



PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

PJDP Phase 2: Level 2 - Training-of-Trainers Training Completion Report

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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



1.0 TRAINING SUMMARY

This Report provides an overview of progress made and any constraints relating to the Level 2 Training-of-Trainers (ToT) Training held under the Pacific Judicial Development Programme (PJDP) in Kosrae, Federated States of Micronesia between 30 May and 10 June 2011.

Ten participants undertook the Level 2 Training of Trainers Workshop over a ten day training period. **Annexure 1** is a copy of the Daily Programme that outlines the contents, teaching methodologies and anticipated learning outcomes for each session of the ten day Workshop. The Workshop was led by Margaret Barron from TAFE SA Justice and Policing Studies and supported by Enoka Puni from Auckland, New Zealand.

2.0 TRAINING APPROACH

2.1 TRAINING AIMS AND OBJECTIVES:

The **aim** of the Level 2 Workshop was to provide participants with an accredited Trainer of Trainers Program that built upon the Level 1 training that had already been undertaken.

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

- Design, develop, review and evaluate a learning program for use in their court
- Facilitate group based learning including the delivery of a 30 minute training session
- Design and develop a workplace learning program for use in their court
- Coach and mentor a small group of participants

The content of the Workshop was divided into three main areas; Design Learning, Facilitate Group Based Learning and Facilitate Work Place Learning. Each area covered a number of competencies within the Australian qualification, the TAE40110 Certificate IV in Workplace Training and Assessment:

Design Learning

TAEDS401A Design and Develop Learning Programs

Facilitate Group- Based learning

TAEDL401A Plan, organise and deliver group based learning

BSBCM401A Make a presentation

Facilitate Workplace Learning

TAEDL402A Plan, organise and facilitate learning in the workplace

TAEDL404A Mentor in the workplace

A total of five competencies were covered in the Level 2 Workshop



2.2 TRAINING MATERIALS

Participants received a spiral bound booklet for each of the major topics, Design Learning, Facilitate Group Based Learning and Facilitate Work Place Learning. Each booklet contained a learner guide, learning activities, learning assessments and appendices. In addition, participants were provided with a CD Rom which contained all of these materials in an electronic format.

Participants also received a booklet titled 'Training Overview' that provided information on accreditation and assessment requirements for the Certificate IV in Training and Assessment and a copy of a textbook, *Vocational Training and Assessment* Hill. D, Hill. T, Perlitz. L, McGraw-Hill Book Company, Sydney 2010.

An electronic copy and a hard copy of all the 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 a Pacific judicial context.

2.4 FACILITATORS

Margaret Barron: a lawyer, 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: a former judge of the District Court of Samoa for six years, an experienced trainer who has been involved in judicial education in the Pacific for many years including facilitating previous PJDP trainer of trainers workshops. He resides in Auckland, New Zealand.

2.5 PARTICIPANTS

There were a total of ten participants, three female and seven males. One participant came from the Marshall Islands, three from Pohnpei, three from Chuuk and three from Kosrae, FSM. There was a Court Attorney, a Probation Officer, a Court Ombudsman and the remainder of participants were court clerks or court administrators. **Annexure Two** contains a full list of participants with name, gender, address 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. They were also asked a series of questions regarding their understanding of certain content related to designing and delivering a training program. **Annexure Three** provides a detailed list of the questions and **Annexure Four** contains a detailed list of the responses.

3.1.1 SUMMARY OF PRE-WORKSHOP RESPONSES REGARDING RATING LEVEL OF KNOWLEDGE AND SKILLS

50% of participants felt not confident and 50% felt quite confident as a trainer.

50% of participants said they had no understanding of the development stages of a learning program or of the process of conducting a training needs analysis

50% of participants felt they had no understanding of the process of identifying, analysing, selecting and sequencing the content of the learning program or reviewing and evaluating learning programs

50% of participants felt they had no understanding of how to deliver a training session to a group of learners while 50% felt they had a good understanding

60% of participants felt they had no understanding of methods of monitoring learner progress.

3.1.2 SUMMARY OF PRE-WORKSHOP RESPONSES REGARDING CONTENT KNOWLEDGE

50% of participants correctly identified two characteristics of adult learners.

70% of participants were able to explain the purpose of a Training Need Analysis (TNA)

60% of participants were able to list two teaching methodologies suitable for training groups.

80% of participants were able to define a learning outcome

20% of participants were able to explain mentoring

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 3** contains a detail list of the questions and **Annexure 4** a detailed list of responses from participants.



3.2.1 SUMMARY OF RESPONSES REGARDING QUALITY AND VALUE OF THE WORKSHOP

90% of participants felt confident as a trainer having completed the workshop

40% of participants felt the aims of the workshop were clear and were fully achieved and 50% felt they were clear and were substantially achieved

90% of participants felt the information presented was extremely useful to them as a trainer in their court

90% of the participants felt the materials provided by the trainers was extremely relevant to the training and useful

80% of participants felt that the trainers and presenters were extremely effective and allowed for adequate participation, discussion, practical presentations and instructions

70% of participants were extremely satisfied overall with the workshop

3.2.2 SUMMARY OF RESPONSES REGARDING LEVEL OF KNOWLEDGE AND SKILLS AFTER COMPLETING THE WORKSHOP

30% of participants felt they had an excellent understanding of the stages involved in designing a learning program and 60% a strong understanding

20% of participants felt they had an excellent understanding of the process of conducting a training needs analysis and 60% a strong understanding

10% of participants felt they had an excellent understanding of the process of identifying, analysing, selecting and sequencing the content of a learning program and 70% a strong understanding

20% of participants felt they had an excellent understanding of reviewing and evaluating a learning program and 60% a strong understanding

40% of participants felt they had an excellent understanding of delivering a training session to a group of learners and 60% a strong understanding

20% of participants felt they had an excellent understanding of methods of monitoring learning progress and 70% a strong understanding

10% of participants felt they had an excellent understanding of implementing a work based learning program and 60% a strong understanding

60% of participants felt they had a strong understanding of establishing and implementing a mentoring program and 40% a good understanding

Participants found the most useful experience of the workshop was undertaking a training needs analysis and planning training sessions.

One participant found the cross cutting issues session the least useful of the workshop and another suggested allocating less time for less complicated concepts such as coaching and mentoring would have improved the Workshop.

Some suggestions made for improving the workshop included a number of participants who felt it was too short and one suggested participants should have been given more homework each evening. The overwhelming view was that workshop was delivered at a high standard and the teaching methods were effective in promoting participation



4.0 ADVISER INPUTS AT THE COMPLETION OF TRAINING

The location of the training switched from New Zealand to Kosrae which impacted the input days due to an additional two transit days.

Trainer	Contracted Inputs	Inputs To-date	Balance Remaining
Barron_Margaret	45 days	22 input- days	23 input- days
Puni_Enoka	18 days	18 input- days	nil input- days

5.0 CROSS-CUTTING ISSUES RELATING TO THE TOT

5.1 SUSTAINABILITY

One way in which sustainability was encouraged in this Workshop was to set participants in-country assessments that they must complete after the Level 2 Workshop concluded. Each participant is required to design a learning program for their court and to deliver two training sessions of thirty minutes in duration for that learning program. Participants are also required to develop a workplace learning program for one participant in their court using a coaching and mentoring methodology.

In order to achieve certification, participants must complete these home based assessments. In addition, participants are delivering training in their courts on training that has been identified by a TNA as being required by their court. This ensures that required training will be delivered in the participant's court.

However, to conduct ongoing training for their courts, participants will need to be given both opportunity and encouragement to use the skills and knowledge they have developed. Without such opportunity and encouragement, participants will not be able to gain the necessary experience that will make them effective trainers.

5.2 GENDER

All activities in the Workshop encouraged equal opportunity for males and females to participate. Case studies used throughout the workshop showed equal representation by male and females. A session was held that addressed the issue of gender inequality. A facilitated group discussion explored this issue in some detail. At the commencement of the discussion, about half of the participants felt quite strongly that females should not be treated equally with men because to do otherwise would be contrary to culture. However, by the end of the discussion these participants like the others accepted that there were no logical and legitimate reasons why females should not be treated with equal respect as men, for example, at home and in the community. In addition, females should be entitled to equal opportunities in employment and politics.

It was noted that of the ten participants three were female and seven were male.

5.3 HIV Aids

The facilitated group discussion on this issue dealt with the HIV situation generally and in particular the Chuuk experience in the Federated States of Micronesia. Emphasis was made concerning some of the basic myths about HIV which often cause unwarranted public alarm and uncaring attitude towards HIV victims.



5.4 HUMAN RIGHTS

A workshop session was held dealing with the issue of human rights. This session involved participants working in small groups to identify human rights issues. A facilitated whole group discussion then examined the findings of each group and discussed the relevance and importance of human rights. The rights of the child attracted a good deal of discussion. Role play was used to illustrate and highlight some of the crucial issues in this regard.

6 LESSONS AND RECOMMENDATIONS

6.1 SELECTION OF PARTICIPANTS

The Training-of-Trainers program is a carefully constructed series of workshops to provide specific cohorts with the rigorous training required for the Certificate IV in Workplace Training and Assessment. The workshop just completed was supposed to be a Level 2 Workshop but half of the participants had not completed Level 1. The other significant difficulty was that participants who had undertaken Level 1 had done so five years previously and could not recall the content they had covered. This meant that a substantial amount of time had to be spent dealing with the content of Level 1. Participants need to be chosen carefully for future training workshops, or more time needs to be allocated to bridge the real gaps that will otherwise exist in individuals without previous training.

6.2 ACCREDITATION DIFFICULTIES

The Certificate IV in Workplace Training and Assessment TAE40110 is an Australian qualification that is undertaken by professionals working in vocational education and training. Those professionals would regularly deliver and assess accredited Australian Qualifications Framework courses. The assessments participants must complete to attain the qualification are rigorous.

One of the major difficulties for PJDP Phase 2 is the inability to access detailed training and assessment records for participants who undertook Level 1 and/or Level 2 training during PJDP Phase 1 with another training provider. TAFE SA, a registered training organisation, is unable to provide participants with status or recognition of prior learning unless it has exact details of which competencies participants obtained with the previous training provider. The only information that is available is of a generic nature and does not detail specific units of competency that participants acquired during previous training. From questioning participants it seems they too have only received generic information not details of units of competency.

One of the objectives of the Level 2 Workshop was that participants would receive accreditation in five of the units of competency from the Certificate IV in Training and Assessment. This required participants to complete 6 assessments. Three of those assessments were undertaken during the training and three must be completed when participants return home. All participants successfully completed the Workshop based assessments. The first take home assessment requires participants to conduct a TNA and design a training program for their court. The second assessment requires participants to deliver two 30 minute group based training sessions including preparation of session plans and the third assessment requires them to create a workplace learning program for a court staff member that incorporates a coaching and mentoring methodology. For each assessment participants must prepare a report detailing their approach to each activity and submit that for assessment.



6.3 LEVEL 2 FSM PARTICIPANTS

There were four participants who attended the Level 2 Workshop who appear to have real potential. Three are from FSM and one from the Marshall Islands. Interestingly, only one of them had attended the Level 1 Workshop five years ago. All four have the capacity to successfully complete the assessments for Level 2 and more importantly, they have the capacity and the enthusiasm to deliver successful training for their court. (There may be others who successfully complete the Level 2 Workshop home based assessments.)

These participants should be given the opportunity to try and achieve accreditation. The following proposal would facilitate this. It is suggested that a Level 3 Workshop be held in October 2011 for those FSM participants who have successfully completed all Level 2 Workshop assessments. This would enable them to complete all home based assessments. The difficulty is that the participants who have completed level one have no evidence regarding what units of competency they have completed and the other participants have not completed Level 1. There are two options regarding these participants.

Option 1

A short external training programme could be prepared that offers these participants the opportunity to undertake the two outstanding units. This would require more work from participants and is a large investment in a small number of people from the same country. However, this would mean that if all participants successfully completed all assessments from Level 1, 2 and 3 they would receive the award of the Certificate IV in Workplace Training and Assessment.

Option 2

To not pursue the external studies units and just award each participant a Statement of Attainment for those units of competency in the Certificate IV in Workplace Training and Assessment in which they have achieved competency.

6.4 PARTICIPANTS WHO HAVE UNDERTAKEN LEVEL 1 AND 2 WORKSHOPS UNDER PJDP PHASE 1

For these participants it is recommended that the approach be modified in such a way that the long term goal of developing local training capacity is not compromised in any way. However, unless access can be provided to detailed training records that outline what units of competency each participant has received from PJDP Phase 1 Trainer of Trainers Workshops, it is unlikely that full accreditation is achievable.

It is suggested that a 'Level 3' Workshop be conducted in late August 2011. The initial plan was that the focus of the Level 3 Workshop would be on assessment and that participants would cover the three units of competency from the Certificate IV in Training and Assessment dealing solely with assessment. It is suggested that is too narrow a focus and that the workshop should be more general and that it would revise designing a learning program, delivering to groups and workplace learning and assessment strategies. As participants would have undertaken Level 1 and 2 about five years ago it would be necessary to revise the content they covered in Level 1 and 2. This would mean that participants would not receive accreditation for any units in the Certificate IV in Workplace Training and Assessment as there are no detailed training and assessment records of the units of competency they are supposed to have completed previously. These participants however, would be very well prepared to design and deliver training programs in their country. *Only* participants who have undertaken *both* Level 1 and 2 should participate in this proposed training.



The only way full accreditation for this group could be achieved is if a 10 day workshop was held covering the units at Level 1 and 2 and a further 5 day workshop to cover the units of competency dealing with assessment. This would also involve participants undertaking a significant number of home based assessments.

There is cohort of participants from Vanuatu, Solomon Islands, PNG, Niue, Tonga and Tokelau who have all completed Levels 1 and 2 training. There are approximately 10 participants and it is suggested that they be approached to attend the modified Level 3 training in late August 2011. If PJDP were to conduct this Workshop in Vanuatu, TAFE SA could make available as an additional resource one of its experienced (including Pacific experience) legal trainers who will be residing in Vanuatu. This could be advantageous especially if the actual cohort that presents has a mixed training history.

7 CONCLUSION

The Level 2 Trainer of Trainer Workshop was a very successful activity consistent with the goal of creating a team of regional trainers who are capable of designing, delivering and evaluating training in their courts. Overwhelmingly the majority of participants at the conclusion of training felt confident in their ability as a trainer. The outcomes of the workshop were substantially achieved. The difficulties outlined above with respect to accreditation, do not detract from the increase in knowledge and skills as trainers acquired by Workshop participants.



ANNEXES

- Annexure 1 – Daily Programme
- Annexure 2 – List of Participants
- Annexure 3 – Pre & Post-training questionnaires
- Annexure 4 – Pre-training questionnaire responses
- Annexure 4 – Post-training questionnaire – Summary of responses

Annexure 1
Pacific Judicial Development Programme Trainer of Trainers
Level 2 Training Workshop
Kosrae, Federated States of Micronesia 30 May to 10 June 2011

Daily Programme

Day 1: Monday 30 May 2011		Learning Outcomes: Participants will be reasonably able to:			Training Methods	Training Aids	Facilitator
Time	Topic						
8.30-10.30 am 120 Mins	Workshop Opening and Orientation • Introduction Overview of Workshop: • Facilitators • Aim and Objectives • Learning resources Certificate IV in Workplace Training and Assessment • Assessment • Accreditation	• feel welcomed to the workshop and be introduced to the facilitators and participants • understand the aims of objectives of the workshop • have to explained to you the learning resources that you will supplied with • understand the structure, assessment and accreditation requirements of the Certificate IV in Workplace Training and Assessment			Questionnaire Presentation	Training Overview/ Daily Schedule Learner Guides Textbook Units of competency Assessments Powerpoint	Margaret Barron
PJDP Phase 2							
10.30-11.00 am	Morning Tea						
11.00-12.30 pm 90 Mins	Design Learning Topic 1: Defining a Learning program Design Learning Icebreaker	• to understand the aims of PJDP Phase 2 • Explain the purpose of a learning program • List the 6 steps in developing a learning program • Define a training needs analysis			Presentation Group Activity	Whiteboard	Margaret Barron
12.30-1.30 pm	Lunch						
1.30-3.00 pm 90 Mins	Design Learning Topic 2: Conducting a Training Needs Analysis	• Explain the steps involved in conducting a TNA • Undertake a job analysis for a judicial role including your own job role • Have experience in dividing job roles into skills, knowledge and attitudes			• Presentation • Video • Learning Activity • Group Work	Television and VCR	Enoka Puni
3.00-3.15 pm	Afternoon Tea						
3.15-4.15 pm 60 Mins	Design Learning Topic 2: Conducting a Training Needs Analysis (continued) Wrap up of day one What I learned? What I liked?	• Develop a survey and other research methods for gathering information • Analyse survey information to identify training gaps • Identify topics for learning program • To review and evaluate Day 1 of workshop			Group work Individual work	Learner Guide Learning Activity Questions	Enoka Puni

Day 2: Tuesday 31 May 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am (120 Mins)	Design Learning Topic 2: Conducting a Training Needs Analysis (continued)	As above	As above	As above	Enoka Puni
10.30-11.00 am					
Morning Tea					
11.00-12.30 pm 90 Mins	Design Learning Topic 3: Generate Options for Learning Programs	<ul style="list-style-type: none"> • Explain how you generate options for learning programs • Describe the modes of delivery that can be used to delivery learning programs • List the resources you will need to deliver learning programs • Summarise budgetary considerations in delivering learning programs 	Presentation Group Work	Whiteboard Butcher's paper Flip chart	Margaret Barron
12.30-1.30 pm					
Lunch					
1.30-3.00 pm 90 Mins	Design Learning Topic 4: Developing Content	<ul style="list-style-type: none"> • Describe the principles of adult learning • Identify, analyse, select, and sequence learning program content • Create learning outcomes 	Presentation Assessment 1	Whiteboard	Margaret Barron
3.00-3.15 pm					
Afternoon Tea					
3.15-4.15 pm 60 Mins	Design Learning Topic 5: Designing Structure	<ul style="list-style-type: none"> • Design a delivery plan • Explain the different ways people learn • List possible training methodologies • To review and evaluate Day 2 of the workshop 	Presentation Learning activity Group Work File Cards	Laptop Whiteboard Questions	Enoka Puni
4.15-4.30 pm 15 Mins	Wrap up of Day 2 What I learned? What I liked?				

Day 3: Wednesday 1 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Session 1: Design Learning Topic 5: Designing Structure (continued)	<ul style="list-style-type: none"> Develop a training session plan Describe the purpose of GLOSSS Prepare GLOSSS for a training session 	Group work	Proforma session plans	Each facilitator allocated groups. Margaret leads
10.30-11.00 am		Morning Tea			
11.00 -12.30 90 mins	Design Learning Topic 5: Designing Structure (cont)	<ul style="list-style-type: none"> Deliver the introduction to a training session to a small group 	Group Work	OHT slides OHT projectors	Each facilitator allocated groups. Margaret leads session.
12.30-1.30 pm		Lunch			
1.30-3.00 pm 90 Mins	Design Learning Topic 5: Designing Structure (cont)	As above			As above
3.00-3.15 pm		Afternoon Tea			
3.15-4.15 pm 60 Mins	Design Learning Topic 6: Review and evaluate learning programs	<ul style="list-style-type: none"> Recognise why it is important to review learning programs List learning program evaluation criteria Describe possible learning program evaluation tools Design a learning program evaluation tool 	Presentation Brainstorm	Laptop Whiteboard	Margaret Barron
4.15-4.30 pm 15 Mins	Wrap up of day 3 What I learned? What I liked?	<ul style="list-style-type: none"> To review and evaluate Day 3 of the workshop 	Discussion	Questions	Enoka Puni

Day 4: Thursday 2 June 2011						
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator	
8.30-10.30 am 120 Mins	Facilitate Group Based Learning Topic 1: The learning environment	<ul style="list-style-type: none"> • Explain the importance of maintaining a safe learning environment • Describe methods for identifying hazards and risks in the learning environment • List possible hazards that may arise in the learning environment • Describe commonly used risk analysis tools 	Presentation	Whiteboard Textbook Learner Guide	Enoka Puni	
10.30-11.00 am		Morning Tea				
11.00 -12.30 90 mins	Facilitate Group Based Learning Topic 2: Understanding Groups	<ul style="list-style-type: none"> • Define a 'group' • Explain Tuckman's stages of group development • Identify the influences on group dynamics • Explain Belbin's team roles 	Presentation Small group activity Individual activity	Powerpoint Learning Activity	Margaret Barron	
12.30-1.30 pm		Lunch				
1.30-3.00 pm 90 Mins	Facilitate Group Based Learning Topic 2: Understanding Groups	<ul style="list-style-type: none"> • Analyse group behaviour after participating in a small group training activity • Identify situations where conflict may occur in group training • Analyse your own conflict management style 	Presentation Small group activity Individual Activity	Newspapers + Sticky tape Learning Activity Conflict Management Questionnaire	Margaret Barron	
3.00-3.15 pm		Afternoon Tea				
3.15-4.15 pm 60 Mins	Facilitate Group Based Learning Topic 3: Preparing Lesson Plans	<ul style="list-style-type: none"> • Contextualise learning materials to meet learner group needs • Outline the contents of a session plan • Describe the role of GLOSSS • List the 7 steps in preparing a session plan • to review and evaluate Day 4 of the workshop 	Presentation Small group activity Individual activity	Pro forma session plan	Enoka Puni	
4.15-4.30 pm 15 Mins	Wrap up of day 4 What I learned? What I liked?		Discussion	Questions		

Day 5: Friday 3 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate Group Based Learning Topic 3: Preparing Lesson Plans (Continued)	<ul style="list-style-type: none"> Describe appropriate teaching methodologies for teaching knowledge, skills and attitudes 	Presentation Small group activity	Butcher's paper Flip chart	Each facilitator allocated groups. Margaret leads session
10.30-11.00 am		Morning Tea			
11.00 -12.30 90 mins	Facilitate Group Based Learning Topic 5: Deliver and Facilitate Training	<ul style="list-style-type: none"> Conduct a training session according to a session plan Use the diversity of the group to support learning Employ a range of delivery methods and training aids to optimise learner experience Demonstrate effective facilitation skills to ensure effective participation and group management 	Presentation Brainstorm Small group activity	Learning activities Whiteboard	Each facilitator allocated groups. Margaret leads session
12.30-1.30 pm		Lunch			
1.30-3.00 pm 90 Mins	Session 3: Facilitate Group Based Learning Topic 5: Deliver and Facilitate Training (cont)		Presentation Brainstorm Small group activity	Learning activities Whiteboard	Each facilitator allocated groups. Margaret leads session
3.00-3.15 pm		Afternoon Tea			
3.15-4.15 pm 60 Mins	Facilitate Group Based Learning Topic 6: Support and Monitor Learning	<ul style="list-style-type: none"> Monitor and document learner progress to ensure learning outcomes are achieved Manage inappropriate behaviour Maintain and store learning records to review and evaluate Day 5 of the workshop 	Presentation		Margaret Barron
4.15-4.30 pm 15 Mins	Wrap up of Day 5 What I learned? What I liked?		Ball Toss	Questions	Enoka Puni

Day 6: Monday 6 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate Group Based Learning Preparing Assessment 1		Individual work	Pro forma session plans	Each facilitator allocated groups. Margaret leads session
Morning Tea					
10.30-11.00 am 11.00 -12.30 90 mins	Facilitate Group Based Learning Preparing Assessment 1				Each facilitator allocated groups. Margaret leads session
Lunch					
12.30-1.30 pm 1.30-3.00 pm 90 Mins	Facilitate Group Based Learning Preparing Assessment 1				Each facilitator allocated groups. Margaret leads session
Afternoon Tea					
3.00-3.15 pm 3.15-4.15 pm 60 Mins	Facilitate Group Based Learning Delivering a group based training session	<ul style="list-style-type: none"> • Conduct a 30 minute training session according to a session plan • Employ a range of delivery methods and training aids to optimise learner experience • Demonstrate effective facilitation skills to ensure effective participation and group management • to review and evaluate Day 6 of the workshop 	Demonstration Assessment by peers	Individual preference	Each facilitator allocated groups. Margaret leads session
4.15-4.30 pm 15 Mins	Wrap up of Day 6 What I learned? What I liked?		Discussion	Questions	

Day 7: Tuesday 7 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate Group Based Learning Delivering a group based training session	As above			Participants split to 2 groups. Margaret leads one group & Enoka the other.
Morning Tea					
10.30-11.00 am					
11.00 -12.30 90 mins	Facilitate Group Based Learning Delivering a group based training session	As above			As above
Lunch					
12.30-1.30 pm					
1.30-3.00 pm 90 Mins	Facilitate Group Based Learning Discussion and feedback on training presentations	As above			As above
Afternoon Tea					
3.00-3.15 pm					
3.15-4.15 pm 60 Mins	Facilitate workplace learning Topic 1: Developing Workplace Learning Pathways	<ul style="list-style-type: none"> Define a working place learning pathway Describe the benefits of training in the workplace List the five steps in planning effective learning pathways Explain the importance of developing goals and learning outcomes for workplace learning to review and evaluate Day 7 of the workshop 	Presentation Brainstorm	Laptop	Margaret Barron
4.15-4.30 pm 15 Mins	Wrap up of Day 7 What I learned? What I liked?		File Cards	Questions	Enoka Puni

Day 8: Wednesday 8 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate workplace learning Topic 2: Teaching methodologies	<ul style="list-style-type: none">List possible teaching methodologies for the workplace learning environmentExplain the process of brainstorming as a teaching methodology	Presentation Brainstorm Learning activity		Enoka Puni
10.30-11.00 am		Morning Tea			
11.00 -12.30 90 mins	Facilitate workplace learning Topic 2: Teaching methodologies (continued)	<ul style="list-style-type: none">Create a case study/role play on cross cutting issue using the 10 step approach	Small group activity	Learning activity	Margaret Barron
12.30-1.30 pm		Lunch			
1.30-3.00 pm 90 Mins	Facilitate workplace learning Topic 2: Teaching methodologies (continued)	<ul style="list-style-type: none">Presentation and discussion of case studies and role plays.	Presentation Small group activity	Laptop Learning activity	Enoka Puni
3.00-3.15 pm		Afternoon Tea			
3.15-4.15 pm 60 Mins	Facilitate workplace learning Coaching	<ul style="list-style-type: none">Define coachingExplain and demonstrate the DEDICT coaching methodDescribe the advantages and disadvantages of coaching as a workplace teaching methodologyDemonstrate the review and evaluation of a coaching sessionto review and evaluate Day 8 of the workshop	Presentation Demonstration	Wrapping paper Sticky tape Sissors	Margaret Barron
4.15-4.30 pm 15 Mins	Wrap up of Day 8 What I learned? What I liked?		Discussion		

Day 9: Thursday 9 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate workplace learning Topic 3: Coaching (continued)	<ul style="list-style-type: none"> demonstrate the DEDICT coaching method 	Learning activity Assessment 1	Individual preference	
10.30-11.00 am		Morning Tea			
11.00 -12.30 90 mins	Facilitate workplace learning Topic 4: Mentoring in the workplace	<ul style="list-style-type: none"> Define mentoring Describe features and phases of the mentoring relationship Explain the role of the mentor List Conner's 7 steps to establish a judicial mentoring system 	Presentation	Whiteboard	Margaret Barron
12.30-1.30 pm		Lunch			
1.30-3.00 pm 90 Mins	Facilitate workplace learning Topic 5: Verbal facilitation methodologies	<ul style="list-style-type: none"> Describe possible verbal facilitation methodologies Explain the advantages and disadvantages of using verbal facilitation methodologies 	Class discussion		Enoka Puni
3.00-3.15 pm		Afternoon Tea			
3.15-4.15 pm 60 Mins	Facilitate workplace learning Preparation of Assessment 1 parts A and B				Each facilitator allocated groups. Margaret leads session
4.15-4.30 pm 15 Mins	Wrap up of Day 9 What I learned? What I liked?	<ul style="list-style-type: none"> to review and evaluate Day 9 of the workshop 	Discussion		Enoka Puni

Day 10: Friday 10 June 2011					
Time	Topic	Learning Outcomes	Training Methods	Training Aids	Facilitator
8.30-10.30 am 120 Mins	Facilitate workplace learning Assessment 1: Delivery of coaching and mentor sessions		Individual preference	Individual preference	Participants split to 2 groups. Margaret leads one group & Enoka the other.
10.30-11.00 am			Morning Tea		
11.00 -12.30 90 mins	Facilitate workplace learning Assessment 1: Delivery of coaching and mentor sessions				As above
12.30-1.30 pm			Lunch		
1.30-3.00 pm 90 Mins	In country assessment explained	Units of competency			Margaret Barron
3.00-3.15 pm			Afternoon Tea		
3.15-4.30 pm 75 Mins	Program Wrap Up Presentation of Statements of Participation	<ul style="list-style-type: none"> • assess and evaluate the success of otherwise of the whole workshop by identifying achievements and areas where improvements are required 	Questionnaire		Margaret Barron & Enoka Puni
	Evaluation of program				

Annexure 2

List of Participants – Level 2 Workshop Kosrae, FSM 30 May – 10 June 2011

#	Title	Name	Position	PIC
1	Ms	Ingrid Kakku Kabua	Chief Clerk of Courts	Marshall Islands
2	Mrs	Yoslyn G. Sighra, Esq.	FSM Supreme Court	FSM - Pohnpei
3	Mr	Harry Narruhn	Ombudsman, FSM Supreme Court	FSM - Chuuk
4	Mr	Kency K. Conrad	Chief Clerk, Chuuk State Court	FSM - Chuuk
5	Mr	Alex P. Elias	Probation Officer, Chuuk State Court	FSM - Chuuk
6	Mr	Johnny F. Peter	Assistant Chief Clerk, Pohnpei Supreme Court	FSM - Pohnpei
7	Mr	Eric Ekiner Elias	Court Administrator, Pohnpei State Court	FSM - Pohnpei
8	Mr	Marciano Wakuk	Court Administrator, Kosrae State Court	FSM - Kosrae
9	Ms	Shrue Lonno	Chief Clerk, Kosrae State Court	FSM - Kosrae
10	Mr	Linson Wagkuk	FSM Supreme Court	FSM - Kosrae



ANNEXURE 3
PJDP - LEVEL 2 TRAINER-OF-TRAINERS WORKSHOP
30 May-10 June, 2011: Kosrae, FSM

Pre-training Questionnaire

Please answer the following questions. This questionnaire will help in working out what areas we need 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: Question 1 - List two characteristics of adult learners:

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

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

Question 4: Question 4 - What are 'learning outcomes'?

Question 5: Question 5 - As a teaching methodology what is mentoring?



Please rate your level of knowledge and skills before the Level 2 ToT Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 6: Having previously completed Level 1 ToT training, how confident do you feel as a trainer?

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

Question 7: The developmental stages involved in designing a learning program.

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

Question 8: The process of conducting a training needs analysis.

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

Question 9: 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"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 10: Reviewing and evaluating learning programs.

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

Question 11: Delivering a training session to a group of learners.

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

Question 12: Methods of monitoring learner progress.

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

Question 13: Developing and implementing a work-based learning program.

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

Question 14: Establishing and implementing a mentoring program.

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

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



PJDP - LEVEL 2 TRAINER-OF-TRAINERS WORKSHOP

30 May-10 June, 2011: Kosrae, FSM

Post-training Questionnaire

Please rate your satisfaction regarding the quality and value to you of the Level 2 ToT Workshop by ticking / checking ONE square per question only:

Question 1: How having completed Level 2 ToT training, how confident do you feel as a trainer?

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

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

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

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"/>
Not Useful	Limited Usefulness	Quite Useful	Extremely Useful

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"/>
Not Relevant	Limited Relevance	Quite Relevant	Extremely Relevant

Question 5: Did you find that the 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"/>
Not Effective	Limited Effectiveness	Quite Effective	Extremely Effective

Question 6: Overall, were you satisfied with the Level 2 Workshop?

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

Please rate your level of knowledge and skills after the Level 2 ToT Workshop regarding the following matters by ticking / checking ONE square per question only:

Question 7: The developmental stages involved in designing a learning program.

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

Question 8: The process of conducting a training needs analysis.

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



Question 9: 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"/>
No Understanding	Good Understanding	Strong Understanding	Excellent Understanding

Question 10: Reviewing and evaluating learning programs.

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

Question 11: Delivering a training session to a group of learners.

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

Question 12: Methods of monitoring learner progress.

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

Question 13: Developing and implementing a work-based learning program.

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

Question 14: Establishing and implementing a mentoring program.

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

Question 15: Briefly describe the *most* useful experience(s) of the Workshop.

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

Question 17: 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!

Pre-training Questionnaire Responses

Participant Number	1	2	3	4	5	6	7	8	9	10
Q1: List 2 characteristics of adult learners	Participation		Adult learners come to the training site prepared to achieve. Have communication skills		Adults have the attitude of 'I know it all' unlike children. Adults easily question. Teaching must be in a systematic way.	respect and participation	Adult learners are more responsible and focus. They ask more questions they have to do with real life experience. More mature	To learn; to deliver	Participation in activities; do it	short attention span; learn better by participating
Q2: What is the purpose of a TNA?	To know the needs of the targeting group. To help design a lesson plan for the training.	to develop or know what areas really needed for improvement at workplace	To find out exact topics/needs to carry out an effective training	To know where their at	TNA is what it says - an analysis of training needs. The purpose of conducting a TNA is to find out what exactly are the training needs and not training needs that you think someone might need training on.	to build up participants skills on analysing, or coming up with what should be done first	To find out the needs of potential participants and able to design a program (training) that would best fit their needs and achieve stated goals	To be able to expand on knowledge so we can transfer it by teaching other people	to know how to develop a plan on assess you need to train on	to ascertain what to train
Q3: List 2 teaching methodologies suitable to use to train a group	lecturing and group discussion	Presentations and materials	Use activities that would involve actions of all participants. Provide interesting topics that are well for daily tasks.	brainstorming, lecture	icebreakers: especially if participants don't know each other, icebreakers make people relaxed and open them up so they can talk. Using more than one sense: audio, visual etc.	powerpoint presentations; group discussions	lecture, group discussions, test, presentation	lets set acquainted; participate in the session	presentations, group work	powerpoint presentations; group exercises
Q4: What are learning outcomes?	what would be achieved at the end; what do you expect to get	result of what you learn from the training	The learning outcomes are how ideas that an individual learn after a training. The learners must be able to have competencies to teach others.	At the end of the training, will be able to know how to apply and to design the training need.	objectives/outcomes: what you expect participants to get out of a training/workshop so you know that the purpose/objective have been met	it is what learners, learn or get out of a training the end results	Results of the actual training, whether or not the goals have been achieved. If customer comes out positive, then the learning process must have been successful.	to be able to learn what was taught in the training	learning outcomes are what you learn through out a training is ready to put in place or use	What you expect to be able to do after the training
Q5: As a teaching methodology what is mentoring?	supervising a learning process		Why a trainer is assisting learners as the training actually in progress.	is to be able to advise and assist the process	mentoring: i guess that would mean mentoring, coaching, or guiding someone.	mentoring is when you do assist learners and what they are doing.	Mentoring is when one attempts to coach another in more of a gentler, nurturing environment, very friendly setting, where mention assess needs, encourage the person mentored to achieve his/her goal by supplying need.	is to follow	you observe how the trainees are doing on their work and to make sure they are doing theirs correctly	Mentoring is short of identifying some one to coach and teach.
Q6: How confident do you feel as a trainer?	Quite confident	Not Confident	Not Confident	Quite confident	Quite confident	Not Confident	Quite confident	Not Confident	Quite confident	Not Confident
Q7: The development stages involved in designing a learning program	Good understanding	No understanding	No understanding	Good understanding	Good understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q8: The process of conducting a TNA	Good understanding	No understanding	No understanding	Good understanding	Good understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q9: Process of identifying, analysing, selecting and sequencing the content of a learning program	Good understanding	No understanding	No understanding	Good understanding	Good understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q10: Reviewing and evaluating learning programs	Good understanding	No understanding	No understanding	Good understanding	Good understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q11: Delivering a training session to a group of learners	Good understanding	No understanding	No understanding	Good understanding	Good understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q12: Methods of monitoring learner progress	Good understanding	No understanding	No understanding	Good understanding	No understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q13: Developing and implementing a work-based learning program	Good understanding	No understanding	No understanding	Good understanding	No understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding
Q14: Establishing and implementing a mentoring program	Good understanding	No understanding	No understanding	Good understanding	No understanding	No understanding	Good understanding	No understanding	Good understanding	No understanding

Annexure 4 Responses
PJDP Level 2 Trainer of Trainers Workshop
30 May – 10 June 2011 Kosrae, FSM

Post-Training Questionnaire

Summary of responses

Questions regarding quality and value of ToT Workshop

Question 1: Having completed Level 2 ToT, how confident do you feel as a trainer?

10% - very confident

90% - confident

Question 2: Were the aims of the Level 2 Workshop clear, and were they achieved?

10% - reasonably achieved

40% - substantially achieved

50% - fully achieved

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

10% - quite useful

90% - extremely useful

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

10% - quite relevant

90% - extremely relevant

Question 5: Did you feel that the trainers and the presentations were effective and allowed for adequate participation, discussion, practical presentations and interactions?

20% - quite effective

80% - extremely effective

Question 6: Overall, were you satisfied with the Level 2 Workshop?

30% - quite satisfied

70% - extremely satisfied

Questions regarding level of knowledge and skills after completing the Workshop

Question 7: The development stages involved in designing a learning program.

10%- good understanding

60% - strong understanding

30% - excellent understanding

Question 8: The process of conducting a training needs analysis.

20% - good understanding

60% - strong understanding

20% - excellent understanding

Question 9: The process of identifying, analysing, selecting and sequencing the content of a learning program.

20% - good understanding

70% - strong understanding

10% - excellent understanding

Question 10: Reviewing and evaluating learning program.

10% - good understanding

60% - strong understanding

20% - excellent understanding

Question 11: Delivering a training session to a group of learner.

60% - strong understanding

40% - excellent understanding

Question 12: Methods of monitoring of learners progress.

10% - good understanding

70% - strong understanding

20% - excellent understanding

Question 13: Developing and implementing a work-based learning program.

30% - good understanding

60% - strong understanding

10% - excellent understanding

Question 14: Establishing and implementing a mentoring program.

40% - good understanding

60% - strong understanding

Question 15: Briefly describe the most useful experience of the Workshop:

- Designing a TNA for use in my court.
- Designing learning TNA and session planning. Cross cutting issues session.
- Planning a training session
- TNA and session planning
- Coaching and mentoring training methods
- Stages of designing a learning program and class exercises to validate learning
- Sharing ideas and the different teaching methodologies that were used
- Everything covered in the workshop was very useful
- Use of examples, participants doing presentations and involvement in the learning sessions
- Training needs analysis

Question 16: Briefly describe the least useful experience(s) of the workshop.

- The functions, the trip to the rain forest and the reception
- Not enough time to go through workplace learning especially on mentoring
- None (5 participants)
- None, I look forward to the next workshop
- Shorten the time allocated for less complicated concepts and exercises such as coaching and mentoring
- Hardly any, maybe the time spent was too short
- Cross cutting issues

Question 17: Do you wish to make any comments or suggestions for improving this workshop?

- An excellent training by excellent trainers but two weeks is too long and we need a good training facilities with good toilet facilities
- Participants should be given more homework and assignments each night
- Two weeks is too short and we would need a follow up
- Ten days is too short as there was so much material covered.
- The workshop was presented at such a high level that improving may not be necessary, just maintain the high level and momentum. Great job. Excellent trainers.
- More chance to practice and maybe limit the topics.
- Maintain the small group for future workshops. The smaller the group the better communication or learning between trainer and trainee