TRAINER HANDBOOK

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Justice
Academy

TRAINER HANDBOOK

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Introduction

Pursuant to Regulation No. 02/2019 on Trainers and Mentors of the Academy of Justice and Regulation No. 03/2023 for amending and Supplementing the Regulation No. 02/2019 on Trainers and Mentors of the Academy of Justice, this Handbook shall be used by the Kosovo AJ Staff, Trainers, Mentors, and other individuals contracted by the Academy to train in Academy programs, and includes all activities pertaining to logistical support and administration, as well as training, development, and evaluation. The Handbook also include some basic Rules of Conduct for Academy trainers as a means to ensure the trainers maintain highest standards while training other legal professionals.

With the developing technology and advanced techniques in training and education, the Academy pledged to update its policies and practice. As result, the Academy partnered with the international donors to include novelties in the advanced teaching methods and how to best apply them in practice. With the support of the U.S. Department of Justice (OPDAT) experts and EUKOJUST Experts, the Academy incorporated the most advanced teaching adult learning methodology and evaluation principles in this Handbook.

The Handbook is meant to serve as a one-stop-shop for prospective and current Academy trainers, Academy staff and other interested parties.

I.TRAINING PLANNING, DELIVERY, AND EVALUATION

Trainers use the Trainer Handbook for the planning, delivery, and evaluation of training that you perform in Kosovo AJ (herein, AJ) supported and compensated training.
For questions or assistance concerning your responsibilities, please contact the AJ using the https://ad.rks-gov.net/Request-for-assistance link in your Invitation Letter or in the Trainer Handbook folder on the AJ website.

1.Preparations before the training

Trainers must confirm via email that they accept serving as trainers under the terms of the AJ Trainer Special Service Contract (Annex Template#10) and the training plan, delivery, and evaluation guidelines of the AJ Trainer Handbook.

In addition to the confirmation email, trainers must complete the attached forms and send them to the AJ as per the dates specified below:

- Pre-course participants' Survey Form (due 20 days before the scheduled date of training)
- The form for training implementation, learning objectives, engagement techniques and the necessary equipment (due 20 days before the training)
- Training Agenda to be finalized (due 20 days before the scheduled date of training).
- Training Materials (including legal solutions in force, PowerPoint), and any printed materials to be provided to participants) (due 15 days before the scheduled date of training).

Besides the confirmation email, the trainers engaged in the Initial Training shall fill the enclosed forms and send them to AJ according to the timelines specified below:

- The form for training implementation, learning objectives, engagement techniques and the necessary equipment (due 20 days before the upcoming ITP generation commences training).

- Training Materials (including legal solutions in force, PowerPoint), and any printed materials to be provided to participants) (due 20 days before the upcoming ITP generation commences training).

Completion of these forms and requested information is mandatory in order for the trainer to be considered qualified to conduct the training.

If the AJ does not receive the required forms and materials from the trainer, by the specified dates, it will be considered that the trainer has abandoned commitment to the training, and another Trainer from the list will be engaged.

Trainers who are co-presenting must meet before the training in order to prepare a better methodological and structural training.

In addition to the pre-training and post-training evaluation surveys that trainers prepare for the use of participants, AJ staff shall evaluate trainers using the Trainer Evaluation by AJ Staff Template (Annex Template#9).

Training forms and materials submitted for use in AJ supported and compensated programs belong to the AJ. The AJ may freely use, reformulate, update, modify, publish, or otherwise display those forms and materials on its website and e-learning portal. The trainer contract shall include details of the copyright obligations in compliance with Article 3 point 4, 5 and 6 of the Regulation No. 03/2023 for Amending and Supplementing the Regulation No. 02/2019 on Trainers and Mentors of the Academy of Justice.

2.Obligations during the training

Trainers will be in the training room 30 minutes before the commencement of each day of the training.

Trainers will apply AJ Training Equipment and Support Request (Annex Template#3), to identify equipment requirements, configuration of furniture, requirements for breakout spaces, printed materials requirements, etc., for their training programs.

Training delivery must employ the best practices delineated in the Trainer Handbook including the

use of elements of Backwards Design, use of Engagement Techniques, and Trainer Delivery Best Practices.
AJ staff will record training attendance and will document variations from the agenda, and will provide technical support to the trainer as needed.

3.Instructions after the training

Immediately after the training, AJ staff will administer the post-course evaluation survey prepared by the trainer. Whenever practicable, the training agenda should include time to complete the post-course survey before participants leave the training venue, and the post-course survey should be administered electronically. Details about preparation of the surveys and obligations of the AJ and the trainers are included in Section VI.3, Post Course Evaluation Survey.

AJ staff will process the post-training survey responses from learners and provide the results to trainers not later than 2 weeks after the training is concluded.

After the completion of the training, trainers will complete the evaluation form regarding AJ staff support of their equipment requirements and other support of the training program using Trainer Evaluation of AJ Staff Support Form (Annex Template#8) after the training is concluded.

After completion of the training/ roundtable, the trainer shall prepare a report on final conclusions of the training/ roundtable at least 15 days after completion of the training/ roundtable.

Right after completion of the initial training module, the AJ staff will send the assignment prepared by the trainer before commencement of the training, and the trainer will make their evaluation within 10 days.

II. TRAINING CONTENT DEVELOPMENT

The Training content development applies to two groups of trainers.

- The first group is trainers participating in the AJ's Trainer Certification Protocol to qualify as Academy Trainer of Trainers.
- The second group, are trainers who use this Curriculum and who are Academy subject matter experts that provide training in the Initial Training Program, the Continuous Training Programs and Training for Administrative staff of judiciary.

Questions concerning the Training Content Development can be addressed to the heads of Initial Training, Continuous Training, and the Research and Publication Divisions. Their email contact information is at the end of the Annex no.12 of the Trainer Handbook. Trainers may also send questions or comments through the link of the Academy website, respectively under the Training Program > Training of Trainers > Request for assistance.

III. AJ Certification Program

Pursuant to Article 24 paragraph 6 of the Law on AJ and Article 10 paragraph 7 of the Regulation for Trainers and Mentors (herein: *the Regulation*) the AJ trainers shall participate in the AJ Certification Program for Trainers.

The Certification program shall be conducted by the AJ Training of Trainers (Master Trainers). The purpose of this program is to ensure that all AJ trainers are familiar with the adult learning methodology and are applying the training design, development, delivery, and evaluation as set forth in detail in this Handbook.

The program is not designed to evaluate the subject matter expertise of the trainers in a particular area. Such courses may be conducted as a separate session or combined with the AJ Certification Program.

The AJ shall decide on the frequency of the training sessions in accordance with the AJ Annual Training Program.

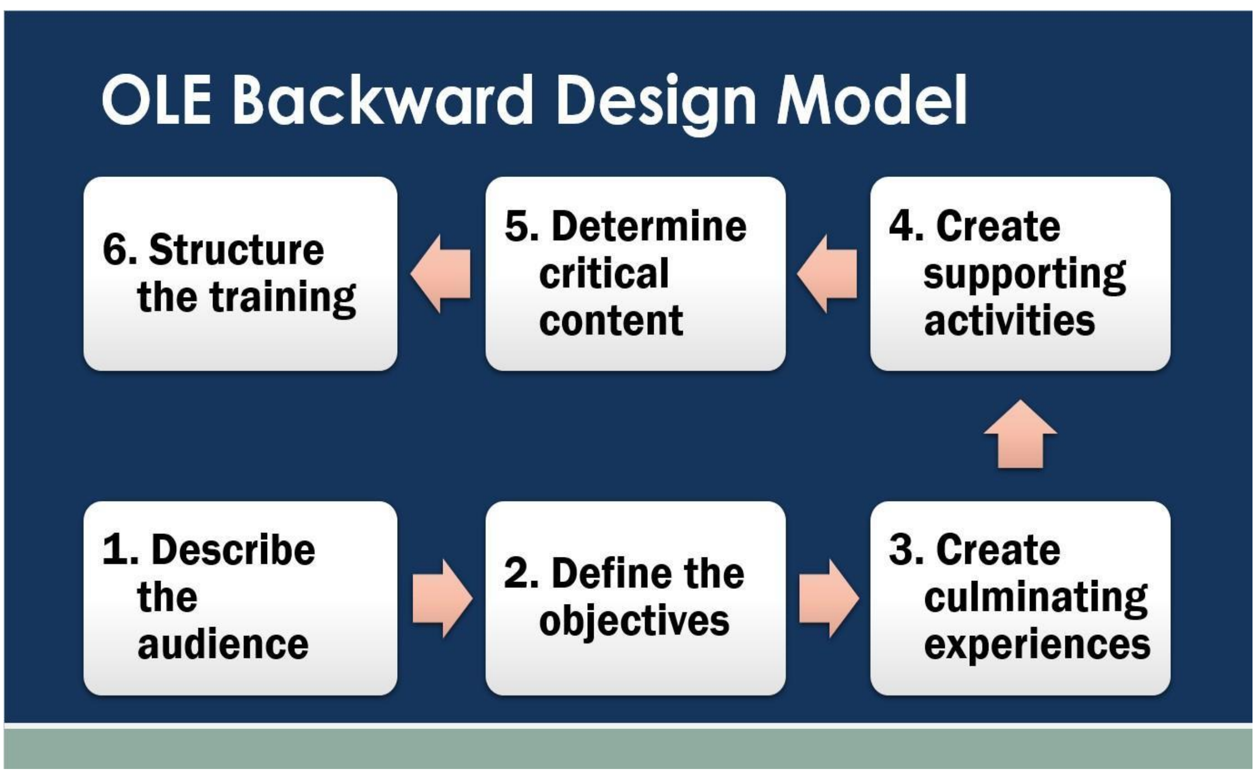
4.The "Backward Design" Method

The Backward Design method of developing training content for training programs focuses on participants needs instead of previously planned training content.

Many trainers for the Academy have not participated in formal trainer development and instructional design programs. They are experienced judges and prosecutors who, because of their experiences and interests in providing training, have developed and delivered presentations many times over the years.

When they train in Academy-sponsored events, they look at the amount of time that they have been allotted and decide how to fit all the previously designed content into that time. Often, they have too much content in relation to the allotted time. This results in rushed presentations and PowerPoints that have excessive content on each slide. As is discussed below, in Backward Design the "structure of training" is the sixth and final step in training content development.

As stated above, Backward Design focuses on the participant not on previously planned content. Backward Design helps us as trainers address the following training goal:



> "What knowledge, skills, or behaviors do we want to see the participant use on the job as a result of the training program?"

To identify what we need to teach to obtain the desired result of improved on the job performance, the best practices for training content development are set forth below.

Describe the audience – Who is the audience for the specific content of the training program? What knowledge, skills, and behaviors do they most need and want that this training can provide? Understanding the target audience, and determining in advance their training needs, is essential to developing relevant, useful training content. To describe the audience, consider the answers to the following questions:

- Who is the target audience?
- Where do they work?
- What are their roles in their offices?
- Are they supervisors or non-supervisors (or both)?
- What are their ranges of experience?
- What is their prior knowledge of/experience with the topic(s)?
- What supporting skills do they/should they already possess related to this subject-matter?

(To help answer these questions see discussion of use of pre-course training evaluation surveys in the section on **Training Evaluation Survey Forms**)

Define the objectives – Objectives drive the design of training. Without clear, focused objectives, there cannot be clear, focused training. Training objectives are learner focused. They are written from the learners' perspective of what they need to know or do better at their jobs because of the training they received. Objectives usually include a verb and a noun, for example:

- Create thorough, specific investigative plan
- Draft indictments that clearly describe criminal offenses and apply them to the facts in the enacting indictment clause
- Apply the legal concept of command responsibility to criminal liability for war crimes

Below is a Bloom's Taxonomy Revised. Trainers can use this to develop training objectives.

Bloom's Taxonomy Revised

Taxonomy Categories	Sample Verbs for Stating Specific Learning Outcomes
Remember	Cite, define, identify, label, list, match, name, recognize, reproduce, select, state
Understand	Classify, convert, describe, distinguish between, explain, extend, give examples, illustrate, interpret, paraphrase, summarize, translate
Apply	Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, relate, show, solve, use
Analyze	Analyze, associate, determine, diagram, differentiate, discriminate, distinguish, estimate, infer, order, outline, point out, separate, subdivide
Evaluate	Appraise, assess, compare, conclude, contrast, criticize, discriminate, evaluate, judge, justify, support, weigh
Create	Combine, compile, compose, construct, create, design, develop, devise, formulate, integrate, modify, organize, plan, propose, rearrange, reorganize, revise, rewrite, tell, write

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, training, and assessing: A revision of Bloom's Taxonomy of educational objectives, New York: Longman.

Create culminating experiences – "culminating experiences" are training experiences in which participants demonstrate the knowledge, skills, or behaviors they have gained in the training. Culminating experiences are directly focused on training objectives and provide direct evidence that the objectives have been met. Culminating experiences typically involve the trainers providing constructive critiques for corrective learning and especially for transferring the knowledge, skills, or behaviors to the workplace. A suggested format for providing constructive critiques is attached to this Section. Examples of culminating experiences include:

- Simulated trial or portion of a trial.

- Simulation - demonstration of evidence administration in court.
- Drafting a simulated appellate brief or portion of a brief.
- Simulated appellate argument or portion of argument.
- Simulated mediation or portion of mediation.

Create supporting activities – Supporting activities include training and practice on knowledge, skills, and behaviors that precede culminating experiences. These activities (for example, workshops to apply specific knowledge, skills, and behaviors, discussing case studies, or work on hypothetical cases) help prepare participants to perform the culminating experiences. Supporting activities also typically involve the trainers providing constructive critiques for corrective learning. These critiques ensure that participants understand and practice before culminating events. A suggested format for providing constructive critiques is attached to this Section. Examples of supporting activities include:

- Practice exercises
- Role-play
- Case studies
- Hypothetical scenarios with learner participation and critiques

Trainers need to prepare materials that help the participants learn during supporting activities (see the discussion on **Critical Content** below). These written materials provide helpful suggestions and guidance that assist the participants in both the supporting activities and the culminating event. Examples of these materials include:

- Checklists
- Samples
- Written Tips/Best Practices
- Practice Manuals
- Templates

Determine critical content – Critical content and materials are directly related to providing the foundations for supporting activities, culminating events, and the objectives of the training. Examples of critical content and materials are listed above in the discussion concerning the need for trainers to prepare materials that help the participants learn during supporting activities. Other ancillary materials that are not directly related to the training program should be provided separately, for example, by being hosted on the AJ's Publications link on its website.

A common challenge trainers face when creating critical content is called "cognitive overload." This is a concept from educational psychology that refers to when a learner receives too much information at once and cannot effectively process or understand what is being presented. An example of this is when a PowerPoint has a lot of text, and the trainer is lecturing at the same time. People tend to read text before they listen. The result is that they neither retain what they read, nor can they listen well. Psychologist Richard Mayer suggests the following practices when designing and developing creating training materials:

- Trainers should make their materials *simpler than they think* because they are experts usually training less experienced people
- Organize and present concepts in shorter segments and sequence the segments logically and one at a time

With PowerPoints:

  - limit the amount of text on each slide
  - use larger fonts on the slides
  - use images consistently in the PowerPoint presentation
  - use solid backgrounds and high contrast colors for better readability
  - signal what is most important (do not signal everything – that causes overload)

Remember, PowerPoint is a tool to facilitate knowledge/content transfer. Make it learner focused.

Structure the training – the last step in Backward Design is developing the framework and structure of the training program by creating the agenda. Here are some considerations in developing an agenda:

- Include a training program introduction that explains the training objectives and structure of the training program.
- Other important agenda organizing considerations involve:
    - ♦ sequencing and pairing of content – lectures, case studies, panel discussions, etc. – with supporting activities (select the best supporting activities to help participants with content).

- ♦ pairings should be logically ordered to lead to culminating experiences.

Training should conclude with a review of the objectives of the training and a discussion of how to transfer the knowledge, skills, and behaviors to the workplace.

Include time at the end of the training for participants to complete training evaluations to maximize on the amount of feedback you can obtain.

Materials	Advantages/Likes	Disadvantages/Dislikes
PowerPoint Slides	- Easy way for participants to take notes (when printed) - Good prompt for instructors - Easy to add graphics, videos	- Provide limited space (when printed 3 slides to a page) - Can be used as a crutch - Can easily become overloaded
Outlines	- More space to include detailed and extra information - Outline structure easily matches the presentation - Easy to read later	- If too much information is included, may lose attention - If presentation structure changes, outline not as helpful - May appear dull, boring
Summary Handouts	- Short, easy takeaway - Easy to find later - Helpful checklist/guide	- May be incomplete/lack details - Can be used as a complete reference by participants
Original Source Documents	- Are the true reference - Are complete and original - If electronic, can be updated more easily	- May be large and hard to navigate for novices - If paper, take up lots of space and use lots of trees - If paper, become outdated
Samples/ Templates	- Can serve as helpful examples - Help participants learn and remember later - Can serve as a checklist	- Can be used by students as a crutch/shortcut - Can prevent critical thinking - Can increase error
Activity Materials	- Good for providing directions when people forget - Good to use as later reference/as a template	- Take up critical material space - May be incomplete if not finished/no answers

PowerPoint Checklist

Limit Text & Add Visuals

- Reduce text to key words and phrases
- Substitute in relevant images, graphs, charts
- Use (simple) animation to reveal text one line at a time
- Provide supplemental handouts for later reference

Use Clear Structure

- Include objectives and a framework slide
- Include section header slides (use the PPT layout tab)
- Use headings that match the framework
- Chunk content into shorter segments

Signal What's Important

- Use arrows, circles, bold text, etc. to highlight importance
- Use "call-out" boxes to focus attention to parts of a document
- Crop & enlarge small details
- Do not signal everything

Eliminate distractions

- Select appropriate visuals
- Eliminate irrelevant content, backgrounds, and visuals
- Use the alignment tool to arrange objects
- Check spelling and grammar

Make slides legible

- Avoid difficult color combinations (red or blue with green)
- Use high contrast colors (light background/dark text)
- Use 32 point font or larger
- Use sans serif fonts (Franklin Gothic, Calibri, Tahoma, Verdana)

5.Trainer Presentation Best Practices

Introduction: One component of delivering an effective presentation is physical presence, how you actually deliver and communicate the substantive information. Whenever possible, you should stand when you deliver your presentation. Standing conveys control of the room and confidence in yourself as the trainer. Standing also allows for better breathing and projection of your voice.

When standing to present your presentation, consider the following best practices:

- **Plant / set your feet and stand still** – when we speak informally it is natural to shift our weight from one side to the other or perhaps shuffle and move around. In a formal presentation, however, you should set your feet. Picture how symphony conductors set themselves as the begin an orchestral performance.
- **Keep your hands at the "ready position**" – your hands should not be in your pockets when you present. Again, think of the symphony conductor. His elbows are comfortably bent, at about a 90-degree angle, with hand ready to begin the performance.
- **When you move, do so purposefully** – avoid pacing because that tends to distract listeners in a formal presentation. So, when you do move it should be for a purpose. Examples:
  When you "move from one topic to another." You can move to signal to your audience that you are addressing a new topic.
  If you do an audience engagement activity, for example a small group discussion on a selected topic, you can move and direct the audience on how to proceed with an exercise.
- **Consider your pace / manner of delivery** – each presenter has their own natural pace or cadence when delivering a presentation. Be aware of your own, particularly if you tend to speak more rapidly because it can be harder for a listener to process aural information if it is presented rapidly. Some tips regarding pace / manner of delivery:

Use pauses between particular ideas in a topic or when moving from topic to topic; pauses can allow the audience to "catch up to you."

Consider, as appropriate, repeating key ideas or phrases to help the audience understand and remember important concepts.

Use silence in your delivery, for example, after posing a hypothetical question, or posing a rhetorical question. Silence also helps the audience "to catch up," and it can be useful for you when transitioning from topic to topic in your presentation.

- **Eye contact** – is critical to effective presentations. For several reasons, you must engage in eye contact with your audience:
  - Seeing/looking at your audience helps you gauge reaction to your presentation
  - Do people seem to understand what you are saying, or do some seem confused (be prepared to helpfully engage if people seem confused)

Eye contact is powerful in establishing rapport and credibility with the audience. Just as in everyday life and business, in a formal presentation, if you expect people to believe you, one key way of doing that is "to look them in the eye."

Common problems in presentations and suggestions on dealing with them

- **Forgetting/losing your train of thought** – "plan to forget," in other words, realize that losing your train of thought when presenting happens to almost everyone. While you may feel embarrassed, reasonable people know that it can happen, and it is not a problem. A few tips:
  - Return to your notes or lesson plan and deliberately take the time to refresh your recollection (it may feel like a long time to you, but actually it is not), and then return to your presentation.
  - Properly prepared PowerPoint slides can serve as cue to remember (but avoid "reading the whole slide")
  - Practice/rehearsal will help to minimize forgetting (more on the importance of practice below)
- **Questions that you did not prepare for or do not know the answer to** – this also happens frequently. A few tips:

  - If there are other trainer or experienced participants in the audience, solicit their views ("polling the audience").
  - Acknowledge the question, but defer the answer so that you can complete your remarks.
  - Acknowledge the question and prepare a reply after the presentation. If the response is one that is of interest to everyone, consider sending it in an email to all the audience after the presentation.

- **Reluctant participants** – audience members failing to respond. A few tips:
  - Remember to give the audience time to think of their responses (even though the pause may seem long, it can be worthwhile if you are successful in getting the audience to participate)
  - Be prepared to treat your questions or invitations to dialogue as rhetorical questions, and then provide the answers. Invite the audience's opinion of the answers you provided to the rhetorical questions.
  - Consider asking questions that you know have more than one right answer.
- **Participants with "an agenda"** – sometimes an audience member wants to make their own point or has a strong opinion concerning a concept you are addressing. A few tips:
  - This is another situation where you could "poll the audience," and ask others to offer their views in response to the audience member's point.
  - Another method to address this situation is to respectfully acknowledge the different opinion, offer to address it after your presentation, and continue with your remarks.
- **IT failures** – similar to the idea of "planning to forget," you should always have a plan for situations in which the technology does not work as it should. This usually involves having printed copies of either your presentation PowerPoint or a printed summary of the key points of your presentation.

Engagement Techniques

Use engagement techniques. Remember, always to give clear instructions to the group when using any engagement technique (refer to the section titled **Engagement Techniques for Use in Presentations** for complete descriptions of the techniques and instructions on how to use them).

- **Group discussion** – This technique can encourage participation, reflection on concepts, and raise the energy or enthusiasm of the group.
- **Pair share** – use pair share (two or three persons in a group) when group discussions are not practical.
- **All write** – same as pair share, ~~i.e.,~~ use when group or pair share discussions are not practical.
- **Demonstrations/examples** – use demonstrations or examples to illustrate – show – ideas or concepts as well as explain – tell ideas or concepts.
- **Hypotheticals/multiple choices** – after posing a hypothetical or presenting multiple choices, give all participants time to think about and formulate answers. When you are not using anonymized electronic surveys, if a participant gives an incorrect or partially incorrect response, be careful not to embarrass them – tactfully explain the correct analysis.
- **Solicit participants to discuss responses to questions** – ask students to discuss answers. This can be particularly useful when a question is susceptible to variations in answers.

Practice/Rehearsal

Some experienced trainers think that practicing or rehearsing their presentations is unnecessary because they have done their presentations so often. Delivering a professional training presentation is a skill. Just as professional athletes or musicians practice, we need to practice – the more we practice, the more our presentations will be delivered confidently and naturally, with good body language, increased eye contact, and better engagement with our audience. Practice improves our memory of the material, which in turn decreases the chances that we may forget during presentations (discussed above). Finally, practice will definitely decrease the affects that adrenaline can have on delivery.

6.Engagement Techniques for Use in Presentations

Engagement techniques are essential tools for trainers to use in all training presentations. Engagement techniques generally improve participant outcomes. They specifically help participants understand the relevance of the knowledge, skills, or behaviors being presented and to better remember them for use on the job. Each of these techniques is taught and practiced in the Training of Trainers program in workshops, and these techniques are to be used by Trainers when presenting at other Academy training events. In the Training of Trainers program workshops instructions for each exercise listed below are presented on a separate page.

In using any engagement technique, trainers provide clear instructions to participants. Those instructions include to:

- State the purpose of the activity.
- Give specific instructions for:
    - What you want participants to do
    - How much time they have
    - Where they will go (if they must move to a different location)
    - What the "deliverable" will be (a group answer for example)
    - Ask if they need clarification on anything/review instructions (as needed)

- Introductory Team Building Activity – The purpose of this activity is to create rapport among learners. As the group leader, introduce yourself to others in your group. Briefly provide background information on your education, professional work experience, and your interests and goals in taking this training. Then ask others in the group to do the same. When trainer uses this engagement technique in other Academy-sponsored training events, use the same general instructions as listed above.

- Directing a Small Group Discussion – In small group discussions, you divide the audience into small groups for them to discuss an issue or answer a question. These discussions involve all group members and provide them the opportunity to explore issues and answers to questions. The small groups return and share with the larger audience.

Typical instructions for small group discussion (Version One):

This version is commonly used by the subject matter expert trainers during their workshops.

Choose one person at your table to lead the following engagement technique with others at the table, using this page as a guide. Each person at the table will serve as leader for **one** engagement technique. Only the leader needs this page.

Leader: I would like you to share with each other something that you have seen in a training presentation that you thought was particularly ineffective. Talk with each other for two minutes, and then we will discuss what you have shared. (Leader does not participate in discussion)

Leader: What are some of the things that you shared/heard?

Leader (if time permits): What do you think causes trainers to do this, and how can we avoid doing it?

When trainers use this engagement technique in other Academy-sponsored training events, use the same general instructions listed above, and adjust the topic to relate to your training content and purposes for using this engagement technique to improve learning outcomes.

Typical instructions for small group discussion (Version Two): This version is rarely used by the subject matter expert trainers as engagement technique. Nevertheless, this version is a mandatory engagement technique for every Train the Trainer program workshop. It is used as the final engagement technique exercise.

Choose one person at your table to lead the following engagement technique with others at the table, using this page as a guide. Each person at the table will serve as leader for **one** engagement technique. Only the leader needs this page.

Leader: Which of these engagement techniques that we have practiced and discussed will you commit to trying and why? Talk with each other for two minutes, and then we will discuss what you have identified. (Leader does not participate in discussion)

Leader: What are some of the activities you have talked about trying, and why did you choose them?

When trainers use this engagement technique in other Academy-sponsored training events, use the same general instructions listed above, and adjust the topic to relate to your training content and purposes for using this engagement technique to improve learning outcomes.

- <u>Directing a Pair Share</u> – When a room configuration does not allow for small groups (for example, lecture halls, "stadium" seating), you can use a variation of small group discussion called "Pair Share." Ask the audience to discuss an issue or question with one or two persons close by.

Typical instructions for pair share

Choose one person at your table to lead the following engagement technique with others at the table, using this page as a guide. Each person at the table will serve as leader for **one** engagement technique. Only the leader needs this page.

Leader: I would like you to think about and then please share with your colleague(s) (groups of 2 or 3) an example of materials that you received in a training that you found particularly useful. Talk with each other for two minutes, and then we will discuss what you have shared. (*Leader does not participate in discussion*)

Leader: what are some of things you discussed?

Leader (if time permits): Why do you think more instructors do not provide the types of useful materials you have identified? How can we avoid making this mistake in the trainings that we do?

When trainers use this engagement technique in other Academy-sponsored training events, use the same general instructions listed above, and adjust the topic to relate to your training content and purposes for using this engagement technique to improve learning outcomes.

- <u>Directing an All Write</u> – With this engagement technique, you ask the audience to individually write a response (to a question, to provide a relevant example, to respond to a hypothetical question, etc.). This works well with students who are reluctant to speak or share in a group, or do better when they can write a response. (Leader does not participate). There are two versions of the All Write that the instructors may use. Below are the instructions for each of the versions.

Typical instructions for all write (Version One):

Choose one person at your table to lead the following engagement technique with others at the table, using this page as a guide. Each person at the table will serve as leader for **one** engagement technique. Only the leader needs this page.

Leader: I would like you each to think about this question and write down your answer – What obstacles/difficulties do you face to actually incorporate engagement techniques in your next training presentation? Take 1 minute to identify an obstacle you think you will have. Then we will discuss your answers. (Leader does not participate)

Leader: What are some of the things that you have identified as obstacles to including engagement techniques in your next presentation?

Leader (if time permits): What are some ideas for how we can overcome these obstacles?

When trainers use this engagement technique in other Academy-sponsored training events, use the same general instructions listed above, and adjust the topic to relate to your training content and purposes for using this engagement technique to improve learning outcomes.

- <u>Directing an All Write</u> (Version Two):

Choose one person at your table to lead the following engagement technique with others at the table, using this page as a guide. Each person at the table will serve as leader for **one** engagement technique. Only the leader needs this page.

Leader: I would like you each to think about this question and write down your answer – What is something that you have seen go wrong during a presentation (your own or someone else's), and how can you plan to avoid that happening to you? Take 1 minute to address this question. Then we will discuss your answers. (Leader does not participate)

Leader: What are some of the things that you have seen go wrong?

Leader (if time permits): What can we do to avoid having this happen in our presentations, and how should we prepare to deal with it if it does occur?

When trainers use this engagement technique in other Academy-sponsored training events, use the same general instructions listed above, and adjust the topic to relate to your training content and purposes for using this engagement technique to improve learning outcomes.

Other Useful Engagement Techniques

- <u>Multiple Choice and Hypothetical Questions or Scenarios</u> – Offering multiple choice questions or hypothetical scenarios can be helpful for assessing whether the audience understands taught concepts and can apply them at work. If the technology is available, use electronic surveys (QR code-based systems like Survey Monkey, Google forms, PowerPoint polls, Menti-meter, etc.). These allow participants to answer anonymously, which increases participation. Invite participants who gave the best answers to explain their reasoning and invite students who have different analysis to share that also.

- Demonstrations and Examples – Trainer provided demonstrations and real-world examples can help the audience understand and remember important concepts.
- Analogies – Effective analogies can make difficult concepts easier to understand and apply.

7.Providing Effective Critique/Feedback

Effective feedback includes *reinforcing feedback* and *corrective feedback*. *Reinforcing* confirms or reaffirms some positive dimension of the performance. *Corrective feedback* (also known as constructive criticism) is given to the participant when some aspect of the performance has produced less than desirable results, e.g., incomplete, ineffective, or inefficient demonstration of knowledge, skills, or behaviors. Both forms of feedback can and should be used when evaluating performances.

The 3-I Corrective Feedback Model[1]

Issue	Identify the **specific** issue/behavior that needs to change
Impact	Explain the impact of this behavior on the target audience (their attention, motivation and/or learning)
Improvement	Offer 1-2 specific suggestions for improving the behavior

Examples of Ineffective Critiques

Tactic	Specific Examples	Impact
Being vague	*"That was pretty good – good job" "I think you need to improve your voice." "Your opening just lacked umph."*	Does not provide specifically identify the issue/problem or how to improve. Confuses the participant.
Overloading	*"You didn't provide a clear objective, you stance was too wide, your voice was too soft, and you need to rework your first…"*	Overloads the participant and prevents him/her from remembering specific issues and improvement. Demotivates.

[1] The 3-1 Feedback Model has been adapted from the Situation-Behavior-Impact (SBI) Model (Center for Creative Leadership) and the USDOJ Office of Legal Education, Faculty Development Institute's trial advocacy skills and leadership/management skills curricula.

Confronting/ Insulting	*"Why in the world did you do/say that?" "This needs a major overhaul." "I just don't know where to start."*	Offends the participant and can create defensiveness and resentment. Distracts from learning and improving.
Lying/Petty Praise	*"You didn't look nervous." (but they did) "The color of your shirt is nice." "Your 'uhs' weren't that distracting."*	Can cause the participant to distrust the evaluator and/or fail to improve upon behaviors that are not identified.
Comparing	*"You should do what he just did." "She had a much better delivery style." "You were the best in this group."*	Forces the participant to compare him/herself to and compete with others. Demotivates. Diverts focus to others.

III.CONDUCTING ONLINE TRAININGS EFFECTIVELY

COVID-19 pandemic has made a profound effect on our lives, including how we communicate, present and disseminate our research work. The online presentations have the ability to reach a wider and more diverse audience. It saves time, money and resources and you can do your presentation from anywhere. Many of the schools, universities and businesses have shifted some of their activities to online platforms such as Zoom, Webex, Microsoft Teams, GoToMeeting etc.

1.Preparation for online presentation

While many think that the online presentations are easier, that is clearly just a myth. Effective online presentations require more planning and technical support. Successful presentations are attributed to a multitude of factors. Some of the tips for preparing for an online presentation include:

- ***Practice on the platform beforehand.*** Even the most experienced speakers may face problems conducting an online presentation without preliminary preparation. This is especially true in cases where you are using a platform you have not used before. Although you will most likely have a technical available to assist you, you need to make sure you are familiar with the system. Some presenters prefer to record themselves as a way to test their presentation level.
- ***Check your internet connection.*** If you as the presenter are presenting from a place other than the JA, then you need to ensure beforehand you have good connectivity. If you are presenting from JA facility, all the technical connectivity aspects will be handled by IT staff.
- ***Clean your desktop screen and close unnecessary tabs.*** In most cases presenters use multiple presentations, graphs, videos, photos to pass their message. While you are moving from one presentation to another (or slide/video etc.) participants will be able to see your desktop screen. Make sure you clean up your desktop example close emails, remove personal photos or other distractions. Do not leave any unnecessary tabs minimized as they might pop-up accidentally.

- ***Background.*** Eliminate distractions and ensure you are presenting in a quiet space. Your background should be appropriate for the topic of the talk. Make sure you have no distractions in the back. Some things to consider placing in your background are your favorite books, travel mementos, potted plants or a vase of flowers, and/or framed photos. Use of proper lighting is also very important.
- ***Dress appropriately.*** One common mistake people make during online presentation is that they consider since the audience in most times only sees the top of your body, they feel compelled not to wear full attire. Be mindful that although you might be in a sitting position, you might need in the middle of your presentation to stand up whether to demonstrate something, close the door, turn the light, etc. and then your full attire will be exposed. Look professional at all times.
- ***Time Management.*** Staying on time for your scheduled presentation is very important. As part of early preparation, many of the skillful presenters prefer to test their presentation and time it to ensure they have sufficient time for their presentation. As presenter you need to ensure you build enough time for questions. You also need to be cognizant that some of the participants might take too long with their questions/comments. Make sure you respectfully address this issue and control such characters.

2.Important considerations for your presentation

- ***Create a compelling structure.*** Make sure things are cohesive and logical. To keep the presentation interesting, you may need to add more slides, cut a section, or rearrange the presentation's structure. Give a narrative to your business presentation. Make sure you're telling a compelling story.
- ***Early log in.*** As a presenter you want to make sure you log in at minimum 30min.before your presentation. This will give you time to accommodate yourself, identify any technical difficulties, etc. Never join after the participants. It is disrespectful to the audience. If you are presenting as a team, it is advisable that you join at the beginning of the presentation, even if you are the last one presenting. This way you can easily identify who your audience is, are they raising issues that you want to tackle later etc.

- ***Make eye contact.*** Eye contact is everything in public speaking in person and online. Presenters need to remember to always look at the webcam lens as it gives the individual participant the feeling you are talking directly to them. The first step is to position your camera at eye level or slightly above, so that you can look directly at it without tilting your head or neck. This will create a natural and comfortable posture and avoid distracting angles or shadows. If you are using a laptop, you may need to raise it with a stand or some books. Also, make sure your camera is close enough to your face, but not too close, so that you can fill most of the screen without cropping your head or shoulders. The most common mistake when presenting online or on video is to look at the screen instead of the camera. This will create a disconnect between you and your viewers, as they will perceive that you are not looking at them, but somewhere else.
- ***Voice tone and speed.*** Tone can help you convey your attitude and intention in your presentation. Be mindful that a warm and friendly tone can build rapport and trust with your audience, while a cold and harsh tone can create distance and conflict. You may start to speak in a certain tone which will gradually revert to your comfortable natural speaking style once you've settled. A dull and a very low voice may result in the loss of the attention span by the audience. Just like in in-person presentations, you need to make sure you change the tone depending on the topic of your discussion. The speed of your presentation is another very important element. If you speak too slow the audience might lose interest. On the other hand for many presenters there is a natural tendency to speak faster either because they have a lot of expertise on the matter, or because they are trying to pass too much in too short time or sometimes is also because the presenter is nervous. This is why practicing beforehand is so important.

3.Managing your audience's attention

The most important presentation skill required for an online presentation is being able to engage with your audience and hold their attention throughout your presentation.

When starting an online presentation, engaging your audience from the beginning is essential. This is why the trainer must inform the audience at the beginning of his/her presentation that this is an interactive course and that they will be required to actively engage throughout the course of the presentation. Ensure your introduction is clear and concise so your audience knows what to expect.

Unlike the in-person presentations where you are able to see your audience and their level of focus at your presentation, in most cases this is not possible in online settings. That is because many of participants will have their cameras off and you will not see how focused they are. Here are some valuable tips:

- Presentation skills need to be adapted as audience attention spans can waver due to more distractions and multi-tasking that are now hidden from view.
- Use well designed and eye-catching slides as visual aids to keep focus, and make sure your presentation has a logical flow, so it's easy to follow along with.
- You can ask questions, poll the audience to audience to determine experience levels, tell a story, or provide an overview of what you'll be discussing.
- To understand whether the audience is watching and listening to you at times you may ask for even a simple “thumbs up” sign on your question: “How am I doing? Am I speaking too fast or too slow?” etc.

It is very important for the presenter to constantly monitor the chat box as many of the participants either pose questions in the chat box or often they also write when they are facing technical difficulties. It would be disastrous if after talking for some time, you find out at the end that most of your presentation was not received by the audience, either due to connection, lack of translation or background noise. Failure to monitor the chat box may lead to loss of interest by the audience. They may feel that you are ignoring them and will be reluctant to engage when you try to engage them. Most presenters have either an IT technician monitor the chat box or in some instances the co-host will be the one to monitor. If you are presenting as a team, make sure you each understand that while your colleague is presenting, you will be the one to monitor the chat box.

4.Challenges with virtual presentations

Online presentations are characterized by a number of challenges. Some of the most common challenges include:

- Technical Difficulties.
- Distracted and difficult attendees.

- Lack of interactive engagement by the audience.
- Difficulty in establishing rapport and trust.
- Low self-esteem by the presenter.

All of these challenges are interconnected. Ex. technical difficulties and constant distractions lead to poor engagement.

An early preparation by the presenter and technical support by AJ staff will avoid most of the challenges. However, with early practice and preparation you will be able to overcome most of them. It is important for the instructor to be prepared that something might go wrong with the technology and prepare to overcome those. While it might be easier to address those challenges in in-person training, some of the technical challenges might make it impossible to do that. Make sure you are flexible. For example, if you are unable to open or share your PowerPoint, make sure you continue the conversation, a discussion, question or similar to keep the audience engaged. Some prefer to start telling a story relevant to the topic. Important is not to panic.

IV.SKILLS OF A SUCCESSFUL FACILITATOR

The purpose of this Section is to provide useful information about the facilitation process and effective facilitator practices. Facilitation skills and facilitating a small group discussion can be challenging for instructors, particularly for those skilled in examination techniques, such as attorneys and investigators. Although experts at questioning and examination, asking questions as a facilitator is quite different because the purposes behind posing questions are quite different.

When facilitating, the facilitator does not and should not know or have planned the proposed direction or intended outcome of the dialogue. Additionally, facilitators must share control of conversations with participants, and small group dynamics are less predictable and determinable than even lectures to large groups. This guide contains the following sections:

(1) Opening the Discussion;
(2) Managing and Engaging the Discussion;
(3) Closing the Discussion;
(4) Questioning;
(5) A guide for Dealing with Difficult Participants; and
(6) A facilitation Checklist.

1. Quick Facilitation Tips

Facilitators serve as moderators who help small groups work through activities and discussions without over-advocating anyone's point of view, including their own. Facilitators draw upon the knowledge of participants, build upon it, and keep the discussion relevant by asking questions that generate conversation and thinking. Facilitators support everyone to do their best thinking by encouraging full participation, promoting mutual understanding, and cultivating shared responsibility so group participants arrive at their own answers, decisions, or solutions and can transfer them back to their workplaces.

Open	Engage	Close
▪ Introduce yourself (and others) and your role. ▪ Review the purpose of the exercise/activity. ▪ Establish ground rules. ▪ Determine participant roles (if needed)	▪ Introduce the activity/ clarify instructions. ▪ Actively listen to participant comments ▪ Use probing questions. ▪ Observe body language. ▪ Discuss solutions	Summarize key ideas and important points. Confirm/agree on solutions/deliverables. Cover deferred issues. Connect the exercise to workplace issues

2.Opening the Discussion

When starting a session, it is critical that the facilitator explain and clarify to all participants the purpose of the breakout/small-group session and the procedures that will promote and advance the discussion. It is also important that the facilitator establish and foster rapport with and among the group, encouraging participants to invest and engage in the experience. Ground rules, or procedures for discussion and communication, should also be covered and agreed upon.

The following steps are suggested when beginning a facilitation session:

1. **Introduce yourself and have participants introduce themselves (if not already done)**
2. **Review the purpose of and deliverable for the exercise**
3. **Explain your role as the facilitator**
4. **Establish ground rules**
5. **Determine participant roles (if needed)**

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1. **Introduce yourself and have participants introduce themselves.**

   Hi, my name is ___________, and I am the [state duty position, duty office, location]. I would like to know who you all are, so if each of you would, please tell the group your name, your role in the office, and your location.

2. **Review the purpose of and deliverable for the exercise.**

   The purpose of this breakout session is to [state the purpose of the group discussion and the deliverable that the group must create]. To ensure consensus, at the end of this session, one person from the group will present to the other participants our takeaway suggestions.

3. **Explain your role as the facilitator.**

   My role as your facilitator is to:

(1) Encourage participants to invest and engage in the experience;

(2) Guide the group through conversations to accomplish the deliverable;

(3) Maintain neutrality and guide, not direct, the opinions/conclusions of the discussion.

4. **Establish ground rules.**

Ask group to suggest ground rules; usual ones include:

- Make points briefly in order to hear from everyone; limit each person's speaking time to 1-2 minutes to let others share ideas.
- Turn off electronic devices while in session.
- Respect the facilitator's decisions regarding group direction and time limits.
- Participate openly and keep others' views and comments anonymous, when appropriate.
- Avoid irrelevant or overly specific points.
- Respect diversity of thought and differences of opinion and practice.

I'd like to establish a few ground rules for our discussion, and I invite you to provide additional suggestions that you think will promote effective outcomes. First, please keep your comments short, no more than 1-2 minutes for each comment, so we can hear from everyone. Next, please respect everyone's comments, particularly those that are of a different opinion or practice than your own. Finally, be aware that as the facilitator I may have to curtail or redirect a conversation to move us towards our outcome.

5. **Determine participant roles.**

The facilitator can encourage participants to take ownership in the facilitation process by having them serve as a recorder, a reporter, and a timekeeper.

Before we begin our discussion, I'd like to have some assistance with recording our comments on the flipchart/whiteboard, reporting back our findings to the large group, and keeping track of our time. Who would like to volunteer?

3.Managing and Engaging the Discussion

Throughout the discussion, the facilitator's main role is to encourage open exchange of ideas and guide the group toward agreed upon action items for the deliverable. To assure that this process runs smoothly and effectively, the facilitator questions, comments, and directs the participants toward fair and robust discussions.

The following are suggestions for the facilitator:

1. **Introduce the activity and get the conversation started by asking general questions:**
   - Ask someone to describe the situation (or a hypothetical situation depending on the scenario) and identify issues/problems/concerns regarding the topic or topics identified.
   - Ask another person to highlight substantive principles involved.
   - Ask another person to articulate the communication issues or opportunities:
     - *Is the situation a problem? Why?*
     - *Is it an opportunity- How can it enhance productivity, service, relationships, etc.?*
2. **Actively listen to participants' responses:**
   - Shift attention to the person speaking.
   - Listen to understand the words being spoken and their meaning.
   - Identify the main points.
   - Check for understanding by paraphrasing what was said.
   - highlight key ideas and check for agreement.
     - *I hear you saying . . .*
     - *As I understand it . . .*
     - *Let me see if I understand what you are saying/have just said…*
     - *To summarize your points/comments…*

3. **Keep the conversations moving with probing questions and explorations of responses (listening, engaging, monitoring checkpoints, and summarizing):**
   - Ask participants to discuss alternative perspectives and/or issues:
     - *What is the person's/organization's viewpoint, position?*

- *Where are the areas of discord?*
- *Is there any common ground?*
- *What are the other underlying issues?*

- Interconnect the conversations:
  - Formulate follow up questions from one participant's response to elicit information from another group member.
  - Elicit longer, more detailed and more frequent responses from participants by:
    - maintaining a deliberate silence
    - inviting elaboration
    - encouraging others to comment
    - giving a reflective statement giving a sense of what was said.
    - declaring perplexity over the response
- Encourage participants to converse with one another, instead of through you.
- Answer / Respond to questions.
  - Watch the group and determine receptiveness for questions.
  - Be sure everyone heard the question.
  - Involve the whole group in the answer to avoid domination by one individual.
  - Reflect question back to the group to answer – What do you think?
  - Defer less relevant questions for later discussion.

4. **Observe, look for, and recognize non-verbal comments and body language:**

- Look at participants' body language – faces, body positions and movements, facial expressions (e.g., down-turned, rolling eyes), fidgeting, slouching or closed posture.
- Assess behaviors that may show boredom, disengagement, disinterest, enthusiasm, understanding, confusion, disagreement, impatience.
- Take action and intervene when necessary - speed up or slow down; involve more participants, ask about areas of confusion and provide clarification.
- Use audience-appropriate prevention strategies when you identify negative behaviors.
    - Refer to the ground rules.
    - Use humor to diffuse (if appropriate)
    - Use distinct body language (e.g., eye contact with another participant).
    - Reflect to the group.
    - Defer the problem/disputed issue to discuss later.
    - Take a break, meet privately.
    - Mediate conflict.
    - Confront behavior.

5. **Have participants discuss options for action, decisions, solutions:**

- Ask participants to consider benefits/consequences of the desired action.
    - What are the benefits to each player and the organization if the situation is addressed in one fashion or another?
    - What are the adverse consequences if the situation is not addressed?
    - What needs to be done – in the short term and in the long-term?

4.Closing the Discussion

To close the discussion, the facilitator should complete the following five steps to assure that learning has occurred and that participants are satisfied/have agreed upon their action steps:

1. Review/summarize key concepts and points.
2. Confirm the group's commitment/ agreement with the deliverables for reporting out.
3. Clear previously deferred ideas.
4. Entertain additional comments, questions.

5. Use action planning to apply deliverables to individuals’ organizations and issues.

5.Effective Questioning Techniques

Good facilitators ask effective questions that stimulate and guide discussions without alienating or offending group members. Effective questioning techniques include considering and asking the following types of questions:

Open-ended questions, which have no expected answer, draw participants out in a way that does not imply a correct answer or assume responsibility/fault

- *What do you think about . . .?*
- *How might this be done . . .?*
- *How do you see that working . . .?*

Brainstorming questions generate as many ideas on a single topic/problem as possible with everyone contributing in a short period of time

- *What are the communication issues?*
- *What are the consequences/results if nothing changes?*
- *What are all of the supervisor’s options in dealing with the employee’s deficient report writing skills?*

Focal questions narrow in on well-articulated issues and ask group members what position they take on the issue

- *Was this situation unavoidable or is it the result of systemic problems created by new policies and procedures? If so, how?*
- *What would you do in this situation?*

Closed questions are useful to get commitment and closure

- *Do you agree?*
- *Does anyone disagree?*
- *Are there any more thoughts before we move on?*

- *Then – I hear the group saying that it recommends this course of action to address the problem . . . is that right?*

Divergent questions, like brainstorming questions, steer participants toward inquiries for which a number of answers are equally valid, rather than those with only one correct answer.

- *What other issues might arise?*
- *What else could Sandy do?*
- *How might management feel if this happens, and in what ways might they respond?*

Ask, Build, Check, Discuss

A good guideline for facilitator questions is to follow the ABCD Model of asking questions:

Ask for clarification to get clearer understanding of what was said:

- *What do you mean by . . .?*
- *How would that work . . .?*

Build on what was previously said to extend thinking and to invite additional comments:

- *You mentioned . . . can you say more about that?*
- *Can you tell us more about that idea?*
- *Can anyone else tell us how that might work?*

Check what the speaker says to confirm understanding and/or ask for confirmation:

- *I hear you saying . . . is that right?*
- *Do I understand correctly that . . .?*
- *As I understand it, your point is . . .?*

Discuss comments further and test the unsaid:

- *Is anyone concerned about . . .?*
- *I understand so far – now tell me more about…*
- *Would that course of action have a significant impact on . . .?*

6.Dealing with Difficult Participants

Title	Behaviors/Description	Response	Sample Statements
The Talkative Person 	• Rambles/wanders around and off subject • Uses far-fetched examples of analogies • Tells extremely long, detailed stories	Refocus attention by restating the relevant points and goals	"If I can refocus on X…"
		Direct questions **to the group** that are back on subject	"Let's go back to our discussion about X…" (engage a different participant)
		Ask how their topic relates to the topic being discussed	"Interesting. So how would you see that relating to X…" (engage another)
The Quiet Person 	• Shy/silent • Does not easily jump into conversation • Speaks only when asked	Involve them by directly asking them their thoughts	"What's your experience with/ opinion about X?"
		Give strong, positive reinforcement for their participation	"Thank you for bringing up that point."
		Expand upon their discussions	"Let's expand a little on what you said…"
The Monopolizing Person 	• Talkative/has an opinion on everything • Manipulates the discussion • Interrupts others	Acknowledge their comments and quickly move on	"Thank you. [To another participant] What are your thoughts on X?"
		Reference the group's ground rules	"Let's hear [another participant's] point, and then I'll get to yours."
		Use the time excuse	"In the interest of time/since we have limited time, let's hear from others."
The Angry Person 	• Disagrees with almost everything; makes personal attacks • Uses the discussion as a chance to vent/ complain about individuals or the organization • Demands answers	Redirect to others in the group	"How/what does everyone else feel/ think about that?"
		Redirect discussion to the issue, rather than the players	"Let's focus on just the *issue* of X."
		Acknowledge the participant's feelings and move on	"You seem angry. Has anyone had a positive experience?"

7.Post-Session Self Evaluation Checklist

Did I . . .

______Build trust between myself and among group members?

______Foster collaboration among participants?

_____Help participants understand the purpose of case study learning?

_____Orient group members – explain the process, set ground rules, determine group roles, functions, discuss expected outcome-deliverables?

______Clarify objectives and goals of case study session?

______Listen?

______Ask open ended questions, probing questions?

______Invite other participants to build on what someone said?

______Encourage participants to share relevant experiences?

______Foster dialogue to help participants consider multiple points of view?

______Ask for clarification as necessary?

______Probe understanding and feelings?

______Monitor flow of session?

______Deal with those who did not offer contributions?

______Manage differences of opinions, conflict constructively?

______Invite participants to engage in decision making pathways?

______Paraphrase and summarize participant points?

______Invite reflection?

______Shift responsibility for deliverables to group?

______Summarize the group's major solutions to assist recorder/reporter?

______Help the group reach a satisfactory closure?

V.TRAINER RULES OF CONDUCT

1.The Rules of Conduct

The AJ Managing Board selects trainers and mentors based on a number of criteria delineated in Regulation. The philosophy that informs these criteria includes that the selection as a trainer or mentor reflects your subject matter expertise, your ability to effectively communicate, and your professional demeanor and decorum.

Trainers and Mentors are held to the highest standards of professional conduct not only because they provide critical training on knowledge, skills, and behaviors that improve the delivery of judicial, prosecutorial, and other legal services, but also because they model those behaviors to their participants. Trainers and Mentors are supposed to be the best examples of how to do what you are training your participants to do in the practice of law. Trainers and mentors are also representatives and models to the general public of the legal professions. Therefore, they must comport themselves in a manner that creates public confidence in their professional temperament and performance of their duties.

The Rules of Conduct provided below are in addition to existing Codes of Ethics and Professional Responsibility promulgated by the Kosovo Judicial Council, the Kosovo Prosecutorial Council, and other agencies having jurisdiction over the ethics and professional conduct of judges, prosecutors, their staffs, the free legal professions, and other executors of legal services to the people of Kosovo.

Trainers and mentors shall:

- Treat other trainers, learners, the AJ staff, translators, and all other persons in attendance at training programs with courtesy, dignity, and respect.
- Deliver training in an objective manner and with decorum that reflects the best traditions of judicial, prosecutorial, and legal professionals, temperament, practice, and conduct.
- Avoid ad hominem critiques or comparisons of or among other judges, prosecutors, or legal professionals when delivering training, including situations in which participants may pose questions or comments that could invite such critiques or comparisons.

- Understand and comply with intellectual property rights and protections including copyright and other applicable legislation.

2.AJ Procedure for addressing complaints

Pursuant to Article 11 paragraph 2 of the Regulation, the AJ shall address complaints against trainers for their engagement in the AJ trainings. Although all complaints received shall be treated with the same amount of attention, the process for handling such complaints might differ depending on the function of the trainer.

The Academy will only address written or electronic complaints against trainers. The complaints may address:

- Issues concerning training content, or
- Issues concerning training delivery.

The complainant may request anonymity, and such a request will be honored. The complaint, shall clearly state the issue.
Depending on the nature of the complaint the process will be developed in two different paths.

i. Minor complaints

Complaints of minor nature shall be resolved at the division level. The complaint will be referred to the Head of the Initial Training Division or the Head of the Continuous Training Division depending on the training program involved. The Head of the division will transmit the complaint to the trainer and request a written response not later than 10 business days. The Head of the Division may also request from AJ staff present in the respective training to provide a summary of the training from their perspective. In addition, the Head will also review the participants' survey responses and the AJ staff evaluation form for trainers to determine if similar or same observations have been made by the participants and/or AJ staff. If the Division Head considers the complaint is sustainable it shall recommend to the Program Department Director to take appropriate corrective actions. If the Program Department Director considers the complaint is not sustainable s/he shall forward the matter to the Executive Director with recommendation for no action. A copy of the Division Head's Recommendation shall be sent to the complainant and the trainer. If the complainant or the trainer is not satisfied with the response s/he may file an objection the AJ Executive Director within 5 business days of receiving the response. The Executive Director will take final action on the complaint and response.

ii. Serious complaints

A serious complaint is a matter that implicates Codes of Ethics, Professional Responsibility or other applicable legislation. Complaints of serious nature shall be resolved in a different path from the minor complaints.

The complaints will be referred to the Head of the Initial Training or the Head of the Continuous Training Division depending on the training program involved. The Head of the Division shall do the preliminary screening of the complaint to ensure it is not frivolous. The Head shall also collect all necessary information from AJ staff present at the training. The Head shall send the complaint and the necessary information to the Program Department Director for his/her review. The Training Program Department Director will transmit the complaint to the trainer and request a written response not later than 10 business days. After the review of all relevant documents, responses and the complaint, the Training Program Department Director recommends to the executive Director to review the matter, or to refer the complaint to the Managing Board for resolution.

If the Managing Board considers the complaint is sustainable it will remove the trainer from the Trainer Roster. In cases where the trainer is a sitting judge or a prosecutor a copy of the recommendation for removal of the trainer from the Trainer Roster shall be sent to the respective Council.

VI.TRAINING EVALUATION PRINCIPLES

1.Introduction

Training evaluation is a critical activity for the Academy. The AJ's evaluations policy reflects its adoption and application of the principles of the New World Kirkpatrick Model of Training Evaluation (Kirkpatrick). The Kirkpatrick training evaluation model is used by the European Justice Training Network, the US Office of Personnel Management, and many multinational corporations (including, for example Toyota, Emirates Airline, and Hewlett Packard) to evaluate the effectiveness of training and the effect that training has on organizational performance.

The Kirkpatrick training evaluation model analyzes two issues concerning training: one – whether the training itself is effective in providing knowledge and skills to learners (Kirkpatrick Levels 1 and 2 evaluation), and two – whether the learners are using the knowledge and skills on the job to improve their own job performance and the overall performance of the organization (Kirkpatrick Levels 3 and 4 evaluation).

The *AJ's pre-course* and *post-course surveys* are for analyzing Kirkpatrick Levels 1 and 2 – whether the training itself is effective. Therefore, the evaluations are focused on the AJ supported training, on participants' reactions to the training, and evaluations of the trainers' performance. Trainers are responsible to draft training evaluation survey questions and to send them to the Academy. The Academy is responsible to disseminate, administer, and tabulate survey responses. Evaluation permits the Academy to assess the effectiveness of existing training, to identify aspects of training that must be improved, revised, or expanded.

The *AJ's Job Impact Evaluation* is done approximately 90 days after a training program and are for analyzing Kirkpatrick Levels 3 and 4 – whether the training is having a positive effect on employees as they work on the job and improving the overall organizational performance. The Kirkpatrick model assumes that organizations sending participants to training will monitor, reinforce, encourage, and reward employees for applying the trained knowledge and skills on the job. If the AJ Job Impact Evaluation indicates that participants are not applying the knowledge and skills on the job, it will forward those results to senior leaders of the impacted organizations to take appropriate actions.

Training evaluation also assists in identifying new topics to add in the curriculums of Initial and Continuous Training as well as the AJ's e-Learning platform.

The Academy survey forms (electronic or paper) should always state that the survey submissions are anonymous and used exclusively to evaluate training effectiveness and identify improvements to training.

As a best practice, surveys should be administered electronically (because that permits data to displayed in various formats, e.g. bar graphs, pie charts, etc.), but evaluations can be obtained using paper forms.

2.Pre-course Training Evaluation Surveys

Pre-course Training Evaluation Surveys serve as a valuable tool to use before trainers conduct Continuous Training programs. These surveys will help the trainers to assess, before the training program, the knowledge and experience of the participants who are applying to attend it.
The pre-course training evaluation survey is not a subject matter knowledge test. Instead, it helps the Academy and the trainers understand a potential participant's current and past experience in relation to the subject of the training program.
The information from pre-course surveys can inform trainers about problems and knowledge or experience deficits of prospective learners that should be addressed by the training. Survey information informs trainers about specific topics that participants want addressed by the program, and survey information can also help trainers to identify necessary Engagement Techniques (for example, small group discussions, pair shares, all-writes, hypotheticals, etc.) to use during training program presentations or workshops (see Section II.4 discussing "*Engagement Techniques for Presentations*," which illustrates and explains the various types of engagement techniques trainers can use).

i. Trainer obligation

The trainer must prepare the pre-course evaluation survey questions at minimum 20 days prior to the training. The trainer will send the survey questions to the AJ staff. The trainer shall ensure that the questions are in line with the components of the pre-course evaluation survey listed below. Once the trainer receives the survey results, he/she must ensure that any concerns, issues, dilemmas raised by the learners is addressed during the training. Often the survey results may also drive the need for a specific and relevant engagement technique to be used by trainers to make it easier for participants to absorb content, demonstrate relevance and increase retention. If based on the survey the trainer considers he will need additional support from the AJ staff, and/or need to change the presentation, engagement technique, additional materials, equipment etc. he/she will ensure timely notice is given to the AJ.

ii. AJ obligation

- The AJ shall send notice to the trainer requesting preparation of the pre-course evaluation survey questions and a reminder of submission timelines.
- Once the trainer sends the survey, the AJ staff will review for accuracy and formatting purposes.
- The AJ staff shall distribute the survey to prospective participants not later than two weeks prior to the training. The AJ will give learners 7 days to complete the survey. The AJ shall notify prospective learners that failure to respond to the survey questions might result in non-selection or placement in a wait-list.
- The AJ shall send immediately the survey results to the trainer, instructing the trainers that if they need to change any of the materials or if they need additional support, that they should let the AJ know as soon as possible.

iii. Components of a typical pre-course survey

The following is a description of the components of a typical pre-course survey:

- ➢ The pre-course survey **begins by describing the training program including the training objectives** – the language of the description should be like the language prospective participants see when accessing the Academy Training Calendar on the AJ's website.

- The survey should also state that per Academy policy, "*Your comments are anonymous and will help us make future decisions about this and other trainings*."
- Types of questions to prospective learners who applied for the training program:
  - **How many years have you been in your function/position?**
  - **Do you have been practicing in this area of the law (Note:** *This question relates to the very specific area of practice related to the training topic.)*
    - Please describe your practice related to this area of the law?
  - **Did you previously practice in this area of the law? When and for how long?**
  - **Have you attended any Academy-sponsored training on this topic in the past two years?**
  - **Have you attended any internationally-sponsored training on this topic in the past two years?**
  - **What topics related to this training and its objectives are you particularly interested in hearing about and discussing?**
  - **What problems or obstacles have you encountered related to your practice in this area of law?**
  - **Do you have questions that you want the trainers to address? – please list them**
  - **Are there related topics or problem areas that you think the trainers should address in this program?**

The Survey may contain other questions from those listed above. The Survey does not necessarily need to contain all of the above questions. The trainer may pick those most relevant to the topic he/she is teaching and the objective of the training.

3.Post Training Evaluation Surveys

As stated in the introduction, post-course training surveys permit us to assess the effectiveness of a training program, trainer performance, identify aspects that must be improved, revised, or expanded. Post-course surveys also assist in identifying new topics to add in the curriculums of Initial and Continuous Training. The post-training survey is a factor in performance evaluation of participants and trainers.

i. Trainer obligation

The trainer must prepare the post-training evaluation survey questions at minimum 20 days prior to the training. The trainer will send the survey questions to the AJ staff. The trainer shall ensure that the questions are in line with the components of the post-training evaluation survey listed below. Trainers should consider, whenever it is appropriate, incorporating time at the end of the training program so that participants will complete the evaluations before they leave the training site.

ii. AJ obligation

- The AJ shall send notice to the trainer requesting preparation of the post-course evaluation survey questions and a reminder of submission timelines.
- Once the trainer sends the survey, the AJ staff will review for accuracy and formatting purposes.
- The AJ staff shall distribute the survey to participants. These surveys can be administered at different times in a training program, depending on how and when the trainers want to measure training effects. Evaluations are typically administered after a training program is completed, but they can also be administered at the end of each training day of a multiple day training.
- The AJ shall send immediately the survey results to the trainer.
- The AJ shall ensure the results of the surveys are recorded in the AJ records.

iii. Components of a typical post-course evaluation survey

The following is a description of the typical post-course survey questions:

- **Will you use what you learned in this training?** [this is a yes/no response which can be presented as a bar graph illustration]
- **How will you use what you learned in this training (please be specific)?** [participants' narrative responses]
- **Why will/might you not use what you learned (select all that apply)?** [bar graph illustration using options listed below]

(The report can generate the number of participants (#) who select a specific response)

  - Content not relevant to my current/upcoming position (#)

- New position: uncertain what to expect (#)
- I may need additional training (#)
- I do not think what I learned will work (#)
- Competing priorities (#)
- Competing time constraints (#)
- Lack of resources (#)
- Lack of supervisor support (#)
- Organizational/structural challenges (#)
- Other (please specify below (#)

- **How would you rate this training overall?** [bar graph illustration using "Excellent" (#)/ "Good" (#)/ "Average" (#)/ "Below Average" (#)/ "Unacceptable" (#) options]
- **Was the trainer receptive to and respectful in response to questions of comments posed during his/her session?**
- **How would you rate the AJ's course support for this training?** [bar graph illustration using "Excellent" (#)/ "Good" (#)/ "Average" (#)/ "Below Average" (#)/ "Unacceptable" (#) options]
- **Suggestions/comments about AJ's course support** [participants' narrative responses]
- **What was particularly effective about this training?** [participants' narrative responses]
- **What aspects of this training could be improved?** [participants' narrative responses]
- **Would you recommend this training to others for whom it would be relevant?** [bar graph using "Yes"/ "No" options]
- **Suggestions/comments about the facility** (classrooms, dining, sleeping rooms [when training involves overnight accommodations]) and how it contributed to your learning experience [learners' narrative responses])

After the question above, the participant survey asks for an **evaluation of each training presentation and practical workshop**. The question posed for training presentations and practical workshops is:

- **How would you rate the presentation/workshop on [insert presentation/ workshop title]?** [bar graph illustration using the “Excellent” (#)/ “Good” (#)/ “Average” (#)/ “Below Average” (#)/ “Unacceptable” (#) options].

They also include learners’ narrative responses to this question:

- **How did this session contribute to your learning experience, and do you have any suggestions for improvements?**

The final questions concerning experience/demographics:

- **What is your current position?** [bar graph illustration using options listed below]
- **How long have you been in your current position?** [bar graph illustration using “Less than 1 year” (#)/ “1 year to less than 5 years” (#)/ “5 years to less than 10 years” (#)/ “10 years to less than 15 years” (#)/ “15 years or more” (#) options]

The Survey may contain other questions from those listed above. The Survey does not necessarily need to contain all of the above questions. The trainer may pick those most relevant to the topic he/she is teaching and the objective of the training.

4.Trainer Evaluation by AJ Staff

In compliance with Regulation, Article 16 par.1.4 the AJ Staff, at the conclusion of each training the AJ Staff shall complete a Form (Annex Template#9) to describe the trainer performance on the following:

- Trainer compliance with the requirements of the training preparations, design and timely submission of required materials.
- Trainer compliance with the required trainer standards on learning objectives, engagement techniques, participant instructions, time management, trainer interaction with participants, etc.

The form shall be used for the purpose of the annual evaluation of the trainers by the Managing Board.

5.Job Impact Evaluation Survey

The Job Impact Evaluation Survey is not a survey used for every type of the training. This survey analyzes Kirkpatrick Levels 3 and 4 – whether the training is having a positive effect on employees as they work on the job and improving the overall organizational performance. If the AJ Job Impact Evaluation indicates that learners are not applying the knowledge and skills on the job, it will forward those results to senior leaders of the impacted organizations to take appropriate actions. The Survey is conducted typically for critical skills or other mandated trainings. The AJ determines which training merit this type of follow-up/analysis. It is administered not earlier than 90 days after training program to allow sufficient time for learners to apply on the job skills learned during the training. The AJ staff will prepare the survey questions and distribute to the learners for their input. The Survey shall clearly state the purpose of the survey and that as per Academy rules this is an anonymous survey.

Below if a list of typical survey questions:

- Example of the Preamble:

Dear [insert participants name],

The Academy is evaluating learning outcomes following the [insert training program] you attended 60 days ago. Please answer the following questions and provide your candid feedback about this training. Your comments are anonymous and will help us make future decisions about this and other trainings.

- **Have you had the opportunity to use what you have learned in the [insert training program] in the course of your professional duties?** [this is a yes/no response which can be presented as a bar graph illustration]
- **Have you applied in your practical work any of the information acquired during training? If yes, did you have better results and did it make your work more effective. If not, please explain the reason?** [participants' narrative responses]
- **What has prevented you from using what you learned in the training program in the course of your professional duties?** [participants' narrative responses]

- **Have you used or referred to materials provided to you in the training program?** [this is a yes/no response which can be presented as a bar graph illustration]
- **Have you shared with colleagues the materials provided to you in the training program?** [this is a yes/no response which can be presented as a bar graph illustration]
- **Would you recommend this training program to others?** [this is a yes/no response which can be presented as a bar graph illustration]
- **Please select the statement that most clearly represents your experience in the training program:**
    - Greatly improved my knowledge of the subject matter.
    - Somewhat improved my knowledge of the subject matter.
    - Had no effect on my knowledge of the subject matter.
    - I have not used what was presented in the training program in the course of my professional duties.

The final questions concerning demographics/experience:

- **What is your current position?**
- **How long have you been in this position?**

ANNEXES

Trainer Invitation Letter

Honorable,

On behalf of the Kosovo Academy of Justice we request that you serve as the Trainer for the AJ initial/ continuous training program titled "_____________" scheduled for [Date/Time].

Before you accept this invitation, please note the following:

The Academy employs a Trainer Handbook that provides comprehensive guidance to trainers on all aspects of training curriculum development including training planning, delivery, and evaluation. Trainers must use the Trainer Handbook to create or to revise/refresh training that they provide in Academy supported and compensated training programs.

The Trainer Handbook is available on the AJ website, and you can access it using this hyperlink [insert hyperlink here]. For questions or assistance in using the Trainer Handbook, please contact us using the link: https://ad.rks-gov.net/Request-for-assistance or though the email address infoad@rks-gov.net

You should read the section on Training Planning, Delivery, and Evaluation (Preparations before Training). It outlines the steps that all trainers must take in advance of conducting their training.

Please reply to this email by _________. If you do not reply until ______, AJ will consider not engaging you in this training.

Thank you for your consideration of this invitation.

Sincerely,

Trainer Confirmation Letter

Honorable:

Thank you for agreeing to serve as a Trainer at the AJ training program titled [_______], scheduled for [date/time].

Please take the following actions:

Complete and return the attached "Trainer Service Contract" not later than _________.

Using the Trainer Handbook references, resources, and templates, please provide the following training program plan, delivery, and evaluation information to [insert AJ POC for information] by the dates indicated below:

- Pre-course participants' Survey Form (due 20 days before the scheduled date of training)
- Course implementation, Learning Objectives, Engagement Techniques and the Necessary Equipment Form due 20 days before the scheduled date of training (in the Initial Training 20 days before commencement of the upcoming generation).
-
- Course Agenda Form (due 20 days before the scheduled date of training)
- Course Training Materials (including legal solutions in force and PowerPoint, questions for the pre and post-training survey, assignment that will be evaluated after each training session in the initial training) due 20 days before the scheduled date of training, while in the initial training 20 days before commencement of the upcoming generation.
- Post-course Participants Survey Form (due 20 days before the scheduled date of training)

Completion of these forms and information is mandatory in order for the Trainer to be considered qualified to conduct the training. If you have questions or need assistance, please contact us using the link linkun https://ad.rks-gov.net/Request-for-assistance or through the email address infoad@rks-gov.net

Sincerely,

Training implementation plan, objectives, engagement techniques and the necessary equipment Form

Article 10 par.9 of the Regulation No. 03/2023 amending the regulation No.02/2019, requires trainers to use the Trainer Handbook for training content development. Please refer to Section on "Training Content Development" for guidance on submitting the information required below

Trainer Name: ____ ,
Title of the training: ____ ,
Date of the training: ____ ,
Date to Submit This Form and Materials*: [20 days before scheduled training date]* __/__/___ ,
Type of training: ____ .

1. Learning Objectives

What knowledge, skills, or behaviors will participants gain from this training that they can use on the

job?

Using the **Revised Bloom's Taxonomy** in the **Training Content Development** section of the

Trainer Handbook (enclosed), identify 3-5 learning objectives for this training program.

State objectives here:

____
____
____

2. Course Learning Techniques Form

Using the **Engagement Techniques for Use in Presentations** section of the **Trainer Handbook,** identify 1-3 engagement techniques that will be used to demonstrate the relevance and increase the retention of knowledge, skills, or behaviors participants will gain from this training/ module that they can use on the job.

State learning techniques here:

____
____
____

Trainer Equipment and Support Request

Item	Quantity	Item	Quantity
LCD Overhead Projector		Podium microphone	
Laptop		Hand-held wireless microphone	
Microphone		Lavaliere/lapel wireless microphone	
Screen		Whiteboard	
TV/DVD		Flipchart & Markers with easel	
PowerPoint Wireless Control		Printed materials for use by participants	
Video content development or insertion of existing video content/clips.			

Special Instructions or Support Required:

Agenda

Title of the training/ roundtable/ workshop

Trainer/ Moderator:

Mr./ Mrs.,_______________________ **Place/ venue: _____________________**

Date: _ / _ / _____________________

09:45– 10:00	Arrival and registration of the participants
10:00 **–10:05**	Opening – Welcome speech
10:05 - 10:15	Learning objectives - (presented by the trainer)
10:15 - 11:15	Name of the first topic on the agenda ______________________, ____________________________________ (name and surname of the trainer) (Trainer’s position)
11:15 – 11:30	Coffee break
11:30 – 12:15	Name of the second topic on the agenda ______________________, ____________________________________ (name and surname of the trainer) (Trainer’s position)
12:15 – 12:30	Discussions
12:30 – 13:30	Lunch
13:30 – 14:30	Name of the third topic on the agenda ______________________, ____________________________________ (name and surname of the trainer) (Trainer’s function)
14:30 – 15:30	Practical exercise – group work, prosecutors and judges
15:30 – 16:00	Questions and Answers and conclusions after the discussions.

Material Submission Checklist

CTP

☐ Cover sheet (AJ will prepare)

☐ Table of Content

☐ Agenda (detailed – Teaching methods) – (see sample)

☐ Learning Objectives

☐ Training Materials

☐ Relevant Laws

☐ Practical case – Discussion questions

AJ staff will verify the training material based on the list noted above.

ITP

☐ The designed/ updated Module

☐ Content

☐ Learning objectives

☐ other additional materials (relevant laws)

☐ PowerPoint for each session

☐ Practical cases for each session

☐ Evaluation tasks/ assignments

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Pre-training questionnaire

Training title: ......___________________________.

Training date: ....___________________________ .

Training venue: _____________________________

Trainers:

Please answer some questions about the topic of the training which will take place. After completing the training, you will be asked to answer the similar questionnaire. The questionnaire serves to be informed about the areas where the participants have more knowledge, in order for the trainers to adapt their future lectures and how to monitor the effectiveness of the program activities. **For any ambiguity, please do not hesitate to ask the trainer for clarification.**
The questionnaires are anonymous, therefore don't write your identification information. The results will be evaluated in training group average not on individual basis.

Please answer the following questions:

	How do you rate your owledge of the training topic fore this training?	0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 No knowledge Average knowledge Sufficient knowledge
	Do you hink this training will be iseful for you?	Yes ☐ No ☐
	ow much do you think you will advance your ofessional nowledge after ompleting e training	0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 No knowledge Average knowledge Sufficient knowledge

Please read the question on the left side and then on the right side select one of the options of True, False or other alternative options as below.

	…………………………………..	True	False	No answer
	…………………………………..	True	False	No answer

	…………………………………..	True	False	No answer
	…………………………………..	True	False	No answer
	…………………………………..	True	False	No answer
	…………………………………..	True	False	No answer

Post-training survey

Training title: ....
Training date: .....
Venue:
Trainers:

Please answer some questions about the topic of the training which will take place. After completing the training, you will be asked to answer the similar questionnaire. The questionnaire serves to be informed about the areas where the participants have more knowledge, in order for the trainers to adapt their future lectures and how to monitor the effectiveness of the program activities.   **For any ambiguity, please do not hesitate to ask the trainer for clarification.**
The questionnaires are anonymous, therefore don't write your identification information.   The results will be evaluated in training group average not on individual basis.

Please answer the following questions:

	How do you rate your ıowledge of the training topic before this training?	0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 No knowledge — Average knowledge — Sufficient knowledge
	Do you think this training will be useful for you?	Yes ☐ No ☐

	w much do you think you will advance your professional owledge after completing the training	0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 No knowledge Average knowledge Sufficient knowledge

Please read the question on the left side and then on the right side select one of the options of True, False or other alternative options as below.

	……………………………………..		True	False	No answer
	……………………………………..		True	False	No answer
	……………………………………..		True	False	No answer
	……………………………………..		True	False	No answer
	……………………………………..		True	False	No answer
	……………………………………..		True	False	No answer

Evaluation of the trainer by AJ staff

Title of training: ____

Trainer's name: ____

Date of training: ___/___/______

1. Was the trainer in the training room 30 minutes before the start of the training?

☐Yes ☐No

2. Did the training start on time?

☐Yes ☐No

3. Did the trainer clearly express the learning objectives of the training?

☐Yes ☐No

4. Did the trainer use engagement techniques during the training session?

☐Yes ☐No

5. Did the trainer give clear instructions on engagement techniques?

☐Yes ☐No

1. Did participants pose questions, and was there enough time to address them?

   ☐Yes ☐No

2. Did trainer balance the different levels of skills and interest in the room?

   ☐Very well ☐Well ☐Not well

3. Was the trainer receptive to and respectful in response to questions or comments posed during their session?

   ☐Yes ☐No

4. In general: was the trainer prepared regarding the topic, the curriculum and was he well organized?

   ☐Yes ☐No

5. Did the trainer use the equipment provided per their request?

   ☐Yes ☐No

6. How was the pace of the presentation? Was it normal, too fast or too slow?

   ☐Normal ☐Too fast ☐Too slow

7. Was the training agenda observed?

   ☐Yes ☐No

Trainer Evaluation of the AJ Staff Support

Title of the training: ____

Trainer name: ____

AJ staff supporting the trainer: ____

1. Trainer submitted Trainer Equipment and Support Request Form?
   ☐ Yes ☐No
2. Was the training room arranged as the trainer requested?
   ☐Yes ☐No
3. Was requested equipment in the training room?
   ☐Yes ☐No
4. Was requested assistance provided by the staff?
   ☐Yes ☐No
5. Were there sufficient requested materials for the participants?
   ☐Yes ☐No

Recommendations for the staff: ____
____
____

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CONTRACT FOR SPECIAL SERVICES

Pursuant to Article 8 paragraph 3 of the Regulation on Trainers and Mentors, the contract for the following special services is concluded between:

Academy of Justice, based in "Murat Mehmeti" Street no. 1-3 in Prishtina (hereinafter Academy), on one side, and

Mr.///// Judge at the Basic Court, (hereinafter the trainer).

Article 1

Service

1. The service provided by the trainer under this contract is a professional service from the judicial field, in trainings organized by the Academy for the benefit of judges, prosecutors, lay judges and other professionals of the judiciary identified by the Academy.

2. The trainer undertakes to design/update the material for the training "Name of the training" based on the Regulation for trainers and mentors, and the Trainer Handbook, fill the working forms including writing the pre-training and the post-training questionnaires, and to fully comply with the structure described in the working forms and conduct the theoretical and practical training sessions.

3. The trainer undertakes to apply the methods defined in the Trainer's Manual during the training.

Article 2

Duration

1. The contracting parties agreed that the trainer will perform the aforementioned service according to the training program and training agenda approved by the Academy for the following date //////////////.

3. After this time, the contract ceases to exist.

Article 3

Remuneration

1. The trainers engaged in trainings organized by the Academy have the right to compensation for the realization of training according to the training program, based on the law.

2. The compensation for the realization of the training is based on the decision ///// (8 working hours) conducted by the trainers organized by the Academy, amounting ///// EUR (gross) for one training day and additional //// EUR for preparation of the training program as set in this contract and in the trainer handbook.

3. The trainer prepares the training material according to Article 1 of this contract and the Trainer Handbook, within the timelines set forth in the Handbook.

4. After completion of the training, the trainer will prepare a report with final conclusions from the training, at latest 15 days after the training.

5. The payment must be made within 30 days after the end of the training session to the bank account of the trainer with no. //////, in the bank://////////, ID no. ////////.

5. The contracting parties agreed that according to the law in force, the withholding tax and pension contributions are borne by the Academy.

6. The Academy may issue a payment report for the trainer in order to balance the services rendered.

Article 4

Rights and Responsibilities

1. As a host, the Academy is obliged to provide all the necessary conditions for the successful conduct of the training, including the provision and provision of necessary materials, files and technological equipment using the form according to the manual for trainers.

2. The Academy undertakes the publication of the training materials prepared by the trainer and which will be used during the training.

3. The trainer committed to provide the training service based on his highest professional knowledge, with good faith and high care.

4. The trainer has the obligation to respect the AJ Trainer Handbook for planning, implementation and training to create or revise/refresh the content of the training. During the implementation of the training, the trainer uses the best practices for presentation, techniques of engagement for use in presentations and effective feedback (comments or feedback) and criticism practices.

5. The trainer undertakes to strictly respect the program plan and especially the training schedule. If the trainer withdraws or is unable to commit, he must notify the Academy 30 days before the start of the training. If it happens that for objective reasons the trainer cannot present at the appointed time, then he is obliged to notify the Academy at least 24 hours before the day of the training. Then, AJ will engage another trainer to carry out the training that is the subject of this Contract for special services.

6. The trainer agrees with the module assigned by the Academy and all the time I will offer services only from that training module. It is not allowed to appoint a substitute by the trainer without consultation and approval from the Academy.

7. The trainer prepares the materials within the deadlines set by the Regulation of Trainers and Mentors and the AJ Trainer's Handbook

The trainer acts in accordance with the provisions of the section of the Trainer's Rules of Conduct in the Trainer's Handbook of AJ.

8. The trainer must ensure that the development of training materials is in full compliance with applicable copyright legislation.

9. The trainer acts in compliance with provisions of the Code of Conduct for trainers and the Trainer Handbook the Academy.

10. The Academy will create special files for recording the hours held by the trainers.

11. The training modules remain the property of the Law Academy.

12. The Academy after completion of the training may place the training material in the distance learning platform with the purpose of serving to all beneficiaries, while the trainers shall respond to questions and professional queries that are raised in relation to this. This means that the training has been delivered remotely.

13. The use of the telephone is not allowed during the training sessions.

Article 5

Copyright

1. The copy rights for the material developed by the trainer under this contract are subject to rules of Article 3 point 4, 5 and 6 of the regulation No. 03/2023 for amending and Supplementing the Regulation No. 02/2019 on Trainers and Mentors of the Academy of Justice.

2. For every breach of the copyright of the third parties related to the training material the responsibility is borne by the author of the training material.

Article 6

Implementation

1. The Academy and the Trainer undertake to strictly respect and implement the terms of this contract.

Article 7

Final provisions

This contract is signed in two copies and will serve for the parties as proof of the conclusion of the contract in good faith, so in the event of a dispute between the contractors, the parties will try to reach an agreement with increased commitment and mutual understanding. and if such a thing is not achieved, then the dispute will be resolved by the competent bodies.

Prishtina, on _____________________ Trainer, _________________________

For the Academy: ____________________

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Republika Kosova/Republic of Kosovo

Akademia e Drejtësisë/Akademija Pravde /Academy of Justice

CONTRACT FOR SPECIAL SERVICES

Pursuant to Article 8 paragraph 3 of the Regulation on Trainers and Mentors, the contract for the following special services is concluded between:

The Academy of Justice, based in Pristina, in Tophane Neighborhood, Object no. 1-3, "Murat Mehmeti" Street, (hereinafter the Academy), and
Mr.///// Judge at the Supreme Court, (hereinafter the trainer).

Article 1
Service

1. The service provided by the trainer under this contract is a professional service from the judicial field, for the benefit of newly appointed judges and prosecutors participating in the Initial Training Program (PTF).

2. The trainer is responsible to design/update the training module, as determined by the Academy, "Module name" based on the Initial Training Program for the newly appointed judge/state prosecutor. //////// -, the Regulation on the Initial Training Program, the Regulation on Trainers and Mentors, the Regulation on Supplementing and Amending the Regulations on Trainers and Mentors and the Manual for Trainers, to hold theoretical and practical training hours, and evaluate the participants in IPT (according to the Regulation on Initial Training).
3. The trainer is responsible to apply the methods defined in the Trainer's Manual during the training.

Article 2
Duration

1. The training is carried out in 2 sessions, the first session starts from 09:00 to 12:00 and the second session starts from 13:00 to 16:00.
2. The contracting parties agreed that the trainer will perform the abovementioned service according to the training program and the training calendar drafted by the Academy.
3. After this time, the contract ceases to exist.

Article 3
Compensation

1. Trainers engaged in ITP ///, have the right to compensation for carrying out training in ITP according to the training program, based on the law.
2. The compensation for delivering of the training is based on the training sessions/hours completed according to decision no....... The payment for a training session will be ////euro and it includes all the services provided in accordance with article 1 of this contract and in accordance with the training manual and decision number // ///// dated ////////, for lecture compensation //// euro and part of the module design //// euro.
3. The trainer will be paid only for //// training sessions, not also for designing the module as it refers to the previous generation module. There will be no payment for missed sessions.
4. Payment must be made within 30 days after the end of the training session to the trainer's bank account with no, ///// at the bank:////////// (ID No.)///// ///.
5. The contracting parties agreed that according to the law in force, the withholding tax and pension contributions are borne by the Academy.
6. The Academy may issue a payment report for the trainer in order to balance the services rendered.

Article 4
Rights and Responsibilities

1. The Academy is obliged to, as a good host, provide all the necessary conditions for the successful conduct of the training, including the provision and provision of the necessary materials, files and technological equipment using the form according to the trainer's handbook.
2. The Academy takes over the publication of the training modules prepared by the trainer, which will be used during the training.
3. The trainer pledges to provide training service based on his/her highest professional knowledge, with good faith and high caution.
4. The trainer has the obligation to respect the AJ Trainer's Manual for planning, conducting the training, to create or review/update the training content. During the training, the trainer uses best practices for presentation, engagement techniques when presenting, and effective feedback (comments or feedback) and criticism practices.
5. The trainer prepares materials within the deadlines set by the Regulation on Trainers and Mentors and the AJ Trainer's Handbook.
6. The trainer must ensure that the development of training materials is in full compliance with applicable copyright legislation.
7. The trainer acts in accordance with the provisions of the section of the Trainer's Rules of Conduct in the AJ trainer's Handbook.
8. The trainer is obliged to strictly respect the program plan and especially the training schedule. If the trainer withdraws or is unable to commit, he must notify the Academy 30 days before the training. If it happens that for objective reasons the trainer cannot present at the appointed time, then he/she is obliged to notify the Academy at least 24 hours before the training day. Then, the AJ will engage another trainer to carry out the training that is the subject of this Contract for special services.
9. The academy will create special files for recording the hours held by the trainers.
10. The training modules remain as the property of the Academy of Justice.
11. The use of the telephone is not allowed during the training sessions.

Article 5
Copyrights

1. The copyrights created by the trainer in accordance with this contract are subject to the restriction according to article 3 points 4,5 and 6 of the Regulation no. 03/2023 on Supplementing and Amending Regulation no. 02/2019 on Trainers and Mentors of the Academy of Justice.
2. Any violation of copyrights of third parties related to the training material is the responsibility of the compiler of the training material.

Article 6
Implementation

The Academy and the Trainer are obliged to strictly respect and implement the terms of this contract.

Article 7
Final Provision

This contract is signed in two copies and will serve for the parties as proof of the conclusion of the contract in good faith, so in case of a dispute between the contractors, the parties will try to reach an agreement with increased commitment and mutual understanding, and if no agreement is achieved, then the dispute will be resolved by the competent bodies.

Prishtinë, on: ______________________ Trainer,

For the Academy: __________________ __________________________

The Republic of Kosovo
Republic of Kosovo/Republic of Kosovo
Academy of Justice/Academy Pravde/Academy of Justice

Training Module Template

TITLE OF MODULE

Name of trainer: ________________________________

Prishtinë, ____/______

For the Kosovo Justice Academy (KJA)

This format of the module is prepared by the KJA trainer, and is financed for publication from the KJA.

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Table of Content

Introduction

The introduction part shall contain certain information with regard to the general content of the module, its structure, etc.

Training Objectives

This part shall contain all the objectives of the training module.

Training Methodology

The methods that will be used for this training module shall be presented such as combined training methods, power point presentations, interactive discussions, practical case study, group work, various simulations, etc.

Participants' Expectations

This part shall include what is to be expected from the participants and what are the expectations of the participants for this training.

Required tools

This part shall describe the tools (means) required for the implementation of this module such as: power point slides, information analysis or survey, with graffiti and illustrations.

Sources and literature

The sources and literature used for the compilation of this module as well as additional literature that may be used with regard to this module, materials in the form of presentations, flip-charts, laptops, projectors, case studies, various notes, etc.

Summary

This part shall include some summary information with regard to the concrete presentation. For all these parts the trainer shall write based on the content of the training module and each of these consisting parts of this presentation shall begin on a separate page.

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