

VILLAGE COURTS OFFICERS COURSE

PROGRAM GUIDE

A. Course Management

Introduction

During the development of the *Village Courts Course* (for village court **officials**) it became apparent that the enormity of training some 12,000 officials is beyond the capacity of the Community Courts Advisory Unit (CCAU). A realistic and cost effective solution was needed. The development and implementation of a 'train the trainer' concept has proved to be a breakthrough strategy. In essence, the strategy provides training for provincial village courts officers to enable them to deliver the *Village Courts Course*.

This training is to be known as the ***Village Court Officers Course*** and will be delivered to provincial village courts officers by CCAU staff. The program includes an introduction to the *Village Courts Course*, presentation skills, supervision and inspections of village courts, jurisdiction, appeals and reviews and general administration of village courts. The CCAU will follow up this training by supporting provincial officers with facilitation, conduct and management of initial Village Courts Courses in their respective provinces.

The course is a result of extensive consultation with experienced people who operate both inside and outside the village courts system. This *Village Courts Officers Program Guide* is presented as a practical and comprehensive stand-alone package and includes relevant lesson plans, mediation and course management information. The course refers extensively to the ***Village Courts Manual*** and trainers are required to conduct very little research outside this manual.

As with all village courts training, adult learning principles have been applied in the design of the course. Delivery of the material makes extensive use of role-plays, discussion groups and mock court scenarios and moves away from the conventional classroom lecturing style of presentation.

Course Objectives – ***train provincial village court officers***

The objective of this course is to train provincial village court officers to effectively and competently carry out their duties. On completion of training participants should possess the necessary knowledge, skills and attitudes that will enable them to function with confidence as officers of the village court. Particular emphasis has been placed on presentation skills and delivery of training to village court officials.

The course has been designed for delivery in an adult learning style, that is, with maximum student participation and active learning. The course has been structured along the following lines:

- Presentation skills
- Introduction to the *Village Courts Course*
- Roles and responsibilities of the village courts inspector
- Inspection and supervision of village courts
- Mediation skills
- Jurisdiction
- Court procedure
- Court order forms
- Appeals and reviews

Course content – *all aspects of village courts inspector duties*

The content of this course was developed after extensive consultation with CCAU staff, village court officers and officials, training specialists and other interested stakeholders. The material included is drawn from the *Village Courts Act 1989*, the *Customs Recognition Act 1963*, the national *Constitution* and other relevant legislation, the *Village Courts Manual* and *Village Courts Policy 2001*. The following is a summary of the areas addressed in the course:

Introduction to the Village Courts Act & Village Courts Manual

The role of the Village Courts Inspector

The courts of PNG

Appeals from the Village Court

Review of Village Court decisions

Village Court Inspections

Appointment & Revocation of Village Court Officials

The Constitution and Custom

Mediation Skills

Jurisdiction

Court Procedure

Joint Sittings

Community Work Orders

Village Court Forms

Village Court Administration

The Role of the Trainer

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Monitoring Trainee Progress

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Training Effectiveness

Length of course – *two weeks.*

The course is designed to be conducted over a ten day period. The first week is devoted to topics that directly relate to the duties of village courts inspector. During the second week presentation skills are taught using the *Village Courts Course* for practical exercises.

Daily timetable – *not rigid*

Lessons are broken into one hour sessions with a ten minute break each hour but this approach need not be rigid. If it suits the group there is no reason why longer or shorter classes cannot be conducted. The course timetable is included in this guide at page 27.

Group Size – *no more than twenty*

An ideal group is ten to twenty participants. Any group larger than this is difficult to manage, any smaller than this can create difficulties in generating sufficient discussion. Groups should be of a size that enables trainers to devote sufficient time to individual participants.

Course material – *The Village Courts Manual & Village Courts Course Program Guide.*

Each participant should be issued with a copy of the *Village Courts Manual* and the *Village Courts Course Program Guide*. The manual is available in English, Pidgin and Motu and includes a copy of the *Village Courts Act 1989* and *Village Courts Regulations*. Trainers should take the time to explain the layout of the manual and refer to its content constantly during the course. This will provide participants with the skill to locate particular sections when they are seeking information.

Participants will also be issued with a *Village Courts Course Program Guide*. This book includes information on course management, format and lesson plans and will be explained fully during the presentation skills module of the course. It is available only in English

Place of learning – *only venues conducive to learning*

Trainers should seek to obtain the use of the best available class room. Ideally the venue will be large enough to comfortably accommodate all participants, be free of distractions and noise, be cool and bright and have facilities such as white/black boards. Other considerations include available accommodation and catering capabilities.

Approach to training - *adult learning principles*

Adults, as all village court officials are, like to “learn” rather than “be taught”. Adults learn best when they participate in the learning experience and are:

- active rather than passive
- challenged rather than talked at
- involved rather observing

This course is designed to allow for maximum student participation and does not rely on the lecturing style of teaching usually associated with younger people. The course combines discussion groups, role plays, mock courts and guest speakers with conventional lecture presentations. Trainers should avoid talking for periods longer than ten minutes without involving participants in some form of discussion or activity.

Trainers must actively work to create an atmosphere that encourages learning, one that:

- allows participants to contribute with confidence, that is ask questions, comment, challenge and disagree without fear of criticism.
- is light-hearted and fun
- encourages trust between group and trainer
- provides positive feedback to participant’s contributions

Break out groups- *focused discussion.*

Much of the work in this course is carried out in break out groups of up to six people. Groups are given tasks or areas for discussion and report their ideas and views back to the

larger group. Five or six people seems to be the best size group for this activity, less people seem to have difficulty generating discussion and in larger groups not everyone has the opportunity to speak.

Role plays – *active participation.*

Role plays are an extremely effective way of reinforcing or illustrating teaching points and are used extensively in this course. Trainers should prepare role plays for mediation skills, mock courts for court procedure and a variety of role plays demonstrating the roles of court officials. The role plays should be relevant and appropriate to the group being taught. Each scenario should set an appropriate scene for the lesson, works to a desired outcome and illustrates the points the trainer is seeking to emphasise.

Lesson plans – *operating strategically.*

Lesson plans have been prepared for each topic and set out a program for the lesson. Each lesson plan has an objective, time frame for the lesson, key teaching points and describes the desired teaching outcome. Trainers are advised to refer to the lesson plans in their preparation prior to a presentation ensuring they cover each key teaching point. Do not introduce material that is not relevant to the lesson. It is also important to adhere to agreed time frames for the lesson. Lesson plans commence at page 33.

Preparing for training – *be organised*

A systematic approach to planning, organising and delivering training will make these tasks so much easier. The following is provided as a guide for trainers and may be modified to suit local requirements.

At least four weeks before the course:

- Select a suitable date for the training
- Select and book the venue
- Check the venue and make arrangements to supply any equipment that is lacking
- Arrange transport
- Arrange accommodation if necessary
- Ensure *Village Courts Manuals, Village Courts Course Program Guides* and other intended hand out material is available
- Develop role plays, scenarios and mock court material
- Book overhead projector or other teaching aids required
- Send out invitations to participants

One week before the course

- Confirm the number of participants
- Order meals and refreshments
- Obtain pencils, pens and note pads
- Confirm arrangements for equipment
- Determine exact timing of lessons

- Determine which trainers will be conducting which lessons
- Conduct practice run for training lessons
- Print course certificates
- Arrange for VIP's to open and close the course

The day of the course

- Organise teaching materials
- Ensure venue is set up properly
- Ensure teaching aids are available and operating correctly
- Check catering arrangements
- Distribute name and place tags if they are being use.

Participant assessment – *continuous and informal*

There is no formal assessment in this course however, trainers should evaluate the level of participation and performance of each participant. The criteria for assessment should be, "How well will this person be able to carry out his/her role as a village court inspector?" Trainers should identify problem areas and assist the participant to overcome that weakness.

Participant assessment should take place during all activities but role plays, mock courts and mediation exercises are ideal times to assess performance. Assessment should be an ongoing process and not left until the last few days of the course. Trainers should carefully and tactfully discuss areas that need improvement with participants and offer advice to overcome any weaknesses.

Mediation training – *an essential component*

Notes on the mediation process and the village court are included in this course guide at page 7. Trainers are advised to read this material and the lesson plans on page 33 well in advance of presentation.

Course evaluation – *keep course relevant*

At the conclusion of a course trainers should ask themselves, "What could I do better next time?" One of the most effective ways of answering this question is through feedback from the participants. A Village Court Course Evaluation Form has been designed to assist with this task. Trainers may use the form as it is or modify it to suit their local environment. Do not fear honest critique. The form is reproduced at page 29.

B. The Mediation Process & the Village Court

Introduction

The *Village Courts Act 1989* (Section 53) tells us that before a dispute can be heard by a full court attempts **MUST** be made to mediate a settlement. Mediation is **ALWAYS** the first step in the resolution of a conflict brought to the notice of the village court. Any other approach is illegal and subject to review by a higher court.

Becoming a skilled mediator should be the aim of every village court official, particularly magistrates. It is an essential skill that is used often, settling everything from minor disputes between two people to large scale disturbances involving many people. Successful mediation prevents escalation of the dispute and maintains harmony in the community.

What is mediation?

Mediation is the process where a neutral third party facilitates a settlement to a dispute involving two or more other parties. When acting as a mediator the village court official does not make judgments, take sides or force a settlement on either party but guides them to a **mutually agreeable** solution. The mediator's role is to ensure that parties to the dispute get the opportunity to tell their story and to hear and appreciate the position of the other side. The parties are then able to use that understanding to reach an agreement.

Wherever possible mediation aims to produce a win / win solution ie. a solution that both parties are satisfied with. Successful mediation allows parties to a dispute the opportunity to think about their problems, discuss them and reach a fair settlement rather than arguing their case at a full court hearing.

Who can mediate?

While anyone, including village court clerks and peace officers can mediate a dispute, it is usually a job left for the magistrates. The magistrates can call on other members of the court or community such as elders, church leaders or bigmen to assist wherever necessary. However, these people must also be neutral in their dealings with the parties to the dispute

Qualities of a good mediator

Mediation can be very difficult to conclude successfully, particularly for those who are inexperienced or who have little training. Further, successful mediators must possess a number of personal qualities including:

- have a neutral / unbiased position
- be respected by both parties
- be a good communicator / listener
- be an analytical thinker

- have a sound knowledge of custom
- possess patience

Approach mediation with the right attitude

Officials should approach mediation with certain attitudes. They should:

- **Be objective.** Don't let the process be distorted by your own personal feelings. Make the parties aware that you are neutral. It is particularly important that those involved see you as open minded and not taking sides. You are there to assist them understand each other's point of view and help them settle their problem.
- **Be supportive.** Use caring and non threatening language and provide a neutral place where both parties can feel comfortable to discuss the dispute.
- **No judging.** Do not sit in judgment of who was right and who was wrong, that is not your role as a mediator. The test of a good mediator is the ability to remain neutral at all times. Do not ask questions that will lead to blaming. Do not ask questions like, "Why did you ...?" Ask, "What happened?" and "How do you feel about that?"
- **Steer the process.** Don't let parties wander off the point or introduce material that is not relevant. Avoid dwelling on a certain point for too long. Ask questions that will aid the process like, "Have you thought about doing this?"
- **Win / Win.** Work towards wins for both sides. Turn opponents into problem solving partners.

Barriers to successful mediation

When a mediator and the parties to a dispute come together in an attempt to mediate there are quite often a number of hidden barriers preventing or hindering them from reaching a settlement. Two of the more critical barriers are the personal values and prejudices of those involved and poor communication skills.

Communication skills

Being an effective communicator is an essential skill for a mediator. The mediator must be a good listener and be able to express him/herself in a manner in which the message is clear and easily understood. The mediator must also assist the parties to a dispute to communicate effectively.

Listening skills

Listening involves more than hearing what a person is saying. A good listener listens with empathy, gives positive feedback, encourages the speaker and asks the right questions.

- **Empathy.** Empathy is the ability to feel what the other person is feeling. A good listener is able to put him/herself in the place of the speaker and thereby have a better understanding of what is being said.
- **Positive feedback.** To assist the communication process we must give positive feedback and encourage the speaker to tell the story fully. Whether we know it or not, we always give feedback during a conversation. We either nod our head in agreement or show by the look on our face we are not happy with what is being said. We show interest by looking at the speaker and we show disinterest by looking elsewhere. If you appear disinterested the speaker will think you are not fair or neutral. We make comments like, "I see." or "Yes, I understand."
- **Encourage the speaker.** A good listener can encourage the speaker in a number of ways. Opening questions are used to give a person the chance to talk about his/her problem. Questions like, "Is something worrying you? Would you like to talk about it?" are helpful. Not, "What's wrong with you." Body language that indicates listening such as eye contact and suitable posture and body motion give support to the speaker. Encouraging comments such as, "I see, what happened then?" are another way to encourage a speaker.

Values and prejudice

How we interpret what we hear and see is influenced to a large degree by our personal values and prejudices. Our values and prejudices are affected by a number of factors including our life's experiences, education, tradition, family and religion. We evaluate what we hear against these values. Sometimes this has a negative influence in our role as a mediator and can be a factor in disputes between parties. Mediators must guard against allowing their own values interfere with their aim of settling the dispute to the satisfaction of both parties.

Prejudice is an intolerance of something, commonly a specific group of people, but can be to do with politics, religion or sexual behaviour. If a mediator takes prejudice to a mediation he/she cannot do the job properly because he/she is making judgments and not being neutral in the dispute.

The mediation process

While the detail in each is different, community disputes generally follow a pattern in their origin and settlement procedure. In most cases a common step by step process can be applied to resolving disputes that come before the village court. All steps may not be appropriate in all cultures but the basic procedure remains the same.

- **A dispute occurs in the community between two or more parties.** When this happens quite often there is a lot of shouting and people running about involving relatives and friends and tension can quickly build.

- **One or more of the parties report the matter to the village court.** This can be to any magistrate, clerk or peace officer. The matter may also be reported to other people such as church leaders or elders.
- **The village court officials decide if the matter is suitable to mediate.** Is it a dispute or is it an offence that must go to the full court. Should the mediation be informal or formal? Quite often this stage should be conducted with some urgency in order to preserve peace in the community. On the other hand, mediation should never be attempted while the parties involved are angry, allow a cooling down period. Factors to be considered at this stage are:
 - the likelihood of community violence
 - the state of mind of the parties involved
 - the nature of the dispute
 - the location where the mediation will take place
 - who will be involved
- **The parties agree to mediation by village court officials.** It is important that the parties involved in the conflict agree to mediation and are satisfied the officials are independent and unbiased. Set the time / date / place for the mediation. In some cases it may be appropriate to speak to each party separately to gain some knowledge of the situation and to establish their true needs. This practice is also helpful if supporters of the parties are interfering in the process. In other cases the parties may refuse to meet together and it may be necessary for the mediator to travel between them to get the process started.
- **Initial contact with the disputing parties.** At this stage the mediator takes steps to gain the confidence of the disputing parties and explains what will happen during the mediation. The mediator then seeks commitment to the process, sets the rules by which it will be conducted and asks for agreement:
 - on mediation process
 - that both parties agree to him/her being the mediator
 - on security (eg no weapons)
 - on confidentiality
 - to treat each other with respect (eg no insults or name calling)
 - that both parties want to settle the matter by mediation
- **The mediation commences.** The mediator explains his / her position as neutral, with no obligations to either side. The mediator further explains that he/she is not going to make decisions for either party, will not sit in judgment of anyone but is there only to assist the parties reach their own agreement.
- **Each side tells their story.** Each party is given time to speak and explain how they see the problem. Encourage them to use "I" statements rather than "You" statements and avoid insulting language, eg "I feel very upset when I see the damage to my garden." rather than "You are stupid for letting your pig into my

garden". Parties are not to make demands on the other. The mediator's role is to see that each person understands how the other party feels.

- **Go into more detail if necessary.** The mediator should use active listening to clarify what each person is saying. Encourage the parties to go hard on the problem but soft on the person.
- **Identify areas of agreement.** Encourage willingness to move forward focusing on an agreement.
- **Consider options for resolution of the conflict.** Discuss all suggestions and eliminate those that are not suitable to both parties. Encourage the use of custom. Modify options so that they are suitable to both parties, insist on a win/win solution.
- **Write down the agreed option or options and allow time for more discussion and negotiation if necessary.** Any agreement must have a "who will do what by when" clause.
- **When finalized, the agreement is recorded on a Village Court Form 1 or 2 (Settlement Order Form).** The decision is read by, or to, the parties and if they agree the magistrate signs the Form.
- **The decision is read aloud at an open court if required by the parties.** The resolution of the problem is celebrated with a handshake and a meal or whatever appropriate custom.
- **If the matter is not resolved by mediation at the first attempt, further mediation can take place before the matter is referred to the full court.**

C. PRESENTATION SKILLS

The Presentation Skills component of the Village Court Officers' Course has been designed so that:

- you the participant will be able to effectively and confidently plan, deliver and evaluate training sessions to the village court officers
- planning
- delivering, and
- evaluating training sessions will be a new experience for most participants attending this course. This course has therefore been designed to cater for all participants and will take you through a logical, step by step approach to achieve the outcomes required.

The course will utilize the Course Management material provided in the earlier section of this guide.

Role of the Trainer

The main role of the trainer is to change the behaviour of the participants in their day to day practice.

- First the trainer must ensure that there is a need for performance improvement.
- Determine whether training is the most appropriate strategy to address the need.
- Prepare the training.
- Deliver the training which involves
 - Explaining to the participants the new method
 - Demonstrating to the participants the new method.
- Training has failed if for some reason the training does not produce the required change in performance.

Participant Learning Styles

Before designing our training program we need to consider the learning needs of our trainees.

We will probably be training people who have a combination of different learning styles as well as different levels of ability.

Learning Styles

The human brain is amazing and not fully understood. We do know however, that our brain has two sides, a left and right brain which provide different functions when we learn.

Logical

- Speech
- Calculations
- Intellectual analysis
- Reading
- Writing
- Naming
- Ordering
- Sequencing - Spatial ability
- Complex motor sequences
- Critique
- Evaluation
- Logic
- Colour



cReative

- Creativity
- Artistic activity
- Musical ability/rhythm
- Emotions
- Recognition
- Comprehension
- Perception of abstract patterns
- Facial expressions
- Holistic ability
- Intuition
- Images

Some people are “right brain” dominant while others are “left brain” dominant. In other words, their learning “preference” or natural tendency is to use one side of their brain more than the other. Of course people may use both sides of their brain on a “balanced” basis or as they wish in the circumstances.

This different use of the left and right brain means that people can have at least 3 “biases” in terms of learning. These are visual, hearing and feeling.

Visual: Pictures, scenes, images, logos, diagrams, graphs, photos, drawings, etc. (tendency to be right brain biased)

Hearing: Words, music, sounds, accents, conversations (tendency to be left brain biased)

Feeling: Emotions, body language, smells, tastes, touches, comfort factors (tendency to be right brain biased).

Extensive research has shown that retention of learning is twice as good by utilizing visual and feeling based learning than hearing. In fact 80% of visual and feeling learning is retained as compared with 40% of things learnt through hearing. Therefore we need to do more than talk to our trainees.

Assessing Training Delivery Options

There are a wide range of options and methods that are available to actually deliver training. There are in the main two theoretical approaches to training. These are Pedagogy and Androgogy.

Pedagogy is the approach where learning is delivered in lecture form with participants seen as “empty vessels” to be filled with learning. In this theory the trainer is considered to be the expert and the trainee is a passive acceptor of this taught expertise. Our formal education system is built around Pedagogical principles.

Androgogy advocates believe that learning is best discovered by the participant with as much freedom to select how they might do this as possible. This means that the trainer merely provides the context within which “discovery” can take place. In this method, case studies, discussion sessions and role plays are utilized.

Adult Learning Styles

Some generalizations can be made about the way adults learn and this will assist us when considering how best to present our training material.

- Adults bring to the learning situation a wider experience of life than children and adolescents. They have a vast wealth of life experiences. They have worked and some at a variety of jobs. Many are parents. Many have travelled extensively. New learning is integrated into this background.
- People retain the ability to learn. You **can** teach an old dog new tricks.
- People are more likely to learn if they see a fairly **immediate use for new knowledge and new skills**.
- Learning is an active process and only the trainee can do his own learning. The Trainer’s task is to find the best way to help them learn. **Adults learn best when they discover for themselves**.
- **All methods don’t work with all trainees**. This is true of children’s learning but more true of adults since they have had more time to develop firm attitudes and to know what suits them.
- Adults are usually more ready to disagree with their trainers than children are to question their teacher’s knowledge.
- Adult learners are likely to be motivated, particularly if they have voluntarily chosen to learn something.

- Learning means **change**:
 - **In knowledge**: gaining new idea, reorganizing old ones;
 - **In attitudes**: acquiring different appreciation, reorganizing previously held ideas;
 - **In skills**: acquiring new skills or becoming more proficient at performing certain tasks.

- Learning is an activity of the whole person. It is not something that happens in the mind but a matter of feelings and emotions as well.

- Learning is an attempt by the trainee to satisfy their needs as they are perceived. Learning happens more readily when the learner perceives that their needs can be satisfied by a certain course of action.

Six Principles of A. D. U. L. T. S. Learning

A=Atmosphere

The working environment should favour and encourage learning at all levels. The room should be pleasant, bright, well laid out, free of distractions, preferably away from the job so that the participants do not 'check in' and become caught up in work through the day.

Part of developing the learning environment, is the enthusiasm for learning and personal growth displayed by the facilitator. The facilitator needs to display high energy levels which will in turn stimulate participants.

D=Design

The training program should be designed to allow as much active participation as possible.

U=Us

Adults learn best when they participate and are:

- **active** rather than passive
- **challenged** rather than talked at
- **involved** rather than observed
- **committed** rather than detached.

Adults like to be learn rather than being taught.

L=Like

Adults like:

- To be treated with respect and valued for their contribution.
- A facilitator who has “done the job” and talks from experience, displaying transferable skills and not from a purely academic perspective.
- The material to be relevant to their work, their lives in general, and filled with relevant examples.
- The learning to be made easy for them, using a variety of styles, techniques, media and providing for a change of pace.
- To be made to look good and to be given positive feedback.

Laugh – adults learn best when the atmosphere is light-hearted and fun.

T= Trust

In order for training to be effective, it requires a high degree of trust in the training environment. Comment, question, challenge, disagree, without fear of being criticized. It is important that the facilitator develops intimacy and rapport with the group, so that the group feels free to express their thoughts and feelings.

S=Self-initiated

Training that is self-initiated is more likely to be successful. Adults need support and encouragement to implement what they have learned back in the workplace and to make changes to their behaviour. Sessions need follow-up, reinforcing the learning that has taken place, clarifying concepts and sharing progress.

Preparing for Training

Training preparation is important. Preparation should establish a professional, confident image to participants. The following steps are a guide and can be added to as required.

- Screen existing material for suitability.
- Book venue/equipment/catering.
 - Ensure the atmosphere will appropriate to your training requirements.
- Prepare invitations with relevant information.
 - Ensure the necessary information is included such as venue, time, date, transport, and accommodation if applicable.

- Prepare course certificates.
- Select and prepare presenters.
 - Consider using provincial staff if appropriate, ensuring they are fully briefed on the goal of the training.
- Make training subject matter as practical as possible.

Prioritising Training Subject Matter

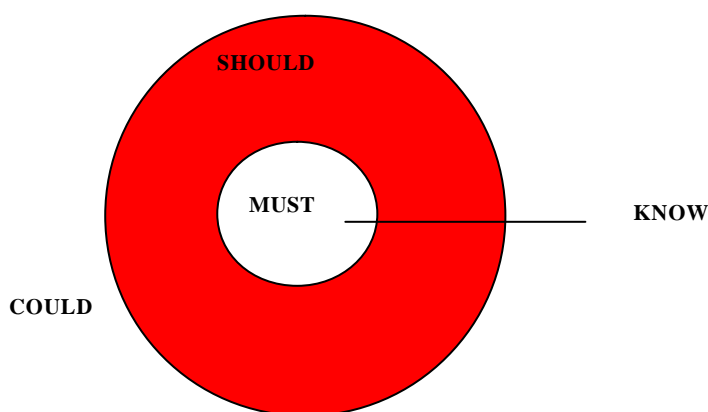
When considering the subject matter it is important to identify those things that the participants '**must know**', '**should know**' and '**could know**'.

The '**must know**' items are those that the trainee must know in order to perform the task or duty required.

The '**should know**' items are the things that may be needed if the trainee is to gain a clear understanding of the essential information.

The '**could know**' items are the things that may be desirable for clear understanding but are not essential.

Using this target, our training objective is aimed at the '**must know**' area. It would be reasonable to assume that if we aimed at the bull's eye, a certain amount of time would also be spent in the '**should know**' area. If time permits, let the participants look in the '**could know**' area but the time would probably be better spent reviewing the '**must knows**' and the '**should knows**'.



Training Session Format

A session plan allows the trainer to check in advance that the sequence is correct, that the content is relevant and that the intended methods of training are suitable. The session plan also acts as a resource checklist for the trainer. It also allows the trainer to prepare well in advance for any material that might be required for the session such as handouts, videos, overhead transparencies, slides, projection equipment, role plays. When writing session plans, one important question that should be asked but which is generally overlooked is "What is the best way to learn this topic, not teach it?"

Format of a training session

- Session plan
 - Introduction – when interest is high
 - Body/development/activity to maintain interest
 - Conclusion – when interest increases again

- Introduction – First Impressions
 - Break preoccupation/create interest/use icebreaker
 - Sell participants "What's in it for me?"
 - Link this session to concrete information/understanding
 - Find out about your trainees
 - Give an overview of the session
 - Be positive and enthusiastic
 - Motivate and encourage participants

- Gloss
 - G**rab your trainees' attention
 - L**ink the new things in this session with something they already know about
 - O**utcomes: tell the trainees the training outcomes of the session
 - S**tructure: tell the trainees what will be happening in the session
 - S**timulation: encourage and motivate the trainees to be involved.

- Body Development
 - What is the best way to learn (be creative and interesting)
 - Divide your work into chunks of information
 - Develop activities to prove/illustrate the theory
 - Use metaphors, analogies, stories, involvement and discussion
 - Plan questions for participants to stimulate discuss and welcome questions and debate from the participants.

- Conclusion – Lasting Impressions
 - Find a creative means to summarise/recap the session
 - Give feedback to participants on their progress
 - Ask for feedback on the training
 - Monitor and follow-up
 - Evaluate and modify.

Establishing an Effective Learning Climate

Equipment and Consumables

To deliver your course effectively utilization of the following items should be considered where possible:

- overhead projector (extension cords and power boards may be required)
- whiteboard, erasers and markers
- flip chart
- Blu-tak
- Bold markers, spare notebooks, pens and pencils
- Photocopies of pertinent material for handing out to participants.

The Trainers Workspace

Consider your trainers workspace. Participants expect the trainer to be highly organized.

A well organized workspace will where possible:

- Have a separate table close at hand, but not creating a barrier between the trainer and trainees, for hand-outs or overheads.
- Have a separate table for the overhead projector.
- Have access to a clock to ensure the programme stays on track.

Refreshments

It is important to meet the refreshment needs of the course participants in a planned way. This means that the refreshment should be provided at the least disruptive times in the course or workshop and logical breaking times. Coffee, tea and other refreshments should be as much 'on-tap' as possible and meals should be light and not heavy or long to serve and consume.

Excellence in Training Delivery

Creating the Right Climate

The goal of the trainer is to have a positive impact on the trainees. Your mental attitude is all important to ensuring the success or failure.

All participants look for two things when they attend at training programme.

- What's in it for me?
- Participants expect to transfer what they hear into real life situations in the workplace. This entails involving the participants as much as possible in the course, and **'teasing out'** the issues and problems each participant might face.

Meeting and Greeting

At least half an hour before the first participants arrive, organize your materials, set up equipment and be sure all is ready for your training session. A key way to find out the character of the group to be trained is to greet participants as they arrive. This allows you to discover interests and issues on a one to one basis, and thereby shape the course opening and objectives to be achieved.

Breaking the Ice

Icebreakers/ or session openers provide an opportunity to immediately make everyone feel more at ease, allowing you to learn about the participants and break the trainees preoccupation with work or personal issues.

Three examples of icebreakers that you may consider using:

- Give the participants a quiz to complete as they are waiting for everyone to arrive. The quiz should contain major points relevant to the topic you will cover. Discussing the answers to the quiz can be a very good relaxant for participants.
- As a preliminary to participants doing the talking, ask individuals to turn to the person on their right and interview them briefly so that they might introduce them to the group. The point of having participants interview each other is to accelerate interaction among the group members.
- Ask for volunteers to jot down on a piece of paper for you one thing about your topic that you would like to have covered in your presentation. Have these passed to you. Either review them immediately or suggest that they will be reviewed during the break, and begin your workshop.

The first 15 minutes

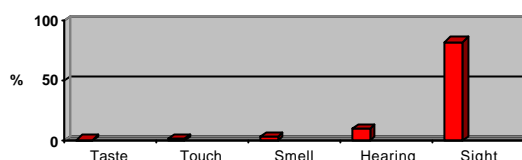
The participants need to know the objectives of the course and how they will achieve these objectives. You should answer the following questions in the presentation opening.

- Why am I doing this training?
- What is it all about?
- Why is the objective important to the trainees?
- What makes the training important?
- How am I going to deliver the training?

Delivering the Content

People learn through each of their five senses to varying degrees. Research has proven this it is possible to learn much more in a given period of time when visual aids are properly used. We learn through our various senses in the following proportion.

The Proportion of Learning Through each Sense



Visual material is also an important aid to learning retention. If you provide visual aids during your presentation, your audience is likely to remember more material over a greater period of time.

Percentage of information retained.

	After 3 hours	After 3 days
Tell only	70%	10%
Show only	72%	20%
Show and tell	85%	65%

Monitoring Trainee Progress

At appropriate points, according to your session plan you will need to monitor your trainee's progress. This can be done through observation, discussion and participant/involvement. For example:

Focusing on the Trainees

- o Emphasise key points and reinforce them using different words.
- o Summarise frequently giving lots of examples.
- o Plan audience participation and encourage questions.
- o Start with information with which participants are familiar and move onto material with which they are less familiar.
- o Illustrate key points.
- o Think realistically about the amount of material which can be covered in the time frame.
- o Beware of information overload.

Dealing with Learning Resistance

Occasionally a trainer may encounter resistance from one or more participants. When you encounter resistance, your first task is to discover its cause. The participant may feel they are being controlled, coerced or manipulated by you or the programme.

Strategies to deal with resistance include:

- Ask yourself the following questions:
 - Could anything I am doing or saying be construed as controlling?
 - Is my attitude one of supportiveness?
- Consult
 - Find out why the participant thinks they are at the course
 - Find out what would make the training useful to them
- Offer opportunities for participants' reactions
 - Find out what is not useful to them
 - Provide an opportunity for venting fears, frustrations, anger and so on
 - Elicit the participants' help in determining how the learning could be made more meaningful
- Confront directly
 - Speak to disruptive participants during a break and solicit their support
 - If all else fails and someone persists in interfering with the learning of others, ask the disruptive person to leave.

Making Presentations

When making a presentation, it is important that you make and keep as much contact with the participants as possible, both physically and psychologically. It is your job to help people learn and to help them feel comfortable about learning. It is not your job to dictate to the participants, or to try to control them. Instead, enter into partnership with the participants in the learning experience.

Pace and Tone

When presenting, establish a pace and tone that are natural to you. The important thing is for you to become increasingly aware of what your own style is and how it works best to facilitate learning. If handling interruptions when they occur works well for you, encourage participants to interrupt whenever they feel the need. On the other hand, if waiting until the end of a presentation to handle questions and comments works better, inform the participants of this personal preference.

Presentation Tips

The more familiar you are with the content of your workshop, the more confident and effective you will be in helping people to learn.

The following tips are offered as a review of the content of this section.

- Avoid clichés and jargon
- Avoid distracting the participants
- Maintain eye contact with participants
- Announce two-minute stretch breaks whenever they seem to be needed
- Involve your trainees
- Use pauses to let important points sink in and to encourage trainee reaction
- Use plenty of examples to demonstrate particular points

- Avoid distracting body language such as shifting weight from one foot to the other or constantly folding and unfolding arms
- When writing on a flip chart, try not to turn away from the participants.
- Do not talk to the flip chart or projector screen. Direct your energy towards your participants.
- Avoid stories or language that might offend any member of the group.
- Be yourself.

Managing Time

Start and finish on time.

Being Flexible

Be sensitive to the listening and learning rate of the trainee. As they respond to you, make small adjustments in your style of delivery, tailoring it to their responses. Although it is necessary to establish an appropriate sense of timing and maintain a “teaching rhythm” to define your objective and process, be as flexible as possible to meet your trainees’ needs.

Breaks should occur at logical stopping points in your material.

Overcoming After Lunch Syndrome

The afternoon session is the worst time of the day, and the first thirty minutes after lunch is your biggest challenge. This is due to a number of reasons:

- Digesting large lunches
- Sense of time is lost – therefore people arrive back late
- Morning material escapes the memory
- Energy levels are at their lowest point.

Dealing with the after lunch session is not easy. The following are a few pointers:

- Open your afternoon session with energy, enthusiasm and direction. One of the best ways to accomplish this reorientation is to introduce an activity that does two things (a) reviews the previous material and (b) introduces new material.
- Design a two-tiered activity. Create small working groups. Assign a problem-solving task for the group to work on which they must share with the entire audience. Assign at least 10 minutes for this group work. After about eight minutes, tell the groups that they should be ready to present.
- After the presentations, make sure that you tie in their topic with the topic you covered during the previous session, and bridge to the next topic.

Closing the Programme

Emotions can run high at the end of the presentation or training session. Participants usually feel a sense of accomplishment, relief and a touch of sadness. Make your last session memorable.

Learning Checks

You cannot assume that real learning and understanding is occurring for all participants. More confident members of the group will let you know when they need a point to be clarified, or explained more thoroughly, but often you may have no way of knowing what a participant is thinking unless you ask. Less confident members may disguise their lack of understanding or simply remain silent.

Learning checks should be conducted throughout the course of the training both formally and informally.

The key to learning checks is to avoid asking questions which simply invite a rhetorical “yes/no” response. Instead, questions should be carefully formulated which require the participant to **explain, demonstrate, describe, define** or **illustrate** the point in question.

Training Activities

Your job as a trainer is to do whatever it takes to make learning happen.

Good training is when you give people the opportunity to discover for themselves

The following is a list of learning activities:

Game	A short fun event that usually involves words and actions achieve its learning outcome.
Group discussion	A number of people, with or without a leader, discuss a topic, and sometimes give a report of the discussion.
Oral report	One participant tells the group the results of a small group discussion or brainstorm.
Problem solving exercise	The trainees are given a real or simulated problem from the workplace and use the new information to solve the problem.
Quiz	Questions are preset for an oral question and answer session with the group.
Role Play	The trainees, and at times the trainer, act out situations related to the topic.

Using Questions as a Learning Tool

Questions can be used as an exciting tool of discovery and positive reinforcement or they can be used as a weapon to intimidate or threaten. Never ask “Do you understand?”, or

“Do you think you have the hang of it?”. Instead you can say “To make sure I’m explaining this right, would you mind giving me your impressions of what you think I mean?” This allows the trainer to gain an understanding of whether the participants understand the concepts.

You can plan questions into your training that trainees can answer correctly and this enables the trainer to give positive reinforcement. Such as “What do you think comes next”. If the participants provides an incorrect response the trainer just needs to ask “And what about...?”. This provides a non-threatening environment in which people can learn.

Body Language

If we are paying attention, we can monitor the progress of our participants through their body language. For example:

- nodding heads
- frowns
- smiles
- crossed arms
- looking around
- having a go
- not participating.

Trainee Assessment

Participant assessment should be incorporated into the training session so that assessment is not seen by the trainees as a threatening event, but more as an opportunity to learn seeking to reinforce the training content.

Assessment is a form of feedback.

Trainers need to develop assessments that participants can achieve. The object of the exercise is not to fail people but build confidence and ability by illustrating they have achieved the objectives, improved their ability and can now do things which previously they were unable to do.

How the assessment occurs in the trainers choice and will be influenced by the session and training objectives. The assessment mode should differ and not be predictable. If a sound training objective has been written, it takes very little re-wording for it to be converted into an assessment task.

For example:

- At the end of the training session, participants will be able to demonstrate a basic understanding of the roles and responsibilities of each position in the village court.

This readily converts to a practical assessment exercise as follows:

- Outline for me the role and responsibility of one position in the village court.

This would not be an unreasonable form of assessment for the participant as it is the same as the goal of which you informed the participant that you intended to show them in the first place.

This implies that you only ever assess what you teach.

Above all, be fair and do not criticize anyone who does not answer the question correctly as this also reflects the successfulness of the training as well as the participant.

Training Effectiveness, Feedback and Evaluation

Feedback can be verbal or written and include tests, questionnaires, interviews and observations. The reasons for undertaking an evaluation of the training include:

- Provides information to you the trainer and the administration about the participants attending the course
- Provides feedback which facilitates improvement in choice of resources, training/learning activities, methods of presentation and actual content to be covered.
- Helps decision-making by the trainee, the trainer, the administration, and CCAU regarding future training needs.
- Facilitates the provision of greater satisfaction for the trainer and trainee by the trainee being given the opportunity to express their feelings and perceptions.

As the trainer areas of interest on which you may prefer feedback include:

- Your performance
- The course content
- The length and time of the course
- The facilities

On reflection:

“What would you do differently if you could present the session again?”

D. Village Courts Officers Course Timetable

TIMETABLE WEEK 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.00 – 08.50	Course opening	Village Courts procedure	Mediation – What is mediation?	Jurisdiction	Village Court inspection practical
0900 – 09.50	Role of the Village Courts Inspector	Village Courts procedure	Barriers to successful mediation	Jurisdiction	Village Court inspection practical
10.00 – 10.50	Introduction the VC Act & Manual	Village Courts procedure	The mediation process	Revision	Village Court inspection practical
11.00 – 12.00	Constitution & custom	Village Courts procedure	The mediation process	Revision	Village Court inspection practical
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 – 1350	The courts of PNG	Joint sittings	Mediation – practical exercises	Inspection & supervision of village courts	Compile & present inspection report
1400 – 1450	Appeals & reviews	Appointment & revocation	Mediation – practical exercises	Inspection & supervision of village courts	Compile & present inspection report
1500 - 1600	Appeals & reviews	Appointment & revocation	Mediation – practical exercises	Inspection & supervision of village courts	Compile & present inspection report

VILLAGE COURTS COURSE

TIMETABLE WEEK 2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08.00 – 08.50	Role of the trainer	Preparing For training	Excellence in training delivery	Training activities	Presentation of lessons
0900 – 09.50	Participant learning styles	Prioritising training subject matter	Excellence in training delivery	Training activities	Presentation of lessons
10.00 – 10.50	Assessing training delivery options	Training session format	Excellence in training delivery	Trainee assessment	Presentation of lessons
11.00 – 12.00	Adult Learning styles	Establishing an effective learning climate	Monitoring trainee progress	Training effectiveness	Presentation of lessons
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 – 1350	Group Activity	Group Activity	Group Activity	Prep of lessons	Presentation of Certificates and Course closure
1400 – 1450	Prep & Presentation of lessons	Prep & Presentation of lessons	Prep & Presentation of lessons	Prep of lessons	
1500 – 1600	Prep & Presentation of lessons	Prep & Presentation of lessons	Prep & Presentation of lessons	Prep of lessons	

E. Evaluation Form

VILLAGE COURTS COURSE EVALUATION FORM

The purpose of the *Village Courts Officers Course* is to train participants to effectively carry out their duties as village court officers/inspectors. The Community Courts Advisory Unit at the Department of Justice and Attorney General is responsible for the development of the course and seeks to constantly improve its content and relevance. To achieve this aim the unit seeks your feedback and asks you to make comment on various aspects of the course on this form. Please complete each section and return the form to your trainer. You are not required to provide your name.

1. Workshop organization.

The information provided about the workshop (invitation, administrative arrangements etc) was

1.	2.	3.	4.	5.
Poor	About right	Good	Very helpful	Excellent

Comments: _____

2. Relevance of the course

The course was very relevant to my duties as a village court officer.

1.	2.	3.	4.	5.
Disagree		Agree		Strongly agree

Comments _____

3. Presentation

The course was presented clearly and professionally.

1.	2.	3.	4.	5.
Disagree		Agree		Strongly agree

Comments _____

4. Workshop content:

Mediation skills

These sessions were useful and helped understand the roles and responsibilities of the mediator.

1.	2.	3.	4.	5.
Disagree		Agree		Strongly agree

Comments: _____

Presentation skills

I now have a better understanding of how professionally present a lesson.

1.	2.	3.	4.	5.
Disagree		Agree		Strongly agree

Comments: _____

Village court inspection

The workshop improved my understanding of how to correctly inspect a village court.

1.	2.	3.	4.	5.
Disagree		Agree		Strongly agree

Comments: _____

5. What parts of the program:

Could be left out?

Could be given more time?

Could be improved?

6. General Comments:

The things I learnt during this workshop helped me better understand my role as a village court officer.

1.	2.	3.	4.	5.
Disagree		agree		Strongly agree

More use should be made of role plays and discussion groups.

1.	2.	3.	4.	5.
Disagree		agree		Strongly agree

Comments: _____

The words and activities used during these workshops were:

1.	2.	3.	4.	5.
Confusing		Clear		Easy to understand

- Please make any other comments you think are relevant.

Thank you for completing this feedback form and returning it to the organizers. Your comments are appreciated.

F. Lesson Plans

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Course opening*

OBJECTIVE To officially open the course, attend to administration matters and outline contents of course to participants.

Recommended Time Frames

Time Frame	Recommended Activity
(i)	<u>Introduction</u>
(ii) 2 hours	<u>Key Teaching Points</u> <ul style="list-style-type: none">○ Welcome participants○ Administrative matters○ Official opening by VIP○ Outline course content <u>Learning outcomes</u> <ul style="list-style-type: none">○ Participants will have clear understanding of the structure and purpose of the course. <u>Resources & preparation</u> <ul style="list-style-type: none">○ Arrange for VIP to open course <u>Summarise and conclude</u>
(iii)	
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: The Role of the Village Courts Inspector

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge of the roles and responsibilities of the Village Courts Inspector.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all training notes.
(ii) 1 hour 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Inspection/supervision of village courts ○ Trainer/facilitator of training ○ Facilitate appointment of officials ○ Facilitate establishment of village courts ○ Suspension & abolition of village courts ○ Ensure compliance with jurisdiction ○ Liaise with Provincial Administration / CCAU ○ Liaise with LLG's ○ Preparation/submission of reports ○ Preparation of budget submissions <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of their duties and responsibilities as a Village Courts Inspector. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual, Village Courts Act, training notes.</i>
(iii) 10 minutes	Summarise and conclude
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: Introduction to the Village Courts Act and Village Courts Manual

OBJECTIVE At the end of this session – participants will be able to demonstrate an ability to use the Village Courts Act and Village Courts Manual and a reference and teaching aid.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate contents of Act & manual
(ii) 1 hour 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Use of Act and manual by village courts officials ○ The Act and manual as a teaching aid ○ Outline of contents of Act and manual ○ Finding information in the Act and manual ○ Work through each section of Act and manual ○ Work through each attachment <p>Use Act and manual as teaching aid to assist participants become familiar with the contents and understand how to find information when required.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the contents and value of the Act and manual as a reference and teaching aid. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> ○ <i>Village Courts Act</i>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *The Constitution and custom*

OBJECTIVE At the end of this session – participants will be able to demonstrate an understanding of the principles of the Constitution as they apply to the jurisdiction of the village court.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes
(ii) 50 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ What is the Constitution? ○ Directive principles of the Constitution ○ Rights and freedoms under the Constitution ○ Obligations under the Constitution ○ Natural justice / human rights ○ Just what is custom? ○ Problems with custom / changing custom ○ Women’s / children’s rights ○ Domestic violence ○ Custom and the Constitution ○ Applying custom and the Constitution in the village court <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a sound understanding of the way in which the Constitution and custom are applied in the village court jurisdiction. They will understand the legal and human rights of those who appear before the court. <p><u>Resources</u> <i>Village Courts Manual pp.60-68</i></p>
(iii) 5 minutes	Summarise and conclude
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *The courts of PNG*

OBJECTIVE At the end of this session – participants will have a sound understanding of the hierarchy and role of the courts of PNG

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes from manual
(ii) 50 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Supreme Court ○ National Court ○ District Court ○ Land Court ○ Children’s Court ○ Relationship to Village Court ○ Other courts / tribunals ○ Community Courts Advisory Unit ○ Provincial Village Court Officers & the courts <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will understand the roles of each of the courts in PNG and their relationship to the village court. Participants will also understand the role and responsibilities of the CCAU and provincial governments in relation to the operation of village courts. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> pp.15-17, 32-33, 53-54
(iii) 5 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: Appeals from the Village Court

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge of the process of hearing appeals from the Village Court

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes from manual
(ii) 50 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ The right to appeal ○ Constitutional rights ○ Rules of natural justice & fairness ○ Grounds for appeal ○ Time limits ○ Who hears appeals ○ Lodging an appeal ○ Appeal procedure ○ Decision on appeal ○ Process after appeal <p>Use role plays to reinforce lesson and process of appeal.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the reasons for appeal and the procedure to be followed on appeal. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> pp.48-52
(iii) 5 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Review of Village Court decisions*

OBJECTIVE At the end of this session – participants will be able to demonstrate an understanding of the review process.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes from manual.
(ii) 50 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ How reviews come about ○ Who conducts a review? ○ The review process ○ What happens after a review <p>Use discussion groups and role plays to reinforce lesson.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the review process. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> pp 48-52
(iii) 5 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Court procedure*

OBJECTIVE At the end of this session – participants will be able to demonstrate a sound understanding of the procedures of the village court.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	Introduction <ul style="list-style-type: none"> ○ Incorporate all notes
(ii) 1 hour 40 min	Key Teaching Points <ul style="list-style-type: none"> ○ Jurisdiction of village courts ○ Place of conduct of court hearing ○ Limits of jurisdiction ○ Civil or criminal matter? ○ Village court procedure in detail ○ Mediation first ○ Bringing a matter before the village court ○ Witnesses / Evidence / No lawyers ○ Women / children and the village court ○ Groups ○ What village courts cannot do ○ Court Order Forms <u>Teaching Outcomes</u> <ul style="list-style-type: none"> ○ Participants will have a sound understanding of the manner in which a matter is brought before the village court and the process by which it is heard and determined. In particular, they will understand the rights of those before the court. <u>Resources</u> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> pp. 18-30
(iii) 10 minutes	<u>Summarise and conclude</u>
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Joint Sittings*

OBJECTIVE At the end of this session – participants will be able to demonstrate an understanding of the procedure and requirements of a joint sitting of the village court.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes
(ii) 1 hour 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Subject matter of dispute ○ Parties to the dispute ○ Agreement between Chairmen/women or magistrates ○ Role of the Provincial Supervising Magistrate ○ Role of the Peace and Good Order Committee ○ Role of the visiting magistrate ○ Constitution of joint sittings ○ Jurisdiction of Joint Sittings ○ Enforcement of Joint Sitting Orders <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of criteria / procedure for a joint sitting and who should preside over disputes. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual p. 28 & Village Courts Act.</i>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Appointment and revocation of appointment of village court officials*

OBJECTIVE At the end of this session - participants will be able to demonstrate knowledge of the process of appointment and revocation of appointment of village court officials and have a clear understanding of the qualities and behaviour required of village court officials.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	Introduction <ul style="list-style-type: none"> ○ Incorporate all notes
(ii) 1 hour 30 min	Key Teaching Points <ul style="list-style-type: none"> ○ Establishment of village courts ○ Process for appointment of officials ○ Role of the Attorney General ○ Information management / database ○ Process for revocation of appointments of officials ○ Qualities required of village court officials ○ Misconduct of officials
(iii) 10 minutes	Syndicate discussion and presentation of qualities necessary for good village court officials <u>Teaching Outcomes</u> <ul style="list-style-type: none"> ○ Participants will have clear understanding of the appointment process, the expected qualities and behaviours of village court officials <u>Resources</u> <i>Village Courts Manual pp. 5-10</i> <i>Village Courts Policy 2001 pp 9-11</i>
(iv) 10 minutes	Summarise and conclude
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Mediation – What is mediation?*

OBJECTIVE At the end of this session – participants will be able to demonstrate an understanding of the concept of mediation.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all training notes
(ii) 50 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Define mediation ○ Why we mediate ○ Who can mediate ○ The qualities of a good mediator ○ The role of the mediator ○ Mediation is not a court hearing ○ The correct attitude to mediation <p>Use discussion groups to illustrate the meaning of mediation, qualities of a good mediator and the importance of a correct attitude to mediation.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the concept of mediation. They will also understand the role, qualities and attitude of a good mediator and apply this understanding to their role as village court officials. <p><u>Resources</u></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.8-12</i></p>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: Mediation – barriers to successful mediation

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge of the barriers to successful mediation.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <p style="text-align: center;">Incorporate all training notes</p>
(ii) 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Communication skills ○ Listening skills ○ Empathy ○ Positive feedback ○ Encourage the speaker ○ Personal values ○ Prejudice <p>Conduct role play to demonstrate teaching points. Use discussion groups to reinforce communication skills.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the factors likely to inhibit the mediation process and the strategies available to counter these factors. <p><u>Resources</u></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.</i></p>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Mediation skills – the mediation process.*

OBJECTIVE At the end of this session- participants will be able to demonstrate knowledge of the mediation process.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all notes
(ii) 1 hour 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Dispute referred to village court ○ Is it a civil dispute or a criminal offence? ○ Suitability to mediate ○ Mediation explained to parties ○ Agreement to mediation ○ Mediation steps ○ Both sides tell their story ○ Identify areas of agreement ○ Consider options for resolution of conflict ○ Finalise mediation ○ Settlement orders ○ Options after mediation <p>Use role plays to demonstrate points.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the sequential steps in the mediation process and be able to help parties successfully resolve disputes in a win/win fashion. <p><u>Resources</u></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.</i></p>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS COURSE

TOPIC: *Mediation – practical exercises*

OBJECTIVE At the end of this session – participants will be able to apply the principles of mediation in conflict situations as required of them in their role as village court officials.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Explain purpose and procedure of exercises.
(ii) 2 hours 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Acting as village court officials ○ Realistic situations ○ Mediation ○ The mediation process ○ Ensure parties understand the process ○ Proper use of the process ○ Assisting parties through the process ○ Agreement & settlement orders <p>Conduct realistic role plays with participants dealing with conflict situations they are like to be confronted with in their capacity as village court officials.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have gained practical experience in mediating disputes similar in nature to those they will deal with in their village courts. They will have learned to identify attitudes and behaviours that influence the approach people take in conflict situations. <p><u>Resources</u></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.</i></p>
(iii) 10 minutes	Summarise and conclude
Total Time Frame:	3 hours

Department of Justice and Attorney General

VILLAGE COURTS COURSE

TOPIC: *Jurisdiction*

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge of criminal and civil jurisdiction of the village court.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all training notes
(ii) 2 hours 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Jurisdiction of village court ○ Criminal and civil jurisdiction ○ Limits of jurisdiction ○ Limited and unlimited jurisdiction ○ Prescribed offences & penalties ○ Matters that cannot be heard by village court ○ Bringing a criminal charge before the court (summons/arrest) ○ Court orders ○ Compensation / custody /groups ○ Preventing courts from exceeding their jurisdiction <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the limits of the jurisdiction of village courts, understand and describe a criminal offence and have knowledge of the limits of compensation. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> pp.33-37, 24-25 ○ <i>Village Courts Act</i> ○ <i>Village Courts Regulations</i>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	3 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Village Court Inspections*

OBJECTIVE At the end of this session – participants will be able to demonstrate an understanding of the procedure and requirements relating to the inspection and supervision of village courts.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Incorporate all training notes.
(ii) 1 hour 40 min	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ How often to inspect ○ Inspection procedure ○ Inspection form VCF 9 ○ Identification of opportunities for improvement ○ Training needs analysis ○ Follow up action ○ Formal training / on the job training <p>Conduct a practical exercise in court inspection. Follow up with group discussion to reinforce teaching points. Participants to prepare Inspection Report.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will possess the skills required to conduct an inspection of a village court and be able to complete follow up activities and reporting requirements <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual, Village Courts Act, training notes.</i>
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	2 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Village court inspection - practical*

OBJECTIVE At the end of this session – participants will have participated in the inspection of a village court and be familiar with all associated protocols and procedures.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 1 hour	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline purpose and process of exercise.
(ii) 5 hours	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Pre inspection process ○ Process on arrival at court ○ Inspecting court books/forms ○ Observing full court hearing ○ Use of mediation by court ○ On the job training ○ Planning other training ○ Reporting process
(iii) 1 hour	<p>Conduct debriefing and discussion on exercise, reinforce teaching points.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will be capable of conducting an inspection of a village court and complete appropriate documentation accurately. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ <i>Village Courts Manual</i> ○ Inspection Reports VCF 9
(iii) 1 hour	<p>Summarise and conclude</p>
Total Time Frame:	6 hours

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Role of the Trainer.*

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge and interpretation of the role of the trainer.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	Introduction <ul style="list-style-type: none">○ Outline the purpose of the session
(ii) 30 minutes	Key Teaching Points Syndicate discussion of qualities necessary for a good trainer. <u>Teaching Outcomes</u> <ul style="list-style-type: none">○ Participants will have an understanding of the role of the trainer. <u>Resources</u> <ul style="list-style-type: none">○ Flipchart paper and handouts.
(iii) 5 minutes	Summarise and conclude
Total Time Frame:	40 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Participant Learning Styles*

OBJECTIVE At the end of this session – participants will be able to identify and discuss various learning styles.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 40 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ How we think ○ Learning biases ○ Ability levels <p>Use practical exercises to illustrate the biases of participants to a learning style. Utilise discussion groups to illustrate the experiences of participants in the learning environment.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have a clear understanding of the various learning styles and the benefits of varying presentation methods to develop the most appropriate learning environment. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hr

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: Assessing Training Delivery Options

OBJECTIVE At the end of this session – participants will be able to identify and discuss various training delivery options.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 20 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Pedogogy and Andragogy ○ Issues affecting learning models <p>Use discussion groups to facilitate discussion regarding qualities of effective trainers.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the training delivery options. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	Summarise and conclude
Total Time Frame:	30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Adult Learning Styles*

OBJECTIVE At the end of this session – participants will be able to identify and discuss adult learning styles.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 40 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Learning from an adult’s perspective ○ Adult learning styles ○ Principles of adult learning – A.D.U.L.T.S <p>Use discussion groups to facilitate discussion regarding experiences as adults in a learning environment.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the adult learning styles and the implications for the training facilitator. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hr

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Preparing for Training*

OBJECTIVE At the end of this session – participants will be able to identify and discuss the steps required to prepare for training.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 20 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Venue/equipment/catering ○ Invitations/certificates ○ Preparing presenters ○ Make training as practical as possible <p>Use groups to facilitate discussion regarding training preparations in village court environment.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the issues which may be faced by presenters of the village court officers course. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 5 minutes	<p>Summarise and conclude</p>
Total Time Frame:	30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Prioritising training subject matter.*

OBJECTIVE At the end of this session – participants will be able to identify and discuss the importance of prioritising training content.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	Introduction <ul style="list-style-type: none">○ Outline the purpose of the session
(ii) 20 minutes	Key Teaching Points <ul style="list-style-type: none">○ Must know○ Should know○ Could know <p>Syndicate discussion and presentation of subject matter priorities necessary for a good session plan.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none">○ Participants will have an understanding of the need to prioritise the subject matter of the training session. <p><u>Resources</u></p> <ul style="list-style-type: none">○ Flipchart paper and handouts.
(iii) 5 minutes	Summarise and conclude
Total Time Frame:	30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Training Session Format.*

OBJECTIVE At the end of this session – participants will be able to identify and discuss the various stages of the training session.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 15 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Session Plan ○ Introduction – First Impressions ○ Gloss ○ Body Development ○ Conclusion – Lasting Impressions <p>Syndicate discussion and presentation of the various stages of the training session focusing on high and low energy states and strategies to overcome these fluctuations.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the various stages of the training session and be able to identify appropriate alternative strategies. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Establishing an effective learning climate.*

OBJECTIVE At the end of this session – participants will be able to identify and discuss the principles associated with developing an effective learning climate.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 5 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 15 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Equipment and consumables ○ The trainers workspace ○ Refreshments <p>Syndicate discussion and presentation of the various strategies which assist in the development of an effective learning climate.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the various strategies which assist in the development of an effective learning climate. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	30 minutes

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VILLAGE COURTS OFFICERS COURSE

TOPIC: Excellence in Training Delivery.

OBJECTIVE At the end of this session – participants will be able to identify and discuss the factors which influence the learning environment.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 3 hr	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Creating the right environment ○ Meeting and greeting ○ Breaking the ice ○ First 15 minutes ○ Delivering the content ○ Monitoring the trainee progress ○ Focusing on your trainees ○ Dealing with learning resistance ○ Making presentations ○ Pace and Tone ○ Presentation Tips ○ Managing Time ○ Being flexible ○ Overcoming after lunch syndrome ○ Closing the programme <p>Syndicate discussion of own experience of training sessions.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the various stages of the training session and be able to identify appropriate alternative strategies. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 20 minutes	<p>Summarise and conclude</p>
Total Time Frame:	3 hours 30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Monitoring Trainee Progress.*

OBJECTIVE At the end of this session – participants will be able to ‘test’ participant understanding of the training content.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	Introduction <ul style="list-style-type: none">○ Outline the purpose of the session
(ii) 30 minutes	Key Teaching Points <ul style="list-style-type: none">○ Learning Checks○ Communication and Listening <u>Teaching Outcomes</u> <ul style="list-style-type: none">○ Participants will have an understanding of the reasons for and method of undertaking learning checks. <u>Resources</u> <ul style="list-style-type: none">○ Flipchart paper and handouts.
(iii) 10 minutes	Summarise and conclude
Total Time Frame:	50 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Training Activities.*

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge and application of training activities which facilitate the learning process.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 1 hr 40 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Training Activities ○ Using questions as a tool ○ The difference between telling and asking ○ Body Language ○ Giving a receiving feedback <p>Use practical activities to become familiar working with the training activities.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the benefit of training activities and have skills implementing training activities. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts. <p>Summarise and conclude</p>
(iii) 10 minutes	
Total Time Frame:	2 hrs

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Trainee Assessment.*

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge and application of assessment techniques.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 1 hr 10 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Assessment ○ What is competency? ○ Sources of evidence ○ Question the evidence ○ Validity – evidence ○ Reliability ○ Flexibility ○ Fairness <p>Use practical activities to become familiar using the assessment strategies.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the benefit of utilizing assessment strategies and have skills to undertake a trainee assessment. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour 30 minutes

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Training effectiveness, feedback and evaluation.*

OBJECTIVE At the end of this session – participants will be able to demonstrate knowledge and interpretation of training feedback and evaluation.

Recommended Time Frames

Time Frame	Recommended Activity
(i) 10 minutes	<p>Introduction</p> <ul style="list-style-type: none"> ○ Outline the purpose of the session
(ii) 40 minutes	<p>Key Teaching Points</p> <ul style="list-style-type: none"> ○ Reasons for evaluating training ○ Methods of collecting feedback and evaluation ○ Topics of feedback. <p>Use practical activities to become familiar using the feedback forms.</p> <p><u>Teaching Outcomes</u></p> <ul style="list-style-type: none"> ○ Participants will have an understanding of the benefit of utilizing feedback and evaluation strategies and have skills to collect and evaluate feedback. <p><u>Resources</u></p> <ul style="list-style-type: none"> ○ Flipchart paper and handouts.
(iii) 10 minutes	<p>Summarise and conclude</p>
Total Time Frame:	1 hour

Department of Justice and Attorney General

VILLAGE COURTS OFFICERS COURSE

TOPIC: *Course closure*

OBJECTIVE To officially close course

Recommended Time Frames

Time Frame	Recommended Activity
(i)	Introduction
(ii)	Key Teaching Points <ul style="list-style-type: none">○ Final Administration matters○ Course closure by VIP○ Refreshments <u>Teaching Outcomes</u> <u>Resources</u> <ul style="list-style-type: none">○ Arrange for VIP to close course
(iii)	Summarise and conclude
Total Time Frame:	