

## VILLAGE COURTS OFFICIALS' COURSE

### TRAINING GUIDE

#### A. Course Management

##### Introduction

In order that village court officials carry out their roles effectively, they must be properly trained. Unfortunately, of the approximate fifteen thousand village court officials serving in Papua New Guinea as many as eighty percent are yet to receive instruction in their duties. The **Village Courts Course** has been designed to address this problem. The challenge is to provide the opportunity for all officials to attend this course.

The course is a result of extensive consultation with experienced people who operate both inside and outside the village courts system. It consolidates previous work with new ideas and approaches and is presented as a practical and comprehensive stand-alone package. The course introduces, and refers extensively to the **Village Courts Manual**. Trainers are required to conduct very little research outside this manual.

This course is designed to enable trainers deliver competency based training to village court officials. Included in this course guide are relevant lesson plans, mediation and course management information.

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.

It is intended that those presenting this material will have attended the *Village Courts Officers Course* conducted by the *Department of Justice and Attorney General (DJ&AG)* or already possess training skills. However, experienced village courts officers should be able to teach the course with the aid of this guide and the **Village Courts Manual**.

##### Course Objectives – *train village court officials*

The objective of this course is to train village court officials 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 magistrates, clerks or peace officers of the village court.

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:

- History and aims of the village court
- Roles of the magistrate, clerk and peace officer
- Mediation skills
- Full court procedure
- Criminal jurisdiction
- Civil jurisdiction
- Court order forms
- Appeals and reviews

### **Course content – *all aspects of village court procedure***

The content of this course was developed after extensive consultation with village court officers and officials, NJSS officers, training specialists and other interested stakeholders. The program was trialed in a practical training environment and appropriately amended after review of feedback. 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:

#### **Establishment and Suspension of Village Courts**

##### **People who work in Village Courts**

Village Court Magistrates  
Qualifications of Village Court Magistrates  
Chairman/woman and Deputy Chairman/woman  
Appointment of Magistrates  
Fairness and due process  
Misconduct of Magistrates  
Village Court Peace Officers  
Community involvement of Peace Officers  
Peace Officer Record Book  
Village Court Clerks

#### **Community Courts Advisory Unit**

##### **Village Court Procedures**

An Overview of the process  
Mediation  
Full Court  
Full Court procedure  
Summons  
Community involvement  
Witnesses  
Evidence  
No lawyers  
Women and the Village Court  
Children and the Village Court  
Joint Sittings

Groups

Supervision and Inspection of Village Courts

### **Jurisdiction of Village Courts**

Is it a civil or criminal case?

Prescribed offences

Bringing a charge before the Village Court

What Village Courts must not do

### **Court Orders**

Compensation

Community Work

Preventive Order

Payment of Fines

Other Orders

Land Orders

Custody Orders

### **When people disobey the Village Court**

Execution of Village Court Orders

The Village Court cannot jail people

Dealing with trouble makers

### **Appeals and Reviews**

Why Appeals are made

Time for appeal

Procedure

Review

Appeal and Review Orders

What happens to Village Court Order before the appeal

Other things to think about

### **Other Courts**

The District Courts

Land Courts

National Court

The Supreme Court

### **Court Forms and Records**

Form One (Motu) and Form Two (Tok Pisin) – Settlement Order

Form Three (Motu) and Form Four (Tok Pisin) – Preventive Order

Form Five (Motu) and Form Six (Tok Pisin) – Court Order

Peace Officers Record Book

### **Customary Law**

What is it?

Custom

Changing customs

Above all, unity  
Problems with customs  
Custom and the Constitution

**The Constitution**

Directive principles of the Constitution  
Rights and freedoms  
Basic obligations  
Natural justice

**Length of course – two weeks.**

The course is designed to be conducted over a ten day period. How this is achieved is up to the course facilitators but given logistical difficulties it may be that running the course over two consecutive weeks would be the most cost effective approach. However, breaking the training into two, one week sessions or even shorter may suit some situations.

**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 13.

**Group Size – no more than thirty**

An ideal group is twenty to thirty 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 – primarily the Village Courts Manual**

Each participant should be issued with a copy of the *Village Courts Manual*. 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 it's content constantly during the course. This will provide participants with the skill to locate particular sections when they are seeking information.

Course material is drawn almost exclusively from the manual but ideally trainers will have access to other legislation including the provincial *Village Courts Act* (if it exists) *Constitution*, *Customs Recognition Act*, *Land Disputes Settlement Act* and *Arrest Act*. It is not necessary to have complete Acts, copies of the relevant sections will suffice. The use of overhead projectors, flip charts or other teaching aids is a personal choice of the trainer.

## **Place of learning – anywhere suitable**

It is acknowledged that on many occasions this material will be taught in conditions that are less than ideal. For example, many venues will not have power available. 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 20.

### **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* 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 swearing in of officials if necessary
- 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 magistrate / clerk / peace officer?" 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 8. Trainers are advised to read this material and the lesson plans on page 20 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 16.

## 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, 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. 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 understand 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. 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 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. Village Courts Course Timetable

### TIMETABLE WEEK 1

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>08.00 – 08.50</b>	Course Opening	The role of the Magistrate	Mediation skills What is mediation?	Courts of PNG	Overview of the village court process
<b>0900 – 09.50</b>	History & aims of the village court	The role of the Magistrate	Mediation skills What is mediation?	Appeals & reviews	Full court procedure
<b>10.00 – 10.50</b>	Appointment of village court officials	The role of the Magistrate	Mediation skills Barriers to successful mediation	Appeals & reviews	Full court procedure
<b>11.00 – 12.00</b>	Introduction to the roles & responsibilities of village court officials	The role of the Magistrate	The mediation process	Appeals & reviews	Full court procedure
	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>1300 – 1350</b>	The role of the Peace Officer	The role of the clerk	The mediation process	The Constitution & custom	Full court procedure
<b>1400 – 1450</b>	The role of the Peace Officer	The role of the clerk	Mediation practical exercises	The Constitution & custom	Full court procedure
<b>1500 - 1600</b>	The role of the Peace Officer	The role of the clerk	Mediation practical exercises	The Constitution & custom	Full court procedure

## VILLAGE COURTS COURSE

### TIMETABLE WEEK 2

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>08.00 – 08.50</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Exercises in mediation, mock courts & court orders
<b>09.00 – 09.50</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Exercises in mediation, mock courts & court orders
<b>10.00 – 10.50</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Exercises in mediation, mock courts & court orders
<b>11.00 – 12.00</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Exercises in mediation, mock courts & court orders
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
<b>13.00 – 13.50</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Course review
<b>14.00 – 14.50</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Course closure
<b>15.00 – 16.00</b>	Criminal jurisdiction	Civil jurisdiction	Court order forms	Exercises in mediation, mock courts & court orders	Course closure

**D. Evaluation Form**

## VILLAGE COURTS COURSE EVALUATION FORM

The purpose of the village Courts Course is to train participants to effectively carry out their duties as village court officials. 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 official.

\_\_\_\_\_

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.

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Full court procedure**

I now have a better understanding of full court procedure and processes.

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

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Criminal jurisdiction**

The workshop improved my understanding of criminal jurisdiction in the village court.

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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 official.

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.

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

## **E. Lesson Plans**

Department of Justice and Attorney General

VILLAGE COURTS 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)	<b><u>Introduction</u></b>
(ii) 50 minutes	<b><u>Key Teaching Points</u></b> <ul style="list-style-type: none"><li>○ Welcome participants</li><li>○ Administrative matters</li><li>○ Official opening by VIP</li><li>○ Outline course content</li></ul> <b><u>Learning outcomes</u></b> <ul style="list-style-type: none"><li>○ Participants will have clear understanding of the structure and purpose of the course.</li></ul> <b><u>Resources &amp; preparation</u></b> <ul style="list-style-type: none"><li>○ Arrange for VIP to open course</li></ul>
(iii)	<b><u>Summarise and conclude</u></b>
<b>Total Time Frame:</b>	<b>50 minutes</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: History & Aims of Village Court***

**OBJECTIVE**            **At the end of this session – participants will be able to demonstrate knowledge of the history and purpose of the village court.**

**Recommended Time Frames**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 5 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ <b>Incorporate all notes</b></li> </ul>
<b>(ii) 40 minutes</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ <b>Historical use of custom to settle disputes</b></li> <li>○ <b>Inability of formal legal system to service needs of villagers</b></li> <li>○ <b>Introduction of village court system</b></li> <li>○ <b>Primary aim of village court is to maintain peace and harmony within the community</b></li> <li>○ <b>The use of mediation as the first step in the village court process</b></li> <li>○ <b>Relationship with other organisations</b></li> </ul> <p><b>Use discussion groups to reinforce the aims of the village court.</b></p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ <b>Participants will have a clear understanding of the history and aims of the village court</b></li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Court Manual</i> p. 20,</li> <li>○ <i>Village Court Policy 2001</i> Annexure 2</li> </ul>
<b>(iii) 5 minutes</b>	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>50 minutes</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS 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 behaviours required of village court officials.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 5 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 30 minutes	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Establishment of village courts</li> <li>○ Process for appointment of officials</li> <li>○ Role of the Attorney General</li> <li>○ Process for revocation of appointments of officials</li> <li>○ Qualities required of village court officials</li> <li>○ Misconduct of officials</li> <li>○ Rules of natural justice &amp; fairness</li> <li>○ Constitutional rights</li> </ul>
(iii) 10 minutes	<p style="text-align: center;"><b>Syndicate discussion and presentation of qualities necessary for good village court officials</b></p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have clear understanding of the appointment process, the expected qualities and behaviours of village court officials</li> </ul> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><i>Village Courts Manual pp. 5-10</i> <i>Village Courts Policy 2001 pp 9-11</i></p>
(iv) 5 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>50 minutes</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: Introduction to the roles and responsibilities of village court officials***

**OBJECTIVE**            At the end of this session – participants will be able to demonstrate a basic understanding of the roles and responsibilities of each position in the village court.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 5 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 40 minutes	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Village court magistrates</li> <li>○ Village court chairmen/women &amp; deputy chairman/women</li> <li>○ Village court peace officers</li> <li>○ Village court clerks</li> </ul> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have a basic understanding of the roles and responsibilities of magistrates, clerks and peace officers and be in a position to undertake further, detailed studies of these roles.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual pp.4-13</i></li> </ul>
(iii) 5 minutes	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>50 minutes</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: The role of the peace officer***

**OBJECTIVE**            **At the end of this session – participants will have a clear understanding of the roles and responsibilities of the village court peace officer.**

**Recommended Time Frames**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 10 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ <b>Incorporate all notes</b></li> </ul>
<b>(ii) 2 hours 40 min</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ <b>Qualities of a good peace officer</b></li> <li>○ <b>Role is to support the work of the village court</b></li> <li>○ <b>Power of arrest / Service of summons</b></li> <li>○ <b>Enforcement of court orders / warrants</b></li> <li>○ <b>Supervision of community work orders</b></li> <li>○ <b>Maintenance of order during hearings</b></li> <li>○ <b>Power to make certain orders</b></li> <li>○ <b>Works with police in some circumstances</b></li> <li>○ <b>Limits to powers</b></li> <li>○ <b>Community involvement of peace officers</b></li> <li>○ <b>Uniforms / batons / handcuffs</b></li> </ul> <p><b>Conduct role plays to illustrate role of peace officer.</b></p> <p><b><u>Teaching Outcomes</u></b></p> <p><b>Participants will have a sound understanding of the role and responsibilities of the peace officer and understand the limits to the powers of the position.</b></p> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><b><i>Village Courts Manual pp.10-13</i></b></p>
<b>(iii) 10 minutes</b>	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>3 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: The role of the magistrate***

**OBJECTIVE**                    **At the end of this session – participants will have a sound understanding of the role and responsibilities of the village court magistrate.**

**Recommended Time Frames**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 15 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
<b>(ii) 3.5 hours</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Qualities of a good village court magistrate</li> <li>○ Selection of magistrates</li> <li>○ Appointment / revocation of magistrates</li> <li>○ Number of magistrates required for a hearing</li> <li>○ Chairman/woman</li> <li>○ Deputy chairman/woman</li> <li>○ Necessity for fairness</li> <li>○ Conflict of interest</li> <li>○ Rules of natural justice</li> <li>○ Mediation first</li> <li>○ Hear and adjudicate cases</li> <li>○ Hearing procedure</li> <li>○ Rights of those before the court</li> </ul> <p>Use role plays and discussion groups to reinforce points.</p> <p><b><u>Teaching Outcomes</u></b></p> <p style="text-align: center;">Participants will have a sound understanding of the role and responsibilities of the village court magistrate and appreciate the need for fairness and independence.</p> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><i>Village Courts Manual pp. 4-10, 18-23</i></p>
<b>(iii) 15 minutes</b>	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>4 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: The role of the village court clerk***

**OBJECTIVE**                    At the end of this session – participants will be able to demonstrate an understanding of the role and responsibilities of the village court clerk.

**Recommended Time Frames**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 10 minutes</b>	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
<b>(ii) 2 hours 40 min</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Qualities of a good village court clerk</li> <li>○ Selection of clerks</li> <li>○ Appointment /revocation of clerks</li> <li>○ Recording of complaints</li> <li>○ Recording of court decisions</li> <li>○ Court orders and forms</li> <li>○ Advise and assist magistrates with law</li> <li>○ Need for accuracy</li> <li>○ Fairness</li> <li>○ Fees and forfeiture</li> <li>○ Use of warrants</li> <li>○ Sale by warrant</li> </ul> <p>Use discussion groups to reinforce points</p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have a sound understanding of the role and responsibilities of the village court clerk and be able to demonstrate knowledge of the use of court order forms.</li> </ul> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><i>Village Courts Manual pp. 13-14, 55-59</i></p>
<b>(iii) 10 minutes</b>	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>3 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS 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**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 10 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ <b>Incorporate all notes</b></li> </ul>
<b>(ii) 1 hours 40 min</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ <b>Define mediation</b></li> <li>○ <b>Why we mediate</b></li> <li>○ <b>Who can mediate</b></li> <li>○ <b>The qualities of a good mediator</b></li> <li>○ <b>The role of the mediator</b></li> <li>○ <b>Mediation is not a court hearing</b></li> <li>○ <b>The correct attitude to mediation</b></li> </ul> <p><b>Use discussion groups to illustrate the meaning of mediation, qualities of a good mediator and the importance of a correct attitude to mediation.</b></p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ <b>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.</b></li> </ul> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><b><i>Village Courts Course Guidance Manual pp.</i></b></p>
<b>(iii) 10 minutes</b>	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>2 hours</b>

**Department of Justice and Attorney General**

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

**Department of Justice and Attorney General**

**VILLAGE COURTS 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><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 1 hour 40 min	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Dispute referred to village court</li> <li>○ Is it a civil dispute or a criminal offence?</li> <li>○ Suitability to mediate</li> <li>○ Mediation explained to parties</li> <li>○ Agreement to mediation</li> <li>○ Mediation steps</li> <li>○ Both sides tell their story</li> <li>○ Identify areas of agreement</li> <li>○ Consider options for resolution of conflict</li> <li>○ Finalise mediation</li> <li>○ Settlement orders</li> <li>○ Options after mediation</li> </ul> <p>Use role plays to demonstrate points.</p> <p><b>Teaching Outcomes</b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b>Resources</b></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.</i></p>
(iii) 10 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>2 hours</b>

**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**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 10 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Explain purpose and procedure of exercises.</li> </ul>
<b>(ii) 1 hours 40 min</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Acting as village court officials</li> <li>○ Realistic situations</li> <li>○ Mediation</li> <li>○ The mediation process</li> <li>○ Ensure parties understand the process</li> <li>○ Proper use of the process</li> <li>○ Assisting parties through the process</li> <li>○ Agreement &amp; settlement orders</li> </ul> <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><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b><u>Resources</u></b></p> <p style="text-align: center;"><i>Village Courts Course Guidance Manual pp.</i></p>
<b>(iii) 10 minutes</b>	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>2 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS 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**

<b>Time Frame</b>	<b>Recommended Activity</b>
<b>(i) 5 minutes</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ <b>Incorporate all notes</b></li> </ul>
<b>(ii) 40 minutes</b>	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ <b>Supreme Court</b></li> <li>○ <b>National Court</b></li> <li>○ <b>District Court</b></li> <li>○ <b>Land Court</b></li> <li>○ <b>Children’s Court</b></li> <li>○ <b>Relationship to Village Court</b></li> <li>○ <b>Other courts / tribunals</b></li> <li>○ <b>Community Courts Advisory Unit</b></li> <li>○ <b>Provincial Village Court Officers</b></li> </ul> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ <b>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.</b></li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <b><i>Village Courts Manual pp.15-17, 32-33, 53-54</i></b></li> </ul>
<b>(iii) 5 minutes</b>	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>50 minutes</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: Appeals and reviews***

**OBJECTIVE**                    **At the end of this session – participants will possess a clear understanding of the appeal and review processes.**

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 15 minutes	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 1.5 hours	<p><b><u>Key Teaching Points</u></b></p> <ul style="list-style-type: none"> <li>○ The reason for appeals</li> <li>○ The right to appeal village court decisions</li> <li>○ Grounds for appeal</li> <li>○ Appeal process</li> <li>○ Reviews by District Court Magistrates</li> <li>○ Transfer of cases to other courts</li> </ul> <p><b>Teaching Outcomes</b></p> <ul style="list-style-type: none"> <li>○ Participants will have a clear understanding of the reasons for appeal and review and the procedure to be followed.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp. 48 - 52</li> </ul>
(iii) 15 minutes	<p><b><u>Summarise and conclude</u></b></p>
<b>Total Time Frame:</b>	<b>2 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS 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) 15 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 2.5 hours	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ What is the Constitution?</li> <li>○ Directive principles of the Constitution</li> <li>○ Rights and freedoms under the Constitution</li> <li>○ Obligations under the Constitution</li> <li>○ Natural justice / human rights</li> <li>○ Just what is custom?</li> <li>○ Problems with custom / changing custom</li> <li>○ Women’s / children’s rights</li> <li>○ Domestic violence</li> <li>○ Custom and the Constitution</li> <li>○ Applying custom and the Constitution in the village court</li> </ul> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual pp.60-68</i></li> </ul>
(iii) 15 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>3 hours</b>

**Department of Justice and Attorney General**

**VILLAGE COURTS COURSE**

***TOPIC: Overview of the village court process***

**OBJECTIVE**                    At the end of this session – participants will have a basic appreciation of village court jurisdiction, procedures and powers.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 5 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 40 minutes	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Offences and disputes</li> <li>○ Criminal and civil jurisdiction</li> <li>○ Mediation</li> <li>○ Outline full court procedure:</li> </ul> <p style="padding-left: 40px;"> <b>Commencement of proceedings</b>  <b>Dispute or offence occurs</b>  <b>Reported to village court</b>  <b>Criminal or civil matter</b>  <b>Mediation</b>  <b>Full court</b>  <b>Court order</b>  <b>Enforcement of order</b> </p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will be able to differentiate between civil and criminal offences, understand the importance of mediation to the process and have a basic understanding of full court procedures.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp. 18-23, 33-34</li> </ul>
(iii) 5 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>50 minutes</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

#### *TOPIC: Full 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	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 5.5 hours	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Jurisdiction of village courts</li> <li>○ Place of conduct of court hearing</li> <li>○ Limits of jurisdiction</li> <li>○ Civil or criminal matter?</li> <li>○ Village court procedure in detail</li> <li>○ Mediation first</li> <li>○ Bringing a matter before the village court</li> <li>○ Witnesses / Evidence / No lawyers</li> <li>○ Women / children and the village court</li> <li>○ Joint sittings / Groups</li> <li>○ What village courts cannot do</li> </ul> <p>Use mock courts / scenarios to illustrate points</p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp. 18-30</li> </ul>
(iii) 15 minutes	<b><u>Summarise and conclude</u></b>
<b>Total Time Frame:</b>	<b>6 hours</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

#### *TOPIC: Criminal Jurisdiction*

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

#### Recommended Time Frames

Time Frame	Recommended Activity
(i) 15 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 3.5 hours	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Jurisdiction of village court</li> <li>○ The meaning of criminal jurisdiction</li> <li>○ Limit of criminal jurisdiction</li> <li>○ Prescribed offences</li> <li>○ Matters that cannot be heard by village court</li> <li>○ Bringing a criminal charge before the court (summons/arrest)</li> <li>○ Penalties</li> </ul>
(iii) 3 hours	<p>Conduct mock courts illustrating jurisdiction issues using examples of the prescribed offences.</p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have a clear understanding of the limits of the jurisdiction of village courts, understand and describe a criminal offence, have knowledge of the prescribed offences and clearly understand the correct processes for bringing a charge before the court.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp.33-37, 24-25</li> <li>○ <i>Village Courts Act</i></li> <li>○ <i>Village Courts Regulations</i></li> </ul>
(iii) 15 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>7 hours</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

#### *TOPIC: Civil jurisdiction*

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

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 15 minutes	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 3.5 hours	<p><b><u>Key Teaching Points</u></b></p> <ul style="list-style-type: none"> <li>○ The meaning of civil jurisdiction</li> <li>○ Matters can be both criminal &amp; civil jurisdiction</li> <li>○ Court orders</li> <li>○ Compensation</li> <li>○ Custody</li> <li>○ Limited and unlimited jurisdiction</li> <li>○ Groups</li> <li>○ Preventive orders</li> <li>○ Land orders</li> <li>○ Other orders</li> </ul> <p>Conduct mock courts illustrating jurisdiction issues using examples of civil disputes.</p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have a clear understanding of the limits of civil jurisdiction, the processes by which matters are resolved and the limits to compensation that can be awarded.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp.33-34, 40-44</li> <li>○ Village Courts Act</li> </ul>
(iii) 15 minutes	<p><b><u>Summarise and conclude</u></b></p>
<b>Total Time Frame:</b>	<b>7 hours</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

#### *TOPIC: Court order forms*

**OBJECTIVE**            At the end of this session – participants will be able to demonstrate a clear understanding of the purpose and application of court order forms.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 15 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Incorporate all notes</li> </ul>
(ii) 3.5 hours	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Form 1 &amp; 2 – Settlement Order</li> <li>○ Form 3 &amp; 4 – Preventive Order</li> <li>○ Form 5 &amp; 6 – Court Order</li> <li>○ Execution of court orders</li> <li>○ Enforcement of orders</li> <li>○ Summons</li> <li>○ Receipt books</li> </ul> <p>Participation in practical exercises completing village court order forms.</p> <p><b><u>Teaching Outcomes</u></b></p> <ul style="list-style-type: none"> <li>○ Participants will have a clear understanding of court order forms and their application. They will be capable of completing appropriate forms and understand how the orders are executed and enforced.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ <i>Village Courts Manual</i> pp.55-59, 45 - 47</li> </ul>
(iii) 15 minutes	<b>Summarise and conclude</b>
<b>Total Time Frame:</b>	<b>4 hours</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

***TOPIC: Exercises – Bringing it altogether***

**OBJECTIVE**            To conduct realistic exercises in mediation and mock court sessions providing participants with the opportunity to reinforce and apply knowledge of village court procedures.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 15 minutes	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>○ Outline process and purpose of exercise</li> </ul>
(ii) 10 hours	<p><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>○ Initial assessment of situation</li> <li>○ Mediation</li> <li>○ Limits of powers / jurisdiction</li> <li>○ Due process</li> <li>○ Rights of those involved</li> <li>○ Fairness</li> <li>○ Domestic violence</li> <li>○ Limits of compensation</li> <li>○ Court orders</li> <li>○ Land disputes</li> </ul> <p>Conduct discussions and provide feedback at the conclusion of each case.</p> <p><u><b>Teaching Outcomes</b></u></p> <ul style="list-style-type: none"> <li>○ Participant will have gained experience in their roles as village court officials dealing with civil disputes and criminal offences, while clarifying and reinforcing their knowledge of the process.</li> </ul> <p><u><b>Resources</b></u></p> <p style="text-align: center;">Village Courts Manual Village Courts Act / Regulations Constitution of PNG</p>
(iii) 30 minutes	<p><b>Summarise and conclude</b></p>
<b>Total Time Frame:</b>	<b>1.5 days</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

*TOPIC: Course review*

**OBJECTIVE**            To review, summarise and clarify course contents.

**Recommended Time Frames**

Time Frame	Recommended Activity
(i) 5 minutes	<p><b><u>Introduction</u></b></p> <ul style="list-style-type: none"> <li>○ Outline purpose of session</li> </ul>
(ii) 40 minutes	<p><b><u>Key Teaching Points</u></b></p> <ul style="list-style-type: none"> <li>○ Review and discuss course content</li> <li>○ Address identified areas of weakness</li> <li>○ Reinforce the qualities of good village court official</li> <li>○ Fairness</li> <li>○ Commitment</li> <li>○ Skills</li> <li>○ Knowledge</li> <li>○ Communication skills</li> <li>○ Mediation skills</li> </ul> <p>Participants to be encouraged to clarify areas of concern.</p> <p><b>Teaching Outcomes</b></p> <ul style="list-style-type: none"> <li>○ Participants will have had the opportunity to discuss their roles as a village court official and to clarify any areas of uncertainty.</li> </ul> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>○ Village Courts Manual</li> </ul>
(iii) 5 minutes	<p><b><u>Summarise and conclude</u></b></p>
<b>Total Time Frame:</b>	<b>50 minutes</b>

## Department of Justice and Attorney General

### VILLAGE COURTS COURSE

#### *TOPIC: Course closure*

**OBJECTIVE**      **To officially close course**

#### Recommended Time Frames

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