00 - 18:00 Welcome & Introductory Remarks

Time	MONDAY 17TH	TUESDAY 18TH	WEDNESDAY 19TH	Thursday 20th	FRIDAY 21ST
Theme	PROGRAMME MANAGEMENT OUTLOOK & SKILLS	ADVANCED SESSION & PRESENTATION SKILLS	PROJECT MANAGEMENT SKILLS	PROGRAMME DEVELOPMENT	PROGRAMME DEVELOPMENT
Presenter	<ul style="list-style-type: none"> • Dr L Armytage • CJ Sir Albert Palmer • Justice D Yamase • Mr E Amblus • Mr K Capelle 	<ul style="list-style-type: none"> • Ms M Barron • Ms A Sengebau • Mr M T Tupa • Principal Magistrate S Oli • Ms S Koloamatangi 	<ul style="list-style-type: none"> • Mr L Metzner • Mr T Keke • Ms R B Kembol Sagu • DCJ G Salika • Senior Magistrate A Kitiona 	<ul style="list-style-type: none"> • Dr L Armytage • Ms M Barron • President Tagaloa DC Kerlake • Ms T Taoro • Mr D Tohovaka • Justice N Kirriworm 	<ul style="list-style-type: none"> • Ms M Barron • Dr L. Armytage • Chief Magistrate L Maina • Chief Magistrate S Felix
09.00 - 09:30	Welcome & Introductory Remarks	Workshop 5: Session Planning	Workshop 9: Project Cycle and Donors	Workshop 13: NJDC - mandate, composition, responsibilities	Workshop 17: Designing daily plans and session plans for a judicial orientation program
09.30 - 11.00	Workshop 1: Training needs assessment				
11.00 - 11.15	<i>Morning tea</i>				
11.15 - 13.00	Workshop 2: Curriculum design	Workshop 6: Training Methods suitable for teaching knowledge, skills and attitudes	Workshop 10: Tools - Planning to Monitoring	Workshop 14: NJDC - governance, reporting, capacity-building	Workshop 18: Developing content for session plans
13:00 - 14:00	<i>Lunch</i>				
14:00 - 15:30	Workshop 3: Delivery	Workshop 7: Advanced Training Methods - group discussions, role play and case studies	Workshop 11: Project Budgeting and Concepts of Effective Reporting	Workshop 15: Designing a judicial orientation training program	Workshop 19: Creating learning outcomes, choosing teaching methods and resources for sessions
15:30 - 15.45	<i>Afternoon tea</i>				
15.45 - 17.00	Workshop 4: Monitoring, evaluation and reporting	Workshop 8: Assessing Learning - purpose and methods	Workshop 12: Management-focussed Open Discussion	Workshop 16: Developing content for a judicial orientation training program	Workshop 20: Presentation of session plans.
17.00 - 17:10	Daily wrap-up, feedback and close: Team Leader with Coordinating Faculty				

ANNEX TWO - PRE-DEFINED PARTICIPANT NOMINATION CRITERIA

To maximise the value of the training for each partner court and the region, each nominee:

1. Is a **Certified Regional Trainer**. This means that nominees will need to be certified to either: 'Level 3' under the earlier phases of PJDP / PJEP; or as a 'Regional Trainer' under the PJDP Phase 2 Capacity Building ToT workshops.
2. Has (preferably) actively participated as a **co-facilitator in earlier PJDP training** workshops.
3. Has **developed and held training workshops in your court** (to assist in finalising the selection of participants, could nominees please provide PJDP with a list in the Registration Form of training that they have designed and held).
4. Has proven **leadership qualities** and is a member of your National Judicial Development Committee (if you have one of these Committees).
5. Has **strong presentation / facilitation skills**.
6. Is enthusiastic and genuinely **interested in furthering their learning**.
7. Has a **strong command of English** (as the training will be conducted in English).
8. Is **committed to your court** for the medium to long term.
9. Is willing and committed to **research, develop and prepare** quality curriculum and materials in the workshop.

ANNEX THREE – FULL LIST OF PARTICIPANTS AND FACULTY / SUPPORT TEAM

PARTICIPANTS

NAME	PIC	GENDER	NATIONAL COORDINATOR
Mr Makea Tinirau Tupa	Cook Islands	Male	
Ms Tangi Taoro	Cook Islands	Female	Yes
Justice Dennis Yamase	FSM	Male	
Mr Kapilly Capelle	FSM	Male	Yes
Mr Darren Tohovaka	Niue	Male	Yes
Ms Allison I Sengebau	Palau	Female	
Justice Nicholas Kirriwom	PNG	Male	
Deputy Chief Justice Gibbs Salika	PNG	Male	Yes
Former Principal Magistrate Steven Oli	PNG	Male	Former NC
Ms Regina BK Sagu	PNG	Female	
Mr Tongia Keke	PNG	Male	
President Tagaloa Donald C Kerslake	Samoa	Male	
Chief Justice Sir Albert Palmer	Solomon Islands	Male	
Chief Magistrate Leonard Maina	Solomon Islands	Male	Yes
Ms Salote Kolomatangi	Tonga	Female	Assistant NC
Chief Magistrate Stephen Felix	Vanuatu	Male	
Mr Edwin Ambuse	Vanuatu	Male	Yes

FACULTY / SUPPORT TEAM

NAME	COUNTRY OF ORIGIN	GENDER
Dr Livingston Armytage	Australia	Male
Ms Margaret Barron	Australia	Female
Mr Lorenz Metzner	Australia	Male
Ms Krystle Preastiin	Australia	Female

ANNEX FOUR - PRE-/POST-TRAINING ASSESSMENTS

PJDP RTT ADVANCED-LEVEL CURRICULUM DEVELOPMENT & PROJECT MANAGEMENT WORKSHOP

17th September- 21st September, 2012: Alotau, Papua New Guinea

Pre-training Questionnaire

Please answer the following questions. This questionnaire will help the faculty to understand your particular training needs and focus training during this Curriculum development and Programme Management workshop. It will also help us to assess what you have learned from the training at the end of the course.

Question 1: What is the purpose of conducting a training needs assessment?

Question 2: List two stages of the 'training cycle'.

Question 3: What is a curriculum?

Question 4: What is the purpose of a session plan and state two matters that should be included in a session plan.

Question 5: What is the difference between monitoring and evaluation of training?

Question 6: What is the role of National Judicial Development Committees NJDC's?

Question 7: List three stages in the Project Cycle?

Question 8: List three tools that can assist when managing a project?

Please rate your level of knowledge and skills before this Curriculum development and Programme Management regarding the following matters by ticking / checking ONE square per question only:

Question 9: How confident do you feel as a trainer?

Not Confident

Quite Confident

Confident

Very Confident

Question 10: The stages in the 'training cycle'.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 11: The process of conducting a training needs assessment.

No Understanding

Good Understanding

Strong Understanding

Excellent Understanding

Question 12: The process of identifying, analysing, selecting and sequencing the content of a learning program.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 13: Delivering a training session to a group of learners.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 14: Knowledge of a range of teaching methodologies you could use in a training session.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 15: Methods of monitoring, assessing and evaluating training.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 16: How to design a curriculum for a judicial orientation program for judicial officers (law trained and lay) of your court.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 17: How confident do you feel to manage projects within your court?

Not Confident *Limited Confidence* *Confident* *Very Confident*

Question 18: Stages in the Project Cycle.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

Question 19: Selected project management tools.

No Understanding *Good Understanding* *Strong Understanding* *Excellent Understanding*

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

PJDP RTT ADVANCED-LEVEL CURRICULUM DEVELOPMENT & PROJECT MANAGEMENT WORKSHOP
17th September- 21st September, 2012: Alotau, Papua New Guinea

Post-training Questionnaire

- Question 1:** What is the purpose of conducting a training needs assessment?
- Question 2:** List two stages of the 'training cycle'.
- Question 3:** What is a curriculum?
- Question 4:** What is the purpose of a session plan and state two matters that should be included in a session plan.
- Question 5:** What is the difference between monitoring and evaluation of training?
- Question 6:** What is the role of National Judicial Development Committees NJDC's?
- Question 7:** List three stages in the Project Cycle?
- Question 8:** List three tools that can assist when managing a project?

Please rate your level of knowledge and skills after this Curriculum development and Programme Management Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 9: The stages in the 'training cycle'.

<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 10: The process of conducting a training needs assessment.

<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 11: 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 12: 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 13: 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 14: Methods of monitoring, assessing and evaluating training.

<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 15: How to design a curriculum for a judicial orientation program for judicial officers (law trained and lay) of your court.

<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 16: After the training, how confident do you feel to manage projects within your court?

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

Question 17: Stages in the Project Cycle.

<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 18: Selected project management tools.

<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>

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

Question 19: How having completed the course, how confident do you feel as a trainer?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Less Confident</i>	<i>Same Confidence</i>	<i>More Confident</i>	<i>Much More Confident</i>

Question 20: Were the aims of the orientation RTT Curriculum Development & Project Management 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 21: 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 22: 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 23: Did you find that the trainers and the presentation were effective and allowed for adequate participation, discussion, practical presentations, and interaction?

Not Effective

Limited Effectiveness

Quite Effective

Extremely Effective

Question 24: Overall, were you satisfied with the Capacity Building ToT Workshop?

Not Satisfied

Reasonably Satisfied

Quite Satisfied

Extremely Satisfied

Question 25: Briefly describe the *most* useful experience(s) of the Workshop.

Question 26: Briefly describe the *least* useful experience(s) of the Workshop.

Question 27: 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!

Summary of Text-based Responses Received:

Briefly describe the most useful experiences of the Workshop

- Able to differentiate between assessment and evaluation
- Able to understand processes in training programs and learning on M&E
- Differentiation between monitoring and evaluation
- Discussion, learning from shared experiences
- Discussions about new things such as project management and NJDCs
- Project Management
- Project Management - I would like more on this for me and my country as these requirements are often needed for funding
- Knowledge on project management, details on monitoring and evaluation, in-depth work on daily plans and sessions plans
- Managing a Project, Developing a curriculum, developing daily and session plans
- Having to undergo training for project management, meeting other senior Pacific judges
- Knowledge and skills learnt in how to run a training project
- Getting to know new skills
- Good refresher and learning additional tools
- Opportunity for needs assessment
- Opportunity of revisiting the stages of training cycle and learn more on managing projects
- Opportunity to be updated on concepts.
- Understanding more clearly on daily and session plans

Briefly describe the least useful experiences of the Workshop

- Did not adequately address the future of the RTT and what is envisaged for membership or what would happen if PJDP discontinued.
- Hotel service was disappointing
- Access to internet difficult and accommodation not helpful
- Need to access emails
- 4 x Nil / none
- Training circle
- Writing a project document

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

- It has been successful
- It was well-done
- A bit short notice but manageable.
- Better location and internet connections
- Have in better venue with phone and email
- Venue could be nicer with more reliable communication
- Sufficient email access
- Need more depth on project documentation
- Consider reducing workshop to 4 days or revitalize sessions on days 4-5
- Thank-you to the facilitators