

Impact Assessment of
Capacity Building Projects
in the Ethiopian Justice Sector Institutions
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Review Report

Introductory Note

The justice capacity building projects implemented in Ethiopia over the last two decades were jointly designed by the University of Amsterdam and the Ethiopian federal justice sector institutions including the former Ministry of Justice, now the Attorney General. The projects under review in this assignment were sponsored by the Government of the Netherlands under the rubric of, and with the objective of strengthening the rule of law, governance and delivery of justice in Ethiopia.

The sponsoring organizations that funded most of the capacity building projects and the local beneficiary host institutions, after all these years of cooperation, felt that it was time to undertake a detailed assessment of the implemented projects in order to be able to estimate the returns on the human and financial resources invested on capacity building of the beneficiary institutions.

The Embassy of the Royal Netherlands in Addis Ababa which took the lead in this initiative commissioned *the Africa-Europe Partnership Institute for Capacity Building and Human Resource Development*, here after *AEPICAB*, to undertake a thorough impact assessment review of the implemented projects in the Ethiopian justice sector institutions.

The objective of this impact assessment project is to enable stakeholders and other readers to engage in dialogue about issues pertaining to the relevance and effectiveness of capacity building and training projects of this kind as well as the sponsorship and support programs for their implementation.

In doing so, the report mainly focusses on the consequential impacts that these capacity building projects have generated in the performance of professionals and institutions. To that effect, the report incorporates the main findings and results of the quantitative and qualitative surveys, and reflections and observation-based impacts which best guide the assessment assignment. In this regard, the report may be used as reference within the capacity building community and as a critical operational guide for educational and training purposes.

It is our expectation that the review has provided solid recommendations to help better inform future design and implementation of similar projects. It will also guide decisions and choices about what resources to devote to which capacity Building undertakings.

The report is divided into Five parts:

Part I describes the objective and rationale of the impact assessment project in the Ethiopian context and the Development Policy of the Netherlands as well as the commencement of capacity building projects in the Ethiopian public institutions. These highlights are meant to provide the initial understanding of the context which warranted the need and urgency for capacity building projects of this kind to be designed. The sections that follow fully explore and critically assess the context in which the impacts are examined in the framework of the capacity building projects.

Part II explains the methodology and methods, perspectives and sources of data collection, measurement variables, results and findings.

Part III provides reflections and observation-based impacts.

Part IV presents conclusions and recommendations.

Part V presents a list of implemented projects (Annex 1) and alumni of the Ethiopia-Amsterdam University (Annex II) as well as a survey of interviews and reviews (Annex III), and minutes of working group discussions at the Impact Assessment Conference in Addis Ababa organized in March 2018 (Annex IV), and a list of references and consulted experts and authorities.

This impact assessment has been prepared and conducted by the *Africa-Europe Partnership Institute for Capacity Building and Human Resource Development (AEPICAB)*, an independent non-profit-making non-governmental organization based in the Netherlands. Its outcome shows a significant step forward in providing a framework for measuring the returns of a strategic investment in human capital.

Finally, AEPICAB expresses its sincere gratitude to all those who have cooperated in creating an environment conducive to the smooth implementation and success of its assessment task. It welcomes further suggestions/questions and remarks at h.s.gebreselassie@aepicab.org

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Executive Summary

” The most valuable of all capital is that invested in human capital” Alfred Marshal (1949)

in Principles of Economics (8th Ed. New York.P.29)

In accordance with the contract between the Royal Netherlands Embassy in Addis Ababa and AECIPCAB this impact assessment report has documented key factors which have influenced the implementation modalities and outcomes of the capacity building projects in the justice sector institutions in Ethiopia. This study was based on two Justice Capacity Building Projects: Project I (2003-06) and Project II (2012-16).

Generally speaking, the findings in this assessment broadly support conventional thinking within the global capacity building community about the importance of institutional strengthening of the rule of law and delivery of justice and impacts derived from the strategic investments in capacity building. Beyond identifying capacity building related issues, the assessment describes nuances of these issues and proposed ways for addressing the challenges on the ground thereby shedding light on alternative prospective approaches. In light of this, the reflections described below provide the main highlights and commonly shared remarks by the beneficiaries.

The realms of focus within the justice capacity building projects have been institutional development and individual personal trainings. While the primary focus at the institutional level connects with the individuals, the capacity building at the individual level connects with the institutions thereby enhancing improvement of performances. To that effect, the capacity building projects under review have provided powerful tools to individuals and groups to be able to contribute to improved performance in a number of ways:

- ***Individually, the capacity building programs enhanced human capital which raises the performance and productivity of the personnel.***
- ***Improved effectiveness of the institutions as they capture returns from the individuals' improvement.***
- ***Innovation in the institutions meant that better ways of doing things are introduced by change of work-culture and mindset.***

Capacity building is primarily guided by positive intentions for improving expertise and performance of professionals and institutions. This perspective, however, seems to take principles and theories constituting all training programs for granted no matter how faddish and frivolous. That is why issues of relevance and applicability have been point of assessment in this study.

Despite variations in their responses, the interviewed high-level officials and questionnaire respondents who have been stake holders in the projects have confirmed the significant contributions that these capacity building projects have made to improved performance of the personnel and of the institutions. They further explained how useful, relevant and effective the skills acquired as a result have contributed to the core activities of their respective institutions. The objectives of both projects, despite the limitations already discussed in this document, have been met as confirmed by the beneficiaries.

All participants and respondents in this impact assessment assignment strongly believe that the design and implementation of the capacity building programs at the home environment instead of sending personnel abroad as in the past have generated multiple advantages: cost effective, creating an opportunity for personnel to study while working, creating a paradigm shift of perception in staff development locally and minimizing brain drain, to mention a few.

Nevertheless, some respondents reported that the logistical support provided by the host institutions during the study period was insufficient to the course participants especially for those who came from the regions for the programs. Some others complained that their institutions did not fully relieve them from work for the duration of the study period. This would affect the participants negatively and cause differences in their performance vis-à-vis their student colleagues thereby disadvantaging the former.

Gender was one critical issue which was thoroughly discussed with the high level officials (during and outside the interviews) who often admitted that the participation of women in the capacity building projects was far insufficient although some progress was made in the last project compared to that of the others in the past. The officials strongly expressed their commitment to do their level best in the upcoming capacity building projects by adopting a fresh gender perspective in the phased process of the project activities: *Need assessment, Design of the project, Preselection and selection of participants for the different programs, allocation of*

candidates into the specialized areas of law, Monitoring and evaluation, with a view to promoting equality between men and women. Furthermore, there is now a consensus among all stakeholders that the percentage of female participants can be substantially raised in all the components of the programs to an equal level between men and women. It was underlined during the interviews with the officials that the commitment for gender balance is now achievable in view of the increasing intake of women participants in the different Ethiopian universities over the last decade.

There converged a consensus among respondents and interviewees of the impact assessment study that one of the unique features of the Amsterdam capacity building projects pertains to the pioneering role they have played, namely, *launching the first post graduate study in the field of Law in Ethiopia*, which instantly spread to the faculties of the universities throughout the country. This has further impacted the entrenched belief and practice of staff development, which in the past was considered synonymous with sending personnel abroad for higher education.

The survey assessments reveal that the capacity building projects have helped institutions to retain their professional workforce for an extended period of time partly by providing opportunities of further education and partly through some -procedures of mandatory contractual services by the course participants after completion of these sponsored post graduate programs. However, one unintended effect of these capacity building programs relates to the paradoxical circumstances leading to the strengthening of the neglected private sector. Most, if not all, capacity building projects in the past were focused on strengthening the public sector institutions of the government to the exclusion of the private sector. This situation, however, eventually led to the exodus of personnel who were trained in the framework of the capacity building projects in the public institutions later quitting their jobs to join the private sector due to problems related to economic pressures. This often happened after completion of the mandatory services at the institutions that had sponsored their studies. This could be seen as a compensation for the neglect of the private sector, though, which is a missing link in the public-private interface as far as capacity building projects are concerned.

One pressing demand by the overwhelming majority of the participants in the course of this impact assessment exercise relates to requests for possibilities of obtaining opportunities for higher education, notably at a PhD level abroad. While, in principle, there is no reason to

discourage potential aspirants for higher professional education and scientific research, experience has shown that such sponsored PhD opportunities in the past were not as productive in terms of delivery and completion of the program within the allocated time frame.

This assessment has elucidated and substantiated the assumed linkages between the capacity building trainings provided and the intended or observed benefits in the institutions. This link is clearly demonstrated in, for instance, the legislative Studies and Legal Drafting Directorate of the Federal Attorney General where increased professional skills and performances can be attributed to these capacity building programs.

The review in this study has revealed that prior assessment of the capacity of the beneficiary institutions was essential and could be taken as a prerequisite before decision is taken on a capacity building project. It should be pointed out that the context in which capacity building projects are implemented is almost always within a host institution with a mission and mission-driven outputs. Capacity building projects must, therefore, be tailored and existing capacities in order to ensure sustainability.

AEPICAB, drawing on the results of this review, and on the basis of a framework for analyzing the benefits and impacts of capacity building and training programs of two projects, provides recommendations to better inform future design and implementation of similar projects. Thus, the report may also guide decisions and choices about what resources to devote to which capacity building projects in future.

Part One: Objective, Rationale and Implementation

1. General Remarks

The Embassy of the Kingdom of the Netherlands in Addis Ababa awarded a grant to AEPICAB, a non-governmental organization based in the Netherlands, to undertake an impact assessment and review of the capacity building projects implemented in the justice and legal sector institutions in Ethiopia. The primary aim of this impact assessment is to measure whether the capacity building projects have achieved the desired outcomes.

In most instances, it is extremely difficult to make an accurate estimate of the impact of capacity building projects. However, it would be more difficult to measure what would happen to the targeted participating institutions and trainees if these capacity building programs were not put in place. Measuring impacts of capacity building projects in this context is less difficult than what is often called *counterfactual scenario: what would have happened in the absence of the capacity building and training programs to the institutions?*

While it is the case that several projects have been executed over the last 25 years in the framework of the Amsterdam Ethiopia Capacity Building venture, the current impact assessment assignment will focus mainly on just two selected projects implemented in the justice sector institutions over the last 15 years: the Staff Development Project for the Justice Sector (2003-2006) and the Justice Capacity Building Project (2012-16). However, some references will be made to the training programs conducted at the Ethiopian Federal Parliament (2002-05) in the framework of these capacity building programs.

2. Definition of Capacity Building

Capacity Building has numerous definitions. A simple and operational definition of capacity building which AEPICAB has chosen to guide its assessment exercise reads as

a process of developing and intensifying human expertise through organizing training programs of varying levels for the personnel of an institution or institutions for the purpose of improving individual and organizational performance.

It was since the early 1980 that projects that were designed in the form of training programs, institutional support and consultancies which became the most common mechanisms for delivering capacity building interventions of this kind. The context in which capacity building

projects are implemented is within a host institution with mission driven goals and outputs. Support to capacity building involves the inputs and processes that external actors -whether domestic or foreign-can sponsor to support capacity of persons and /or institutions. For now, it is important to focus on the capacity building projects implemented in the justice sector institutions in Ethiopia.

3. Objective of Impact Assessment

The Objective of this impact assessment project is twofold:

The main objective of the findings of the present impact assessment is to enable both the donor community and the beneficiary counterparts to determine whether the commitments and interventions with respect to the capacity building projects so far implemented should be continued in light of the policy and objectives that constitute the framework for supporting projects of this type.

This “stock taking” became essential in gauging the contributions and added values of the capacity building programs implemented so far and in shaping future projects and activities to achieve the highest possible advancements in capacity building.

The impact assessment is, therefore, intended to enable the stakeholders to capture, understand and draw lessons from the effects of past capacity building interventions.

The second objective is to take further steps in forging lasting links for the projects, its contributors and former course participants, i.e. to establish a general alumni network for all participants who have taken part in any of these capacity building programs.

4. Human Resource Development

4.1 The Ethiopian Context

Ethiopian institutions, under the consecutive regimes in the past, have been characterized by huge human resources deficits. One of the top priorities of the consecutive governments, despite variations in their approaches, was, therefore, to build capacity of the institutions for the consolidation of the systems rather than for service delivery to the public.

Much of the human resource policy of the ancient regime of Emperor Haile Selassie (1930-1974) focused on consolidating the monarchy. Likewise, the Socialist Military regime’s (1974-1991)

capacity building programs contained a strong former Soviet model ideological ingredient so much so that its human resource and staff development policy and objectives were perceived as inseparable from and part and parcel of the development paradigm adopted by the former socialist block of the East-European community, which were primarily focused on providing the necessary tools to consolidate the regime and its political establishment, the *socialist party*.

Capacity building and higher education policy of the current regime has not been able to fully emancipate itself from the syndromes described above, either. Despite the intent and vision to blend and relate education and research with professional competence and skills to assist development of institutions, no significant progress has been made in reversing the tradition characterized by the common perceptions of staff development:

Sending its personnel abroad for training and higher education in order to build capacity of institutions.

What is also surprising is that thousands of civil servants were sent abroad for higher education in the past to carry out research on subject areas dealing with Ethiopia as a capacity building program which could, otherwise, be organized at home.

Since the advent of modern education in Ethiopia in the 1940s, it has generally been assumed by institutions and authorities that staff development and higher education can only be obtained by traveling to study at foreign universities. In fact, there was and still persists an unchallenged perception that staff development is synonymous with and necessarily would involve sending personnel and staff abroad for training and higher education. This resulted in an almost complete perpetuation of dependence on, and consequently delayed the progress of the indigenous institutions.

To further illustrate the above-described claim, a number of instance-based observations can be made:

Firstly, it has not been uncommon for staff members of Ethiopian institutions undergoing training and higher academic education who were required to reside abroad for several years, ironically to undertake research and write a mandatory dissertation on and about topics dealing with Ethiopia.

Secondly, after having completed their trainings and education abroad, some civil servants decided not to return to their parent institutions in Ethiopia, thereby depriving the latter the insights and know-how they gained abroad.

Thirdly, it also happened that some of the trained personnel returned to their parent institutions in Ethiopia who would soon find themselves immersed in the traditional habits of thinking which they thereby unwittingly helped to consolidate.

The assessors of this impact assessment strongly believe that this tradition has led to a neglect and abandonment by Ethiopian institutions of the major role they could have played in human resource development and building of the capacity of institutions. There is no doubt that staff development programs offered for Ethiopians abroad have made significant contribution and should be continued when necessary. However, the practice of abroad based capacity building as described above had to be reversed, but should be combined with staff development programs provided by revitalized Ethiopian institutions in a creative and a sustainable manner. The domain of research for capacity building, too, has generally suffered from a number of obsolete assumptions and practices in Ethiopian institutions.

Firstly, as it is commonly practiced under hierarchically structured societies, access to research was traditionally restricted to a certain number of privileged and so called highly learned personnel.

Secondly, research tended to be directed towards the promotion of particular individuals to higher positions, rather than furthering knowledge in the community and in response to the capacity needs of its institutions.

Thirdly, institutions, at times, organized researches for their own institutional needs rather than as a responsible contribution to society at large. Moreover, it is questionable whether even that kind of institutionally streamlined research has made any significant contribution to the capacity and human resource development of the institutions concerned. This, fourthly, impacted adversely on the scope and quality of research undertaken in Ethiopian institutions.

In conclusion, what was generally believed and practiced in higher educational policies under all the consecutive regimes in Ethiopia is that human resource and staff development for building capacity of institutions has not been considered as activities that can be realized in the country itself. In other words, it has not been conceivable that human resource development and capacity

building, and in particular, higher education, can be realized without sending students and professionals abroad despite a recent shifting tendency both in perception and practice.

The present capacity building ventures under assessment were launched as an alternative approach in the context of the entrenched perceptions described above. Furthermore, these internal contextual circumstances provided the ground for developing tailor-made capacity building programs that were implemented in Ethiopian public institutions over the last 25 years.

4.2 The External Context

In response to requests for relevant capacity building projects by the counterpart beneficiaries in Ethiopia following the downfall of the military regime in 1991, the international donor community including the Royal Netherlands Embassy in Addis Ababa has made considerable efforts and a significant contribution to consolidating the institutions of the rule of law and good governance through sponsoring projects.

In this respect, reference could be made to a number of justice capacity building projects sponsored by the Royal Netherland Embassy implemented at the Ethiopian Federal Ministry of Justice, now the Attorney General:

- a) The Staff Development Project for the Justice Sector Institutions (2003-2006);
- b) The Justice Capacity Building Project (2012-2016), in which over one hundred public prosecutors and judges were trained at a post graduate LLM level. In addition, over three hundred public prosecutors, trainers, police officers and judges took part in a short term skill and methodology training programs. These projects were crucial to the institutionalization and functioning of the rule of law and to improving the work of the judiciary and the public prosecutor's office.

Sponsoring the projects under review was one of the priority themes of the Dutch government's commitment and development cooperation policy to contribute to governance and rule of law in countries which are insecure and unstable with poorly organized institutions. The development of a fair and efficient legal system in large parts of Africa including Ethiopia remains a critical challenge. Access that citizens have to the justice system is low by international standards. The use of the international and regional Convention of Human Rights by the court systems in the countries (Ethiopia and other African countries included) is often limited, if not absent. An effective legal order and sustained improvement of the justice sector are essential conditions for investment, economic growth and development.

In view of the circumstances described above, the Dutch government's aim in sponsoring such projects was mainly to strengthen security and the rule of law in countries where such institutions are poorly organized.

These capacity building projects were, therefore, designed to further strengthen institutional capacity in terms of the rule of law by way of training civil servants, personnel of the justice sector institutions including judges, public prosecutors etc.

4.3 Strategic Plan

The Ethiopian Federal Attorney General 2010 -2015 Strategic Plan was meant to upgrade the capacity of the personnel of the justice sector in the areas of investigation, legal drafting, alternative dispute resolution, international law and human rights. It was under this framework that the Ethiopian government launched a training program for the staff of the justice sector institutions at both the federal and regional levels.

An important element that deserves due attention in the capacity building programs pertains to gender equality and increasing women's participation. Although there are a number of policies in place to change women's position and status in the Ethiopian society, and indeed some progress has been made, gender inequalities, violations of women's basic rights, harmful practices and deprivation of access to justice services by women have continued to persist. This situation places women in a vulnerable position with respect to the rule of law and governance which warrants the need to increase women professionals in the legal discipline and to leverage the knowledge of both men and women in the capacity building projects who are experienced and committed to increasing gender equality. It is only professionals with this expertise that can engage more seriously with issues regarding women's conditions and positions in the context of the justice sector in the areas of investigation, litigation, legal drafting and justice delivery.

A gender approach should also be considered at both the regional and federal level and in terms of how different laws (customary and otherwise) are applied in each region of the country with its particular gender relations. In order to be able to address these structural and institutional difficulties of gender inequalities, mainstreaming gender issues in the design and implementation of these capacity building programs is crucial and requires proper resources, commitment and training. In this context, the Netherlands has a firm position on human security and rule of law

and is an important contributor to upholding international and European human rights instruments such as the Human Rights Action Plan 2015-2019 which has a comprehensive gender dimension of the European Union.

It was the above described domestic demand-driven circumstances and the favorable international response which provided the context for designing and launching capacity building projects as alternative approach in the training of personnel of the public institutions in Ethiopia.

5. Commencement and Progress of Capacity Building in Ethiopia

5.1 Project Design

As documented in the *Progress Reports* currently available in the repository of the Ethiopia Capacity Building Institute (ECBI), since the period of the preliminary contacts involving the ECBI Project Office at the University of Amsterdam and the various institutions in Ethiopia, the latter have benefitted from the programs in the framework of the capacity building projects under review. That include, the Ethiopian Ministry of Foreign Affairs (1991-1994), the Ethiopian Parliament (1996-2005), the Ethiopian Civil Service College (1998-2007), the Ethiopian Ministry of Justice (2003-2006), the Judicial Organs Professionals Training Center (2006-2007) and the Ministry of Justice in the second Justice Capacity Building Project implemented in collaboration with Mekelle University (2012-2016).

It was the Project Coordination Office (ECBI/University of Amsterdam) which successfully designed, organized and implemented a variety of professional tailor-made training programs in collaboration with the above-mentioned institutions. One of the unique features in the projects so far implemented constitutes the active participation of the beneficiaries in the designing, organization and implementation of the projects. It should be underlined that it was this spirit and practice of **partnership** with the beneficiaries of the projects that has created mutual trust and reliability in the relations among the parties which has thrived for over a quarter of a century.

According to available data in *the Periodic progress and Final Reports* at ECBI, the capacity building projects organized and implemented since 1992 involved training, research and consultancy for institutions in the three branches of government which can be further categorized into three broad activities:

Firstly, the design of curricula both for the undergraduate and post graduate courses as well as assistance and monitoring of their implementation.

Secondly, other projects were concerned with the design of teaching of post graduate LLM courses for law lecturers, judges, prosecutors and senior legal experts working in various federal and regional institutions. As a spin-off of the projects mentioned above, the ECBI based at University of Amsterdam, has also organized and administered a number of PhD research dissertations for Ethiopian Law graduates. MA level courses in International Law for parliamentarians and high-level government officials and MBA courses were also offered.

Thirdly, according to available data in *the Progress Reports*, the ECBI project office has also been designing and implementing several specialized short term training and capacity building programs on, for instance, the law of the World Trade Organization, Legislative Drafting and Parliamentary Democracy at the Ethiopian federal parliament, Training of Trainers for judges at the Center for the Training of Judges and Public Prosecutors in Addis Ababa.

Finally, the *Project Reports* show that with respect to the mentioned degree courses including the MA level programs for selected members of the parliament and high level government officials as well as short term training programs for different kinds of personnel, the University of Amsterdam issued diplomas and certificates on behalf of the participating universities including post graduate programs in International Relations, International Law, and further specializations in Criminal Law, Administrative and Constitutional Law, Tax Law, Alternative Dispute Settlement, International Economic and Human Rights Law; MBA in Management, short term training programs on Legal Drafting and Parliamentary Democracy, WTO Laws and other certificate programs.

Furthermore, it is reported in the *final and progress project reports* that it was possible to include skill enhancing courses on teaching methods and course delivery mainly designed for law lecturers and trainers. These programs have not only helped to train and enhance the knowledge and the level of the skills of high-level government personnel, but they have also highlighted the areas and the purposes for which similar programs could be designed and implemented in future.

In the various programs implemented in the framework of the Ethiopia projects, the ECBI coordination office's strength has been, according to available reports, that the programs were able to reflect the very specific needs of the partners in a tailor-made fashion.

The administration of the projects has been carried out by the ECBI Coordination Office based at the University of Amsterdam which consisted of a project Director, Academic Director, Academic Assistant and a secretarial support. This office has established and maintained contacts and collaboration not only with the various departments of the University of Amsterdam but also with the Law and other relevant Faculties of Universities both in and outside the Netherlands.

In implementing the various training programs under review, the Coordination Office was able to work closely with over 200 academics from over 20 European universities all of whom have lectured in the programs conducted in Ethiopia. In this way, the Office has built up a network of experts who share similar ideals and commitment to human resource development and capacity building. It is this international network based upon institutional and individual cooperation which has allowed the Office to respond swiftly and reliably to ongoing requests from various Ethiopian institutions for expert and professional assistance in a variety of disciplines.

5.2 Organization and Coordination

Regarding the management of the Project Office in Amsterdam, the *reports* show that it has been under different administrative configurations in its history of existence. At first, the Office was established as an integral part of the so called *Europa Institute*, an affiliate of the Law Faculty (UvA) which at that time had played an instrumental role in pioneering tailor made designed programs for Ethiopian institutions. Subsequently, the projects became part of the Department of International Law of the Faculty of Law; thereafter it was placed under the Amsterdam Law School (ALS) which was a semi-autonomous unit of the Law Faculty at the University of Amsterdam.

However, following some major reorganizations in the Faculty of Law, ALS has ceased to function independently. The Ethiopia Coordination Office was placed until recently under the Dean's Office at the University of Amsterdam in the Faculty of Law. The Law Faculty of the University of Amsterdam had previously awarded the LL.M. diplomas that the Coordination Office issued to students from Ethiopia on successful completion of their studies.

As described in the project *progress reports*, although the scope of the capacity building projects has covered a wide range of activities in the public sectors including the Law Making, the Executive and Judiciary branches of government, this assessment assignment is based on two

selected projects implemented in the justice and legal sector institutions. The reason for selecting these two projects is based on their direct relevance to the human resource development and institutional performance of the rule of law, governance and delivery of Justice.

6. Focus of the Impact Assessment Assignment

The two Justice Capacity projects: *Staff Development for the justice sector institutions* (2003 - 2006), and the *Justice Capacity Building Project (2012-2016)* were designed to address the human resource capacity deficits of the justice sector institutions, and aimed at improving the knowledge and skills of the personnel of the Ethiopian Federal Attorney General, the Judiciary and the Investigation Departments. Both projects were sponsored by the Royal Netherlands Embassy in Addis Ababa.

The other projects to which occasional references are made in the course of this assessment include the capacity building programs implemented at the Ethiopian House of Peoples Representatives (1996-2005) where three consecutive post graduate programs and a number of short-term skill-focused trainings were implemented with a high percentage of output as far as completion of the programs is concerned.

In the short-term programs, over 100 teaching experts drawn from various institutions of the justice sector were believed to have improved their training /teaching skills through the Training of the Trainers component of the project. According to the *Project Reports*, course participants gained skills which enabled them develop teaching material, upgrade their testing and student assessment methods and provided them with the tools to revise existing curricula. In addition, an interactive teaching model- *the so called Socratic method* – which involved intensive interactions between students and instructors was established to play a dominant role in the learning environment. This gave students ample opportunity to argue on issues in the laws and other teaching materials guided by the instructors.

According to the project proposal, this training was originally designed to help participants to develop new techniques of teaching and an independent experience in problem solving rather than being focussed on abstractions and lectures. Furthermore, substantial input was delivered in the teaching modules on contemporary legal issues and paradigms in relation to their incorporation into and application in the domestic Laws.

6.1 Project I: Staff Development for the Justice Sector Institutions(2003-6)

This project focused on and incorporated two components within it:

- a) An LLM program
- b) A Training the Trainer program for the justice sector training institutes

These project-based programs were designed to address the specific capacity needs of the justice sector institutions. The *Periodic Progress and Final Reports* of the implemented projects have documented that the programs have contributed to the justice sector institutions strategic plans of human resource development.

The *project completion reports* demonstrate that the course modules and syllabuses, the trainers and professors and the mode of course delivery of the trainings were highly valued and relevant judged from the vantage point of responding to the needs of the justice sector thereby improving organizational and individual performances.

The *Final Report* of the project described that 31 legal professionals upgraded their knowledge and obtained an LL.M degree in three specialized areas of law. The number of candidates went down from initially 40 to 31 due to termination of their study by some participants during the course of the program for academic and personal reasons.

An inclusion of gender issues in the design and implementation of the capacity building projects needed to be carefully scrutinised. The proposal had originally integrated gender balance as an important element in this capacity building project. It was also incorporated in the agreement between the UvA and the Attorney General and the Dutch Embassy that one third of the participants in the capacity building project would be women.

Quite a number of women have taken part in both the short term and LLM programs and successfully completed the courses. Nevertheless, apart from stating that there would be a certain preferential quota for women and mentioning gender related matters in the documents, no significant conscious and noticeable effort was made in the design and implementation of the project to increase women's participation and to implement gender mainstreaming strategy. This has left the issue of gender and increasing women's participation in the sector insufficiently addressed in this project.

In sum, this project was believed to have considerable impact in the strengthening of the legal profession through training senior legal experts and the “Training of Trainers”, a crucial undertaking in an indigenous capacity creation both in institutional and human resource development. The expertise gained from these training programs and the literature and educational material generated in the course of its implementation have become significant assets to the capacity of newly born institutions in the federal and regional governments.

As documented in the *Final Completion Report* of the project, the prime beneficiary of this training program was the human resources of the legal system of the Regional and Federal institutions and the Judiciary through the newly trained practitioners. The high-level justice officials in the justice sector stated during the interviews that the project has had a far-reaching effect in

- a) *upgrading the general knowledge of legal professionals who could play a constructive role in the acceleration of the cultural, social and economic development of the country and more specifically promoting legality and rule of law in Ethiopia (The Federal Attorney General).*
- b) *establishing a framework for designing a development oriented legal profession informed by the latest paradigms and new perspectives in the field; (Deputy Chief of Justice, Deputy Attorney General, and Former Minister of Justice).*
- c) *developing a strategy for the drafting, prosecuting, advising and providing legal education for the public with a view to raising public legal consciousness compatible with the values and practices of rule of law, democracy and human rights. In other words, it has entailed a development of a legal system suitable to the specific tasks to be carried out in the Ethiopian setting ;(Director of Legislative Studies, Drafting and Dissemination Directorate).*

In terms of impact, the *Progress Reports* of the project have documented that awareness about the limitations and relative inadequacy of the training methods at the various institutions of the justice sector has increased as the result of the capacity building projects under review as well as greater insights into the availability and possible alternatives in conjunction and combination with this method. As a result, a variety of alternative methods and techniques were practiced and found to be efficient, *the reports added.*

The *Final Report* of the project further stated that civil servants’ skills have also increased in the field of lesson planning and micro-teaching and their relation to curriculum and training material development. The advantages of a defined training program for each subject are particularly important at the justice sector institutions where different trainers often gave a certain subject with little coordination.

The lack of written curricula in training methodology at the local institutions prevented the optimal transfer of information to newly employed and inexperienced trainers. The program has still to work further and harder in order to change the predominant culture of little inter-trainer cooperation and exchange.

The participation of women candidates in all the training programs was alarmingly low. Although government policies clearly state an equal opportunity for men and women, practice has shown that the number of women in each specialization and training programs remained low. A high ranking official at the Attorney General's Office confirmed that the programs had serious limitations in terms of attracting women. He stated that the public institutions from which women candidates were selected for the training also did not have sufficient number of women employees" (Head of Legislative Studies and legal drafting at the Attorney General). He further underlined that "this is a serious limitation and emphasis should be given in future to be inclusive based on equal opportunity and gender equity."

6.2 Project II: Justice Capacity Building Project (2012-16)

The objective of this project was to provide professional training and support to the Federal Attorney General and other justice sector institutions. In the section below, the project description and project outcomes will be briefly discussed.

As an endeavour to enhance professional and training support to the Federal Attorney General and the regional government institutions in the field of legal matters, FAG has embarked upon strengthening the legal structure for which upgrading the know-how and skills of the existing staff is of paramount importance. This assessment focusses on *the project document 2012-16* signed between the University of Amsterdam and the Ethiopian Attorney General in Dec.2012.

The objective of this project was to address the human resource gaps in the capacity of the justice sector institutions both at the federal and regional levels by way of upgrading the skills and professional competence of the personnel. This project had four components:

- An LLM programme with six specializations;
- Training of public prosecutors and police investigators;
- A training the trainer programme for lower court judges and prosecutors;
- A PhD programme for five qualified candidates.

The Attorney General with assistance from the University of Amsterdam designed a project containing a postgraduate LLM for 80 public prosecutors, legal experts and a short term training for 220 public prosecutors and police investigators to be trained in three rounds. There was also a Training of Trainers program for 120 persons drawn from the Federal Attorney General, the Federal and Regional Courts, Justice Bureaus, Police and Prison Administration in which all would subsequently become trainers of judges and prosecutors in their respective institutions. The proposed training programs were in line with the guidelines and policy frameworks designed for the Federal Capacity Building programs in Ethiopia.

The gender issue in this project has made a significant progress compared with the previous ones in the sense that a higher degree of commitment was demonstrated to gender equity. As can be traced from *the project document*, originally, a 50% quota was set for women in the LLM program; 2 out of the 5 PhD candidates was allocated for women. However, in view of the circumstances, there seemed to be at first a tacit approval that the promised 50% allocation was never materialized nor was it mentioned again after commencement of the implementation of the project by the stakeholders including the Ethiopian Attorney General which, instead, continued with just one third of women LL.M participants. It was claimed that 50% was unachievable. In fact, at a later stage, the one third quota for women was agreed between the implementing institution (UvA) and the Attorney General on grounds of being unrealizable

One of the challenges for the capacity building projects of this type is, given women's status in Ethiopian society, it could sound ambitious to set a larger percentage of women participation while knowing that would be unrealistic. Compared to the previous ones, this project had a higher percentage in terms of the number of women participants. Besides, an important gender issue is incorporated in the research studies leading to the doctoral degree.

One of the project outcomes, which could be considered a success story, pertains to the fact that the trainees who have taken part in the short-term programs in this capacity building have reportedly expressed at different occasions that they have successfully replicated the methods and teaching skills which they have obtained from the capacity building programs in their respective institutions.

They were able to bring back and integrate the theoretical and practical aspects of the training the trainer program into their daily teaching tasks in their respective institutions. The trainees have

also confirmed to be imparting the latest methods of teaching to their students in their respective institutions. This program has also provided them with adequate skills to review their existing curricula in their faculties. On the basis of the knowledge gained, the trainees introduced new methods of assessment/evaluation of their students.

Another significant element pertains to the design and development of the new collaborative LLM curriculum for six specializations by Mekelle and Amsterdam, an important impact of the 2012-2016 project. This further attests to the fact that sustainability and institutionalization of the post graduate programs at an indigenous institution has already been realized.

The local tutors were not only able to upgrade their knowledge through participation in the teaching process **cum** the international professors, some of them were able to engage independently in the teaching of the LLM specialization which is an early indication of the success of the intended objective of the joint partnership

In short, learning goals and all scheduled activities in the various components of the project have been attained with a significant impact despite some deficiencies in the gender realm.

7. Methods and Sources of Data Collection

While **Methodology** defines the pathway of the impact assessment- *the choice of variables and their logical correlations and the frame of analysis adopted*- **Method** is a technique used in collecting data and converting them into credible evidence.

Three main methods of data collection provide the basis for the impact assessment. In addition, some project documents and observations were used to consolidate the assessment. The applied methods are:

- I. Quantitative surveys: Questionnaires distributed to former students/alumni (Annex II) mainly based in Addis Ababa. Out of the 70 questionnaires, 59 were returned.
- II. Qualitative assessment: Interviews with selected high level officials of institutions where the projects were hosted. The interviewees included the Attorney General, the Deputy Speaker of the House of the Peoples Representatives, the former Minister of Justice, and the Deputy Chief of Justice, the State Minister and Federal Deputy Attorney General, and the Director of the Legislative Studies, Drafting and Dissemination Directorate at the Attorney General (Annex III).

- III. Group Discussions and inputs gathered from the conference (plenary and working group)
- In addition, relevant documents (project documents, periodic progress reports, correspondences, strategy documents) available at the Project office and Observation based evidence have been referred to augment the assessment (Annex IV).

7.1 Approaches and Analytical Framework

The rule of law and good governance are the chief components to which the capacity building projects were designed to contribute in order to enhance the standard functioning and better performance of the laws, institutions and regulatory mechanisms of government. The analytical framework of this assessment presents the set of training pathways and methodologies through which the capacity building programs can result in increasing competencies and skills of the trainees.

The framework focuses on assessing the benefits expressed in increased skills and competence attributable to a particular capacity building activity. The objective is to be able to measure the benefits in skills and competencies of professionals generated by the capacity building projects implemented in the justice sector institutions. This means that public prosecutors, judges, investigators and legal professionals were the targeted beneficiaries.

The outcome benefits gained are identified for evaluation including the skills and competencies derived from the programs and institutions which rely on human expertise to establish and achieve their goals. Where the objective to measure the impact of the capacity building projects might be too complex, other evidence of benefits had to be identified for collection (Interviews, observations).

7.2 Measurement Variables

The questionnaires and the interviews were developed in the context of the variables below which provided the basis to guide the assessment. These variables were selected as yardsticks to measure the extent of the impacts of the projects.

Optimal Utilization and Efficiency: to what extent the allocated input (resources and time) resulted in output in accordance with the timetable, plan and budget;

Outcome and Effectiveness: to what extent the resulting output has contributed to the knowledge understanding and skills of individual beneficiaries;

Relevance: to what extent the outcome has contributed to the capacity of the institutions to upgrade their functioning and impact generated as a result;

Ownership, Sustainability and Empowerment: to what extent the various beneficiaries and institutions have participated in the preparation and undertaking of the individual capacity related programs; to what extent these participatory processes have generated an opportunity for the counterpart to eventually take over the implementation of the programs, to what extent the locus of power being moved to the trainee away from the trainer.

Appreciative Inquiry: to what extent the act of recognizing useful values and existing capacities in the particular institution have informed the design and implementation of new capacity building projects

Competencies: to what extent knowledge, skills, capabilities, attitudes and behaviors that characterize excellent performance have been achieved.

Institutional Development: to what extent institutional development or sustainability was made possible and the extent to which adequate and proper human resource capacities have been enhanced.

Part Two: Questionnaire Based Findings

8. Profile of Respondents

The findings in this survey are based on data extracted from responses to questions formulated on the basis of the key issues defined above in order to benchmark the impact assessment. These questions were developed to undertake an impact assessment of the different capacity building programs organized and implemented in Ethiopia by the University of Amsterdam together with staff from other European universities in the last 25 years. Questionnaires were distributed to 70 former students who were selected on the basis of their current location and representation. Fifty Nine (59) respondents returned the questionnaires.

Number and Gender

Total Number of respondents	Gender		Remark
	Female	Male	
59	13	44	2 Respondents did not provide their gender

There were 59 respondents. Of the total participants 75% were male, 22% female and 3% did not provide their gender.

The fact that the percentage of the male respondents was much higher than that of the female attests to the overall gender inequality in the participation of women in the capacity building programs to which no convincing explanation has been provided by the authorities of the host institutions except referring to institutional and cultural barriers as chief hindrances. In this respect, the capacity building programs have contributed insufficiently as far as gender equality is concerned. Consequently, the impact these projects have impinged upon the changing position of women is considered insufficient which calls for a serious intervention by all stakeholders which are party to these projects in future projects.

Age group

Age range of respondents	Number of respondents in the age range	Remark
29-40	37 (10 F & 27 M)	3 Respondents did not provide their age
41-50	15 (3 F & 12 M)	
Above 50	4 (M)	

The total number of participants is further categorized by their age group. 37 of the 59 participants were between the age group 29 -40 which is the most active working group. Of the 37 participants between the age group 29 - 40, 27 were male and 10 were female (in percentage 73% were male and 27% were female).

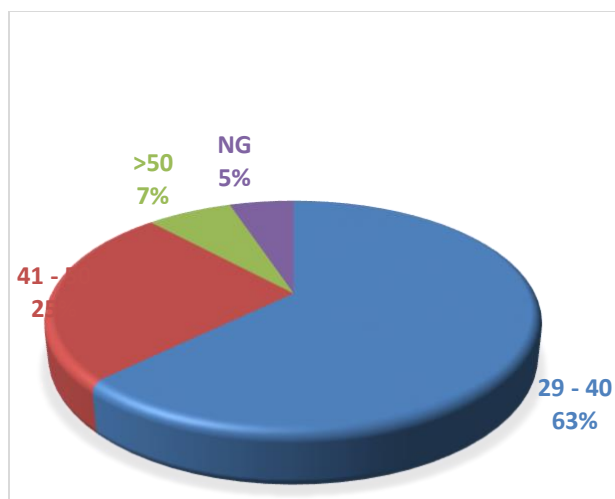


Figure 1: *Percentage share by age group*

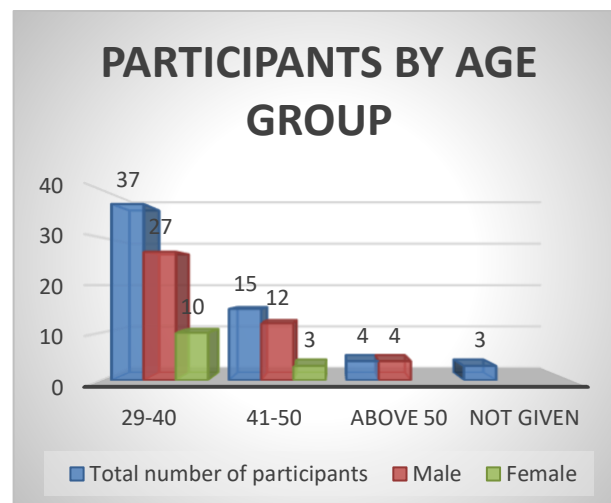


Figure 2: *Participants by age group*

Figure 1 and 2 indicate the percentage share of the respondents with their respective age group. 63% of the total participants fall between the age group 29 – 40. This age group is the more active, motivated and relatively young age group who could serve in the institutions not only more productively but for a longer period of time. 25% counts the age group of 41 – 50 years old. 7% were over 50 years old and 5% have not given their age group respectively.

Those who are above forty are not without relevance, either, considering the intergenerational aspect of human resource development. The accumulated knowledge and knowhow possessed by this age group could play a vital role in leadership and operational guidance. The question still remains how representative is this work force against the total number of personnel trained in the capacity building projects which is difficult to establish due to lack of stable work environment as a significant number quit their jobs for economic and other reasons. It is however assumed that most are still within the category of the active work force.

Respondents Participated in the Programs

Respondents participated in	Number of Respondents	Remark
PhD	-	2 (LLM) Respondents did not provide their gender.
LLM	46 (12 F, 32 M and 2 individuals)	
MA international Law	13 (1 F & 12 M)	
MA international Relations	-	



Figure 3: *Respondents participated in the different programs.*

As indicated in the previous tables and figures, the number of male participants is higher than that of female. Likewise, the total number of male respondents who were involved in the LLM program were 32 which counts for 70% and female participants were 12 which counts for 26%. Participants involved in MA international Law were 92% and 8% for male and female respectively.

By all accounts, the number of women enrolled in the different specializations has disappointingly remained low which the capacity building projects need to seriously redress and rectify in consultation with the appropriate authorities. If such a gap continues to persist, the contribution of the capacity building programs to mitigate the human resource deficit would be seriously affected and remains exclusive, therefore incomplete.

9. Project Efficiency

On Determining the Number of Course Participants

Determination of number of Participants	Number of respondents	Remark
Quota	11	

First come first served	1	5 respondents did not know how the number of participants was determined/did not respond to the question.
Other criteria	42	

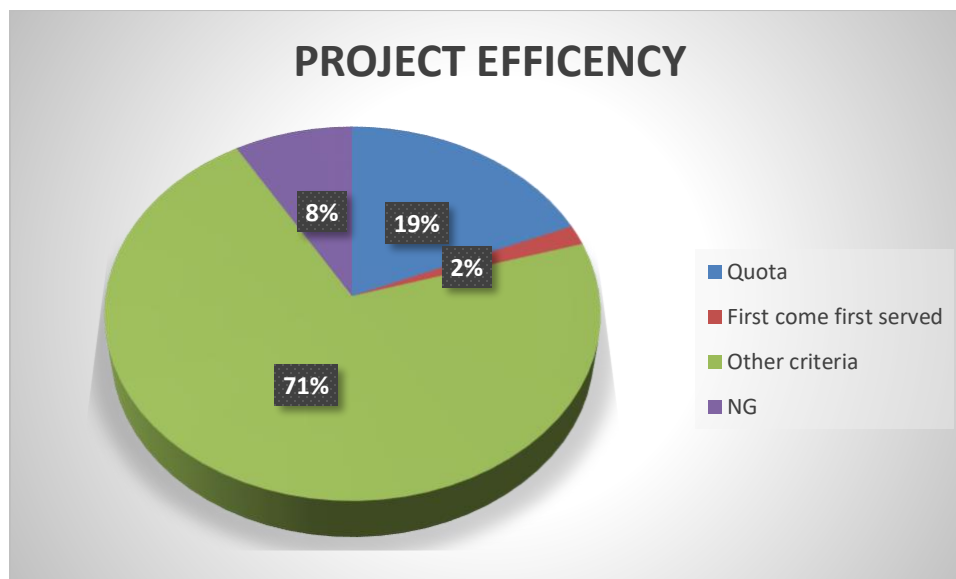


Figure 4: *Percentage share of project efficiency*

The respondents who indicated that the number of participants was determined by other criteria were asked to specify. 32 out of the 41 respondents noted that the criterion was entrance examination. 8 respondents stated that the criteria were a combination of entrance examination, gender, quota, educational background (grades), work experience and organizations' standards. 1 respondent did not specify the other criteria.

Efficiency and Fairness of Selection Process

Was selection procedure fair?	Number of respondents	Remark
Yes	51	4 respondents stated that they cannot respond to this question and say 'yes' or 'no'.
No	4	

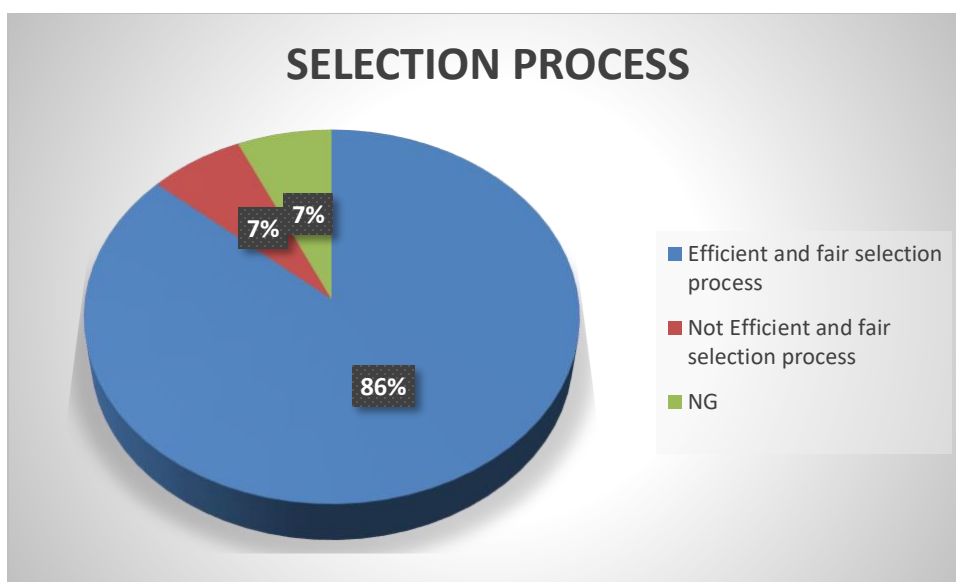


Figure 5: *Percentage share of participants' response to selection process.*

The respondents were asked to specify the reasons for their answers. Those who said 'yes' mainly stated that the selection process was efficient and fair because it was based on entrance examination. Furthermore, they noted it was made open to all interested and eligible individuals according to the standards/criteria set. Those who said it was not efficient and fair mainly stated that the process was not clear/transparent enough. There were delusions and questions/complaints about how the participants were selected. One participant further noted that it was not fair because academic background should have been the primary criterion instead of work experience.

Despite variations in their responses, an overwhelming majority of the respondents confirmed that the selection of participants for admission to study in the capacity building projects was fair and efficient. The criteria were set through mutual consultations between the implementing institution and the beneficiary counterpart although each had a specified role and responsibility in the phased process of recruitment of potential candidates, i.e. Pre-selection of potential candidates was the task of the Attorney General. The final recruitment of candidates for the post graduate programs through an entrance examination was the responsibility of the implementing institution (UvA). What makes this selection process appropriate is that academic requisite knowledge is, by no means, compromised reassuring quality and accreditation matters.

Timeframe

Implementation of program according to initial plan (timeframe)	Number of respondents	Remark
Yes	37	3 respondents did not provide an answer to this question.
No	19	

The respondents who answered ‘no’ were asked to specify the reasons. They noted that there were delays after the selection of participants until the program started, in setting the date of graduation, the classes and the writing of the papers. In addition, one respondent stated that there was an initial plan to arrange a short visit to University of Amsterdam which was not realized. Others further stated that the initial plan was that the University of Amsterdam would provide/issue the degree or diploma of the Master’s program.

However, Mekelle University took over and eventually issued the diplomas. The venue of the program was also initially planned to be in Addis Ababa but later transferred to Mekelle. The transfer to Mekelle created some inconvenience. 2 respondents who answered ‘yes’ also noted that the implementation of the programs was not perfectly/absolutely according to the initial plan but some of the delays were tolerable.

Although the planning and date of implementation differed from one program to the other, there were some reported inconveniences in some of them which resulted from the relocation of participants, for instance in the case of the 2012-16 project, from Addis Ababa as originally scheduled to Mekelle university, and timetable related problems which temporarily delayed the implementation of the program. The progress reports show, however, there were no serious shortcomings constraining the overall implementation of the project. Nor were there any reported deviations in the quality of the implementation of the program and utilization of resources, as documented in the *periodic progress and completion reports* available in the Coordination Office in Amsterdam.

Success of Participants

Participants that completed the programs successfully	Number of respondents	Remark
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Yes	48	One of the respondents who did not complete the program noted that he could not complete the program because he was occupied by governmental assignments while the other one stated he could not complete his paper due to various reasons.
No	2	

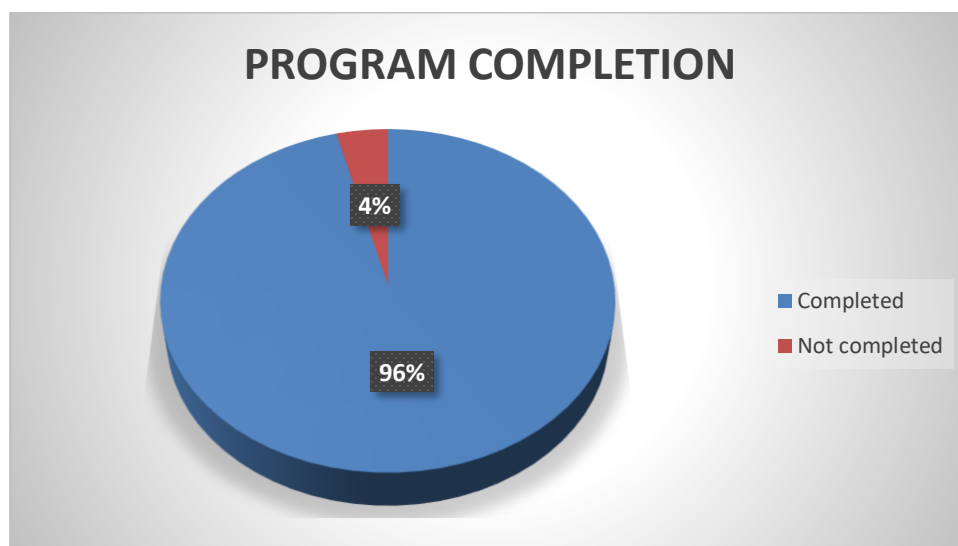


Figure 6: *Share of participants who successfully completed the program*

In most cases, the participants who were enrolled in the trainings successfully completed the programs according to the completion reports available in the Coordination Office. In this respect, the answers provided by the respondents, by and large, are compatible with the available facts documented in the project completion documents (2003-06, 2012-16).

Role of Sponsors

Organization that sponsored projects	Number of respondents	Remark
Federal General Attorney (Former Ministry of Justice)	16	4 respondents did not provide an answer to this (3 of them stated that they do not know). The rest 13 stated that the projects were sponsored by the collaboration of organizations [4 respondents noted that the university of Amsterdam collaborated with the Federal General Attorney; 3 stated the University of Amsterdam collaborated with the Netherlands Embassy in Addis Ababa; 1 respondent noted the Embassy of Netherlands collaborated with the former Ministry of Justice and 1 other respondent stated the former Ministry of Justice, the Netherlands Embassy and the University of Amsterdam sponsored the projects; 1 respondent stated that it was sponsored by the Parliament by discussing the matter with the Ministry of Defense; 1 respondent noted that The Justice Bureau of Tigray and the University of Amsterdam Collaborated].
FDRE House of People's Representatives	9	
The Netherlands Embassy in Addis Ababa	9	
University of Amsterdam	3	
Ethiopian Civil Service University	1	
Federal Supreme Court	1	
The Amhara Regional Government/Regional Government	2	
UNDP	1	

What one can see in the above table is that there appears to be some confusion among participants on the sponsorship of the projects. As could be seen in the remarks, there is a clear gap in communicating to the participants as to who sponsored their study. This could partly be due to the fact that the course participants were just invited for the entrance examination after the sponsorship was already arranged in an institutional manner i.e. among the beneficiary host institution, the sponsor and the implementing institution.

Of course, this is, by no means, to excuse the modality of the arrangement which happened without providing sufficient information to the course candidates. In principle, participants have every right to be informed as to who sponsored their study for all practical purposes.

Participants' Choice of Project

Reason of participants for choosing the projects	Number of respondents	Remark
The chance or opportunity was available at the organization	11	1 respondent noted that he was motivated by his colleagues whose efficiency was enhanced by the program and that he wanted to be trained by internationally renowned scholars. 1 respondent did not provide an answer to this question.
Because it was a scholarship (financial reasons)	3	
Because University of Amsterdam is renowned internationally with highly qualified professors and the project was convenient	13	
For educational and career development (to build their capacity and acquire further knowledge)	30	

The responses and the variety of answers provided by respondents would represent and reflect the views and interest of the larger group of participants who took part in the training programs.

Because, in the Ethiopian context, opportunities are very rare, financing of studies by individuals is hardly possible, most post graduate students prefer to study at foreign universities (European universities) to that of a local one, and upgrading one's skill and capacity through a higher degree program has become the sole guarantee in career development in countries like Ethiopia.

This lack of alternative opportunities is the basis for their responses which makes the tailor made capacity building projects in high demand and highly relevant.

Their preference for this kind of tailor-made programs is important in terms of their contribution to the improved public services and governance for almost all the participants in the programs are already in the service of public institutions.

Participants Rating of Support by Organizations (1 least, 10 highest)

Support of the organizations	Number of respondents	Remark
Providing resources (library, reading materials classrooms, stationary, computers/laptops Photocopy, facilitating the program, transportation, salary/money)	11	1 respondent stated that he does not know which organization was providing the support (his organization or the sponsor) and 1 respondent did not provide an answer to this question.
Time off work with/without pay (educational leave)	40	
Providing support letters to other organizations relevant for the participants	1	
There was no support (except for the permission given to participate in the program/secretarial services)	5	

Rating of the support from organizations	Number of respondents	Remark
1	1	2 respondents did not answer the question
2	2	
3	-	
4	3	
5	5	
6	7	
7	6	
8	14	
9	11	
10	8	

Respondents were asked to specify their reasons for the rating they provided on the support provided to them from their organizations. 17 respondents did not provide answer to this follow-up question. 15 respondents stated that they gave high ratings because their organizations provided them with sufficient support that allowed them to complete the programs. On the contrary, 24 respondents noted limitations in the support provided to them by their respective organizations. The major issues raised as problems were the work load they had to bear while

pursuing their education in the programs; insufficient amount of student allowance (money) as well as the material provided and the unfairness of the years of service they had to agree in their commitment contracts. One respondent also stated that there was no facility for participants with infants.

Support provided to the participants by their respective employing organizations during their study period has differed from one to the other although the latter had consented at the initial stage to relieve the former from their routine and regular work for the entire duration of the study program. Some institutions relieved them until they completed their study.

Others, however, expected the participants to return and resume their work after classes. This obviously would have implications on the academic performance of the participants. In some cases, as extracted from the periodic reports, some judges were compelled to quite the program due to the work load and pressure at work place. This obviously has to some extent negatively impacted the capacity building project although attrition rate was relatively low as far as dropouts as a consequence is concerned.

Participants' Rating of Projects (1 least, 5 highest)

Rating of general impression of projects	Number of respondents	Remark
1	-	2 respondents did not provide an answer to this question
2	-	
3	5	
4	21	
5	31	

As to the general impression of the capacity building project they participated in, the respondents have positively evaluated with the lowest 3points just rated by 5 participants on a 5, and 5 on a 5 by the overwhelming majority as could be seen in the table above.

Available Resources

Resources listed by respondents: reading material (in soft copy and hard copy, books), access library/e-library, plane tickets, monthly allowance, computers/laptops, flash disk (USB),

accommodation (dormitory service), internet access, photocopy, intense class lectures by renowned professors were made available.

Quantity and Quality

Sufficiency of the quantity and quality of resources made available during the programs	Number of respondents	Remark
Yes	37	1 respondent did not provide an answer to this question.
No	21	



Figure 7: *Percentage share of responses of participants to the sufficiency of quantity and quality of resources made available.*

Respondents were asked to explain the reasons for the answer they provided. 8 participants did not provide an answer to this question. 20 participants stated that the resources were sufficient and relevant. 2 participants noted that the material was sufficient in quantity but one had reservations about their quality while the other noted that they were unable to access the library of the University of Amsterdam. The remaining 29 specified limitations in the resources made available. The major problems they noted was that the resources were not made available on time, were not sufficient in quantity not sufficient in terms of relevance to the courses they were

taking, not enough hard-copy materials, inability to access materials on the internet, lack of budget allocated for materials needed while working on the thesis/paper.

While the majority have responded that the resources mainly related to teaching and learning were sufficient, a significant percentage felt the provision of resources was insufficient. Some of it could be attributed to the access irregularity and IT related problems. At any rate, this is a serious problem that could have negative implications not only on the performance of the candidates but also on the overall quality of the implementation of the program.

Rating Relevance of Materials/Resources (1 least, 10 highest)

Rating of relevance of materials/resources	Number of respondents	Remark
1	-	-
2	-	
3	1	
4	-	
5	1	
6	2	
7	3	
8	13	
9	13	
10	26	

Respondents were asked to provide their reasons for the rating they gave for the relevance of the materials/resource. The ones that gave high ratings noted that the materials were relevant, up-to-date, useful, pertinent/directly related to the respective courses and prestigious. 5 respondents noted that even though the materials/resources were relevant there were limitations in the quality of the scanned/photocopied materials and the arrangements of the pages. This made it difficult to read some of the materials. They also noted that there **was no sufficient material** and resources that were prepared in the Ethiopian context as most of them were written by European scholars. They generally pointed out that there was room for improvements. Furthermore, other respondents noted that there was delay in distributing some **material**. Some material was only

available in the e-library and there were some that were not relevant for the course. 4 respondents did not specify their reasons for the rating they gave.

Most of the respondents have rated the relevance of the course teaching material highly and found it useful in both academic and practice wise, which they could directly utilize either in teaching or in their professional practice. However, some were critical in view of the circumstances related to access to IT and e-library.

Rating of Knowledge/Skill Acquired (1 least, 10 highest)

Rating of acquired knowledge/skill to help participants face challenges on their jobs	Number of respondents	Remark
1	-	1 respondent did not provide an answer to this question
2	-	
3	9	
4	24	
5	25	

What could be gathered from the respondents on the basis of the above description is that the knowledge and skill they have acquired in the programs under review have been of significant assistance to face challenges on their jobs at their institutions which implies that their performances have improved partly achieving what was intended when the project was designed.

Participants' General Impression of Lecturers

General Impression of lecturers in courses	Number of respondents	Remark
Positive impressions (All were excellent/ very good/ knowledgeable/ dedicated/ well-qualified/ best in their fields /impressive/ inspirational/ good/experienced, participatory)	47	1 respondent did not provide an answer. 1 respondent suggested that, practitioners should also be involved as lecturers; another respondent also noted that even though they are very good, they lack sufficient knowledge on local issue or the Ethiopian context; 2 respondents noted that the time allocated to them was short while another noted the accent of some of the lecturers was difficult to understand; 2 respondents noted that all the lecturers from UvA (abroad) were very nice while the local/Ethiopian tutors were not.
Positive impressions with some reservations (Some were good, some excellent while others were irrelevant/bad/did not have sufficient knowledge in the area/not up to expectation/fair enough)	11	
Negative general impression	-	

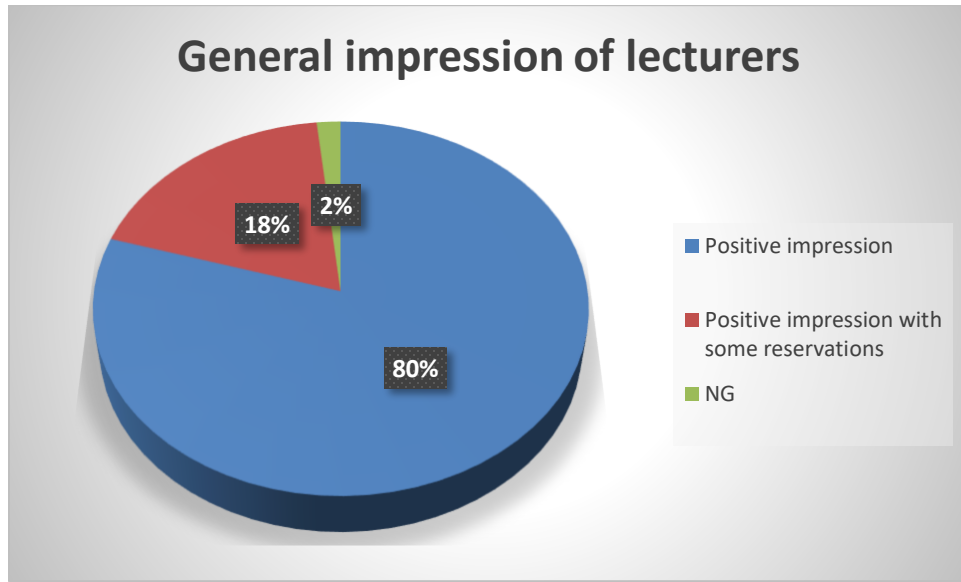


Figure 8: *Participants' response on general impression of courses lecturers*

The overwhelming majority of the respondents had a very positive impression regarding the quality of the lecturers and they highly valued their experience, performance and competence from which they have confirmed to have benefited considerably.

Rating of Logistical Organization (1 least, 10 highest)

Rating of logistical organization of the program	Number of respondents	Remark
1	1	-
2	-	
3	1	
4	2	
5	3	
6	5	
7	11	
8	15	
9	7	
10	14	

10. Project Effectiveness

Rating the Effect of Upgrading knowledge and Skills (1 least, 10 highest)

Rating of program in upgrading participants' skill, knowledge and attitude	Number of respondents	Remark
1	-	1 respondent did not provide rating for this question.
2	-	
3	-	
4	-	
5	2	
6	1	
7	5	
8	16	
9	16	
10	18	

Respondents were further asked to specify the reasons for their answer. 33 respondents stated that the program provided them with knowledge, skills and attitude in different areas/fields/specializations that enabled them perform better at their jobs and their life in general as the programs exposed them to different insights, philosophical stands and theories. It has enhanced their communication, reading, reasoning and writing/research skills and widened their outlook. On the contrary, 3 respondents stated that the additional knowledge and skill they acquired was limited and that they could not implement it in practice. 14 participants did not provide specific reasons for their answer.

Despite some variations in their answers, the ones who responded positively with respect to how the capacity building projects have contributed to the upgrading of their skills and competence is in line with that of the responses by the high ranking officials interviewed for the impact assessment.(see annex III).

Enhancing Professional Career

Projects' role in enhancing professional career	Number of respondents	Remark
Yes	55	-
No	4	

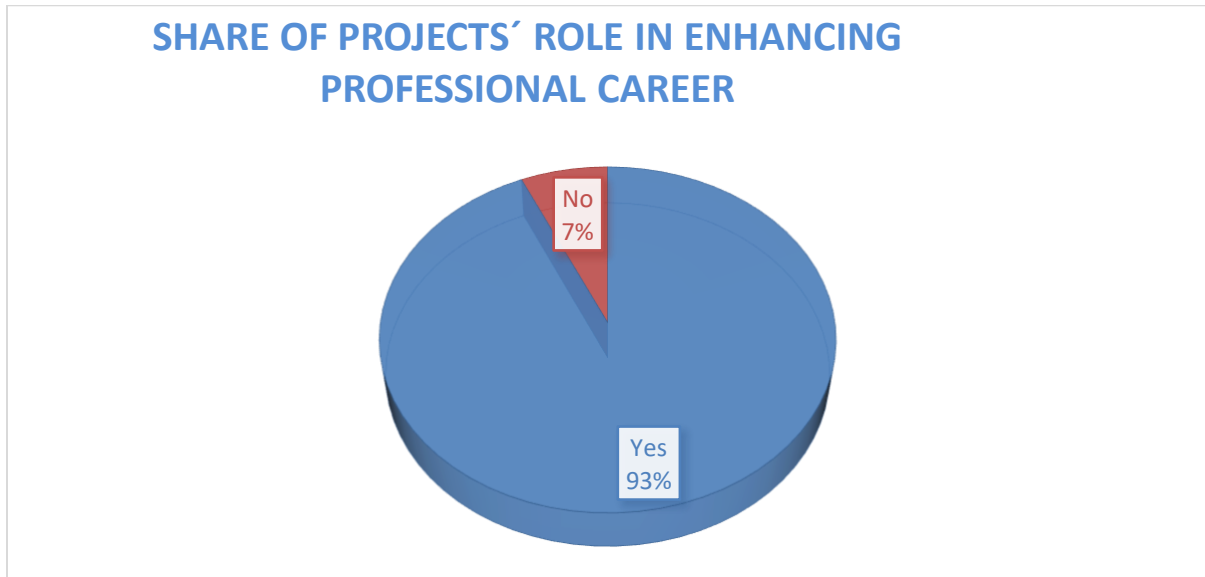


Figure 9: *Participants' response on project's role in enhancing professional career.*

Those who answered 'no' explained that their professional careers were not enhanced because the government/their organization did not assign them in the appropriate/relevant position where they could have practiced what they have learnt. They noted that the courses they took were not valued or recognized sufficiently.

Furthermore, one respondent noted that the projects did not enhance their professional career because they focused on theoretical perspective rather than the actual/practical challenges on the ground (in the domestic laws).

Another respondent also noted that the lack of continued contact or forum of discussion with the University and the teachers after the completion of the projects inhibited the progress they were making.

The 37 out of the 55 respondents who said 'yes' stated that the projects have enabled them to get promotions, new insights, additional knowledge, new skills, new opportunities and help them

perform better at their jobs. It has generally made them more competent in the area they are working in. The remaining 18 did not specify reasons for their answer.

Although the overwhelming majority of the respondents have answered affirmatively, a small percentage of the participants did not believe that the programs have enhanced their career.

This issue was particularly referred to and seriously discussed at the working group sessions in March 2018 during the conference in Addis Ababa.

A significant number of participants raised and complained that some graduates of these programs were not assigned at appropriate places in their professional competence and considered this capacity building project waste of resources. They requested whether the implementing institution of the projects could raise and discuss the issue with the respective institutions in future to make sure that course participants who enroll in these tailor-made programs be assigned in their areas of specialization.

Indeed, the purpose of the training programs was primarily to upgrade their knowledge and skills in order to improve their performance and of their respective institutions. Although the percentage of participants who underlined the issue is less, it is important that this issue is taken seriously and sorted out beforehand in consultation with the institutions' authorities.

Rating improvement of Organization (1 least, 10 highest)

The rating concerns improvement in different areas in organization as a result of the knowledge participants acquired in the programs. Five respondents did not provide answers to these questions and a respondent also noted that it is difficult to measure the improvements while another noted that he has left the institution.

Rating improvement institutional capacity	Number of Respondents	Remark
1	1	-
2	-	
3	-	

4	-		
5	2		
6	8		
7	7		
8	18		
9	9		
10	9		
Rating Improvement Risk Assessment and Management		Number of Respondents	Remark
1		2	2 respondents did not provide an answer to this question.
2		2	
3		-	
4		-	
5		6	
6		9	
7		7	
8		13	
9		8	
10		5	

Rating improvement peer communication and elaboration	Number of Respondents	Remark
1	1	1 respondent did not provide an answer to this question.
2	1	
3	1	
4	-	

5	2	
6	1	
7	5	
8	16	
9	18	
10	8	

Rating of program in upgrading participants' skills, knowledge and expertise	Number of respondents	Remark
1	-	2 respondents did not providing any rating
2	-	
3	-	
4	-	
	-	
6	2	
7	7	
8	14	
9	18	
10	16	
Rating improvement capacity development and training	Number of respondents	Remark
1	1	1 respondent did not providing any rating
2	-	
3	1	
4	-	
5	3	
6	6	
7	7	
8	12	
9	13	
10	10	

Respondents were asked to specify the reasons for their answer. 26 of them did not respond to this answer while 2 of them noted that the answer provided in 3.1 applies in this question. The remaining 20 generally stated that the program has helped them acquire new knowledge, skill and expertise in different areas. Still, 3 respondents noted that they were not able to use these newly acquired skills in their professional lives.

Role in improving Skills and Knowledge

Projects' role in improving participants' skill, knowledge in their field of work	Number of respondents	Remark
Yes	49	1 respondent did not provide an answer to this question.
To a certain extent/in some ways	3	
No	6	

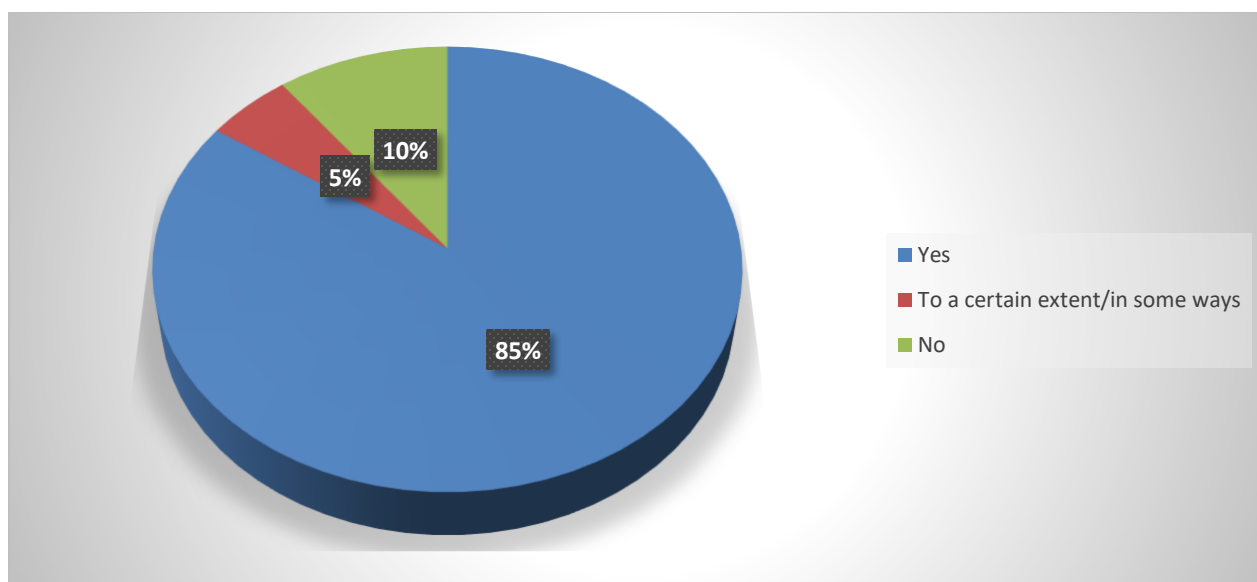


Figure 10: *Percentage share of projects' role in improving participants' skill, knowledge and expertise in their field of work.*

A much larger percentage of the respondents believe that the capacity building projects have improved the skills and knowledge of the participants and gained new insights and broader perspectives which would have a positive impact in their performance in their respective

institutions. This is again in line with the responses of the interviews by the high ranking officials in the justice sector institutions (see Annex III).

Improved Performance of Tasks

Participants assigned to a new task upon completion of the program/training	Number of respondents	Percentage share	Remark
Yes	30	51%	-
No	29	49%	

As long as the new assignments by the institutions are allocated to the graduates on the basis of their newly acquired skills and competence from these capacity building programs, it would be highly commended on the assumption that resources are properly utilized which is key to bringing about new impact. Even the ones who have not been given new assignments but would continue with the job they have had before enrolling in the post graduate programs are likely to utilize their newly acquired skills and know how to improve performance.

Participants' Improvement of performance motivating others to join the program	Number of respondents	In percentage	Remark
Yes	38	81%	12 respondents did not provide an answer to this question (8 of them stated that they do not have any information/ do not know if it has motivated others)
No	9	19%	

Respondents were asked to provide the reason for their answers. Those who responded in the affirmative stated that their colleagues were asking for information about the program, there were even colleagues that wanted to join the program because they were motivated by the previous participants' enhanced skills, knowledge and promotion. Furthermore, they noted that even though their colleagues were motivated, they could not join the program because it phased out (did not continue). Those who answered 'no' also noted the same reason. 2 of those who said 'no' also stated that the participants were not assigned to a post based on the new knowledge and

skill they acquired. Thus, other colleagues were not motivated. 1 respondent did not specify his reason for the answer.

The fact that the capacity building programs did not continue in some institutions, for instance, in the Ethiopian Parliament, meant that their work which required a professional skill was affected according to the senior official at the Ethiopian Parliament. Although many participants were motivated to join the capacity building programs, they were unable for it was terminated. Capacity of an institution is very unlikely to be built with one go and needs to be assisted until it sustains itself. In this respect, the Deputy Speaker of the House highlighted the importance of continuity of the program in order to be able to sustain in future.

Rating of Trainer-Trainee Ratio (1 least, 10 highest)

Rating of the trainer-trainee ratio	Number of respondents	Remark
1	-	7 respondents did not providing any rating.
2	-	
3	-	
4	-	
5	2	
6	-	
7	5	
8	13	
9	12	
10	20	

When respondents were asked to specify their reasons for the answer they provided, 26 of them did not give a response. 26 of them stated that ratio was ideal/good because the lecturers could easily communicate with and manage all the participants as the number of the participants was fair. On the contrary, the remaining 5 stated that the ratio was not ideal. 1 respondent noted that there were more than 40 students in one class. 1 respondent further suggested that it would be better if the number of students does not exceed 30.

With respect to the trainer trainee ratio, it was evaluated positively as can be seen in the table above. Such a ratio is ideal for interactive teaching and communications between the teacher and student.

It is indeed the case that an average ratio of 25-30:1 would be ideal for a group of a specialization program. Nevertheless, a much larger group could sit in a lecture room for introductory foundation courses which is practiced in most university education. The remarks on the table remain short of specifications to which the ratio is referred to the foundation courses? to the specialized courses?

Rating of knowledge and expertise of trainers and lecturers (1 being the least and 10 being the highest):

Rating of knowledge and expertise of trainers and lecturers	Number of respondents	Remark
1		1 respondent did not provide rating.
2		
3		
4	1	
5		
6		
7	4	
8	12	
9	16	
10	25	

Respondents were asked to explain their reasons for the rating they provided. Respondents that gave high ratings stated that the lecturers/trainers from abroad and the ones from Mekelle were good/well-qualified/friendly/knowledgeable/well-versed with the courses they delivered. On the contrary, respondents that had reservations on the knowledge and expertise of the trainers/lecturers noted that even though most of them were well-qualified, there were some that were below standard (expectations)/with difficult pronunciations that became a barrier in communication/ with low teaching energy/used limited students-centered teaching methods. 19 respondents did not give reasons.

The competence and expertise of the teachers is evaluated very highly by most participants. However, there seem to be some participants who had some reservations because of language related communication barriers as some lecturers had difficult pronunciations. This could have some impact on the delivery of knowledge. Although the appointment of professors in principle takes account of the proficiency of the English language which is the medium of instruction in the teaching of the programs, it is important to take this point seriously as it could have an implication in the delivery of the program.

11. Project Relevance

Applying Knowledge and Skill in Professional Work

Opportunity to apply knowledge and skill acquired during the program in professional work	Number of respondents	Remark
Yes	46	2 respondents did not provide an answer.
No	11	

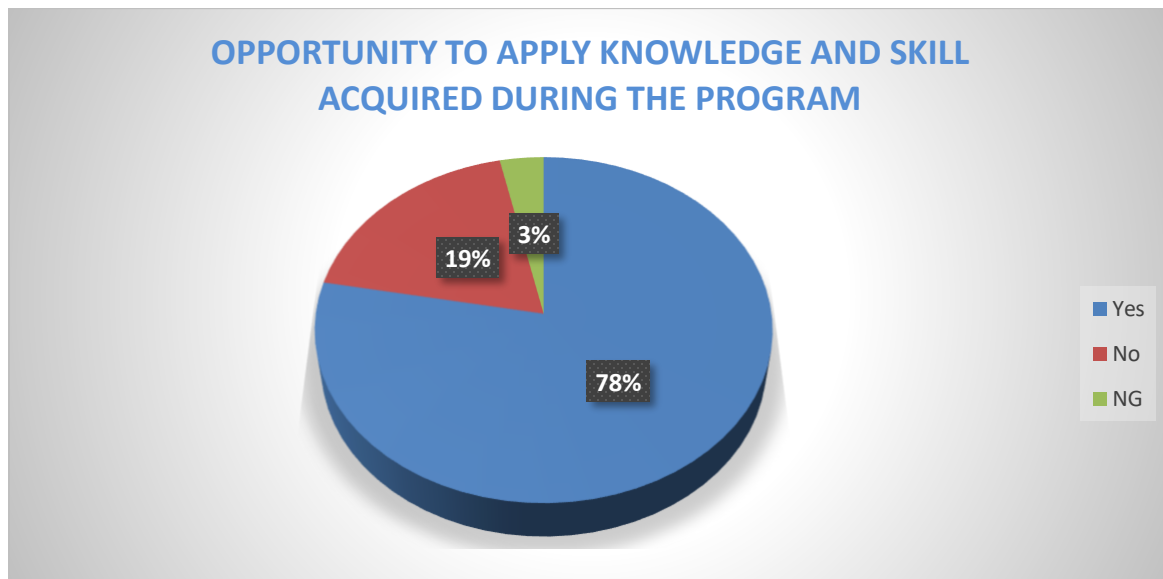


Figure 11: *Percentage share of participant's response to opportunity to apply knowledge and skill acquired during the program in professional work.*

Respondents were asked to explain their reasons for the answer they provided. The respondents who answered in the affirmative noted that they were able to apply the knowledge because of the type of issues/institution/position they were working at (e.g. legislative drafting, the judiciary, research and training, parliament, commodity exchange disputes, human rights issues of women, children, people with disability (PWD), accused persons, Environment and Climate Change, trans-boundary rivers, conflict resolution, counter-terrorism, international law, constitutional law, criminal law, institutional capacity building/transformation, international relations, investigation of commercial crimes, national and international business law). There are also others who stated that they tried to use it whenever possible. Similarly, the ones who said 'no' also provided different reasons. The reasons include- their institutions did not give them the chance to apply their newly acquired knowledge, the job they are currently engaged in is not directly related to what they learned, they were not placed in the right position, the relevance of the projects was not recognized by the organizations, they did not finish their paper, the courses did not focus on the specific needs of Ethiopia (e.g. the tax law course did not focus on issues of VAT and income tax). 17 respondents did not give reasons.

All in all, as can be seen in the table above, while the majority are in a position to fully utilize the knowledge and skills they acquired from the capacity building programs, a significant percentage claimed they have not fully utilized what they have acquired from the programs for a variety of reasons which must be looked into in future projects. In some cases, it is possible that the institution authorities may not be aware of the value of the skills and competence. At any rate, it would be indeed a waste of resource not to utilize available trained personnel at the disposal of the institutions which is even worse when such a huge resource is invested with no impact.

Organization's Specific Plan Training/Education Programs

Organization with a specific plan for training/education programs	Number of respondents	Remark
Yes	31	13 respondents did not provide an answer
No	15	(1 respondent stated that he does not know). 1 Respondent who said 'no' noted that even though his office does not have a plan for M.A, it has specific plans for short-term trainings.

Organization with specific plan for training/education

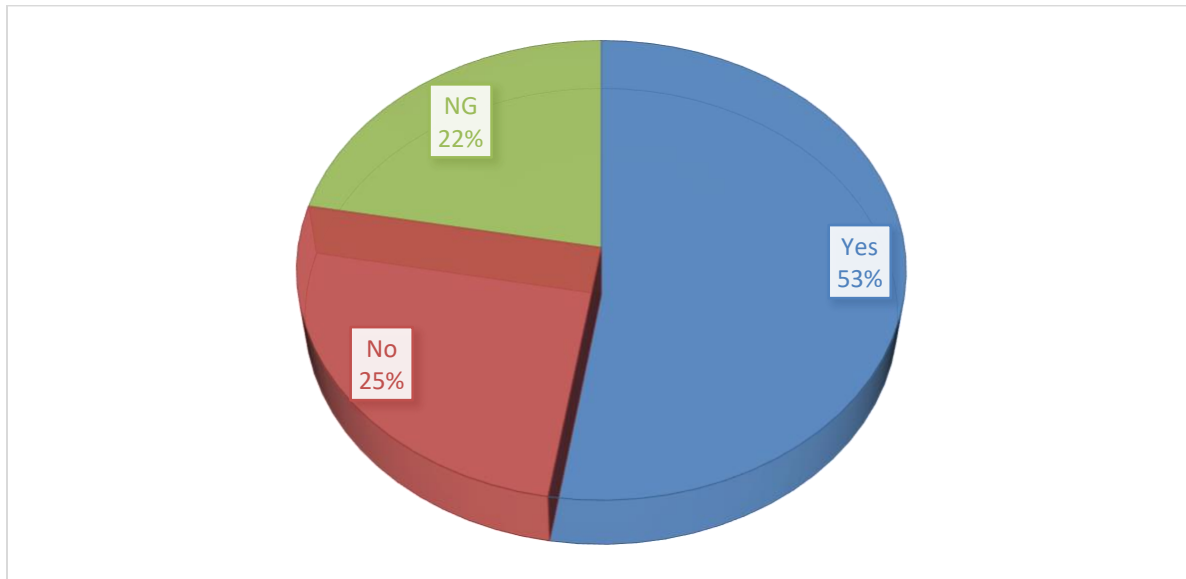


Figure 12: *Participants' response for organization with specific plan for training/education programs.*

What is clear from the above is the increasing level of awareness by public institutions for the need of human resource development as a critical component in the success of the organizational performance, **that being** the reason why they focus on training and education. Even those organizations without specific plans for education and training **do not dispute** the contribution of trained human resource to the performance.

Rating of Programs' in Generating Change (1 least, 10 highest)

Rating of program in terms of generating change at the institution participants work for	Number of respondents	Remark
1	1	8 respondents did not provide an answer.
2	1	
3	1	
4		
5	2	
6	5	
7	5	
8	17	
9	11	
10	8	

Respondents were asked to explain their reasons for the rating they provided. 26 respondents did not give reasons. Those who gave high ratings stated that the program generated changes and enhanced organizational development in the institution because it was designed based on needs assessments and it contained different disciplines that are relevant for the institutions (e.g. Legislative Drafting, parliament, and judiciary). The other respondents, on the contrary, noted that even though the program could have been useful for the institution in decision making, because of its daily activities and capacity related problems of individuals the institution did not make use of the participants who were part of the program because their superiors did not recognize its relevance. Change also requires the commitment of the participants/employees. Thus, there wasn't much change in the institutions due to the limited commitment of the institutions and the participants. More could have been done by the institutions but they suffer from a change resistant culture and they lack the necessary human as well as material resources. A respondent further stated that the areas of studies were limited. Therefore, all the institutions' needs were not met.

Most respondents believe that the skills and knowhow obtained in these programs have helped to generate changes in the respective institutions although **that** may not be quantifiable, but could be expressed in qualitative terms and improved performances of the personnel engaged

12. Ownership and Empowerment

Rating of Consultation in Designing Capacity Projects (1 least, 10 highest)

Rating of consultation in the design of the capacity related program	Number of respondents	Remark
1	16	24 respondents stated that they were not consulted. Thus, did not provide ratings. 1 respondent stated he participated but did not provide rating. 1 respondent answered 'yes' but did not provide rating. 4 respondents did not provide an answer.
2	2	
3	1	
4	1	
5		
6	1	
7		
8		
9	4	
10	4	

Respondents were asked to explain their reasons for the rating they provided.

The areas in which respondents participated include- trainings organized for their offices, designing of witness protection program, in the orientation programs, development of the program/ curriculum, brain-storming session to identify possible capacity building activities, heading the capacity building program at the parliament and training of diplomats.

35 respondents did not give reasons. The others that did not give ratings explained that they were not consulted or involved in any way. It may be the case that the design of the curriculum and preparation of the syllabi may not have involved the course participants. However, the experts

and authorities of the beneficiary institutions were intensively consulted in the course of the design of the curriculum and preparation of the teaching materials. In fact, it is stated in the progress reports that there were local teaching counterparts in both the LLM and the short term programs for each training.

37 respondents did not provide an answer and 2 respondents noted that the information was not provided to students. The remaining respondents provided different organizations and individuals as the major participants in the development of the curriculum. The main ones include- Mekelle University, University of Amsterdam/professors , personnel of the Federal Attorney General, Federal Ethics and Anti-corruption commission, the Netherlands Embassy in Addis Ababa, heads/higher officials/managements of the institutions, the Legislative Drafting and Dissemination Directorate of the Federal Attorney General, the House of Peoples' Representatives (parliament), experts, training participants, staff members, partner universities, human resource department of the Ministry of Foreign Affairs, the sponsors of the program, coordinator(s) at institutions

Causes of Delay and Other Issues

As for causes of delays and other issues that negatively affected the level of results of the program 20 respondents did not provide an answer to this question. 5 respondents also stated that there were no delays.

The remaining respondents that provided answers to this question raised different issues that negatively influenced the level of result of the program and **causes** for delays such as

- time management issues, scarcity of resources, organizing officials, coordinators of the Universities, absence of timely responses, lack of proper utilization of human resource, the commitment of the higher officials of the institutions and the project runners;
- the transfer of the program from Addis Ababa to Mekelle, lack of sufficient support from organizations, the lack of recognition of the relevance of the program by the organizations, the fact that the participants were not assigned in positions where they can use their newly acquired knowledge and skill, insufficient time to finalize the dissertation as the participants are on-job professionals;
- in some courses the lecturers were not made available on time, some local tutors were assigned without having the relevant specialization of the courses, lack of clarity on which institution will issue the Diploma, local tutors were less helpful because they did not have the specialization of the area they were assigned to, lack of sufficient information provided participants, unpredictability of decisions in the process of implementation;

- the preparation stage (fulfilling requirements) took a long time, most participants were high officials with no or little time, lack of effective coordination between universities, high turnover of public servants that limits the possibility of measuring institutional level impacts/improvements;
- lack of organization, limitation in communication, involvement of tutors, long durations between courses, information gap, bureaucracy, selection of trainers and trainees, lack of sustainable communication platform, inadequate need assessment and feasibility test, all students were from **one** institution (e.g. the Federal Attorney General),
- problems related to the selection process, attitude, scarcity of human resource in organizations needed to cover work of participants when they are attending the program, problems related with management of the institutions, lack of awareness of the institutions about the program, and the owners/coordinators/sponsors of the program did not follow up on the graduates after the completion of the program

As mentioned in *the completion report of the 2012-16 project*, the original schedule had to be revised due to changing circumstances in the higher education policy in the Netherlands. That the project implementers had to find a local university counterpart in order to run the program. These changes caused a lot of hustle and inconveniences among the course candidates who originally thought the programs would be implemented/ hosted on the premises of the Attorney General.

The complaints of the course candidates had justifiable ground although **that** did not very much affect the implementation of the programs. To conclude that these temporary irregularities which had mainly to do with logistics had negative implications on the overall implementation of the project is slightly **extreme**. The implementation of the projects was not affected **as** seen from the vantage point of completion and outcome.

Rating of Empowering Organizations (1 least, 10 highest)

Rating of how the successful implementation of the programs empowered the organizations of participants	Number of respondents	Remark
1	2	16 respondents did not provide rating.
2	2	
3	1	
4		
5	5	
6	2	
7	7	
8	9	
9	8	
10	7	

Respondents were asked to explain their reasons for the rating they provided. The reasons provided by the respondents **with high rating** was the expertise the program brought to different departments in their organizations (e.g. the federal General Attorney, the judiciary). On the contrary, those who gave low ratings noted: - coordinators of the program did most of the work in implementing the program and the institutions **did not participate**, the program focused more on avoiding brain-drain rather than the curricula and human development, the implementation is delayed and incomplete and the institutions do not have the capacity to implement such programs. 38 respondents did not give reasons and two respondents noted that it is difficult for **them** to evaluate and give **opinion** on the impact it had on the organization.

Some degree of empowerment has taken root in some institutions in the sense that they are now prepared to offer the capacity building programs without foreign assistance (Mekelle University

and the Ethiopian Civil Service University could be mentioned as examples of empowerment where they are now poised to organize their own post graduate teaching programs).

Engagement and Rating of research

<i>Engagement in research activities related to the project</i>	<i>Number of respondents</i>	<i>Remark</i>
Yes	12	8 respondents did not provide an answer.
No	39	

Respondents were asked to explain their reasons for the answers they provided. Those who said ‘no’ stated that they did not get a chance to be engaged in research related activities of the project because they do not have any contact with the university or the organizers of the program. 1 respondent stated that while he was doing his PhD on Access to Justice, he was able to organize a research department for the Commission he was working at. 36 respondents did not give reasons.

Engaging in research is not a common practice in Ethiopian academic and professional tradition. In fact research is considered to be the task of very few learned gurus sitting in highly secluded academic monasteries. The fate of most dissertations prepared by Masters even PhD graduates is home or office drawers. The concept of publishing is remotely envisioned. Under these circumstances it is very hard to think of engaging civil servants in research.

Rating of general skills such as researching, data management and using IT enhanced by the program

Rating of general skills such as researching, data management and using IT enhanced by the program	Number of respondents	Remark
1		10 respondents did not provide rating.
2		
3		
4	2	
5	3	

6	3	
7	7	
8	13	
9	13	
10	8	

Respondents were asked to explain their reasons for the rating they provided. Respondents that gave high ratings stated that they now have enhanced skills and knowledge in research, data management and IT usage because of the program. The others that gave low rating noted that the skills they have developed were not really because of the program, they only worked on one research. 33 respondents did not give reasons.

Publication of Articles and/or Books by Participants

Publication of articles and/or books by participants	Number of respondents	Remark
Yes	16	1 respondent did not provide an answer.
No	42	

Respondents were asked to explain their reasons for the answer they provided. The respondents who stated that they did not publish anything explained that they had other official responsibilities and social issues/problems that kept them busy, they did not have sufficient access to resources, they did not get the exposure/opportunity/encouragement, they changed their field of work, they failed to have communications with relevant people/institutions, lack of sufficient experts that review article/books before publication, lack of sufficient journals/publisher/sponsors for publications, lack of time/commitment to revise their researches and prepare them for publication, lack of knowledge of the means to publish, environment of their jobs being not conducive. Thus, they could not write and publish anything.

Two respondents stated that they are working on something for publication; 6 others are planning to write and publish (1 respondent specifically on child rights); 4 respondents stated that they were able to publish various articles based on the knowledge acquired from the program (publications were on legal, economic issues, customs, capacity building, international relations, media tax, business law, and the like).

Another stated that he has numerous publications but they were not related to the program he participated in. There were also participants who stated they have done researches, written teaching materials, prepared manuals and other documents that were not published. 19 respondents did not give reasons.

Interest for PhD or Further Education/ Training Programs

Interest in pursuing PhD/ further education/ training programs	Number of respondents	Remark
Yes	55	2 respondents did not provide an answer.
No	2	

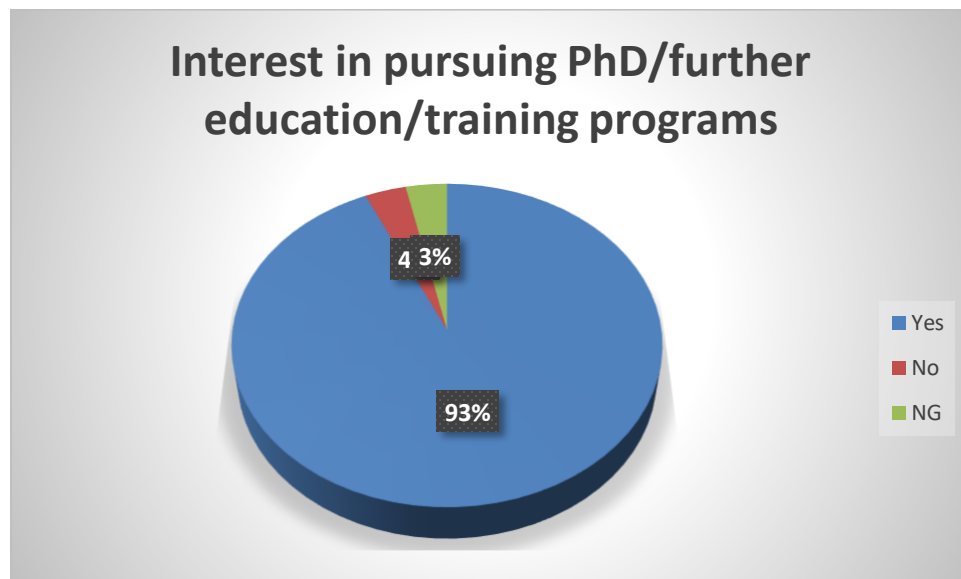


Figure 13: *Share of participants interested in pursuing PhD/further education and training programs.*

Respondents were asked to explain their reasons for the answer they provided. Respondents that showed interest in pursuing PhD/further education/ training programs stated that they want it because the University is internationally renowned, they work in an academic institutions; they want to use/exploit their full potential; they want to critically examine/explore different legal areas in Ethiopia and propose solutions (e.g. tax law); enhance/upgrade their education, knowledge, research skills, career, specialization, way of life and contribute to Ethiopian Diplomats, the justice sector (policy making and implementation, constitutionalism), their

communities as well as the country/world at large by proposing solution to different problems. 1 respondent noted that he is not interested in pursuing further education/PhD because he is not mentally ready. 13 respondents did not give reasons.

PhD has become everybody's dream not very much for its academic and scientific merit but mainly for the socially prescribed status orientation predominantly entrenched in the Ethiopian sociocultural context, and benefits related to career development.

It is indeed a source of encouragement when civil servants are committed to learning more and know better provided that is organically linked to the commitment of bringing about the desired results commensurate with the level of education in the sectors they are engaged. From this vantage point, **it**, of course, **needs** to be encouraged and duly responded to **requests**.

Interest in other Post-graduate Programs

Interest in other post-graduate programs	Number of respondents	Percentage share	Remark
Yes	44	75%	4 respondents (7%) did not provide an answer.
No	11	11%	

Respondents were asked to specify the type of training they are interested in. Those who were interested in other post-graduate programs specified that they were interested in

- leadership, criminal law, international law, **skill** based study on arbitration tribunals, Alternative Dispute Resolution, , criminology, Human Rights, Investment law, Migration Governance, Planning and Monitoring, Project Management, International Trade Law;
- International Environmental Law, Law of Business Organizations, Business law, International Relation, conflict resolution, public diplomacy, tax law, international humanitarian law, medical law, criminal psychology, Developmental Studies, federalism, constitutional law,;
- International Politics, Human Rights Monitoring and Investigation, corporate finance law, Insurance law, intercultural studies, corporate law (governance, risk, and compliance), trade competition (anti-trust) law, consumer protection law, company law, international investment law, and cyber law short-term trainings on different areas of law such as criminal investigation, prosecution & issues related to evidence.
- 5 respondents did not provide specific areas of interest.

As can be seen in the table, a much larger percentage of the respondents have responded in affirmative. The drive for this interest could be more of employment opportunities outside their work environment than pure professional/academic motivations. This mind-set could negatively affect their employing institutions unless they create a conducive environment to retain their workforce and the newly trained personnel in particular which might require availability of enormous resources.

Participants Still Working at the Organization that Sponsored their Projects

Participants still working at the organization that sponsored their projects	Number of respondents	In percentage	Remark
Yes	36	61%	1 respondent (2%) did not provide an answer.
No	22	37%	

Those respondents who changed their jobs and/or career paths were asked to specify their reasons for the change:

- 1 respondent stated that he left his job because he was transferred to a position at the regional level while another one noted he left on his own will;
- 4 respondents noted they changed jobs to a different/better post (1 was appointed at the Human Rights Commission by the Parliament and another one became a prosecutor). 1 respondent stated that he has left the institution temporarily for further education;
- Other 4 respondents stated that they are ex-parliamentarians who are currently assigned in other posts that are closer to their area of specialization.
- Other respondents gave the following reasons: the organization did not have a program that directly related to the area of their specialization and interest, early retirement due to the low salary, wanted to work independently as a legal counsellor (consultant), to raise children, seeking new experience in different areas, and the organization did not assign them to the right position after graduation;
- 9 respondents did not give reasons.

As the table shows, a significant percentage of the participants has left their organization after completing a mandatory service of years at the institutions. It could be said that the institutions have not fully benefited from the capacity building programs as quite a significant number of personnel is joining the private sector or other organizations. However, whether the individuals have joined other institutions or the private sector, the competence and skills gained from the

training programs are being utilized in the country. This can be considered positive when evaluated from a macro-level point of view.

Part Three: Interview-Based Findings

13. General Remarks

The reviews documented below derive mainly from the interviews with the heads of the justice sector institutions who were selected on the basis of their ideal position to be able to assess the overall contributions of the programs to their respective personnel and organizations (See Annex III). These officials are believed to have a more informed overview of the relevance and impact of the capacity building programs implemented in their respective institutions, than perhaps the individual trainees in the programs. The results of the Impact Assessment Conference in Addis Ababa in March 2018 - Annex IV - have also been incorporated.

The interview questions were slightly different from that of the questionnaires distributed to former course candidates, for the latter concentrated on individual students and issues of technical nature. The interviews were conducted in a form of discussions with the authorities who had the overview of the contributions and significance of the programs both in terms of institutional and individual performance.

The interviews conducted with the heads of institutions where the justice capacity building projects were implemented over the decades confirmed that the programs initiated in the framework of the Amsterdam- Ethiopia Capacity Building Institute were carried out with a foresight and determination to shift from the old tradition of education and research.

Their responses underlined that the capacity building projects were established with a clear agenda aimed at overhauling the old paradigm and design new capacity building projects based on demands and relevance with the intention of strengthening local institutions and eventually empower the recipients to create sustainable knowhow.

14. New Features of Capacity Building Projects

14.1 Fresh Perspective

The interviews clearly expressed that a fresh perspective was adopted in order to place human resource development on a more promising track. This time, much importance was to be attached to assessment of training needs, and demand-driven approaches to capacity building, and the beneficiaries to owning the programs which will ultimately lead to their empowerment through participation in the design and implementation of the projects- an important impact obtained from the capacity building projects.

The interviews also revealed that a new model of cooperation based on partnership and relevance began to take shape in the relations between the counterparts, service providing institutions and the sponsoring organizations. This new model took account of assessing the exact needs of the beneficiaries, relevance of the programs and implementation of the capacity related projects in their immediate home environments. In short, it could be said the justice capacity building projects implemented in Ethiopian institutions in the framework of the Amsterdam- Addis Ababa projects have taken account of the following three interrelated items as guiding principles:

I.Diagnostic and Demand driven rather than the usual package supplied from donors abroad;

II.Partnership oriented rather than one- a way flow transfer of knowledge;

III.Focus on stakeholder engagement in the process of the preparation, implementation and evaluation of the projects in the capacity building projects in Ethiopia.

To that effect, the capacity building programs were designed after conducting a thorough assessment of the needs of Ethiopian institutions and implemented in very close consultation with the beneficiaries.

14.1.1 Emphasis on Client-oriented Approach

A client-oriented approach meant that the contents of the project components are determined by requests from the beneficiaries. Taking account of both contemporary paradigms of capacity building and of local needs, new projects were designed and implemented with a central focus on efficiency and effectiveness, relevance and partnership with and eventually enhanced empowerment by the beneficiaries themselves; individuals and institutions both in the public and private sectors.

A thorough assessment of training needs and objectives of the programs was conducted before their implementation. It follows that a partnership-based consensus would emerge among the trilateral parties (sponsors, service providing implementers, beneficiaries) which were involved in the designing of the project to ensure the relevance and need based nature of these capacity building programs.

14.1.2 Focus on Training at a Home Environment

The interviewees stated without reservation that the projects executed in the framework of capacity building in Ethiopian institutions have exerted a significant impact in facilitating the “repatriation of the staff development programs to their home environment” which has now become the guiding principle in human resource development in all institutions. It is now the policy of the government to consolidate local and in-house training programs, if warranted, by inviting experts instead of sending people abroad for training.

The context of training and education of this approach was broadened to encompass officials, technocrats, judicial personnel, academics to take part in the programs as trainees without detaching them from their work environment in the course of the implementation of the project. In other words, such an approach perfectly fitted into the guiding motto “working while learning and learning while working”. The home environment facilitated the participation of senior level officials in the federal and regional government institutions enabling them to deliver and execute new policy reforms.

Another unique approach in this capacity building exercise pertains to the faculty involved in the training/teaching and consultancy service programs in the course of the implementation of the projects. Although the University of Amsterdam in collaboration with the (ECBI) has taken the initiative and the responsibility to organize and coordinate the programs, in the *final report* it is explained, that the teaching staff were drawn from over 20 academic and professional institutions in Europe. Such a representative composition of the staff provided the trainees with an opportunity to benefit from a variety of intellectual traditions and broad spectrum of approaches.

14.1.3 Sustainability

The capacity building projects have helped develop an educational infrastructure in some of the host institutions (ECSC, Mekelle University etc.). Furthermore, institutions including law

faculties of other universities have benefitted from such infrastructures in the design of their new curriculum and training programs, delivery and assessment methods.

The interviews with the relevant authorities invariably confirmed that the capacity building projects implemented in Ethiopia in collaboration with several public institutions are believed to have provided the necessary knowledge tools/ skills and professional competence and attitudes required to fulfill duties and bear responsibilities for personnel engaged in different capacities. The trainings in *WTO laws, Parliamentary Democracy and Legislative Studies* could be cited among the very vital training programs given in the capacity building projects as far as the work of the parliament is concerned, the Deputy Speaker of the House added.

Furthermore, the projects have provided the trainees, young and middle age, who have taken part in these programs with a fresh perspective to better understand the globalization process and acquire the necessary skills to utilize ICT by accessing data relevant to their profession thereby broadening their horizons. The sustained improvement of the Ethiopian Justice sector had also an echo effect through improving the performance of other professionals via complementary extensions of their learning and adding to the local stock of knowledge. This was because the knowledge and knowhow gained in the capacity building projects was often imparted easily to participants' colleagues, students and society at large through various means and pretty much consolidating the respective institutions, resource and data base.

14.2 Conducive Professional Environment

The project programs, most of which were often offered in a collective setting, have enhanced the creation of a conducive environment for professionals to be able to cooperate and communicate smoothly and work with little barrier as shared values and common professional **ethos** have been consolidated among the graduates through the capacity building projects. This was a critical contribution to bring about attitudinal change. The interviews confirmed that the provision of a professional post graduate legal education in Ethiopia has brought basic results and enormous impact on the performance of the individual practicing personnel and on institutions in the justice sector.

In the course of the trainings, the programs have exposed the trainee civil servants and professionals to best practices of various traditions and paradigms. These professionals, no doubt, would ultimately contribute to better perform their duties by way of synthesizing the

national and international practices, thereby providing a conducive environment to promote dynamism at work. The tailor-made programs have provided a ground for the stakeholders (trainers, sponsors, trainees and beneficiaries) to change the rather traditional supply driven unidirectional approach to human resource development by a partnership-oriented demand driven approach.

14.2.1 Demand-Driven Approach

Interviewees highlighted the need to apply a demand driven approach in future capacity building projects. In this connection, they stressed the importance of the shift from staff development abroad to home grown capacity building project efforts. This shift has had great impact on strengthening institutions in Ethiopia and has made significant inroads for sustainability. Increasing conducive professional environment minimizes the perpetuity of dependence which had been the dominant trend in the past. The pioneering design and development of the new LLM curriculum for six post graduate law specializations in the framework of the Justice Capacity Building Project (2012-16), hosted at Mekelle university could be cited as examples of sustainability and institutionalization resulting from such capacity building programs. In this regard reference was underlined to the program on Legislative Drafting.

One of the professional rarities in the justice sector institutions was the absence of trained professional personnel in legislative studies and legal drafting that could assist in the drafting of bills. Until recently, there was no single individual with a professional training in this field in the entire public service. The Ethiopian higher institutions of learning had little to offer, either. In light of this, one major area of specialization identified and proposed for intervention was a solid training program in legislative drafting to which the Justice Capacity Building Project (2012-2016) responded successfully by training at Mekelle over 10 professionals at a postgraduate level.

Interviewees did not conceal their regret that the capacity building projects have not succeeded in making the professional environment more conducive for the participation of women as well, due to traditional constraints. The sources of participants are governmental offices with a lack of female professionals. This situation has called for a fresh approach on how to design and implement gender sensitive capacity building projects. It requires a focus of gender **main-streaming** strategy on specific areas for each institution and experience of dealing with specific issues regarding women's domestic responsibilities in the institutional and cultural contexts of

gender relations in the Ethiopian society. In this context, issues related to gender and other forms of discrimination have now been placed on the capacity building agenda.

14.2.2 Miscellanea

The interactive method of teaching introduced in the higher institutions of learning through the justice capacity building projects has effectively replaced the traditional one way- preaching like method of teaching. One of the success stories pertains to the fact that the trainees who have taken part in both the short term and post graduate programs have expressed on different occasions that they have successfully replicated the modern methods and teaching skills and assessment methods which they have obtained from the trainings in their respective institutions. In addition to gaining deeper knowledge and better skills, the mandatory research dissertations were carefully selected to assist the respective institutions to study some of their problems. In addition, the dissertations are now utilized as reference and supportive material to the respective institutions from which the course participants were drawn

capacity building projects of this kind need to, in principle, be owned by the counterpart beneficiary for whom and with the expressed request and consent, they are designed. It has been noted that these capacity building projects are primarily a domestic affair in terms of ownership although a joint assessment and analysis of needs between sponsors and domestic actors had to be carried out before a project for implementation is designed and approved (*Former Minister of Justice*).

Nevertheless, in order to facilitate a smooth implementation process, it has been habitually the case that representatives of the stakeholders (the counterpart, the sponsors and service providing institution) formed a management committee to oversee the activities periodically, in most cases every six months.

Through the capacity building projects, the local host institutions have established and consolidated relationships with various institutions abroad including the Netherlands, Austria, Germany, the UK, South Africa and other countries. Mekelle University could be cited as an example where the staff of its law faculty through their access to the **database** of the University of Amsterdam have benefitted and were able to publish articles in scientific journals utilizing sources which otherwise could not been available without paid subscription.

Part Four: Concluding Remarks and Recommendations

15. Concluding Remarks

1. This study has documented key factors which have influenced the implementation modalities and outcomes of capacity building projects in the justice sector institutions in Ethiopia based on two Justice Capacity Building projects: Project I (2003-06) and Project II (2012-16) for the justice sector institutions.
2. The reviewed capacity building projects have contributed to improved performance in a number of ways.
 - a. *Individually, the capacity building programs provided human capital which raises the performance and productivity of the personnel.*
 - b. *Improved effectiveness of the institutions as they capture returns from the individual's improvement.*
 - c. *Innovation in the institutions meant that the culture and mind-set changes, new and better ways of doing things are introduced.*
3. Despite variations in their responses, the interviewed high level officials and questionnaire respondents have demonstrated that the projects have improved the performance of the personnel and of the institutions. They further explained how useful, relevant and effective the skills acquired as a result in the core activities of their respective institutions were.
4. The respondents and interviewees underlined that the design and implementation of the capacity building programs at home instead of sending personnel abroad as in the past have generated multiple advantages: cost effective, combining studying while working, creating a paradigm shift in perception of staff development, minimizing brain drain.
5. Some respondents reported that the logistical support provided by the host institutions was insufficient to the course participants especially for those who came from the regions for the program. Some others complained that their institutions did not fully relieve them of work for the duration of the study. This affected them negatively and created differences in their performance vis-à-vis their student colleagues thereby disadvantaging the former.
6. Request for additional specialized programs and short term trainings was on the agenda of the justice sector institutions in view of the ever changing circumstances and booming

economy which would demand new skills and knowhow to deal with cases and issues arising from new developments.

7. Gender issue was thoroughly discussed with the high level officials during and outside the interviews who often admitted that the participation of women was insufficient although some progress was made compared to previous projects. They strongly expressed their commitment to redress this issue in the upcoming capacity building projects and adopt a fresh gender perspective in every phase of the project process. The percentage of female participants will be raised in all the project components of the programs to an equal level between men and women. This figure is now achievable in view of the increasing intake of female participants in the different Ethiopian universities over the last decades.
8. There was a consensus among all respondents and interviewees that one of the unique features of the capacity building projects pertains to the pioneering role they have played by launching the first post graduate study in the field of Law in Ethiopia, which instantly spread to the faculties of the universities throughout Ethiopia. This has further impacted on changing the concept and practice of staff development which in the past was seen as synonymous with sending personnel abroad.
9. One pressing demand by the overwhelming majority of the participants in the impact assessment exercise relates to possibilities of obtaining opportunities for higher education, notably at a PhD level abroad. While, in principle, there is no reason to discourage potential aspirants for higher professional education and scientific research, experience has shown that such sponsored PhD opportunities in the past were not as productive in terms of delivery and completion of the program.
10. The survey assessments reveal that the capacity building projects have helped institutions to retain their professional work force for an extended period of time partly by providing opportunities of further education and partly through strict procedures of mandatory contractual services by the course participants after completion of the sponsored post graduate programs.
11. One major unintended effect of the capacity building programs relates to the circumstances leading to the strengthening of the neglected private sector. Most, if not all, capacity building projects in the past were focused on strengthening the public sector

institutions of the government to the exclusion of the private sector. This situation, however, eventually led to the exodus of personnel who were trained in the framework of the capacity building projects in the public institutions quitting their jobs to join the private sector due to problems related to economic pressures. This often happens after the completion of the mandatory services at the institutions that had sponsored their studies. This could be seen as a compensation for the neglect of the private sector, though.

12. The assessment has elucidated and substantiated the assumed linkages between the capacity building trainings provided and the intended or observed benefits in the institutions. This link is clearly demonstrated in, for instance, the legislative Studies and Legal Drafting Directorate of the Federal Attorney General where increased professional skills and performances can be attributed to these capacity building programs.
13. The review revealed that assessment of the capacity of the beneficiary institutions is a prerequisite in the decision-making process on capacity building in Ethiopia

16. Recommendations

The recommendations below do particularly intend to help bridge gaps and overcome constraints encountered in the course of the implementation of previous projects.

1. Engagement of the Stakeholders Including Beneficiaries

Engagement of beneficiaries in the design and implementation of the capacity building projects in a structured manner is crucial to ensure that resources are optimally utilized in order to bring about the intended results. This will further enhance the possibility of ownership of the project by the beneficiaries.

As capacity building and training in the past has too often been supply driven, local ownership has been undermined. The new approach is in-line with the Paris Declaration on aid effectiveness, which sees capacity building as an endogenous process with externals playing just a supporting role

2. Gender Mainstreaming

It is strongly recommended that the gender issue is clearly defined and properly contextualized in the project document not only in quantitative/ quota terms but that gender related issues are duly incorporated in the syllabus, teaching and research in all the programs including the LLM and the short term training programs. In other words, gender issues need to be mainstreamed and

featured prominently in all the capacity building programs. In addition, special considerations for women who seek assistance need to be assumed from the outset given the Ethiopian socioeconomic and cultural context.

3.Proper Utilization and Placement of the Trained Personnel

As such capacity building programs are designed in consultation with the beneficiary institutions on the basis of needs, it is important that a prior understanding is reached among the partners to the project that the trained personnel in the framework of the capacity building projects is utilized properly/productively after completion of training/study

4.Empowerment

In order for capacity building projects to be sustained, it is important that they are designed and implemented with a foresight that knowledge and capacity are eventually moved to the counterpart. This would create an enabling environment for taking over the programs by the beneficiaries.

5. Appreciative Inquiry Approach for Conducting Capacity/Needs Assessment

In the course of the need assessment exercises for particular beneficiary institutions, it would minimize the need for intervention if the preparation of the project takes account of existing capacity, home grown solutions and recognizing existing skills.

Such inventorying exercises would assist to identify the precise needs and deficiencies warranting capacity building intervention.

It is also highly recommended that insiders take a prominent role in the assessment of capacity of institutions for outsiders often have a limited understanding of what is going on inside thereby risking being based on superficial observations of just what an organization fails to do and what it doesn't have.

6. Monitoring Process

It is highly recommended that a rigorous monitoring structure composed of the **stake-holders** is in place as soon as a project of capacity building nature commences. This enables to oversee the activities under implementation. Such monitoring process, otherwise called process evaluation, helps to determine whether the programs are delivered as intended to the targeted participants.

7. Negotiation

Negotiation is the entry stage for the stakeholders where needs and problems that warrant intervention are shared in order to create an agreement to avoid discrepancies. Early negotiation among the stakeholders aims at creating a common ground on the precise needs and desired outputs of the projects, thereby setting out the general path to effect the implementation of the project.

8. Context and Observation Techniques as Essential Elements

Context refers to the general setting that provides the socioeconomic, cultural, beliefs and value systems in which implementation of projects take place. It is, therefore, essential to take account of context and observation techniques in order to be able to understand invisible motives, meanings and interpretation of experiences.

9. Project Management and Reporting

It is extremely important that there is sufficient skill and capacity to manage, administer and prepare professional progress report of the implemented activities and utilized expenditure by all stakeholders in particular the beneficiary institutions where the implementation of the projects take place.

10. Redundancy

It is frequently observed that capacity buildings of similar content are organized by different donor countries for the personnel of the same beneficiary institutions, making the capacity building endeavor not only superfluous and unneeded, but also time consuming and boring, not to mention the wastage of resources.

In light of this, it is essential to double check that the proposed project is not clashing with an already existing project.

The capacity building projects must be tailored to existing capacity in order to ensure effectiveness and to avoid unintended distortions. Assessment and inventory of institutions is thus a central element of preparing for implementing capacity building projects.

11. Documentation

Proper documentation of previously implemented projects and best practices are important sources for designing new projects as they will provide the basis and help avoid unnecessary repetitions.

12. Urgency for New Fields of Specialization

In view of the increasing social and economic reforms and new developments underway in Ethiopia, the heads of the justice sector institutions have strongly urged for new specialized areas of law in order to be able to address the newly evolving realities.

13. Effective and Selective Use of ICT

It is highly recommended that the capacity building projects incorporate a component for intensive utilization of information technology in the process of the implementation of the programs for technology and web-based lectures and trainings have become the most appropriate instructional methods and effective means in the transfer and creation of knowledge. However, in view of the circumstances related to the access and availability problems in Ethiopia, it requires a selective application and utilization of the IT resources in the teaching/training process.

14. Establishment of Alumni Association

One of the objectives of this assessment was to take a further step in forging lasting links by establishing a general alumni network for the former course participants of the Amsterdam-Ethiopia projects. The value of a network such as this is significant in terms of establishing dialogue between those who are best placed to provide valuable input into how future projects can be shaped to best meet the emerging needs of Ethiopian institutional and business infrastructures. To that effect, the creation of a forum of graduates of the capacity building programs under review is a valuable resource for establishing "joined up" attitudes to issues of capacity building in Ethiopian society.

Currently, the establishment of the proposed association is underway following the March Impact Assessment Conference of 2018 in Addis Ababa. In light of this, a committee composed of a number former students has been formed to take the initiative and carry out the procedural and substantive aspects of the upcoming association. The list of alumni is attached in this report as an annex. It should also be underlined that the conference participants in March 2018 highlighted the need and urgency of the establishment of this association in view of the variety of activities and interests that the former graduates have been looking for upgrading their professional career. It was proposed, among other things, that the association will create a web portal with a number of opportunities envisioned to benefit members: further educational opportunities, Job openings, publication possibilities, conference invitations, database services etc.

Accordingly, methods and some preliminary items pertaining to a sustained alumni link were further discussed and the following was proposed on how to go about with respect to the creation of the link.

14.1 Website and website lay out

Website with details that could be accessed through a general website about the Ethiopia Capacity building Projects and its alumni will be designed:

1. Introductory page
 - a. About the Project Coordination Office
 - i. AEPICAB/ECB Projects have been running for the last 25 years and have achieved much in the area of educational capacity building in Ethiopia.
 - ii. List of Projects
 - iii. List of funders
 - b. Educational Opportunities
 - i. Future projects in legal education
 - ii. How to apply for a place
 - iii. Requirements etc
 - c. Members Area
 - i. Access to **alumnus** email address
 - ii. Meeting information
 - iii. Job board (needs external promotion to start it off)
 - iv. What Next?
 1. Further post-LLM qualifications
 2. Publication submission information
 - v. Legal database access?
2. Questions that need to be considered
2. Where to host
3. Cost and maintenance

Part Five: Annexes

Annex I: List of Implemented Projects (1992 – 2017)

List and short description of successfully implemented projects

A summary Description of Capacity Building Projects implemented in Ethiopia by ECBI based at the University of Amsterdam (1992-2017):

The capacity building projects for human resource development have, until today, been implemented by the University of Amsterdam under the “Ethiopia Project Coordination Office” in cooperation with various Ethiopian Institutions. These have mainly focused on three inter-related domains: Training, Research and Consultancy.

Depending on the needs and nature of the specific requests made by different beneficiaries, the capacity building/related programs implemented in the framework of the human resource development in Ethiopian institutions incorporated short-term training and post-graduate programs for professionals and high level government officials. In addition, limited research and consultancy services have selectively been organized upon requests.

The following section provides a brief description of the programs organized in the framework of human resource and staff development projects.

1. Training Programs

1.1. Post-Graduate Courses:

1.1.1. MA in International Relations for senior diplomats of MoFA and high-level government officials (1992-1994)

This project was designed in response to the specific request made by the Ministry of Foreign Affairs for a tailor-made program for its diplomatic personnel in the field of International Relations and International Law. The main objective of this tailor made program as described in the project documents was “to alleviate the technical capacity problems of high-level personnel including the diplomatic staff of the Ministries of Foreign Affairs,

Finance, Trade, Information, Defense and the Office of the State Committee in Defense and Foreign Economic Affairs.” This program was implemented as a long-distance learning program targeting 27 government officials and diplomats. The program contained foundation and advanced courses in International Relations, International Economics and International Law leading to an MA degree that was awarded under the auspices of the University of Amsterdam. Funding for this training program was provided by the Ministry of Development Cooperation of the government of the Netherlands.

As to the structure, content and sequence, the program was based on 20 months of intensive study with two core courses, International Law and International Relations, 10 weeks each. Advanced courses followed. Participants were required to sit for a written entrance examination testing, inter alia, their English language writing skills. Upon admission to the degree course program they were provided with course materials in the form of copious readers. They also received so-called written control questions on a regular basis. Lectures and workshops on specific topics and a seminar were organized dealing with the contents of the basic courses, introducing the advanced courses and the lecturers as well as invited guest lecturers. The Advanced Courses were concluded with a seminar during which the participants presented and publicly defended their final papers (thesis of 30-40 pages) on one of the topics taught in the advanced course. A graduation ceremony at the University of Amsterdam concluded the program for successful candidates. Unsuccessful candidates could repeat the examination after a period of three months.

1.1.2 MA in International Law for Members of Parliament and High-Level Government Officials (1996-2005).

This course was particularly designed and offered for members of the Ethiopian Parliament. This program was run three times during three consecutive periods (1996-2005), each reflecting contemporary developments in international law based on the general phenomenon of the internationalization of law. The relevance of this training program in international law lies in the fact that the new constitution of the federal government has incorporated several international treaty provisions particularly in the field of international human rights, international environmental law, international economic law and international humanitarian law etc. The purpose was to enhance the ability of selected key personnel of the Ethiopian parliament and of its main standing committees and technical staff to carry out their legislative functions as lawmakers in full awareness of the requirements of international law. Although lawmakers normally hold office for a limited number of years, the skills and expertise acquired through the MA training programs continue to be much in demand in the public and private sectors. The UNDP, Dutch Embassy and the Parliament were the main financial backers of the program. In all the three rounds of the MA training program, over 120 members of Parliament enrolled in the program and ± 90 successfully completed the courses and other requirements and graduated with an MA degree.

1.1.3 General LL.M. Course for the Academic Staff of the Ethiopian Civil Service College (1998-2001).

In the framework of the Staff Development (1998-2001) for the Ethiopian Civil Service College sponsored by the Dutch Development Cooperation an LL.M course and a curriculum development project were launched for the law faculty of the Ethiopian Civil Service College (ECSC). This project included three important components: a postgraduate program at an LL.M. level for the teaching staff of the ECSC law faculty, a new curriculum designed for the undergraduate program of the law faculty (ECSC) and a short-term teaching assistance program to upgrade the teaching skills of the lecturers of the faculties of the Ethiopian Civil Service College.

This project, like others designed by the UvA’s Ethiopia Project Coordination Office was in particular aiming at upgrading the new approach to capacity building programs in Ethiopia so that it enabled the graduates of this program, all full time teaching staff of the ECSC, to pass on their newly acquired skills and knowledge to the trainees in their charge. In this way, the capacity building achieved at higher degree of immediacy and impact compared to what it would have been had the teachers gained their post graduate degrees completing courses taught abroad. It is also important to underline that this LL.M postgraduate degree course was the first of its kind in Ethiopia as a whole and has already served as a model for the introduction of LL.M programs in other Ethiopian law faculties and institutions.

1.1.4 Two rounds of Specialized LL.M Programs (2002-2006) Hosted at the Ethiopian Civil Service College

Encouraged by the successful implementation of the pioneering LL.M programs at the Ethiopian Civil Service College, a new request was made by the ECSC to undertake two consecutive courses, this time comprising several specialized modules. Accordingly, the program was structured in three phased blocks comprising the core courses, elective specialization courses, literature courses and writing of research-based dissertations. The core common courses were offered for all course candidates who then were required to choose amongst several specializations including: Legal Theory, legal Drafting, and Research Methodology. These specialized programs were specifically designed and offered for judges, public prosecutors, legal experts drawn from the various branches of government including the justice sector institutions. From 2002-2007, 50 graduates successfully completed the course and obtained their LL.M. degrees. This specialized LL.M program was sponsored by the Royal Dutch Embassy in Addis Ababa.

1.1.5 Specialized LL.M in the Framework of the Staff Development and Training the Trainer Project at the Ethiopian Ministry of Justice (Now The Attorney General) (2003-2006).

These LL.M courses were designed taking account of the special requirements of and adapted to the local needs of Ethiopian Institutions of the justice sector. Participants in this LL.M program were drawn from federal and regional institutions operating in the Justice sector.

1.1.6 MBA level course organized in cooperation with the Faculty of Economics of the University of Amsterdam.

This course was implemented by HES Amsterdam in collaboration with the Economics faculty of the University of Amsterdam. The beneficiaries of this program included civil servants and high-level officials of the regional government from which 24 candidates graduated.

1.2 Short Term Training Programs

In addition to the above described post graduate programs (LL.M, MA, MBA), ECBI/AEPICAB based at the Faculty of Law of the University of Amsterdam (UvA), the ECBI was also invited to design and implement a series of short-term programs, not exceeding six weeks each with a particular focus on the enhancement of hands-on-skills in dealing with various professional needs. Indeed, such requests were made by Ethiopian institutions including the Ethiopian Civil Service College to impart new teaching methods and skills to their teaching staff, and by the Ministry of Justice to “train trainers” of judges and public prosecutors in advanced teaching methods, by the Ethiopian Federal Parliament to train key personnel in Trade Law and Trade Policy in view of Ethiopia’s envisaged accession to membership of the World Trade Organization. Two other short-term courses were also organized and held for committee members of the Ethiopian Federal Parliament and for the speakers of the regional parliaments on Legal Drafting and Parliamentary democracy. Another short-term course was commissioned and implemented by the University of Amsterdam as part of the Ethiopian government’s effort to enhance the capacity of senior legal personnel of the Armed Forces and the Ministry of Defense to deal with the new draft military code based on the principles of international military and humanitarian law.

In December 2007, on request by the former Ethiopian Ministry of Capacity Building, the Law Faculty (UvA) was invited to design and implement a “Training the Trainer” program for senior judges and public prosecutors who have been designated to train at the Ethiopian Judicial Organs Professionals Training Center based in Addis Ababa.

From Nov.2008- Feb.2009, The Ethiopian Institute of the Ombudsman invited the Law Faculty of the University of Amsterdam to design and implement a course on “Legal Reasoning” and the “Training of trainer” programs for investigators and trainers who have been recruited to work at the Office of the Ombudsman.

2. Research and Consultancy

Along with the training programs, a variety of activities have been organized in the area of research and consultancy. The beneficiaries of these programs have been individuals and institutions in the public sector.

2.1 Doctoral (PhD) Research

In an attempt to upgrade the capacity of the teaching staff of the ECSC and to confidently take over the responsibility to run a fully-developed in-house LL.M course, a program of doctoral studies was incorporated in the Staff Development Project of the ECSC (2002-2006). Accordingly, five selected candidates embarked upon a research for the writing of doctoral dissertations on various approved legal topics. According to the structured schedule, 3 PhD candidates out of five were able to complete their studies in this project.

2.2 Book: Research and publication of the book entitled “Human Rights Commissions and the Office of the Ombudsman throughout the World” (2001. pp 980)

At the request of the Ethiopian Federal Parliament, an international conference was organized and held in Addis Ababa in May, 1998 on the legislative and functional aspects on *Institutions of Human Rights Protection and the Office of the Ombudsman throughout the World* with a view to assembling material and practice of a wide spectrum of countries. The conference brought together experts and perspectives on institutions of Human Rights Protection from many countries with experience regarding such institutions. The results of the conference that were eventually published by Kluwer International provided valuable material for the Ethiopian Parliament supporting its effort to draft relevant legislation leading to the establishment of the two institutions in 2004.

2.3 Designing of a Law Curriculum for the Law Faculty of the Ethiopian Civil Service College (1998-2001)

In an attempt to upgrade relevance and quality of its teaching program, the ECSC requested assistance in the design and development of its curriculum for the teaching of its undergraduate law program. The new curriculum was designed by UvA experts in the frame work of the above mentioned project and duly implemented in 2001 in collaboration with the staff of the Law faculty of the ECSC. Unfortunately, due to reasons, this new curriculum was discontinued after a while as the undergraduate program was completely closed down.

2.4 Feasibility Study for Establishing a Center called The Federal and Regional Governments Studies at the Ethiopian Civil Service College (2000).

At the request of the Ethiopian Civil Service College, the Faculty of Law (UvA), through the Ethiopia Project Coordination Office in Amsterdam, carried out a feasibility study in 2000 of the viability of establishing a research center at the ECSC that could be of assistance for the federal and regional governments in Ethiopia. The central objective of the Research Centre is to overcome institutional and structural difficulties the federal and regional governments are experiencing with the assistance of scientific research.

The background for the setting up of a Research Centre is warranted by the stated objectives of the federal government to establish good governance, participatory democracy and balanced development in Ethiopia. The Ethiopian Civil Service College was founded in 1992 primarily to provide residential professional training for the regional and federal government institutions. Its foundation constituted one of the first steps towards enhancing and building capacity at an institutional level. The ECSC remains the only one of its kind in Ethiopia and its facilities are in fact amongst the scarce resources in the country that professionals who have been trained in international institutions can rely on.

The feasibility study was carried out by members of the Law faculty of UvA, namely Prof. Andre Hoekema and Dr. Haile Selassie Gebre Selassie. The activities of the center focused on issues related to the executive branch of government and the functioning of the judicial

branch, specifically to the relations between the government and the people: relations between the regions of the country and central authority; to the rule of law and to forging a partnership between the many different peoples and cultures.

The establishment of this center is in line with the basic activities of institutions of learning, especially civil service institutions engagement and commitment to communicating and exchanging information about the functioning of the Regional and Federal Government systems that have been set up in the country. Ethiopia is seeking to establish a sustainable democratic framework in civil and professional society, and it therefore needs high quality research centers with the latest research tools and researchers engaging in sustainable capacity building activities like conference, publications and other activities involved in scientific research.

2.5 Feasibility Study to Establish a Parliamentary Research Institute at the Ethiopian Parliament (2001).

In an endeavor to enhance its own structural and operational capacities, the Ethiopian Federal Parliament commissioned the Faculty of Law (UvA) to carry out a feasibility study on the establishment of a Parliamentary Research Institute in 2001. The purpose of setting up such an institute was to provide research services for parliamentary drafts-men/women and members of parliament to improve the quality of legislations. We are pleased to note that recommendations made in the feasibility study have had the desired impact, leading to the establishment of the proposed institute.

2.6 Project Design and Development for Legal Education Reform of the Law faculties in Ethiopia.

Although most of our programs have been successful, there are some regrettable exceptions, such as the comprehensive legal education reform project for which a substantial amount of work had already been carried out including the needs assessment-study for the Eight Law Faculties in Ethiopia. However, due to circumstances/facts beyond our control, this project had not materialized.

3 Justice Capacity Building Project (2012-2017).

This project contains four components: an LLM taught program in six specializations, three rounds of training of the trainer program, three rounds of training of public prosecutors and investigators, and a PhD level research to be carried out in cooperation with the University of Amsterdam and other collaborating universities in Europe. This project is sponsored by the Netherlands government and implemented by the University of Amsterdam in collaboration with Mekelle University hosted by the Ethiopian Ministry of Justice in Addis Ababa.

Annex II: List of Alumni, Ethiopia-University of Amsterdam (1992-2017)

Staff of the Ministry of Foreign Affairs (1992-1994)

NO	Name	Former title/ position institution	Recent title/ position/institution	Specialization
1	Addisaleme Balema	Ambassador to China	Tigray regional deputy president	IR (International Relation)
2	Berhanetensai Woledsenbet	Ambassador to Germany		MA/IR
3	Tewolede Gebru	Ambassador to Sweden	IGAD	MA/IR
4	Assefa Mamo		Deceased	MA/IR
5	Seyoum Mesfen	Minister of Foreign affair	Minister at PM office	MA/IR
6	Mebrat Beyene	Diplomat	Pension	MA/IR
7	Kassech Girmay		Deceased	-
8	Abraha Hailemichael	ARA		-
9	Hailekiros Gessesse	Ambassador to China		MA/IR
10	Tebeje Berhe	Diplomat	Ambassador	MA/IR
11	Salome Taddesse	Diplomat		MA/IR
12	Aklilu Woldemariam	Diplomat		MA/IR
13	Gebreselassie Haile	Diplomat		MA/IR
14	Negash Teklu	WALTA News Agency		MA/IR
15	Fesseha Asgedom	Ambassador to Israel	Pensioned	MA/IR
16	Mulugeta zewdie	Diplomat	Ambassador to Sudan	MA/IR
17	Tesfay Woldemariam	Immigration head		-
18	Kiros Sultan (Dr)	Djibouti counselor		MA/IR
19	Hagos Gebrewahid	Foreign Ministry Staff		MA/IR
20	Tekleab Kebede			MA/IR
21	Wahde Belay	Spokes' person of M of foreign affair		MA/IR
22	Lissan Yohannes	M of Foreign affair	IGAD	-
23	Fesseha Mezo	Diplomat	Pensioned	-
24	Berhane Gebrechristos	Ambassador to USA	Ambassador to china	MA/IR
25	Arkebe Ekubay	Mayor of Addis	Advisor to the PM	MA/IR

MPs and Staff of the Ethiopian House of Peoples Representatives (1996-2000)

NO	Name	Former title/ position/institution	Recent title /position/institution	Specialization(IL: International Law)
1	Dechasa Lenjiso	Member of parliament	Member of parliament	MA/IL
2	Debito Chorito Ibero	MP		MA/IL
3	Feleke Mekonnen	Member of parliament		MA/IL
4	Semere Sesso	Member of parliament	HPR Director	MA/IL
5	Dawit Yohannes	Speaker of the house	UN Diplomat in New York	MA/IL
6	Ataly Tassew	MP		MA/IL
7	Petros Olango	Deputy Speaker to HPR		MA/IL
8	Yohannes Haliu Bogale	MP		MA/IL
9	Tereche Nigatu	MP		MA/IL
10	Ermais Maseret	MP		MA/IL
11	Yelbu Lijalem	Member of parliament	Diplomat	MA/IL
12	Assaye Negussie	MP		MA/IL
13	Gebreys Mecha Yakmos	MP		MA/IL
14	Mohammed Yimer	MP		MA/IL
15	Eyassu Dalle	Diplomat to China		MA/IL
16	Alemayehu Oljyra Yakmos	MP		MA/IL
17	Shiferaw Benti Seboka	MP		MA/IL
18	Wagnew Ejigu	MP		MA/IL
19	Yonas Gidey Ageze	MP		MA/IL
20	Haile Mehari Medhin	MP		MA/IL
21	Tesfaye Tessema	MP		MA/IL
22	Werde Gessese	MP		MA/IL
23	Haile Halefom	MP		MA/IL

Lecturers of the Law Faculty of the Ethiopian Civil Service University (1998-2001)

NO	Name	Former title/ position/institution	Recent title/ position/institution	Specialization

1	Solomon Negus	Lecturer		LLM
2	Assefa Fiseha	Lecturer		LLM
3	Solomon Abay	Lecturer		LLM
4	Ellen Alem	Lecturer		-
5	Mellese Damte	Lecturer		LLM
6	Samuel Teshale	Lecturer		LLM
7	Getachew Assefa	Lecturer		-
8	Tsegaye Regassa	Lecturer		LLM
9	Harka Haroye	Lecturer, later Minister of Justice		LLM
10	Zemenay Bahta	Lecturer		-
11	Dawit Gemechu	Lecturer		LLM
12	Misganu Muleta	Oromia Region official		LLM
13	Woldemichael Missebo	Lecturer		LLM
14	Esmail Mohammed	Lecturer		LLM
15	Hailu Berhe	Anti-Corruption Commission		LLM
16	Assefa Kessito	Lecturer, later Minister of Justice		LLM
17	Tadesse Debesu	Lecturer		LLM
18	Meseret Tesfu	Lecturer		LLM
19	Elfey Atakelty	Lecturer		-
20	Berhane Woldekiros	-		LLM
21	Ayroit Mohammed	Lecturer		LLM
22	Abdulahakim Mohammed	Lecturer		LLM
23	Mohammed Abdo	Lecturer		LLM
24	Addisu Mengistu	PM Office		LLM

MPs and Staff of the Ethiopian House of Peoples Representatives (2000-2002)

NO	Name	Former title/position/institution	Recent title/position/institution	Specialization
1	Abebe Etana	HPR member		MA/IL
2	Addisu Monjero	HPR member		MA/IL
3	Alemnew Chanie	HPR member		MA/IL
4	Almaz Meko	Speaker of the House		MA/IL

		of Federation		
5	Atakilit Embaye	Woyen News Paper Editor		MA/IL
6	Beide Melaku	Ministry of Foreign Affairs Policy & Planning		MA/IL
7	Edemo Herego	HPR member		MA/IL
8	Eshet Gebre	HPR	Human Right com	MA/IL
9	Fekadu Beyene	Ministry of Defense (Military Lawyer		MA/IL
10	Feleg Berhe			MA/IL
11	Firew Altaye	HPR member		MA/IL
12	Getachew Ayele	Ministry of Defense, Head of Legal Dept.		MA/IL
13	Habtamu Alemayehu	HPR member		MA/IL
14	Haileselassle Gebrekidan	Ministry of Defense (Military Lawyer		MA/IL
15	Hamelmal G/Meskel	Ministry of Foreign Affairs		MA/IL
16	Messaye Demessie	HPR member		MA/IL
17	Namssi Alka	HPR member		MA/IL
18	Negus Lema	HPR member	HPR Personnel	MA/IL
19	Roba Dema	HPR member		MA/IL
20	Saba Teka	Ministry of Defense (Military lawyer)		MA/IL
21	Sekutire Getachew	Abyotawi Democracy News Paper Editor in Chief		MA/IL
22	Shemsudin Ahmed	HPR member		MA/IL
23	Temesgen Omar	HPR member		MA/IL
24	Tesfaye Abera	HPR Staff & Head of Social & Economic Study Team		MA/IL
25	Tsegaye Anjelo	HPR member		MA/IL
26	Weleli Zeru	HPR member		MA/IL

27	Woldu Yemessel	Radio Fana General Manager	Radio, Fana General Manager	MA/IL
28	Yizengaw Assegid	HPR member		MA/IL
29	Ermias Meseret	HPR member		MA/IL

Program hosted at the the Ethiopian Civil Service University (2002-2004)

NO	Name	Former title/ position/institution	Recent title/ position/institution	Specialization
1	Teka Ghebrekidan Gheberegzi	National Security	Fed. Attorney Gen, Deputy	LLM
2	Shimelis Habtewold Habtegabriel	Ministry of Justice		LLM
3	Yohannes Seifu Girma	Ministry of Justice		-
4	Mohammed Mealin seid	Somali regional Govt.		LLM
5	Ahmed Hussein Ali	Somali Regional Gvt		LLM
6	Elias Mohammed Ibrahim	Harai regional Govt		-
7	Gashaw Zewdie gezahegne	Amara regional Govt		LLM
8	Yiheyis Mitiku Haile	Lecturer		LLM
9	Wubishet Shferaw shigultu	Supreme court President		LLM
10	Hirty Mhreteab Abed	Tigray Regional Supreme court President		-
11	Mesfin Baraki Kahsay	Judge in Tigray		LLM
12	Seyoum Teka Bairu	Judge		LLM
13	Michael Teklu Beyene	Anti Corruption Commission		LLM
14	Tadesse Gessesse Phares	Trainer for judges and PP		LLM
15	Befekadu Tolera Duguma	Police Commissioner Addis Ababa Police		LLM
16	Suleiman Dedefo Wosho	Ministry of Foreign Affairs	Ambassador	-
17	Dewano Kedir Haji	Oromia Justice Bureau Head	Diplomat	LLM
18	Berhanu Amenew Dissa			LLM
19	Tadelle Negisho Bayisa	Oromia Supreme Court President	Private Attorney	LLM
20	Demoze Mame Harisho	Deputy Human Rights Commissioner	Electoral board	LLM
21	Abaineh Adane Woldeyes	Lecturer Awassa University		LLM

22	Mekonnen Feleke Rufo	High Court Judge (Southern People region)		LLM
23	Habte Fichala Boncha	Supreme Court Vice President		LLM
24	Hosana Negash Tesema	Supreme court Judge		LLM
25	Getachew Berhanu Gudeta			LLM
26	Nuru Seid Abegaz	Supreme court Judge		LLM
27	Aysheshum Melese Bekele	High ct Judge	Attorney	LLM
28	Woldemichael Missebo	Lecturer		LLM

Program hosted at the Ethiopian Civil Service University (2002-2004)

NO	Name	Former title/ position/institution	Recent title/ position/institution	Specialization
1	Hailemichael Likey Losso			LLM
2	Meskerem Abera	Moj		-
3	Semahegn Gashu	Lecturer		LLM
4	Mastewal Habtamu Assefa	Judge		LLM
5	Tsewaye Muluneh Bachore	Judge		LLM
6	Kalkidan Aberra	Lecturer		LLM
7	Zenawi Yibrah Woldearegay	Ministry of Defense		LLM
8	Fuad Abdulhamid Ali	Judge, in Harari		LLM
9	Nardos Ayalew Belay	Ministry of Foreign Affairs		LLM
10	Geremew Gebretsadik	Legal Adviser to the President of the Amhara region		LLM LLM
11	Maazahaymanot Worku Beyene	Moj		LLM
12	Dessie Seyoum	Judge ,Bahirdar		LLM
13	Belayneh Admasu	Judge in Bahir Dar		LLM
14	Mohammed Berhan Ibrahim	Ministry of Defence		LLM
15	Mesfin Equbeyonas	Federal Supreme court Judge		LLM LLM
16	Kahsay Gebre	Police Commission		LLM
17	Rehila Abbas	Judge		LLM
18	Adey Nigussie	Judge		LLM
19	Bewket Belay Gessesse	Judge		LLM

20	Birru Gebeyehu	Lecturer		LLM
21	Hiwot Tadesse	Judge		LLM
22	Gebru Zenebe Kidanemariam	Judge		LLM
23	Berhane Assefa Reda	Judge, Commissioner of Regional Anti- Corruption Commission		LLM LLM
24	Hirut Melesse	.Supreme Court Judge		LLM
25	Sebhat Aklilu	Judge		LLM

MPs and Staff of the Ethiopian House of Peoples Representatives (2002 -2005)

NO	Name	Former title/ position/institution	Recent title/position/institution	Specialization
1	Abdiwassa Abdilahi	MP		MA/IL
2	Abebe Tesfa	MP		MA/IL
3	Ambachew Abate	MP		MA/IL
4	Asmelash Weldeclassie	MP		MA/IL
5	Birhan Hailu	Minister of Information		MA/IL
6	Bisrat Gashawtena	Deputy Ombudsman		MA/IL
7	Fantaye Legesse	MP		MA/IL
8	Getachew Gebo	MP		MA/IL
9	Getachew Sitotaw	Federal Parliament Staff		-
10	Jemal Dirie	Federal Parliament Staff		MA/IL
11	Mohamoud Dirir Gheddi	MP/diplomat/Ambassador	Min of Foreign affairs	MA/IL
12	Shmelis Shiferaw	MP		MA/IL
13	Tamir Kebede	Federal Parliament staff	HPR personnel	MA/IL
14	Tsegay Asmamaw	MP		MA/IL
15	Woldemichael Chemu	MP/Former Minister		MA/IL
16	Abdulmalik Abubaker	Lecturer		MA/IL
17	Getachew Hailu	Journalist		MA/IL
18	Masresha Mitiku	MP		MA/IL
19	Zenbaba Kayamo	MP		-
20	Ahmed Abdulmejid	MP		MA/IL
21	Almaz Mekonnen	Protocol Head Parliament		MA/IL

22	Amare Hagos	Federal Parliament Staff		MA/IL
23	Berhane Berhe	Federal parliament Staff		MA/IL
24	Desta Tesfaw	MP		MA/IL
25	Melaku Mulualem	MP		MA/IL
26	Abdissa Yadeta	MP/ Youth & Sport deputy Minister	Transport minister	MA/IL
27	Adam Tadesse Kassa	Sport Commission		MA/IL
28	Shumetie Abeje	MP		MA/IL
29	Tawfik Abdullahi	MP/Diplomat/Ambassador	Min of Foreign affairs	MA/IL

Program for Public Prosecutors and Judges hosted at the Ministry of Justice (2003-2006)

NO	Name	Former title/ position/institution	Recent title/ position/institution	Specialization
1	Yalew Teshome	Supreme Court Judge		LLM
2	Ruth Assefa	High Court Judge		LLM
3	Sinafekash	Judge		LLM
4	Mieraf Abera	Judge		LLM
5	Mohanmed Siraj	Judge		LLM
6	Lidya Mesfen	Moj		LLM
7	Manyahihshal Madebo	Moj		LLM
8	Solomon Areda	Vice President First Instance Court		LLM
9	Sebahat Aklilu	Judge		LLM
10	Abeba Anja	Supreme court Judge		LLM
11	Tedesse Gebrewahid	Tigray Region Judge		LLM
12	Habtu Gulbete	Tigray Region Judge		LLM
13	Kumsa Mekonen	Moj		LLM
14	Tesfaye Gebreyesus	Trainer, Judges and PP		LLM
15	Filipos gebregziabher	High Court Judge		LLM
16	Digafee	Judge in Awassa		LLM
17	Abas Mahammed	Trainer, Judges and PP		LLM
18	Tilahun Gebremeskel	High Court Judge		LLM
19	Worku Abebe	Judge in Jimma		LLM
20	Harka Haroye	Minister of Justice		LLM
21	Teshome	Judge in Dessie		LLM
22	Meseret Abay			LLM

23	Yosef Abu	Ministry of Defense		LLM
24	Getachew Tadesse	Moj		LLM
25	Eshetu Woledesemiat	Prosecutor	Private Attorney	LLM
26	Seyoum Woldearegay	Customs, PP		LLM
27	Medhin Kiros	Vice President of Supreme court		LLM
	LLM at the Attorney General in collaboration with Mekelle University			
	Name	Former Title/ position/institution	Recent title/ position/institution	Specialization
1	Abyssinia Fekadu Yeshiwas (F)	Prosecutor		LLM
2	Addis Getnet Temesgen (M)	Prosecutor		LLM
3	Alemayehu Abdisa Korch (M)	Prosecutor		LLM
4	Amal Ahmed Ismail (F)	Prosecutor		LLM
5	Amanuel Getachew W/semayat (M)	Prosecutor		LLM
6	Amelework Agonafer Tekle (F)	Prosecutor		LLM
7	Amelmal Bekelle Tola (F)	Prosecutor		LLM
8	Ashagre Fantaw Bayou (M)	Prosecutor		LLM
9	Ashenafi Molla Berhe (M)			LLM
10	Ashmawe Seifu Abda (M)	Prosecutor	Deputy head of Oromia regional justice	LLM
11	Asnakech Getenet shiferaw (F)	Prosecutor		LLM
12	Ayenew Mesfin Jemberie (M)	Prosecutor		LLM
13	Bamlaku Andargie Tesemma (M)	Prosecutor	Prosecutor	LLM
14	Bashir Sheik Abdi (M)	Prosecutor		-
15	Belayihun Yirga Kifile (M)	Prosecutor	Director of LSDDD	LLM
16	Berhanu Kindeya Gessese (M)	Head of Justice office		-
17	Berhanu Wondimagegn G/medhin (M)	Director	Director	-
18	Betemariam Alemayehu Demis (M)	Prosecutor	Attorney	LLM
19	Birhan Alebachew Temesgen (F)	Prosecutor		LLM
20	Daniel Aregawi Hailu (M)	Prosecutor	Attorney	LLM

2	Demoz Aman Hamda (M)	Prosecutor	Prosecutor	LLM
22	Desta Gebru Megerssa (F)	Prosecutor		-
23	Endalamaw Alelign Menge (M)	Prosecutor	Judge	LLM
24	Ephrem Demeke Kebede (M)	Prosecutor	Prosecutor	LLM
25	Ermias Meles Maru (M)	Prosecutor	prosecutor	LLM
26	Eskender Gezahegn Hailu(M)	Prosecutor	Attorney	LLM
27	Etsub Degene Ayele (M)	Prosecutor	Prosecutor	-
28	Fisseha Jima Geda (F)	Prosecutor		LLM
29	Fitsum Abayneh Abate (M)	Prosecutor	Prosecutor	LLM
30	Fufa Wakwoya Gemechu (M)	Prosecutor		LLM
31	Gashaw Tamir Alebachew(M)	Prosecutor	Prosecutor	LLM
32	Gebretinsae Gebremichael Bairu (M)	Prosecutor		-
33	Gudeta Kenea Leta (M)	Prosecutor	Prosecutor	LLM
34	Haile Taddesse Desta (M)	Prosecutor		LLM
35	Hawi Yadessa Wolteji (F)	Prosecutor		LLM
36	Henok Tesfaye Tefera (M)	Prosecutor	Prosecutor	LLM
37	Heran Gobe Fano (F)	Prosecutor	judge	-
38	Inku Asnake Bashahe (F)	Prosecutor	Prosecutor	LLM
39	Kasshun Berhe Atsbeha (M)	Prosecutor	Prosecutor	LLM
40	Kehulum Yibeltal Yizengaw (M)	Prosecutor	Attorney	LLM
41	Kelemework Mideksa Debela (M)	Prosecutor		LLM
42	Liya Tekle Mengistu (F)	Prosecutor	Prosecutor	LLM
43	Mahder Hailu Gebregziabher (F)	Prosecutor		LLM
44	Mahlet Asfaw Woldegebriel (F)	Prosecutor	Prosecutor	LLM
45	Mammo Ewenetu Adamnew (M)	Prosecutor		LLM
46	Merkneh Alemayehu Wodebo (M)	Prosecutor		
47	Masho Araya Gebreyesus (F)	Prosecutor		LLM
48	Meaza Gudeta Lemma (F)	Prosecutor		LLM
49	Mekdes Fekene Bedaso (F)	Prosecutor		LLM
50	Mekuria Alemu Haile (M)	Prosecutor	Prosecutor	LLM
51	Meron Berhanesillassie W/mariam(F)	Prosecutor		LLM
52	Meseker Tariku Yirefu (M)	Prosecutor	Prosecutor	LLM
53	Misgana Lami Gindaba (M)	Prosecutor	Prosecutor	LLM

54	Fisseha Jima Geda (F)	Prosecutor		LLM
55	Fitsum Abayneh Abate (M)	Prosecutor	Prosecutor	LLM
56	Fufa Wakwoya Gemechu (M)	Prosecutor		LLM
57	Gashaw Tamir Alebachew(M)	Prosecutor	Prosecutor	LLM
58	Gebretinsae Gebremichael Bairu (M)	Prosecutor		-
59	Rihan Nur Ali (F)	Prosecutor	Prosecutor	LLM
60	Rediet Girma Ababte (M)	Prosecutor		LLM
61	Rediet Yilma Lemma (M)	Prosecutor		LLM
62	Robel Hailemeriam Gashaw	Prosecutor	Prosecutor	LLM
63	Robera Achalu Soboka (M)	Prosecutor	Prosecutor	LLM
64	Saba Hailu Gebremeskel (F)	Prosecutor		-
65	Sisay Wondimu Chekole (M)	Prosecutor	Prosecutor	LLM
66	Solomon Getachew Abebe (M)	Prosecutor	Prosecutor	LLM
67	Suliyiman Shigutie Gaso (M)	Prosecutor	Prosecutor	LLM
68	Tekalign Kassa Belay (M)	Prosecutor		LLM
69	Tekalign Bekele Dufera (M)	Prosecutor	Prosecutor	LLM
70	Tesfa Tilahun Debas (M)	Prosecutor	prosecutor	LLM
71	Tewoldeberhan Tsehaye Asfaw(M)	Prosecutor	prosecutor	LLM
72	Tigist Bishaw belayneh (M)	Prosecutor	prosecutor	LLM
73	Tigist Tafessae Gebreyes (F)	Prosecutor	Attorney	LLM
74	Timotewos Wargo Walana(M)	Prosecutor	Prosecutor (region)	LLM
75	Tirhas Gebreegziabher Teklehiwet (F)	Prosecutor	Prosecutor	LLM
76	Tolamariam Megersa Gerbaba (M)	Prosecutor	Attorney	LLM
77	Tseday Gebrehanna Woldearegai (F)	Prosecutor		LLM
78	Tsegaye Hailemariam Shallo (M)	Prosecutor		LLM
79	Wubet Gashaw Melaku (F)	Prosecutor	Prosecutor	LLM
80	Yibekal Gizaw Agonafir (M)	Prosecutor	Prosecutor	LLM
81	Yibeltal Walelign Kebede (M)	Prosecutor	Prosecutor	LLM
82	Yeshak Fekadu Zhewere (M)	Prosecutor	Attorney	LLM
83	Yonas Mesfin Gesese (M)	Prosecutor	Prosecutor	LLM
84	Zelege Dalalo Beriso (M)	Head of Justice Office		LLM

MBA program for members of the Regional Government of Tigray (1998-2007)

No.	Name	Former title/ position/institution	Recent title/ position/institution	Specialization
1	Roman Gebreselassie	MP	GERD (Renaissance Dam)	MBA
2	Tsegay Berhe	Former President of Tigray	Ethiopian Ambassador to Israel	MBA
3	Meseret Gebremariam			MBA
4	Abay woldu	Former President of Tigray	Ambassador to the Netherlands	MBA
5	Hassen Shiffa	Deputy Chief of Federal Police	Sendafa Police University	MBA
6	Kiros Bitew	Vice President of Tigray		MBA
7	Gebreegziabher Ambaye		Private	MBA
8	Gobezay Woldearegay	TPLF Bureau	Tigray Region	MBA
9	Belete Taferre	Former Minister of Environmental Protection		MBA
10	Tewdros Hagos	President of Meles Academy		MBA
11	Daniel Assefa	Mayor of Mekelle		MBA
12	Giday Gebremedhin			MBA
13	Zeamanuel Legesse	Former Commissioner of Tigray Police	Deputy Ambassador to Ireland	MBA
14	Hibur Gebrekidan		Sugar Corporation	MBA

15	Sebhat Nega	Former President of the International Institute for Peace and development		MBA
16	Abraha Kahsay	Senior TPLF member	Private	MBA
17	Solomon Tesfay	Senior TPLF member	Private	MBA
18	Ms. Yewibmar Asfaw	Senior TPLF member	Private	MBA
19	Yemane			MBA
20	Fire H.Michael	Ambassador to Southern Sudan	Ministry of Foreign Affairs	MBA
21	Mengisteab G.Kidan			MBA
22	Kebede Amare	Tigray Region Tourism Bureau	Tigray Region	MBA
23	Ms.Zaffu	Tigray Region Audit Bureau	Tigray Region	MBA
24	Berhe Haile	Radio Voice of Woyane		MBA
25	Mulugeta Gebrehiwot		Addis Ababa University	MBA

Annex III: Interviews, Reviews and References

Interview with Attorney General Berhanu Tsegaye on 21 June 20018

1. What do you think about the justice professionals studying in Ethiopia instead of sending them abroad as in the past?

He clearly stated that the candidates enrolled in the different specializations in the framework of the capacity building programs organized and implemented in Ethiopia carried out relevant research as a requirement to fulfil their studies on issues pertaining to local and institutional problems. This would be hardly the case with those sent abroad in the rubric of staff development. To that effect, the research out of the LLM candidates which was a requirement to fulfill their course work made a significant contribution to overcome capacity related institutional problems.

Furthermore, the lecturers and trainers who were involved in the teaching of the capacity building programs have helped local trainers and lecturers in various faculties to upgrade their teaching skills

More importantly, the capacity building programs so far implemented have made considerable contribution by way of enabling local institutions to be able to sustain the training and teaching programs. Mekelle University could be referred as a pioneering institution to institutionalize a number of highly relevant post graduate programs which were originally designed by university of Amsterdam in collaboration with the Federal Attorney General.

2. A question related to the relevance of the programs and their use to overcome capacity related problems of the justice sector institution.

The Attorney General explained that since the said programs were conceived and designed on the basis of the needs of the institution, they have significantly assisted to overcome the limitations and bridged capacity related gaps.

In particular, some of the specializations offered in the framework of these capacity building programs were vitally important for there was no training in the country in those fields in the past. The specializations in Legal Drafting and Tax Laws were among the new specializations which played a vital role in contributing to the core functions of the institutions.

3. A question related to effectiveness and impact of the training programs;

The Attorney General referred to the skills acquired in Legislative studies which has substantially improved the quality of legal drafting, one of the core tasks of the Attorney General. The executive capacity of the institution has been upgraded, as a result.

4. A question related to coverage and accessibility of the capacity building programs in the different branches of governments;

Although the capacity building programs under review have made a reasonably wide range of coverage in the various public institutions, it should be pointed out that strengthening of local institutions of learning/training must be promoted as an operational strategy in order to guarantee the sustainability of the programs.

5. A question related to the limitations of the capacity building programs:

Although 25 years have elapsed since the commencement of the capacity building projects in the public institutions, issues related to sustainability and ownership of the programs still remain to be of a major concern. In light of this, it is of paramount importance to institutionalize the programs in the home environment for which ownership of the programs is a critical element

Interview with Ato Tsegaye Asmamaw, Deputy Chief of Justice, Federal Supreme Court , on 9 March 2018

1. What do you think about the professionals studying in Ethiopia instead of sending them abroad as in the past?

- Based on the capacity building program designed by University of Amsterdam, providing the professional legal education in Ethiopia has brought basic results and enormous impact on the performance of individuals and institutions in the justice sector. In the past, there were only few educational scholarship opportunities but these capacity building projects have now enabled us to provide opportunities for larger numbers of professionals from the justice sector institutions and have brought about a fundamental change in the practice. Studying abroad was very expensive and has burden for the country's economy. The problem would become worse when large numbers of students are going abroad. It is also the case when the professionals went abroad for further training, their work is

affected at home. On the other hand, the capacity building programs implemented at home have enabled us to study with less expense and for larger number of students at a time without affecting their jobs i.e. learning while working and working while learning. It should also be stressed that training capacity was created at the host institutions as the capacity building programs were organized and offered locally which resulted in the production of educational infrastructure which could be used by the local institution.

2.What do you think about the relevance of the programs in relation to the problems of the country's institutions? Do you think that the trainings and education have relevance to overcome the problems?

- The program have made trained professionals gain a wider international perspective. For instance, the training and education programs in Criminal law have direct relations with our daily activities. For the judges, the programs enabled to see further than only looking at principles set in Ethiopian criminal code, to see issues in relation to international principles. In short, it enabled the judges and public prosecutors to interpret from the vantage point of international criminal law principles.
- One of the concrete impacts is now we are confidently able to use and make references to international laws and principles, when the need arises, in the decision -making process. We have got sufficient awareness to refer to international laws directly in decision. Therefore, we have got an opportunity to enhance our awareness. This is great development and a big change for us. It supported us to understand international laws and institutions in practice, which is a positive impact.

In particular the following areas were critical in bringing a significant impact to our institutions:

- Human Right
- Terrorism
- Sanction
- Sovereignty
- International Law

And International Relations. These areas enabled us to understand easily international law and international relations in practice. Besides, it helped us to make reliable case examinations in courts and to make decision after analysis. It helped us to see alternative principles and interpretations. Their impacts have been greatly felt

3.How do you evaluate in terms of coverage and accessibility of the 25 years capacity building projects?

- The projects have made access to further professional education and wide coverage which have included the legislative, executive and the judiciary organs. It should also mentioned that the knowledge and know how gained by those who took in the programs was imparted to colleagues during practice .However, the quota provided for judges was less in numerical terms. If there is no equal opportunity for judges and public prosecutors the expected results may not be created. There are problems where professionals are not assigned in the fields they have studied from the government side. This activity, we hope, will be addressed in future.

4.What do you think about the limitations of the capacity building programs?

- Duration of the teaching is a little bit less. It is better to adjust. Selections of the subject and materials preparation were good. Using entrance examination has some limitations by itself because there is no room for more people who should be selected. It is better to select with continuous follow up instead of selecting them on the basis of one exam.

4.Do you think more subjects should have been included and need to be included in the future?

- Yes, it is better to include the following subjects or fields of training because these fields are very important for our country due to the increasing problems.
 - Judicial Management/Administration
 - Construction Law
 - International Relations/Diplomacy
 - Family Law
 - Land Law
 - Economic Law

- Alternative dispute resolution
- ICT Litigation
- Regarding Parliamentary procedures

Interview with Ato Teka Gebrekidan State Minister in Charge of Legal and Administrative Affairs and Deputy Attorney General on 8 March 2018

1.What do you think about professionals studying in the country instead of sending them abroad as in the past?

It is true that studying abroad would have an opportunity to get better experience and practice. However, studying in Ethiopia has more advantages:

- In relation to accessibility: This model enables to enroll a larger number of professionals.
- It enables to reduce the scarcity of post graduate educational opportunities (law) in the country.
- It enables to get deep knowledge and awareness because the teachers were highly experienced selected from different legal traditions.
- As the course candidates were exposed to best practices of other countries through their trainers and the training literature they were able to make a synthesis of relevance.
- The research papers mandatory for graduation for the candidates were problem solving because the topics were consciously selected based on the existing problems of the country.
- It was ideal in relation to social life of the course participants, for they would study very close to their family and work which makes it a stable environment.

2.Question regarding the importance of the program in relation to the government work implementation?

- The program has enabled professionals to get additional knowledge and specializing in their fields and broader perspectives.
- In the field of drafting the capacity building programs made them perform their duties with more quality and professionalism. This indeed was a pioneering professional assistance as a post graduate law program had not existed prior to these capacity building programs in Ethiopian Institutions. It should also be underlined that the local institutions introduced their own post graduate programs following the capacity building projects despite initial resistance.
- The professional studies have contributed to and made significant changes in improving good governance and the legal justice system.
- It has made an important impact in the three branches of government which enabled professionals to see their duty from international perspective and practice.

3.Question regarding relevance:

- All the capacity buildings were directly related to activities of the government and after all a need assessment had been conducted before commencement. For instance, Criminal Code, International law, Human right, Drafting of laws are related with the activities of Ministry of Justice.

4.Question regarding practical contributions to the institutions:

- The dissertations and research papers prepared by the course participants are now utilized as supporting materials.
- The professionals who took part in these programs are now serving as trainers because their capacities and skills have been enhanced through the capacity building projects thereby making the trainings sustainable.
- Drafting of laws instead of using traditional practices as it were has now began by professionals based on scientific methods, which is critical impact at the level of the institutions.

5.Question regarding accessibility and coverage:

- Even though the programs provided education for professionals selected from different institutions for 25 years, due to further needs of trained human resource, I would not say it is sufficient. The capacity building programs need to cover wider areas of the civil service and give access to more candidates

6.Question regarding limitations of the programs:

Insufficient lecture time. Students were instructed to do their own reading and present and preparation with out on the spot assistance.

- There were repetitions of research topics. Students were selecting their topic by themselves. There were limitations of selecting topics taking into considerations of the country's need widely.

7. Question regarding more specializations that could be included:

- Administrative law
- Evidence Law (even as a course)
- The rule of law and constitutionalism
- International trade law

Furthermore, providing:

- Providing access for the newly established legal studies and research institution's professionals to strength their capacity.
- We shall enhance roles of professionals to follow up and support with a trained force based on the institution interest.
- We also shall work to provide TOT for trained human resource instead of assigning directly as a teacher without a relevant training.
- Legal Studies, Drafting and Dissemination Directorate and legal Auditing and Inspection Directorate shall lead the educational activities and keep its effectiveness. To be more effective, their professionals also should get educational access.

Interview with Ato Berhan Hailu on 16 March 2018: Former Minister of Justice at the Time the Justice Capacity Building Project was Designed.

1.Question regarding benefits of studying in Ethiopian rather than sending them abroad:-

- It helped us to educate large number of students.
- We, government officials are enabled to make close follow up and support for the teaching quality.
- It enabled to educate students without being far from their families.
- There is possibility of studying and integrating points with the country's existing situations.
- The programs were carefully designed and we selected the specializations on the basis of needs. Existing in house capacity was taken into account, and training programs that could otherwise be organized at home were excluded from the capacity building project. The project was designed on the basis of precise needs of our institutions. In other words, existing capacity was inventoried and exact deficiencies were identified through some form of appreciation in order to give priority to what was lacking.

2.Question regarding changes observed in quality:

- There were no chances of studying in the post graduate program in the past in the field of Law. The post graduate law programs implemented in the capacity building programs could be taken as pioneers in the sense of the introduction of post graduate programs and their spread to other institutions. In addition these capacity building programs made an important impact in terms of the perception of staff development which simply was sending individuals abroad. In fact, there was some resistance at the start that the professionals were interested in going abroad. However, since these programs were introduced that almost all the Law faculties began to compete to commence an in house post graduate program. This has become an important impact in terms of sustainability and reducing dependence. In a short time, the resistance was changed into competition among the faculties.
- Quality and standard the programs were very high because professors and trainers were internationally known and many of them were highly experienced working in international organizations and appointed from different legal traditions
- One important noticeable impact was that these tailor-made capacity building programs were a means for other educational institutions in Ethiopia to benefit and upgrade themselves (ECSC and Mekelle University could be referred as examples of sustainability).

- Students who took part in these programs were able to understand the current international situations properly. Therefore, we have created leaders who apply international laws and principles in relation with the existing situations of the country.
- Our drafting systems are also now able to set with the international practices and knowledge.
- The projects have enabled the professional to provide effective and scientific professional comments in international and bilateral agreements before it gets ratified.
- They have enabled the professionals make relevant participation with the discussion of Human rights reports and being a member of international trade organization.

3.Question regarding accessibility:-

- The program helped many professionals to get access of education. However, Ministry of Trade, Investment Commission, and Ministry of Foreign Affairs should enhance their employees' in education. This shows its limitations and wide educational needs.

4.Question regarding limitations of the programs:

- Though there have been substantial improvement at the end, Ministry of Justice had limitations of coordination, leading properly the activity in the sense of ownership.
- There were limitations of providing texts in soft copy.
- There were limitations in evaluating the result and follow up whether trained professionals are assigned with their fields or not.
- There were few educational opportunities in third degree/PhD.

5.Question Regarding Planning and Budget:

- There were limitations of using budget effectively and efficiently.
- Responsibility and accountability can be said it was good. Its Transparency was also effective.
- Since there were detailed listed budget we changed into practice properly. Sometimes we were using the finance in flexible form.

6.Question regarding what could be done in future to improve the programs:

- We should educate professionals with quality and number by taking into consideration the country's interest and the world's fast growth.
- Educational documents should revise and prepare again.

7.Question regarding Educational fields that can be included:

- Environmental law
- Cyber law
- International trade law
- Business law

8.Question regarding programming:

- We started the program in common understanding with the national and institutions interest. Though the University of Amsterdam brought good educational department, we decided carefully issues presented to include or exclude in the program.

Interview with the Honorable W/o Shitaye Minale, the Deputy Speaker of the House of Peoples Representatives, the Ethiopian Parliament on 20 March 2018

1. What do you think of organizing the capacity building projects for the staff and MPs at home instead of sending them abroad?

There are several advantages:

Undetached from their immediate environment would mean they could relate theory and practice on a daily basis with their assignments. In other words the programs would become problem solving and the chance for the principles and theories taught in class could have immediate use at work.

The materials produced and the experience gained in the teaching and learning process would generate an educational infrastructure that could be used for the next generation of the MPs and the staff, thereby making it sustainable.

This model is cost effective in terms providing of accessibility in view of the shortage of human resources, and to a certain extent could prevent brain drain which many African countries have suffering from.

2.Question regarding the relevance contribution of the training programs to the government at large

It is quite natural that training and education of this kind increases capacity and competence of professionals and MPs.

Specifically, this type of international programs are expected to broaden their horizons of thinking and provide participants international perspectives to better comprehend the world in the age of globalization. This is indeed highly relevant for MPs who are engaged in the making of laws, to get a comparative outlook with that of other countries. She also mentioned the international context of the constitution with a large percentage of provisions internationally oriented, the training s have greatly contributed in the work of the standing committees and the MPs at large. The trainings in WTO laws, Parliamentary Democracy and Legislative Drafting were among the very critical trainings given in the capacity buildings projects as far as the work of the Parliament is concerned.

All in all, the institution has benefitted significantly from the capacity buildings organized in the parliament

3.She was asked to reflect upon if there were limitations in the programs:

This model of capacity building programs should have continued to strengthen the work of the Parliament. Compared to the other branches of government the parliament has less experts. This model of training programs could in the long run support to be able to create sustainability in our institution.

Interview with Ato. Belayhun Yirga, Director of Legislative Studies, Drafting and Dissemination Directorate at the Attorney General, on 17 April 2018

1.What do you think about the roles of the program in facilitating studying in the country instead of studying in abroad?

- Previously there were few educational scholarship opportunities to send people abroad. But now the capacity building projects enabled to provide professional education and training for large numbers of students in the country and brings a substantive impact in the functioning and delivery of services in the justice sector institutions.
- Previously when professionals were sent abroad for further education, only few returned to their homeland.
- The other problem is, when the students went abroad, their jobs were seriously affected.
- Studying students abroad is very expensive and has enormous pressure for the country's economy. The problem even becomes more when larger numbers of students are sent.
- So the capacity building programs have helped to teach and train more professionals with less resources and without affecting their job...
- These capacity building programs are the first of their kind to run domestically and accommodate more professionals designing tailor-made curricula, this indeed is new and a pioneering venture to Ethiopia, and the programs were given in no universities in Ethiopia.

2.What is the degree of importance of the programs especially in the area where there is limitation of human resource capacity in Ethiopia: Do you think the program has had the capacity to partly overcome Ethiopia's institutional problems?

- Yes, the programs are based on the actual needs and demands of Ethiopian institutions. In the most recent Justice Capacity Building project (2012-6), the trainings were focused on the following law LLM professions.
 - **Tax law**
 - **Legislative Studies and Legal Drafting,**
 - **International Human Rights Law**
 - **Alternative Dispute Resolutions Law**
 - **Criminal Justice and Criminology Law**
 - **Constitutional Law**

Most of these fields are new to Ethiopia and there is a shortage of professionals in the area. So I can say that the program is directly related with the problems where by the Ethiopian Justice Sector have limitations and they have been indeed problem solving.

- For instance, the training and education provided in Criminal justice and criminology have direct relations with prosecutors' day today activities. It helps the prosecutors to see international perspective and to analyze cases based on domestic and international practices.

3.How do you see the accessibility and coverage of the projects in their 25 years of implementation?

- I believe that the project is accessible and has had a large coverage. Because the programs have covered institutions in the legislative, executive and judiciary organs. We can see that there are so many professionals who have studied in these projects in the parliament, in the executive branch, in the judiciary and at the private legal practice...
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4.What do you think are the limitations of the projects, if any?

- One of the limitations of the program is the low percentage of women's participation although the policy of the project was to give Equal opportunity to men and women professionals, the number of women professionals who participated in the LLM program and trainings were few. .From this perspective the program had serious limitations.
- Of course, there are reasons for this problem of limitation. The source of the participants is governmental offices. Governmental offices who did not have sufficient number of women employees. So when the offices are requested to recruit women participants to the programs they fail to fulfil the request for there are no sufficient number of women.
- So even if the policy of the project was to give Equal opportunities for women and men it was impossible to do that because of lack of sufficient number of women.
- But as this is the serious limitation of emphasis should be given in the next projects for women potential participants.

5.Do you think more subjects need to be include in future?

- The courses which are already included are good and need based. it is also necessary to include the following subjects or fields of training
- Construction Law
- Economic Law
- judgment writing
- Environmental law

Summary Reviews of the Interviews in the Framework of the Core

Question:

what have been achieved in terms of outcomes and impacts of the capacity building projects on the performance of institutions and individuals?

1.Development of an Educational Infrastructure

The capacity building projects under review in this assessment have helped develop an educational infrastructure in some of the host institutions (ECSC, Mekelle university etc) . Furthermore, institutions including law faculties of other universities have benefitted from such infrastructures in the design of their new curriculum and training programs, delivery and assessment methods. The Federal Attorney General Berhanu Tsegaye, who, at the time of the design and commencement of the capacity building project happened to be the State Minister of Justice, had played an instrumental role in institutionalizing the programs by involving a local academic institution (Mekelle University) to collaborate in the implementation of the project which became the first collaborative venture in the 25 year history of the capacity building projects. This opportunity gave the latter to eventually take over and carry out the programs at the home environment so much so that Mekelle University is currently poised to launch its own LLM program in six relevant specializations.

The Deputy Speaker of the House at the Ethiopian Federal Parliament, at an interview referring to the training programs implemented at the Federal parliament between 1996-2005, said the material produced and the experience gained in the teaching and learning process at the Parliament in the framework of the capacity building projects have generated an education a under review l infrastructure that could be used for the next generation of the MPs and the staff of the House thereby making it sustainable. Similarly, Attorney General Berhanu Tsegaye

confirmed that local institutions have made use of the tailor made capacity building programs in the course of the development of their post graduate studies.

2.Exposure to and Gaining New and Broader Perspectives:

The interviews with the relevant authorities invariably confirmed that the capacity building projects implemented in Ethiopia in collaboration with several public institutions are believed to have provided the necessary knowledge tools/ skills and professional competence and attitudes required to fulfill duties and bear responsibilities for personnel engaged in different capacities. The Deputy speaker of the House at the Federal Parliament explained that the type of training programs implemented at the Parliament have broadened the thinking horizons and perspectives to better comprehend the world in the age of globalization. She confirmed the trainings were indeed highly relevant for MPs who are engaged in making laws which often helped them gain a comparative outlook with that of other countries. The Deputy speaker also mentioned the international context of the Federal Constitution containing a large part of its provisions being internationally oriented to which the capacity building programs have immensely contributed to the work of the standing committees and the MPs at large. The trainings in WTO laws, Parliamentary Democracy and Legislative Studies could be cited among the very vital training programs given in the capacity building projects as far as the work of the parliament is concerned, she added.

Furthermore, the projects have provided the trainees, young and middle age, who have taken part in these programs with a fresh perspective to better understand the globalization process and acquire the necessary skills to utilize ICT by accessing data relevant to their profession thereby broadening their horizons. (Deputy Attorney General).

Likewise, the Former Minister of Justice explained “the students who took part in these programs were able to understand the current international situations properly therefore, we have created leaders who could apply international laws and principles in relation with the existing situation of the country”, he explained.

In this connection, the Deputy Chief Justice also underlined that the programs under review have enhanced confidence among the judicial personnel posted at different levels to confidently make references to international laws and principles, when the need arises, in a decision making process of cases.



3.Sustainability

The sustained improvement of the Ethiopian Justice sector is crucial to the country’s development. According to the Federal Attorney General and the Deputy Chief of Justice, the capacity building programs have provided all stake holders with the opportunity to help realize this objective. Referring to sustainability, The Deputy Speaker of the House also underlined that this model of capacity building programs should continue to strengthen the work of the parliament in view of the fact that the parliament has less human resource experts compared to that of the other branches of government. This model of training programs could in the long run support the creation of sustainability in the law making institutions, she reiterated.

The Deputy Chief of Justice further underlined that in the course of the implementation of the projects, a training capacity was created at the host institutions *“as the programs were organized and offered locally which resulted in the production of educational infrastructure which could be utilized by the local institutions to run similar programs on their own”*

4.Imparting Knowhow and Knowledge

It should also be added that the knowledge and knowhow gained in the capacity building projects by those who took part in the programs was often imparted easily to their colleagues, students and society at large through various means and pretty much consolidating the respective institutions, resource and data base (Deputy Chief of Justice). This also refers to the echo effect of improving the performance of other professionals via complementary extensions of their learning and adding to the local stock of knowledge



5. Shared Values and Common Professional Ground as an Intangible Impact.

The project programs, most of which were often offered in a collective setting, have enhanced the creation of a conducive environment for professionals to be able to cooperate and communicate smoothly and work with little barrier as shared values and common professional ethos have been consolidated among the graduates through the capacity building projects. This was a critical contribution to bring about attitudinal change (Head of the Directorate of Legislative Studies, Drafting and Dissemination at the Federal Attorney General)

Similarly, the Deputy Chief of Justice said during an interview that providing a professional post graduate legal education in Ethiopia through the Justice capacity building programs under review has brought basic results and enormous impact on the performance of the individual practicing personnel and on institutions in the justice sector.

6. Enhancing a Dynamic Approach

In the course of the trainings, the programs have exposed the trainee civil servants and professionals to best practices of various traditions and paradigms. These professionals, no doubt, would ultimately contribute to better perform their duties by way of synthesizing the national and international practices, thereby providing a conducive environment to promote dynamism at work. “As the course participants were exposed to best practices of other countries through their trainers and the training literature, they were able to make a synthesis of relevance” (the State Minister and Deputy Attorney general confirmed during an interview.) More than anything, these tailor-made programs have provided a ground for the stakeholders (trainers, sponsors, trainees and beneficiaries) to revise the rather traditional supply driven uni-directional approach to human resource development and instead design a partnership-oriented demand driven approach (both the State Minister at the Attorney General and the Deputy chief of Justice confirmed). It should be added that one of the impacts of the capacity building projects pertains to the generation of new insights and ideas for additional disciplines and fields of training that would still be required to strengthen governance and rule of law in societies in transition. The precise needs and which trainings to include in future projects was without exception highlighted by all high-ranking officials- interviewed for this impact assessment.

7. A Pioneering Role

The capacity building projects have played a pioneering role in the Ethiopian public sector institutions following the takeover of power by the current regime in 1991. It should be recalled that such projects have primarily targeted the new leadership who seized power through armed struggle. This had a significant impact as this approach to capacity building enhanced the practice of a new intellectual discourse and a culture of reasoning in place of confrontations which the former rebel and now leaders were used to. Modern professional and scientific education was gradually becoming to be highly valued as dominant norms by the new top echelon presiding over the state. Evidence shows that immediately after seizure of power by the new incumbents in 1991 leadership and skill training programs were under way for the new incumbents in which several high-level officials were enrolled. Although the first capacity building programs in the early 90s were organized at a micro level -for selected personnel, their impact at a small scale level was enormous so much so this model of training spread to several institutions thereby impacting the thinking and perception of staff development.

8. Appreciative Inquiry Approach: An Appropriate Model of Inquiry for Assessing Needs

when capacity building projects were designed on the basis of the needs, one must take account of existing capacity and values through an inventory and synthesis of existing human resource capacity of the institution. Affirming past and present strengths, successes and potentials of a given institution, rather than only focusing on what does not work? What is wrong? Whose fault is it? etc. This model of inquiry, as stressed in one of the interviews by a senior justice official, provides and generates confidence in the design and implementation of a capacity building project which enhances partnering and co-creation, which would not be the case if personnel were, as in the past, to be sent abroad for further study. In this regard, the Federal Attorney and the former minister of Justice pointed out that the justice capacity building was carefully designed and specializations were selected on the basis of deficiencies and precise needs of the institution. Existing in house capacity was taken into account and training programs that could otherwise be organized at home were excluded from the new projects. In other words, existing capacity was inventorized and exact deficiencies were identified through a mechanism of appreciation in order to give priority to what was lacking

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9. Fostering a Paradigm Shift

During an interview, the former Minister of Justice underlined that the projects implemented in Ethiopian institutions have enhanced a paradigm shift in the thinking pattern of staff development which had dominated the Ethiopian higher education and intellectual tradition for many decades. *In his own words “The post graduate law programs implemented in the capacity building programs could be taken as pioneers in the sense of the introduction of post graduate programs and their spread to other institutions. In addition, these capacity building programs made an important impact in terms of changing the perception of staff development which simply was sending individuals abroad. In fact, there was some resistance at the start that the professionals were interested in going abroad. However, since these programs were introduced that almost all the Law faculties began to compete to commence an in house post graduate program. This has become an important impact in terms of sustainability and reducing dependence. In a short time, the resistance was changed into competition among the faculties”.*

In fact, it was felt unthinkable by many to think of organizing post graduate programs in Ethiopia, especially in the area of legal discipline. The coordinator refers to his and Dr. Edmond Volker’s encounter at a needs assessment mission at the ECSC prior to the design of the first post graduate program in Law for the staff of the Ethiopian Civil Service College in 1996. *He recalls” the law lecturers at the time vehemently argued that it would be impossible to organize an LLM post graduate program locally”.* It was a hard bargaining to persuade the lecturers at the Ethiopian Civil Service College who reluctantly joined the new Amsterdam post graduate program, the first of its kind in Ethiopian legal post graduate education. Although it took some effort to try to persuade the lecturers to install the LLM program at the college, this would have a critical impact shortly in terms of shifting the thinking and practically repatriating the staff development practice from abroad. Following the design and implementation of the capacity building LLM for the law lecturers of the then Ethiopian Civil Service College, it spread to the rest of the law faculties in the country thereby pioneering the first LLM program in the Ethiopian Higher Education”. It did not take a long time to see Ethiopian Law faculties moving from resistance against the tailor made capacity building post graduate programs to competing to emulate the program in their respective universities. This situation positively impacted the fate of post graduate legal education in Ethiopia

10. From Resistance to Competition

Since the advent of the first tailor-made LLM program with one of the capacity building projects in 1998 hosted at the Ethiopian Civil Service College, there developed a competition over launching a post graduate law program among the law faculties in the Ethiopian Universities. One could conclude that this capacity building venture originally carried out at a micro level at the Ethiopian Civil Service College has had a significant impact at a macro level where the LLM program became a national agenda in a couple of years. During an interview, the State Minister of Justice and Deputy Attorney General confirmed that “local legal academic institutions introduced their own post graduate programs following the justice capacity building projects under review despite initial resistance”

11. Institutionalization

The Amsterdam capacity building projects have enhanced institutional reforms and sustainability to take root in several institutions in Ethiopia. The shift of traditional human resource development perspective from that of staff development abroad to home grown capacity building project efforts, which in the long run would have greater impact on strengthening institutions in Ethiopia, have made significant inroads for sustainability (Deputy Chief of Justice, former Minister of Justice). This approach re-assures the development of indigenous public institutions capable of delivering effective and efficient public services. In addition, this approach minimizes the perpetuity of dependence which had been the dominant trend in the past. The former Minister of Justice referring to this explained *“one important impact was that these tailor made capacity building programs were a means and served as a spring board for other educational institutions in Ethiopia to benefit and upgrade themselves. The Ethiopian Civil Service College and the Mekelle University could be referred to as examples of beneficiaries of this venture”* The design and development of the new LLM curriculum for six post graduate law specializations in the framework of the Justice capacity building project (2012-16) hosted at Mekelle university could be cited as examples of sustainability and institutionalization resulting from the said capacity building programs.

12. Legislative Drafting: A Rarity in the Ethiopian Legal System

The Director of the Legislative Studies, Drafting and Dissemination Directorate at the Federal Attorney General explained that one of the professional rarities in the justice sector institutions was the absence of trained professional personnel in legislative studies and legal drafting that could assist in the drafting of bills. Until recently, it was believed that there was no single individual with a professional training in this field in the entire public service. The Ethiopian higher institutions of learning have had little to offer, either. In light of this, one major area of specialization identified and proposed for intervention was a solid training program in legislative drafting to which the

capacity building projects under review responded successfully by training over 10 professionals at a postgraduate level. Now, one of the most well organized directorates in the Attorney General which is in charge of drafting bills has become the Directorate of Legislative Studies, Drafting and Dissemination with over 10 qualified experts with a Masters degree in Legislative Drafting. One could imagine the impact these capacity building programs have brought about to the institution. To that effect, the Director confirmed this capacity building venture provided a pioneering professional assistance.

13. Women's Participation and Gender Main Streaming

Over twenty years' experience of implementing capacity building and human resource development projects in Ethiopia has not succeeded in making a significant impact in gender relations despite claims that a priority has been given to increase women's participation and incorporated gender issues in the programs. This challenge could be attributed to traditional constraints. This situation has called for a fresh approach on how to design and implement gender sensitive capacity building projects.

In this respect, there are a number of objectives in terms of gender mainstreaming which should be followed up after appropriate institutional analysis are conducted at the different sites and legal entities that the capacity building Projects encompass. The gender equality issues taken into consideration include equity, parity and empowerment. Parity is about achieving equal numbers of participation, while equity concerns equal outcomes and an accompanying redistribution of resources to realize transformational change. Women's empowerment also remains an important part of gender mainstreaming which should receive proper attention in all components and in the resources and materials of the capacity building project. However, a focus of gender main streaming strategy moving forward could direct attention to the specific areas that are needed for each institution in keeping with the issue above. The project provided a benchmark to increase women's participation from 33% despite the constraints in achieving the output. The capacity building projects employed an affirmative action approach to get women on board, which demonstrates its commitment to increasing gender equality in the legal profession. The ECBI has now experience of dealing with specific issues regarding women's domestic responsibilities. However, this is not the only area that requires attention in the context of women's sustained participation in the legal sector and in the capacity building projects. Nevertheless, it could be concluded that although there is a need and intention to incorporate gender issues in the capacity building projects, commitment by all stakeholders is required but remains problematic due to the institutional and cultural contexts of gender relations in the Ethiopian society.

In the contemporary period, the fact that the mission of gender equality has not been realized in the previous projects provides a reason and motivation for the upcoming capacity building projects to continue engaging with gender mainstreaming policy.

In quantitative terms, it has been an easy task to include a modest percentage of women in the capacity building programs under review. However, the critical issue has always been how to change the informal norms and values ingrained and governing behavior of organization to empower women.

In sum, explicit and serious attention has been given to increase women's participation in the projects and programs. The projects have primarily focused on achieving gender equity, empowerment and parity through inclusion and integration. However, the critical issue has always been how to change traditional and informal norms involved in men's and women's behavior in institutional contexts. In this context, the ECBI, with the consent of the partners and at the request of the sponsors and issues related to gender and other forms of discrimination have been placed on the agenda of capacity building..

14.Problem Based Learning(PBL) and Interactive Method of Teaching

It is believed that an interactive method of teaching has been introduced in the higher institutions of learning through the justice capacity building projects which has effectively replaced the traditional one way- preaching like method of teaching. According to some responses from the questionnaires, one of the success stories pertains to the fact that the trainees who have taken part in both the short term and post graduate programs have expressed at different occasions that they have successfully replicated the modern methods and teaching skills and assessment methods which they have obtained from the trainings in their respective institutions.

In addition to gaining deeper knowledge and better skills, the mandatory research dissertations were carefully selected to assist the respective institutions to study some of their problems. This was confirmed by the Federal attorney General Berhanu Tsegaye during an interview. In addition, the dissertations are now utilized as reference and supportive material to the institutions from which the course participants were drawn

15. Ownership and Management of the Capacity Building Projects

In principle, the capacity building projects of this type need to be in principle owned by the counterpart beneficiary for whom and with the expressed request and consent, the project is designed. It has been noted that these capacity building projects are primarily a domestic affair in terms of ownership although a joint assessment and analysis of needs between sponsors and domestic actors had to be carried out before a project for implementation is designed and approved (Former minister of justice).

Nevertheless, in order to facilitate a smooth implementation process, it has been habitually the case that representatives of the stakeholders (the counterpart, the sponsors and service providing institution) formed a management committee to oversee the activities periodically, in most cases every six months.

16. Networking

Through the capacity building projects, the local host institutions have established and consolidated relationships with various institutions abroad including the Netherlands, Austria, Germany, the UK, South Africa and other countries. Furthermore, Mekelle University, a local host partner of the Justice capacity building project(2012-16) could be cited as an example where the staff of its law faculty through their access to the data base of the University of Amsterdam have benefitted and were able to publish articles in scientific journals utilizing sources which otherwise could not been available without paid subscription. (A lecturer at law school of Mekelle University confirmed)

17. Reversing Brain-Drain

It was pointed out that these home based capacity building projects helped reverse human capital flight by minimizing the risk of brain drain. The Deputy Speaker of the House of Representatives at the Ethiopian Federal Parliament underlined that studying at home undetached from their immediate environment meant they could relate theory and practice on a daily basis with their assignments. The programs became problem solving instantly giving a chance for the principles and theories taught in class of an immediate use at work. The Deputy Attorney General added that the home base programs have created stable environment for the social and family life and work of the participants.

18.Capacity Building Programs Provided a better alternative in a number of realms in terms of cost, relevance of trainings, efficiency and effectiveness of the programs. This model of training and education was cost effective in terms of accessibility in view of the shortage of human resources. The state Minister and Deputy Attorney General explained the extent the Justice capacity building model was ideal in terms of accommodating a much larger number of professionals which otherwise would not be possible to carry out abroad. This was shared by the former Minister of Justice who said these programs helped to educate larger number of professionals.

Annex IV: Working Group Discussion Minutes at the March Conference 2018

Minutes and Main Points Raised in the Working Group Discussions on 24 March 2018 at the Radisson Blu during the Impact Assessment Conference on 23-24 March 2018. As can be seen, there are different opinions and views which we have presented below. Although some relevant points have already been extracted and incorporated in the results of the qualitative assessment above, we have not further processed much of the group discussions. Instead, the variety of views and opinions of the groups are documented below.

1. The discussion began on the efficiency of the project administration.

1.1 Students/ trainees selection

- Selection was effective because it was made by institutions on the basis of pre-selection and an entrance examination.
- Though we did not know how many competitors and in what result they passed, the fact that acceptance to the program through competitions can be said effective.
- There was an opportunity for inviting many professionals to sit for the examination.
- The selection was made through fair criteria and written exam and its effect was positive.
- It was transparent regarding selection. But would be better to include participants from all regions.
- There were clear criteria and the majority was selected after passing the entrance examination.
- Selection was transparent especially for the last round trainees because selection was made based on experience, examination result and educational back ground. However, since the names of passed trainees was posted on the board, it was not clear about the results, which raised doubts about transparency?
- At the beginning, there were judge trainees but later public prosecutors became larger in number and this raises a question related to the role of the Attorney General in the selection process.
- The Attorney General trainee's selection can be said good because the regulation focused on skills required by the respective departments rather than by personal interest
- Selection process made by the University of Amsterdam was fair except lack of enough transparency with respect to the reasons who passed or failed during the exam.

1.2 Procedures and Flows of Information

- Some trainees said they were not certain about what they were going to study first and how they were allocated.
- They were not informed about where they would reside in campus and the hosting University did not support them with necessary logistics.
- During the last round, in relation to transparent procedure, Institutions discussed only about contractual agreement regarding the required services after completion of the study but nothing about their responsibility during implementation.
- After passing the entrance examination, the date of commencement was delayed .
- There were trainees who were unable to be present in class due to problems beyond their capacity, and decision to terminate their participation was not appropriate .
- It is also not known clearly who would provide the Degree, first it was assumed that Amsterdam University would issue but later it was announced Mekelle University would do it.
- The study was difficult for trainees who worked full time in courts.
- The schedule of lecturers was sometimes not clear .
- Although the date of class commencement was not known , there was good flow of information afterwards.
- The methodology and information slightly varied in every batch but there was improvement. Knowing lecturers before and providing necessary materials were good. However, due to different working procedures of institutions the time provided were not sufficient and there was a time where participants had to work during studying and this caused a shortage of time.
- The information gaps were problems related to local institutions not that of Amsterdam University.

- To help students to fully concentrate on their study it would be good to discuss beforehand with the different institutions from which students were recruited.

1.3 Planning and Schedule

- The LLM Masters program at Amsterdam University is completed in 12 months but it took 2 years here. Why?

1.4 Necessary Supplies for the Program

There were not enough books, computers and enough money for the research. Material supplies were not enough besides library was not organized enough with learning and reading rooms.

- Library was not convenient for common courses at the beginning. But after we went to Mekelle University we got dormitories to live and access to use the post graduate library. We got money support and it was complete. There were enough materials provided except our lack of time to read all. Even the books we got access were not found in some other places.
- We got access for e-library and laptop computer except for the network problem. Therefore, we may say Mekelle University was all complete especially at the end.
- For the last round unavailable Legislative drafting books also were found.

SUMMARY of the Minutes

- Selections had transparent criteria and tried to include all participants and this shows its fairness.
- Related with transparent procedures, improvements were made from time to time. However, with respects to educational documents, there were problems related to quality of reproduction of materials etc.
- Regarding material support, improvements were seen from time to time. Selection of materials, timeliness and content were excellent.
- Substantial Improvements were made in Library and educational teaching aids too.

Process and Methodology of the Program

- Without prejudice, types of education were different from time to time, capacities of lecturers were high. Methodologies also were complete. Lecturers were a model for their time usage and preparation of content all these have left a substantial impact in the local institutions .
- Though subjects provided were important there are also other subjects which should be included such as like International trade.
- Processes of evaluation were effective. It was good because there were consecutive assignments, term papers and examinations. We got also feedback for our results.
- Foreign and national lecturers were very good in their competence, methodology and preparation.
- Courses were good and they were problem solving ,but should not be only to overcome public prosecutor responsibilities effectively, it shall be included courses related with civil laws, international trade and agreements of investment.
- There were practices of providing books individually and it is good to enhance library references.
- There were differences in providing result from lecturer to lecturer. Regarding to grading, a professor from England did not provide us enough education as well as his grading system were as England standards. Since he was not teaching us well , it would be better to change and become another even from England too for the future. But if it can, better come from other Civil law countries who worked in drafting.

Participants/Students/Trainees Impacted by the Program

With respect to the specialization of legislative drafting all trainees have been assigned in the relevant department at the Attorney General and have made significant impact in the drafting of laws exercise

- We are able to know new ideas. Foreign experiences, we were initiated to read and write/publish more. It helped us to engage in problem solving.
- The program has helped us to broaden our individual outlook.

- The courses, for instance, Tax law courses were very good and important towards the country's problem solving. However, the trained personnel must be assigned to the appropriate place in order to be able to apply the skills and competence. In this respect, selection could better include from Ministry of Finance and Economic Development and Ethiopian Revenue and Customs Authority. Content of the course could include national tax laws.
- Trained students in fields of International Economic law could not get an opportunity to work in the field.

Institutional Impact of the Program

- It is known that the institutions leaders have contributed to the program by assisting participants
- Continuation of paying the trainees salary while learning has been a huge support.
- If institutions assigned trained professionals in their fields, professionals will have higher participation in capacity building programs.
- Training providing institutions especially Mekelle University provided higher participation by taking over and opening new educational fields which will provide high benefits for the country in terms of sustainability and reducing the level of dependence.
- Trained professionals assigned in their fields have played important role. On the other hand, there are professionals trained, for instance, in ADR and working in Human right and professionals trained in Human right and working in civil law. It would be better to assign professionals in their fields to be more effective.
It is good to identify existing problems of the institutions and adopt a model of inventorised based enquiry not to create redundancy.
- Since the final goal is capacity building, it is better to include the program supporting/administrative staff members to improve their professions as well..
- It is better to work for not only the institutional interest but also the country's problem based on study.

Points to Strengthen/ Improve/ the Implementations of the Programs in the Future

- It is better to select professionals with institutions which have gaps to connect training with problem solving.
- It is better to work out and enhance educational fields which are not provided in national universities.
- It is better to study the problem first as a national level and include in capacity building program.
- It would be better to have data base system.
- It would be better to form alumni association.
- To reach into direct problems area selection shall include private institutions and Civic societies.
- Educational aids support for the students shall be continuing for the future.
- Institutions shall provide free time for students' study and research during the program. Institutions/professionals should be participating in the design and development of programs in future
Professors and trainers who travel to Ethiopia in the framework of the projects should be used exhaustively.

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