# PACIFIC JUDICIAL DEVELOPMENT PROGRAMME

# PJDP Phase 2:

# Capacity Building Training-of-Trainers Workshop Completion Report

March 2012
Margaret Barron

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## ANNEXURES

## ABBREVIATIONS AND ACRONYMS

| | | |
|------|---|------------------------------------------|
| FSM  | - | Federated States of Micronesia           |
| PJDP | - | Pacific Judicial Development 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 Rarotonga, Cook Islands between the 27 February and 9 March 2012.

Sixteen 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.

## 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 and the Fortnight at a Glance. 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 plus any PowerPoint presentations 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 **Regiona**l 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 meet the learning outcomes of the Workshop received a Certificate of Attendance and 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 sixteen participants, eight females and eight males. There was one participant each from Pohnpei, Federated States of Micronesia (FSM), Palau, Niue, Tuvalu, Tokelau, Samoa, Tonga, Kiribati, Vanuatu, the Solomon Islands and the Marshall Islands. There were two participants from Papua New Guinea and three participants from the Cook Islands. The participants comprised a Chief Justice, three Judges, an Associate Judge, a Magistrate, a Deputy Chief Magistrate, a Court Registrar, two Justices of the Peace, a Commissioner, a Senior Crown Counsel, a Human Resources Specialist and a Court Clerk. **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.

### 3.1.1 Summary of Pre-Workshop Responses Regarding Rating Level of Knowledge and Skills

- 31.25% of participants felt not confident as a trainer, 56.25% felt quite confident. The remaining 6.25% felt confident as a trainer.
- 50% of participants said they had no understanding of the developmental stages involved in designing a learning program. 43.75% of participants said they had a good understanding and 6.25% said they had a strong understanding of these stages.
- 37.25% of participants had no understanding of the purpose of conducting a training needs analysis. 56.25% of participants felt they had a good understanding and 6.25% felt they had a strong understanding.
- 56.25% of participants had no understanding of the process for identifying, analysing, selecting and sequencing the content of a learning program. 31.25% of participants felt they had a good understanding and 6.25% of participants felt they had a strong understanding.6.25% did not provide a response to the question.
- 50% of participants felt they had no understanding of reviewing and evaluating learning programs. 37.5% of participants felt they had a good understanding while 6.25% felt they had a strong understanding.6.25% did not provide a response to the question.
- 56.25% of participants felt they had no understanding of the knowledge or skills required to deliver a training session to a group of learners. 37.5% of participants felt they had a good understanding and 6.25% of participants felt they had a strong understanding.
- 56.25% of participants felt they had no understanding of methods for monitoring learner's progress while 43.75% felt they had a good understanding.
- 37.5% of participants felt they had no understanding of a range of teaching methodologies they could use in a training session. 50% had a good understanding, 6.25% had a strong understanding and 6.25% had an excellent understanding.
- 56.25% of participants felt they had no understanding of how to develop assessment tools to assess learning. While 50% of participants felt they had a good understanding.

### 3.1.2 Summary of Pre-Workshop Responses Regarding Content Knowledge

- 18.75 % of participants were able to identify two characteristics of adult learners.
- 73.3% of participants were able to explain the purpose of conducting a training needs analysis (TNA).
- 81.25% of participants were able to list two different teaching methodologies.
- 62.5% of participants were able to define learning outcomes.
- 43.75% of participants were able to list three matters that should be included in a session plan.
- 50% of participants were able to explain the purpose of assessment.
- 50% of participants stated that they had delivered training in their country.

### 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 Responses Regarding Quality and Value of the Workshops

One participant did not complete the evaluation. The following statistics represent those participants who responded to the questionnaire.

- 40% of participants felt confident as a trainer and 60% of participants felt very confident as a trainer at the conclusion of the Workshop.

- 13.33% of participants felt that the aims of the Workshop were clear and had been substantially achieved. 80% of the participants felt that the aims had been fully achieved.

- 6.66% of participants felt that the information presented during the workshop was quite useful to them as a trainer in their court and 93.3% of participants felt the information presented was extremely useful.

- 13.33% of participants felt that the materials provided by the trainers were quite relevant to the training and useful while 86.66% felt the material were extremely relevant to the training and useful.

- 26.66% of the participants felt that the trainers and presentations were quite effective and allowed for adequate participation and interaction while 73.33% of participants felt the trainers and presentations were extremely effective.

- 20% of participants were quite satisfied overall with the Workshop while 80% were extremely satisfied.

### 3.2.2 Summary of Responses Regarding Level of Knowledge and Skills After Completing the Workshop

One participant did not complete the evaluation. The following statistics represent those participants who responded to the questionnaire:

- 100% of participants were able to identify two characteristics of adult learners.

- 100% of participants could explain the purpose of conducting a TNA.

- 86.6%% of participants could list two teaching methodologies suitable to use when training a group of learners.

- 100% of participants were able to list three different teaching methodologies.

- 93.3% of participants were able to define a learning outcome.

- 100% of participants were able to identify three matters that should be included in a session plan.

- 100% of participants could explain the purpose of assessment.

- 40% of participants felt confident as a trainer and 60% of participants felt very confident as a trainer at the conclusion of the Workshop.

- 13.3% of participants said they had a good understanding of the six developmental stages involved in designing a learning program at the end of the Workshop. 33.3% of participants said they had a strong understanding and 53.33% said they had an excellent understanding of these stages.

- 13.33% of participants had a good understanding of the process of conducting a training needs analysis. 33.33% of participants felt they had a strong understanding and 53.33% felt they had an excellent understanding after the Workshop.

- 20% of participants had a good understanding of the process for identifying, analysing, selecting and sequencing the content of a learning program. 33.33% of participants felt they had a strong understanding and 50% of participants felt they had an excellent understanding after the Workshop.
- 20% of participants had a good understanding of the process of reviewing and evaluating learning programs. 40% of participants felt they had a strong understanding and 40% felt they had an excellent understanding.
- 20% of participants felt they had a good understanding of the knowledge and skills required to deliver a training session to a group of learners. 26.66% of participants felt they had a strong understanding and 50% of participants felt they had an excellent understanding.
- 40% of participants had good understanding of the methods that can be used to monitor learner's progress. 70% felt they had a strong understanding while 17% felt they had a good excellent understanding.
- 23% of participants felt they had a good understanding of how to develop assessment tools to assess learning. 26.66% of participants felt they had a strong understanding while 33.33% felt they had an excellent understanding.

Participants found the most useful experience of the workshop was delivering a training session confidently to a group of learners and the process of designing a learning program. The majority of participants could not identify anything that was 'least useful' in the workshop.

Some suggestions were made for improving the workshop including:
- visiting the court of the host country to see how matters are handled locally;
- that training judicial and non-judicial officers together worked well and that future trainings should not separate these two groups;
- that a two week workshop was too long; and
- the need to monitor those who had undergone ToT training to ascertain if they were conducting training in their own country.

## 4.0     Adviser Inputs at the Completion of Training

| Trainer | Contracted Inputs | Inputs To-date | Balance Remaining |
|---|---|---|---|
| Margaret Barron | 56 days | 56 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 for both males and females. Case studies throughout the workshop showed equal representation by males and females.

It was noted that of sixteen participants, eight were females and eight were males.

## 5.3    DOMESTIC VIOLENCE, HIV AIDS AND HUMAN RIGHTS

On Wednesday 7 March 2012 a number of guest presenters attended the Workshop and gave presentations on the cross cutting issues of HIV Aids and Domestic Violence. Ms Kairangi Samuela of Punanga Tauturu Inc. gave a presentation on Domestic Violence. It acknowledged the extent of the problem in Pacific countries and ways in which this problem was being addressed. She addressed participants on a research project she has undertaken in the Cook Islands looking at the consistency of decision making by Justices of the Peace in domestic violence matters. Her presentation generated much discussion with participants who were able to share the extent of the problem of domestic violence in their country and methods that had been put in place to deal with this problem.

Ms Niki Rattle and Mr Danny Vakapora - HIV AG Program, the Cook Islands Red Cross, gave a presentation on HIV/Aids in Pacific countries and the role of the Red Cross in educating communities. They defined HIV and Aids and examined specific case studies that gave participants an insight into the stigma suffered by HIV positive individuals in Pacific countries and how the Red Cross is educating communities so this does not continue to be a problem. A booklet was provided to participants regarding how a person could acquire AIDS and they were also given a copy of a briefing paper prepared by the Red Cross *HIV –Related stigma and discrimination in Pacific Island Countries.*

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

All participants except one had not received any train-the-trainer training prior to attending this Workshop. The pre-training questionnaires revealed that over a third of participants had no confidence as a trainer and little knowledge of basic training concepts. The post-training questionnaire reveals that 40% of participants now feel confident as a trainer and 60% 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 five participants received certification as a **Regional Trainer**:
- Deputy Chief Magistrate Iova Geita, Papua New Guinea
- Chief Justice Sir Albert Rocky Palmer, Solomon Islands
- Justice Rapi Vaii, Samoa
- Mr Makea Tinirau, Cook Islands
- Ms Salote Koloamatangi, Tonga

The following eight participants received certification as a **National Trainer**:
- Judge Nickontro Johnny, FSM
- Ms Hasinta Tabelual, Palau
- Mr Sa'aga Talu Teafa, Tuvalu
- Associate Justice Grace Leban, Marshall Islands
- Ms Hannaline Nalau Ilo, Vanuatu
- Sister Bernadette Eberi, Kirabati
- Ms Latu Kuresa, Tokelau
- Ms Georgina Keenan-Williams, Cook Islands
- Ms Carmen Temata, Cook Islands

Two participants received a **Certificate of Attendance and Participation**:
- Commission Togiavalu Pihigia, Niue
- Justice John Kawi, Papua New Guinea

### 6.3  PARTICIPATION BY LOCAL TRAINERS IN WORKSHOP

A number of certified trainers reside in Rarotonga and the lead facilitator was keen that they would actively participate in the workshop by facilitating a number of training sessions. Approximately three weeks before the commencement of the Workshop, the lead facilitator emailed them expressing the desire to have them involved in the training and for each trainer to identify a session or sessions from the daily program that they could deliver. Despite a number of follow up emails and conversations with them in country they did not actively assist with training. However, they were most helpful in arranging both an opening and closing ceremony for the workshop.

The purpose of the PJDP Trainer of Trainers project is to develop capacity for the delivery of training at a local and regional level. It was very disappointing that the Cook Island certified trainers did not take up the opportunity to deliver training as part of this Workshop. It is acknowledged that these individuals have many

competing commitments that made it difficult for them to allocate time for training. However, reliance on 'expert' overseas facilitators is perpetuated when local training resources are not utilised.

## 6.4 FUTURE TRAINING

A further Capacity Building ToT Workshop is planned for early June 2012. The program that will be delivered will be the same as this workshop and will be suitable for participants who have no prior 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. This Workshop comprised both judicial and court staff and it worked particularly well. One participant commented that this practice should be maintained for future training. This suggestion should be adopted.

It is important that trainers receive regular training to maintain their skills and knowledge. Thought should be given to conducting refresher training for PJDP Certified Trainers on a regular basis. There are a number of certified trainers in the Pacific who obtained their certification many years ago and have not received any training since.

## 6.5 FOLLOW UP OF TRAINERS

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 two participants did not receive certification as either a regional or a national 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.

All participants have been provided with a copy of the PJDP Responsive Fund Guidelines and encouraged to apply for funding for training activities in their country. They have also been provided with a Responsive Fund Application form. It is hoped that participants will avail themselves of this funding to assist with the cost of delivering training in their country.

ANNEX ONE: DAILY PROGRAM

PACIFIC JUDICIAL DEVELOPMENT PROGRAMME (PJDP)
CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP
*27 FEBRUARY – 9 MARCH, 2012: RAROTONGA, COOK ISLANDS*

**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, 27 February, 2012**

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|------|-------|-------------------|----------|---------------|-------------|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | **Workshop Opening and Orientation** | • feel welcomed to the workshop and be introduced to the facilitators and participants | Questionnaire | Training Overview/ Daily Schedule | Margaret Barron |
| | **Overview of Workshop:** • Facilitators • Aim and Objectives • Learning resources | • understand the aims of objectives of the workshop • explain the learning resources that you will be supplied with | Presentation | Folders | |
| | **Certification** | • understand the structure, assessment and certification requirements for the Capacity Building ToT | | Outline of competencies Assessments Powerpoint | |
| | **PJDP Phase 2** | • to understand the aims of PJDP Phase 2 | | | |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – | **The Big Picture – an** | • reasonably explain the ultimate aim and purpose | Presentation | Powerpoint | Enoka Puni |

| 12:30pm 90 mins | overview of Purpose and Process: | of training and the basic process involved culminating in behavioural change. | | | |
|---|---|---|---|---|---|
| | From Training needs analysis to improved justice | | Group Activity | Whiteboard | |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | Introduction to TNA | • reasonably; define and explain what TNA is; explain why it is important to conduct a TNA; and describe how to conduct a TNA. | Presentation Learning Activity Group Work | | Enoka Puni |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:15 pm 60 mins | TNA (continued) | • reasonably; demonstrate how to break down job roles to trainable elements | Presentation Group and individual | Leaning Activity | Enoka Puni |
| 4:15 – 4:30pm 15 mins | Wrap up of Day One What I learned? What I liked? | • to review and evaluation Day 1 of the workshop | | Balls | Margaret Barron |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

Day Two:  Tuesday, 28 February, 2012

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | | *Arrival Time* | | | |
| 8:30 – 10:30am 120 mins | TNA (continued) | • reasonably; list and explain TNA survey methods and formulate survey documents; analyse survey data; identify priority topics for training purposes. | As above | As above | Enoka Puni |
| 10:30 – 11:00am | | *Morning Tea* | | | |
| 11:00 – 12:30pm 90 mins | Designing a Learning Program | • define a learning program<br>• list the four developmental stages in developing a learning program<br>• explain how to identify the focus of a learning program<br>• describe the modes of delivery that can be used to deliver a learning program<br>• explain the difference between a Daily Program and Session Plan | Presentation Group Work | Whiteboard Butcher's Paper Flip Chart | Margaret Barron |
| 12:30 – 1:30 pm | | *Lunch* | | | |
| 1:30 – 3:00pm 90 mins | Learning aims and objectives | • define a learning outcome<br>• explain the difference between a learning aim and a learning objective<br>• describe how to write a learning outcome | Presentation Demonstration | Whiteboard Stools and kiwis | Margaret Barron |
| 3:00 – 3:15pm | | *Afternoon Tea* | | | |
| 3:15 – 4:15 pm 60 mins | Principles of adult learning | • reasonably; list and explain key principles of adult learning and their importance; describe how to ensure training is consistent with adult learning principles | Presentation Learning activity Group work | Laptop Whiteboard | Enoka Puni |
| 4:15 – 4:30pm 15 mins | Wrap up of Day Two What I learned? What I liked? | • to review and evaluation Day 2 of the workshop | File Cards | Questions | Margaret Barron |
| 4:30 – 4:45pm | | *Daily wrap-up, feedback and close* | | | |

**Day Three:  Wednesday, 29 February, 2012**

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | | *Arrival Time* | | | |
| 8:30 – 10:30am 120 mins | **Designing Session Plans** | • develop a training session plan • describe the purpose of GLOSSS • explain how to conclude a session • define COFF | Group work | Proforma session plans | Margaret Barron |
| 10:30 – 11:00am | | *Morning Tea* | | | |
| 11:00 – 12:30pm 90 mins | **Developing Content** | • explain how to identify, analyse, select, and sequence learning program content using the sticky note method | Demonstration | Sticky notes of 3 different colours | Margaret Barron |
| 12:30 – 1:30 pm | | *Lunch* | | | |
| 1:30 – 3:00pm 90 mins | Assessment and evaluation of training | • define assessment and explain its purpose – explain the principles of assessment • list the different types of assessment • explain the different assessment methods that can be used to assess knowledge, skills and attitudes • explain the difference between assessment and evaluation | Brainstorm | Whiteboard | Margaret Barron |
| 3:00 – 3:15pm | | *Afternoon Tea* | | | |
| 3:15 – 4:15 pm 60 mins | **Method for teaching a skills session** | • reasonably explain and demonstrate the process for teaching skills | Presentation Demonstration | Laptop Whiteboard | Enoka Puni |
| 4:15 – 4:30pm 15 mins | **Wrap up of Day Three** What I learned? What I liked? | • accurately explain the most important things learnt and liked during the day's sessions as well as matters the program could improve on. | Discussion | Questions | Enoka Puni |
| 4:30 – 4:45pm | | *Daily wrap-up, feedback and close* | | | |

**Day Four: Thursday, 1 March, 2012**

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | | *Arrival Time* | | | |
| 8:30 – 10:30am 120 mins | **Methods for teaching a theory session (knowledge and attitudes)** | • Reasonably list and explain different methods for teaching knowledge and attitudes | As determined by student | As determined by student | Enoka Puni |
| 10:30 – 11:00am | | *Morning Tea* | | | |
| 11:00 – 12:30pm 90 mins | **Preparation for teaching session** | • being sufficiently prepared to deliver a training session on Friday morning | Individual preparation with assistance from facilitators | | Each facilitator allocated groups. Margaret leads session |
| 12:30 – 1:30 pm | | *Lunch* | | | |
| 1:30 – 3:00pm 90 mins | **Preparation for teaching session** | • as above | As above | | As above |
| 3:00 – 3:15pm | | *Afternoon Tea* | | | |
| 3:15 – 4:15 pm 60 mins | **Preparation for teaching session** | • as above | As above | | As above |
| 4:15 – 4:30pm 15 mins | **Wrap up of Day Four** What I learned? What I liked? | • to review and evaluation Day 4 of the workshop | Ball toss | Stress ball | Margaret Barron |
| 4:30 – 4:45pm | | *Daily wrap-up, feedback and close* | | | |

## Day Five:  Friday, 2 March, 2012

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | **Preparation for teaching sessions Feedback on training session** | • being sufficiently prepared to deliver a training session today | As determined by student | As determined by student | Each facilitator allocated groups. Margaret leads session |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – 12:30pm 90 mins | **Delivery of training session Feedback on training session** | • as above | As above | As above | Each facilitator allocated groups. Margaret leads session |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | **Delivery of training session** | • as above | As above | | As above |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:30 pm 75 mins | **Review of the first week** | • reasonably explain (and demonstrate where appropriate) the key concepts, principles and processes involved in identifying and prioritising training needs; developing efficient learning programs (including session plans) as well as methodologies and considerations for effective teaching | Q&A and plenary discussion | Whiteboard,  Flip chart & postie paper | Enoka Puni |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

**Day Six: Monday, 5 March, 2012**

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|------|-------|-------------------|----------|---------------|-------------|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | Step by Step Guide to creating a training program and TNA revisited | • confidently; explain what TNA is about and its importance; demonstrate how to break down job roles to trainable elements; list and explain TNA survey methods and formulate survey documents; analyse survey data; identify priority topics for training purposes. | | | Margaret Barron |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – 12:30pm 90 mins | Continuation of TNA | • Same as above | Same as above | Same as above | Margaret Barron |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | Building content for learning program | • confidently: identify content for a half day learning program using the sticky note method; write a learning aim for a half day learning program. | | | Margaret Barron |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:15 pm 60 mins | Completing learning program including program aims and outcomes | • confidently: write learning outcomes for a half day learning program. | | | Margaret Barron |
| 4:15 – 4:30pm 15 mins | Wrap up of Day Six What I learned? What I liked? | • to review and evaluation Day 6 of the workshop | Discussion | Questions | Margaret Barron |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

### Day Seven: Tuesday, 6 March, 2012

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | **Session plan revisited** | • confidently describe the purpose and structure of a session plan and the source for its content • successfully complete their session plans for their presentations on Friday for their practical teaching exercise | Group exercise Individual work | PowerPoint Session plan templates | Enoka Puni |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – 12:30pm 90 mins | **Session aims and outcomes** | • confidently explain the purpose for incorporating aims and outcomes into session plans, the main source for them and the key phrase for formulating outcomes. • correctly formulate aims and outcomes for their respective sessions to be delivered on Friday for their practical teaching exercise | Group exercise Individual work | White board Individual session plans | Enoka Puni |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | **Training methods revisited - case study and group discussion** | • reasonably be able to explain how to write a case study for use in training and explain how to hold a group discussion. | | | Margaret Barron |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:15 pm 60 mins | **Powerpoint** | • describe situation in which it would be appropriate to use Powerpoint as a teaching aid | Presentation Brainstorm | Laptop | Margaret Barron |
| 4:15 – 4:30pm 15 mins | **Wrap up of Day Seven** What I learned? What I liked? | • to review and evaluation Day 7 of the workshop | File Cards | Questions | Enoka Puni |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

## Day Eight: Wednesday, 7 March, 2012

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|------|-------|-------------------|----------|---------------|-------------|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | **Cross-cutting issues** | • reasonably explain what crossing-cutting issues are about and identify ways to improve on current situations with particular attention to Domestic Violence and HIV/Aids | Presentation Group discussion | PowerPoint and whiteboard | Enoka Puni and 2 Cook Islands NGOs |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – 12:30pm 90 mins | **Review of assessment and evaluation of training** | • confidently explain the purpose for assessing and evaluating sessions and training programs respectively and some of the methods for conducting them | Brainstorming and group discussion | White board and handout | Enoka Puni |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | **Preparing assessment tools for training session** | • successfully prepare an assessment tool or activity for their respective session to be delivered on Friday for their practical teaching exercise | Group discussion and individual work | Whiteboard and completed session plans | Enoka Puni |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:15 pm 60 mins | **Developing evaluation tool for training program** | • successfully prepare an evaluation tool or activity for their respective half day training program from which they will deliver a session on Friday for their practical teaching exercise | Group discussion Individual work | Whiteboard and completed half day training programs | Enoka Puni |
| 4:15 – 4:30pm 15 mins | **Wrap up of Day Eight** What I learned? What I liked? | • to review and evaluation Day 8 of the workshop | Discussion | | Margaret Barron |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

Day Nine: Thursday, 8 March, 2012

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|---|---|---|---|---|---|
| 8:00 – 8:30am | | *Arrival Time* | | | |
| 8:30 – 10:30am 120 mins | **Training Management** | • confidently demonstrate how to formulate training budgets; identify and explain how to resource training as well as criteria's for selecting the best available person to lead the training management team; formulate timetables and how to secure external resource persons, experts etc | Presentation Group work | Proforma budget spreadsheet; white board & butcher paper | Enoka Puni |
| 10:30 – 11:00am | | *Morning Tea* | | | |
| 11:00 – 12:30pm 90 mins | **Preparation for teaching session** | • being sufficiently prepared to deliver a training session on Friday morning | Individual work | | Each facilitator allocated groups. Margaret leads session |
| 12:30 – 1:30 pm | | *Lunch* | | | |
| 1:30 – 3:00pm 90 mins | **Preparation for teaching session** | • as above | As above | | Each facilitator allocated groups. Margaret leads session |
| 3:00 – 3:15pm | | *Afternoon Tea* | | | |
| 3:15 – 4:15 pm 60 mins | **Preparation for teaching session** | • as above | As above | | Each facilitator allocated groups. Margaret leads session |
| 4:15 – 4:30pm 15 mins | **Wrap up of Day Nine** What I learned? What I liked? | • accurately explain the most important things learnt and liked during the day's sessions | Discussion | File Cards | Enoka Puni |
| 4:30 – 4:45pm | | *Daily wrap-up, feedback and close* | | | |

**Day Ten: Friday, 9 March, 2012**

| Time | Topic | Learning Outcomes | Training | Training Aids | Facilitator |
|------|-------|-------------------|----------|---------------|-------------|
| 8:00 – 8:30am | *Arrival Time* | | | | |
| 8:30 – 10:30am 120 mins | Delivery of training session | • As determined by participants | Individual preference | Individual preference | Participants split into two groups. Margaret leads one group and Enoka the other |
| 10:30 – 11:00am | *Morning Tea* | | | | |
| 11:00 – 12:30pm 90 mins | Delivery of training session | • As determined by participants | As above | As above | As above |
| 12:30 – 1:30 pm | *Lunch* | | | | |
| 1:30 – 3:00pm 90 mins | Delivery of training session | • As determined by participants | As above | As above | As above |
| 3:00 – 3:15pm | *Afternoon Tea* | | | | |
| 3:15 – 4:30 pm 75 mins | Program Wrap Up Evaluation of program | • 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 |
| 4:30 – 4:45pm | *Daily wrap-up, feedback and close* | | | | |

**ANNEX TWO: FORTNIGHT AT A GLANCE**

PACIFIC JUDICIAL DEVELOPMENT PROGRAMME (PJDP)
CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP
*27 FEBRUARY – 9 MARCH, 2012: RAROTONGA, COOK ISLANDS*

**'Fortnight at a Glance'**

| Time | Mon – 27th | Tues – 28th | Wed – 29th | Thurs – 1st | Fri – 2nd | Mon – 5th | Tues – 6th | Wed – 7th | Thurs – 8th | Fri – 9th |
|---|---|---|---|---|---|---|---|---|---|---|
| 8.30 - 10.30am 120 mins | Opening & Orientation, Overview of the Workshop, Certification & PJDP | TNA continued – breaking down roles continued, categorizing & prioritizing | Designing a Session Plan | Methods for teaching theory | Preparation for teaching session | TNA revisited | Session plan revisited | Cross-cutting issues | Training Management | Participants presentations (session delivery) |
| 10.30 - 11.00am 30 mins | *Morning Tea* | | | | | *Morning Tea* | | | | |
| 11.00 - 12.30pm 90 mins | 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 | Preparation for teaching session | Participants presentations (session delivery) | Continuation of TNA | Session aims & outcomes | Review of assessment and evaluation of training | Preparation for teaching session | Participants presentations (session delivery) |
| 12.30 - 1.30pm 30 mins | *Lunch* | | | | | *Lunch* | | | | |

| 1.30 - 3.00pm 90 mins | Introduction to TNA – what it is, why it is important, How to do it (basics)? | Leaning aims and objectives | Assessment & evaluation of training | Preparation for teaching session | Participants presentations (session delivery) | Building content for learning program | Training methods revisited - case study and group discussion | Preparing assessment tools for training session | Preparation for teaching session | Participants presentations (session delivery) & summary of the training |
|---|---|---|---|---|---|---|---|---|---|---|
| 3.00 - 3.15pm 15 mins | *Afternoon Tea* | | | | | *Afternoon Tea* | | | | |
| 3.15 - 4.15pm 60 mins | TNA continued – breaking down roles to trainable elements | Principles of adult learning | Teaching method – teaching a skill | Preparation for teaching session | Review of the first week | Completing learning program including program aims and outcomes | Powerpoint | Developing program evaluation tool for half day program | Preparation for teaching session | Evaluation and closing exercise |
| 4.15 - 4.30pm 15 mins | Wrap up for the day | Wrap up for the day | Wrap up for the day | Wrap up for the day | | Wrap up for the day | Wrap up for the day | Wrap up for the day | Wrap up for the day | |

## Certification for Capacity Building Training of Trainers Workshop
## 27 February – 9 March 2012: *Rarotonga, Cook Islands*

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.

## ANNEX FOUR: LIST OF PARTICIPANTS

| | Name | PIC | Position |
|---|---|---|---|
| 1 | Mr Justice Nickontro Johnny | FSM | Judge |
| 2 | Ms Hasinta Tabelual | Palau | Human Resource Specialist |
| 3 | Mr Iova Geita | PNG | Deputy Chief Magistrate |
| 4 | Mr Justice John Kawi | PNG | Judge |
| 5 | Mr Sa'aga Teafa | Tuvalu | Senior Crown Counsel |
| 6 | Ms Justice Grace Leban | Majuro | Associate Judge |
| 7 | Sir Albert Palmer | Solomon Islands | Chief Justice |
| 8 | Ms Hannaline Ilo | Vanuatu | Magistrate |
| 9 | Sister Bernadette Eberi | Kiribati | Court Staff |
| 10 | Ms Latu Kuresa | Tokelau | Atafu Court Clerk |
| 11 | Mr Togiavalu Pihigia | Niue | Commissioner |
| 12 | Ms Georgina Keenan-Williams | Cook Islands | Justice of the Peace |
| 13 | Mr Makea Tinirau | Cook Islands | Court Registrar |
| 14 | Ms Carmen Temata | Cook Islands | Justice of the Peace |
| 15 | Ms Salote Koloamatangi | Tonga | Court Interpreter |
| 16 | Mr Justice Rapi Vaai | Samoa | Judge |
| **Facilitators, Support Staff and Monitoring & Technical Adviser** | | | |
| 17 | Ms Margaret Barron | Australia | TOT Lead Facilitator |
| 18 | Mr Enoka Puni | New Zealand | TOT Facilitator |
| 19 | Ms Nicole Cherry | Australia | PJDP Project Officer |
| 20 | Mr James McGovern | Australia | Monitoring & Technical Adviser |

## ANNEX FIVE: PRE-TRAINING QUESTIONNAIRE

## PJDP Capacity Building Training of Trainers Workshop
### 27 FEBRUARY - 9 MARCH, 2012: RAROTONGA, COOK ISLANDS

### 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?

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Confident* | *Quite Confident* | *Confident* | *Very Confident* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

*Question 5:* Reviewing and evaluating learning programs.

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

*Question 7:* Methods of monitoring learner progress.

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

*Question 9:*   Development of assessment tools to assess learning.

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

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

ANNEX SIX: POST TRAINING QUESTIONNAIRE

## PJDP Capacity Building Training of Trainers Workshop
### 27 FEBRUARY - 9 MARCH, 2012: RAROTONGA, COOK ISLANDS

### Post Training Questionnaire

*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?

☐ ☐ ☐ ☐

*Not Confident*     *Quite Confident*     *Confident*     *Very Confident*

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *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?

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Useful* | *Limited Usefulness* | *Quite Useful* | *Extremely Useful* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Relevant* | *Limited Relevance* | *Quite Relevant* | *Extremely Relevant* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Effective* | *Limited Effectiveness* | *Quite Effective* | *Extremely Effective* |

*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?

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Effective* | *Limited Effectiveness* | *Quite Effective* | *Extremely Effective* |

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

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *Not Satisfied* | *Reasonably Satisfied* | *Quite Satisfied* | *Extremely Satisfied* |

**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.

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *No Understanding* | *Good Understanding* | *Strong Understanding* | *Excellent Understanding* |

*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:* Reviewing and evaluating learning programs.

| ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|
| *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!*

## ANNEX SEVEN: SUMMARY OF TEXT-BASED RESPONSES RECEIVED

Briefly describe the most valuable experience of the Workshop?

- Process of designing a training program.
- Planning and delivering a session with confidence.
- Content or wrap session.
- Knowledge of the process of training.
- Learning how to develop a half day plan and a session plan.
- Gaining knowledge, skills and confidence.
- Learning that training needs must be identified objectively and it most effective when it is targeted at closing performance gaps.
- Presenting sessions and the feedback received from facilitators and participants.
- The methodology of presentations.
- Conducting a TNA.
- The great variety and the way, manner and method in the delivery of the sessions which made learning enjoyable.

Briefly describe the least useful experience of the Workshop?

- None – 11 participants.
- Closing events needed to celebrate the achievement.
- Virus in flash drive.
- Not working amongst friends.

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

- No – keep up excellent work.
- No – 6 participants.
- No because it was well designed in the first place.
- Progress ToT should be developed to monitor those who have undergone this ToT to measure its utility.
- Workshop was too long, one week would have been better.
- I understood every session and this workshop was one of the best ones I have attended.
- Congratulations to you! My great achievement is yours indeed.
- This has been an effective and productive workshop.
- Have us visit the court of the host country to explore more. Thank you very much for a great and very useful training.
- When it comes to grouping don't differentiate judicial from court officers, let them join every time because we are all here to learn even though we have different posts.

### ANNEX EIGHT: PRE-WORKSHOP PARTICIPANT BRIEFING DOCUMENT
## PJDP CAPACITY BUILDING TRAINING OF TRAINERS WORKSHOP

The Capacity Building Training of Trainers Workshop will be held in Rarotonga, Cook Islands from Monday 27 February – Friday 9 March 2012. The workshop will be facilitated by Margaret Barron and Enoka 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.