

Standards for Law Schools in Ethiopia and Guidelines¹

DOI <http://dx.doi.org/10.4314/mlr.v13i2.4>

Standards for Law Schools ²

Preamble

5.1 General part

- Standard 1: Vision of law schools
- Standard 2: Mission of law schools
- Standard 3: Core values
- Standard 4: Objectives of law schools

5.2 Curriculum

- Standard 5: Program content
- Standard 6: Graduate profile
- Standard 7: Academic achievements
- Standard 8: Sequencing
- Standard 9: Duration and academic calendar
- Standard 10: Course offering
- Standard 11: Co-curricular and extra-curricular activities
- Standard 12: Course syllabus
- Standard 13: Transfer
- Standard 14: Exemption
- Standard 15: Curriculum review
- Standard 16: Admission
- Standard 17 Impact assessment

5.3 Delivery and Assessment

- Standard 18: Qualification of academic staff
- Standard 19: Size of full time academic staff
- Standard 20: Instructional role of academic staff and assistantship
- Standard 21: Functions of law schools
- Standard 22: Professional environment and staff development schemes

¹ The Standards for Ethiopian Law Schools and the Guidelines are Parts V and VI of the 2006 Legal Education Reform Programme. See the processes of consultation, amendments and implementation of the Reform Programme in the article published in this issue (titled “Ethiopia’s 2006 Legal Education Reform Programme: Aspirations and Standards”), Section 3, pp. 196 & 197.

² *Reform on Legal Education and Training in Ethiopia, 2006 (Part V)*. The Standards for Law Schools and Guidelines were published in *Journal of Ethiopian Legal Education*, Vol. 2, No. 1 (January 2009), pp. 97-136).

Standard 23: Course delivery methodology

Standard 24: Co-curricular and extra-curricular activities

Standard 25: Student assessment

Standard 26: Basic information document

Standard 27: Student services, cost sharing obligations and special support

Standard 28: Facilities and resources

5.4 Management, Leadership and Organization

Standard 29: Autonomy

Standard 30: Law School Deans

Standard 31: School Manager

Standard 32: Management of Education, Research and Community Services

Standard 33: Management of Research in Law Schools

Standard 34: Management of Education

Standard 35: Management of Community Service

Standard 36: Rights of Academic Staff in Law Schools

Standard 37: Duties of Academic Staff of Law Schools

Standard 38: Rights of Students in the Law Schools

Standard 39: Duties of Students in the Law Schools

Standard 40: Student Co or Extracurricular Activities

Standard 41: Career Education, Information and Guidance

Standard 42: Academic Appeals and Student Complaints

Standard 43: Accountability of Academic Staff

Standard 44: Library and Information Resources in the Law Schools

Standard 45: Facilities

Standard 46: Internal Quality Assurance Management in the Law Schools

Standard 47: Leadership Enhancement Skills

Standard 48: Staff recruitment and development strategies

5.5 Research, Publication & Consultancy Services

Standard 49: Research and Recruitment of Staff

Standard 50: Research Duty

Standard 51: Developing Research Competence

Standard 52: Resources

Standard 53: Incentives

Standard 54: Research Institutions and Procedures

Standard 55: Collaborative Efforts and Networking

Standard 56: Planning for Ensuring the Existence and Continuity of Publications

Standard 57: Publicity and Promotion

Standard 58: Reporting and Research performance Evaluation

5.6 Other programs

Standard 59: New Programs

5.7 Miscellaneous provisions

Standard 60: Quality assurance

Preamble

Considering that law schools –the main gateway to the legal profession, teaching and scholarship– lack vision, mission and objectives; that their curricula do not adequately respond to the needs of stakeholders and new constitutional developments such as federalism, their graduate profiles lack clarity and comprehensiveness; that their teaching-learning process is replete with entrenched problems such as teacher-centered teaching style, absence of continuous assessment, miserable material resource base; that centralized management style is in place; and that attitudinal, technical and institutional impediments are on the way to meaningful research activities;

Appreciating that these problems raise serious deficiencies of quality, uniformity, diversity and flexibility in legal education in the country;

Emphasizing that the standards aim at providing uniform and quality program of legal education while at the same time allowing law schools the necessary latitude for diversity, flexibility and innovation;

Expecting that law schools shall provide sound legal education that motivates students to protect the interests of the public and the profession, promote democracy, good governance, sustainable peace, equality and social justice and to use law and legal institutions imaginatively to sustain development;

Therefore, the following standards are formulated in the areas of curriculum, delivery, leadership, organization and management, research and publication.

5.1 General part

Standard 1: Vision of law schools

1. Law schools shall have vision that is a component element of the vision of their respective universities. The vision of law schools shall be in tune with FDRE vision, 2015 Millennium Development Goals and the vision statements of Ministry of Capacity Building and Ministry of Education and Justice Sector institutions.³
2. Law schools shall have vision towards elevating the standard and quality of legal education to the level of leading law schools in other countries, and towards preparing graduates who will have optimum impact in Ethiopia's development, democracy, rule of law,⁴ good governance and social justice.

Standard 2: Mission of law schools

1. Law schools shall actively work for the enhancement of democracy, good governance, tolerance, equality, social justice and economic development for the people of Ethiopia through quality programs of teaching, research and public service; or

³ The words: “*and justice sector institutions*” were supplemented during approval .

⁴ “*rule of law*” was supplemented during approval.

2. Law schools shall work for the advancement of the intellectual and social conditions of the people of Ethiopia by providing equitable, accessible and quality legal education through teaching, research and service in order to prepare competent and responsible members of the legal profession who actively contribute towards rule of law, democracy, human rights, good governance, social justice, equality, tolerance and development; or
3. Law schools shall promote the intellectual and social conditions of Ethiopia by providing equitably accessible quality legal education and training programs through teaching, research and service to prepare competent and responsible members of the legal profession who actively contribute towards rule of law, democracy, human rights, good governance, social justice, equality, tolerance and development.

Standard 3: Core values

1. **Excellence:** Give high regard for demonstrating individual and organizational excellence in undertaking teaching, research and community service.
 2. **Efficiency:** Use time, material and human resources efficiently. Design ways and means to reduce costs and avoid wastage of resources. Resolve complaints quickly, fairly and record them appropriately.
 3. **Self-Initiative:** Adopt a self-initiative to achieve the visions, missions, objectives and values of the law school. Cultivate rational confidence and self-assurance to initiate ideas and projects and work towards their successful completion.
 4. **Team Work:** Operate in the spirit of team-work, inspire team spirit in members of the academic staff, support staff and students. Treat colleagues with fairness and respect, help them grow, enable individuals to make a difference and teams to win.
 5. **High Regard for Work and Workers, including students:** Give the highest regard for work and workers. Always remember that the very existence of the law school depends on those who have the highest regard for work and workers. Have the highest regard for students as future leaders of the society and impress this regard on them.
 6. **Commit to Quality Public Service:** Aspire and commit to give relevant and need-based quality service to the public by appropriately using resources and putting in place different guidelines and monitoring mechanisms for ensuring quality services.
 7. **Tolerance:** Encourage free expression of views and ideas and cultivate a culture of tolerance within the law school community.
 8. **Pluralism:** Always remember that the community around you is teeming with diversity of opinions, origins, races, languages and so on. Accept, respect and live with others with all their differences.
 9. **Positive Thinking:** Believe that the visions, missions, objectives and values of law schools are achievable and commit to demonstrate a positive attitude at all times and in all situations. Be at all times ready to change and absorb new ideas and visions.
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10. **Integrity:** Perform duties and exercise rights with full integrity, sincerity and honesty; speak up against any actual, planned or potential behavior in breach of laws, regulations or standards. Have the integrity to admit mistakes.
11. **Transparency:** Perform all tasks, goals and objectives of the law school openly, clearly and with proper guidelines.
12. **Confidentiality:** Respect the rules governing confidentiality of information and data protection.
13. **Accountability:** Take full responsibility for assigned roles and duties. Respect the laws, regulations and standards. Submit to evaluation, monitoring and external review.
14. **Rule of Law:** whatever your position, accept the supremacy of law over men. Whenever you can, impress the virtue of the rule of law upon your colleagues, students and other members of the law school community
15. **Equality:** Treat all human beings with the spirit of equality and fairness without discrimination on the basis of race, religion, gender, national origin or other grounds.

Standard 4: Objectives of law schools

Law schools should be able to:

- a) Provide legal education that is in tune with the values, principles, and policies enshrined in the FDRE Constitution and regional constitutions as well as international legal instruments.
- b) Produce graduates with legal knowledge, and skills that enable them to serve the country with critical, analytical and creative ability as well as professional responsibility.
- c) Create and sustain a close network with all stakeholders including government, business and alumni to ensure their participation in shaping teaching, research and service.
- d) Strive to develop and disseminate mechanisms for the prevention and resolution of disputes through compromise, mediation and other dispute resolution methods.
- e) Teach and conduct research and provide services that enhance equality and are free from any racial, religious, sexual, political and other kind of discrimination.
- f) Provide legal education, community service and undertake researches that are compatible with the needs and development of the country.
- g) Lay down an institutional system that ensures the transparency and⁵ accountability of law school leaders and staff members.
- h) Develop and disseminate the culture of respect, tolerance, and living together among the people of Ethiopia as well as respect of the rights of nations, nationalities and peoples.

⁵ “transparency and” were included upon approval.

5.2 Curriculum

Standard 5: Program content

1. Law schools shall maintain a program that enables their graduates to:
 - (a) Receive basic understanding of law in the theoretical, historical, philosophical, institutional and cultural contexts of Ethiopia;
 - (b) Acquire skills of critical legal analysis, reasoning, and problem solving; oral and written communication; legal research; negotiation; mediation; and other fundamental skills necessary to participate effectively in the legal profession;
 - (c) Understand of the basic principles of substantive and procedural laws;
 - (d) Develop appreciation of constitutional values, the rule of law, democracy and good governance, and understanding of the law as a public profession calling for performance of pro bono legal services.
 - (e) Understand their ethical responsibilities as representatives of clients, officers of the courts, and other public institutions responsible for the quality and availability of justice;
 - (f) Protect the interests of the public and the profession;
2. Law schools shall maintain an educational program that prepares their students to address current and anticipated legal problems.
3. Law schools may offer an educational program designed to emphasize certain aspects of the law.

Standard 6: Graduate profile

Law schools shall produce a graduate who should be able to demonstrate:

- a) Knowledge and understanding of the principal features of the Ethiopian legal system including primarily the values, principles and policies of the federal and regional constitutions as well as international legal instruments; understanding of women's rights and ability to make significant contribution towards the promotion of gender equality in Ethiopia;
 - b) Ability to apply his or her knowledge to situations in order to provide arguable conclusions for concrete problems;
 - c) Ability to identify accurately the issue(s) which require researching; identify and retrieve up-to-date legal information, using paper and electronic sources and use primary and secondary legal sources relevant to the topic under study;
 - d) Ability to recognize and rank items and issues in terms of relevance and importance; bring together information and materials from a variety of different sources; produce a synthesis of relevant doctrinal and policy issues in relation to a topic; make a critical judgment of the merits of particular arguments and present and make a reasoned choice between alternative solutions;
 - e) Ability to act independently in planning and undertaking tasks in areas of law which s/he has already studied; be able to undertake independent research in areas of law which s/he has not previously studied starting from standard legal information sources; reflect on his/her own learning, and to seek and make use of feedback;
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- f) Ability to understand and use the medium of instruction proficiently in relation to legal matters to present knowledge or argument in a way which is comprehensible to others and which is directed at their concerns and to read and discuss legal materials which are written in technical and complex language;
- g) Ability to use, present and evaluate information provided in numerical or statistical form; to produce a word-processed essay or other text and to present such work in an appropriate form; to use some electronic information retrieval systems; and to work in groups as a participant who contributes effectively to group's task; and
- h) Ability to understand his/her ethical responsibilities of a legal professional in roles assigned to such as judges, prosecutors, practitioners, legal advisors and public defenders.

Standard 7: Academic achievements

1. Law schools shall have and adhere to sound academic quality assurance mechanism required for graduating competent professionals.
2. Law schools shall monitor student's academic progress and achievement from the beginning of and periodically throughout their study.
3. Law schools shall provide students with academic advising including adequate information regarding graduation requirements and guidance regarding selection of elective courses.
4. Law schools shall provide the academic support necessary to assure each student a satisfactory opportunity to complete the program, graduate and become a member of the legal profession.
5. Law schools shall not continue retaining a student whose inability to do satisfactory work is sufficiently manifest so that the student's continuation in school would inculcate false hopes, constitutes economic exploitation or detrimentally affect the education of other students.
6. The minimum total credit hours for the LL.B degree shall be 154 credit hours plus 20 credit hours allocated for exit exam and externship.⁶
7. A credit means one lecture or recitation for the duration of the semester; for every hour of credit, it is expected that the student spend a minimum of 2 hours per week in supervised study. Each credit hour shall represent 700 minutes.
8. The proportion of time to be given to lectures, tutorials, practical attachment and the like shall be determined for each course by concerned law school.
9. The minimum credit hours to be taken by regular student may not normally be less than 15; the maximum may not be greater than 17 per semester.
10. The minimum credit hours to be taken by extension student shall be 9; the maximum shall be 12 per semester.
11. Academic achievement shall be graded on the letter system.

⁶ The total credit hours for courses (other than exit exam and externship) were raised from 135 to 154 during the General Meeting of Law Instructors on 17 July 2006.

Standard 8: Sequencing

1. Law schools shall put in place a curriculum which sequences courses in progression.
2. In particular, courses shall be arranged in linear sequencing from simple to complex, from known to unknown.
3. Courses shall as much as possible be arranged in horizontal sequencing so that they are given simultaneously with the view of optimum integration and effectiveness.

Standard 9: Duration and academic calendar

1. Law schools shall normally have an academic year of 32 weeks in which classes are regularly scheduled in the law school, extending to eight calendar months.
2. Law schools shall provide adequate time for reading periods, examinations, and breaks, but such time may not count toward the 32-week academic year requirement.
3. Law schools shall require the course of study for LL.B degree to be completed in five academic years, each having two semesters.
4. Without prejudice to the period set for advance standing program, LL.B degree study through extension program shall take a minimum of 6 years and a maximum 9 years.
5. Law schools may have an eight-week *Kiremt* program.
6. Law schools shall require regular and punctual class attendance.
7. The minimum class attendance may not normally be less than 75% of the total course duration.
8. A full time student may not be employed more than 20 hours per week in any week in which the student is enrolled

Standard 10: Course offering

1. Students working for the LL.B degree shall take the core courses listed in the Guidelines.
2. Law schools shall provide students with an opportunity to take elective courses.
3. Students working for the LL.B degree shall take support courses indicated in the Guidelines.
4. Courses shall normally be semester courses.

Standard 11: Co-curricular and extra-curricular activities

Law schools shall attach credit to student co-curricular activities such as clinical programs, moot court and participation in law journals.

Standard 12: Course syllabus

1. Law schools shall require and ensure the preparation of syllabus for each course they offer.
 2. The syllabus may not be altered significantly by an instructor without a prior consultation of the concerned law schools.
 3. The syllabus shall be kept on file together with relevant handouts, exams and tutorial exercises.
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4. Law schools shall provide their students with a course syllabus at the beginning of each course.
5. The components of a syllabus are as indicated in the Guidelines.

Standard 13: Transfer

Law schools may entertain intra-faculty, inter-faculty and inter-university transfer applications based on criteria that are competitive, consistent, fair and accessible.

Standard 14: Exemptions

1. Law schools shall exempt a student who has earned credits from a pre-accredited or accredited higher education institution.
2. Law schools shall determine exemption criteria that include course equivalence, grade and level of program.

Standard 15: Curriculum review

1. Curriculum review shall be made every five years in consultation with stakeholders including students, government and businesses, as the case may be.
2. Pre-appraisal of curriculum review shall be conducted by law schools two years before curriculum review to determine whether such review is necessary.
3. Law schools shall have a body responsible for periodic review of its curriculum including review of a course syllabus.

Standard 16: Admission

1. Student placement in public law schools shall take place after prior and effective consultation with law schools by a concerned authority.
 2. Private law schools shall admit students according to requirements set by the Ministry of Education.
 3. Admission policy of law schools shall be consistent with educational programs and resources available for its implementation.
 4. Admission shall depend on reasonable expectations that enable a student to fulfill the objectives of the program for which he/she has applied and achieve the standard required for completion of the program.
 5. For undergraduate studies, a law school shall admit students who have completed a college preparatory study for a five-year program.
 6. Seventy five percent of the students admitted to a law school shall be on a competitive basis and twenty five percent on the basis of differential affirmative action in favor of applicants with disability, members of a disadvantaged segment of the society and gender considerations.
 7. A law school shall set special admission procedures which include entrance examination for adult and experienced students.
 8. Law schools may admit students who have completed BA or BSC degree in another field of study for a three-year *Juris Doctor (JD)* program.
 9. An applicant with a diploma in law may apply for advanced standing if he/she has met the requirements of the Ministry of Education.
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10. No student admitted on advanced standing may be granted the LL.B degree unless he/she spends at least two years as a regular student in the school or four years in the case of extension program.

Standard 17: Exit exam and impact assessment

1. Law schools shall administer a national exit exam which will be availed every six months as a requirement for LL.B graduation.
2. Law schools shall devise appropriate mechanism to obtain periodic feedbacks from employers of their graduates and alumni.

5.3 Delivery and Assessment

Standard 18: Qualification of academic staff

Law schools shall have academic staff with appropriate qualification and research and scholarly experience that ensure effective implementation of the missions and programs of the law school.

Standard 19: Size of full time academic staff

1. Law schools shall have sufficient size of academic staff that enables them to meet the standards and meet their goals.
2. The size of full time academic staff shall be determined in consideration of the number of students admitted, nature of courses or programs offered, and the academic obligations of the full time staff to teach, conduct research and render community service.
3. Law schools may not have a part time staff in excess of 25% of the total academic staff.
4. The appropriate student-teacher ratio shall be 30:1 (thirty to one) or less.

Standard 20: Instructional role of academic staff and teaching assistantship

1. The full time academic staff shall assume the major part teaching at the law school.
2. An academic staff shall demonstrate effective teaching.
3. Subject to reduction due to various responsibilities, course load shall not exceed 12 credit hours per week.
4. An academic staff may not spend a significant percentage of his/her time outside law school engagements that impair his/her academic duties⁷ without prior permission.
5. Law schools shall encourage the involvement of⁸ academic staff with experience in legal practice.

⁷ The original figure (10%) was amended during approval.

⁸ The original "shall involve" was amended during approval and substituted by 'encourage the involvement of'.

6. Law schools shall assign teaching assistants or tutors, as the case may be, when the nature of the course and the number of students militate against a full and effective teaching by the principal teacher.
7. The teaching assistant or tutor shall supplement the teaching by the principal teacher through practical or tutorial classes, correction of assignments or exams under the strict supervisions and guidance of the teacher.
8. In no case may the teaching assistants be assigned to take principal roles in advanced courses or correction or grading of assignments or exams thereof.
9. Law schools shall prepare detailed guidelines regarding the roles and responsibilities of teaching assistants or tutors vis-à-vis the principal teacher.

Standard 21: Functions of law schools

1. A law school shall establish policies with respect to teaching, research and service.
2. In particular an academic staff shall:
 - a) Carry a fair share of the law school's course offerings, preparing for classes, and being available for student advising.
 - b) Conduct research and demonstrate scholarship, and integrity in the conduct of scholarship, including appropriate use of student research assistants, acknowledgement of the contribution of others, and responsibility to keep abreast of developments in his/her specialties.
 - c) Render community service to law school and university community, including participation in the governance of the law school.
 - d) Assume obligations to the profession, including working with the lawyers association and judiciary to improve the profession.
 - e) Assume obligations to the public, including pro bono service.

Standard 22: Professional environment and staff development schemes

1. A law school shall maintain conducive conditions to attract and retain competent full time academic staff, part-time faculty and clinical faculty members.
2. A law school shall have staff development schemes aimed at enhancing the competence and effectiveness of the academic staff in its function of teaching, research and services.
3. In particular, a law school shall adopt teaching effectiveness enhancement mechanisms.

Standard 23: Course delivery methodology

1. Delivery methods at law schools shall focus on experience and be participatory, practice oriented and problem-based.
 2. Delivery methods shall take the objective situation of the country into consideration, encourage independent thinking, reflect on current views and shall be problem solving.
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3. Delivery shall be based on a syllabus that meets the specifications indicated in the guidelines and provide students with such syllabus at the beginning of a semester.

Standard 24: Co-curricular and extra-curricular activities

1. Law schools shall engage students in co-curricular activities that enhance their skills in writing, oral communications, litigation and student services.
2. Law schools shall engage students in moot court competitions and publications of journal.
3. Law schools shall engage students in practice oriented skills enhancement programs including clinical programs, internship, and externship.
4. Law schools shall encourage and assist extra-curricular activities such as student bar associations, honor courts, societies and clubs.

Standard 25: Student assessment

Law schools shall:

- a) Design student assessment mechanisms that fairly, validly, and reliably evaluate the level of knowledge, skills and attitudes of students against the intended learning outcomes. Methods of assessment may be tests, written exams, oral exams, presentation evaluations or other mechanisms depending on the nature and content of the course or training;
- b) Adopt transparent and reliable principles, procedures, and processes of assessment;
- c) Adopt assessment regulations, publish and implement clear criteria for the marking and grading of assessment;
- d) Put in place transparent mechanisms for the resolution of student complaints;
- e) Ensure that appropriate feedback is provided to students such as on assessed tests, exams, papers or projects in a way that promotes learning and facilitates improvement;
- f) Enable students to have access to assessed works, tests and exams;
- g) Design assessment mechanisms for studies based on independent and supervised research self-study.
- h) Incorporate continuous assessment strategies, ensure that the assessment methodologies blend both the formative and summative assessment methods, and where these have become impractical due to large number of students, assist principal teachers with teaching assistants or tutors’
- i) Assess and evaluate its assessment methods from time to time in order to reflect upon existing or prevailing assessment methods and their impact on the delivery of courses and the achievement of curricular objectives.

Standard 26: Basic information document

Law schools shall publish basic information document that provides information that is fair, accurate and reflective of the actual practice on the following areas:

- a) Admission data
 - b) Cost sharing requirements for public law schools and tuition for private law schools
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- c) Enrollment data and graduation rates
- d) Composition and number of academic staff and administrators
- e) Curricular offerings
- f) Library resources
- g) Physical facilities
- h) Placement rates.

Standard 27: Student services, cost sharing obligations and special support

1. Law schools shall provide its students with basic student services, including maintenance of accurate student records, academic advising and an active career counseling service to assist students in making sound career choices and obtaining employment.
2. Where law schools do not provide student services directly, they must demonstrate that its students have reasonable access to such services from the university of which it is a part or from other sources.
3. Law schools shall take reasonable steps to minimize student cost sharing obligations and shall provide counseling at the inception of student cost sharing obligations and prior to graduation.
4. Differential entry assessment or admission procedure shall be designed on the basis of disabilities, disadvantaged regions and gender considerations. In particular, a student who has completed high school education in a developing region and who is native of the nationality of such region or a student from the nationality whose participation in higher education is low shall have differential treatment of affirmative action. The concerned law school shall determine the particulars.

Standard 28: Facilities and resources

1. Law schools shall have facilities such as lecture auditoriums, small-size class rooms for professional skills courses and tutorials, moot court rooms, and other facilities that are adequate both for its current program of legal education and for growth anticipated in the immediate future.
 2. The physical facilities for library shall be sufficient in size, location and design in relation to the law school's programs and enrollment to accommodate the law school's student and academic staff and the law library's services, collections, staff, operations, and equipment.
 3. A law school shall provide, on site, sufficient quiet study and research seating for its students, academic staff and external readers. It should also provide space suitable for group study and other forms of collaborative work.
 4. A law school shall have the technological capacities that are adequate for both its current program of legal education and for program changes anticipated in the near future.
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5.4 Management, Leadership and Organization

Standard 29: Autonomy

1. Law schools shall have autonomy in administration, finance as well as other affairs.
2. Law schools shall have autonomy in the following matters:
 - a) administration of personnel, including employment;
 - b) financial administration;
 - c) internal organization and
 - d) establishment of relations with local and international counterparts.
3. Law schools shall have the power to prepare and defend their budgets before appropriate bodies, and upon approval, to use their budgets as they see fit subject to principles and laws of sound financial administration
4. Law schools shall have the power to recruit members of the academic staff as well as administrative support staff.
5. Law schools may seek the professional opinion as well as support of the university administration in the recruitment and employment of the administrative support staff.
6. Law schools shall have the power to determine their own internal organization subject to relevant laws.
7. Law schools shall have their own law libraries and shall administer the libraries.
8. Law schools shall have a consultative role over the admission of students and shall sit with admission bodies to determine the nature and number of students to be admitted.
9. It shall be the duty of admission bodies to, *inter alia*, notify law schools of the anticipated growth or reduction of students well ahead of time so that law schools can plan and ensure that the growth does not affect the quality of legal education.

Standard 30: Law School Deans

1. Law schools shall have full-time dean. Law school deans may not be employed elsewhere.
 2. The Dean shall be selected by the President of the University, if any, from three candidates recommended by members of the academic staff of the law school.
 3. The Dean shall have the power to appoint associate and assistant deans, department heads and heads of other units of law schools.
 4. The Deans of Law Schools shall have the power to represent the Schools with third parties and shall have the responsibility to raise the profile of their Schools through external relations, including raising financial resources for the Faculty.
 5. The term of office of a Law School Dean shall be three years, subject to renewal.
 6. The renewal shall be subject to the approval of the members of the academic staff.
 7. The deans shall operate in the spirit of teamwork and shall inspire team spirit in their academic staff, support staff and students.
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Standard 31: School Manager

1. Upon recommendations of the Dean or the Academic Commission, a school manager shall be hired from among qualified applicants for the job.
2. The school manager develops strategic planning for law schools, prepares the budget and administers the support staff of the law schools and performs other duties assigned by the Dean.

Standard 32: Management of Education, Research and Community Services

1. Law Schools shall have units of management for educational, research and community services.
2. Law Schools shall involve students, alumni and other stakeholders in an advisory capacity to receive appropriate feedbacks about their services in education, research and community service, but the dean and the law schools shall retain control over matters affecting the educational programs of the law schools.

Standard 33: Management of Research in Law Schools

1. Law Schools shall have a research unit headed by an Associate Dean for Research.
2. An associate dean shall have responsibilities of managing research in the law schools by organizing research seminars, colloquia and other research-related activities, inter-disciplinary developments and activities, identification of external funding opportunities and assistance to academic staff in initial preparation for external funding applications, and school-based activities for postgraduate students.

Standard 34: Management of Education

1. Law Schools shall assign a responsible academic staff member for the management of the teaching and learning process within the School.
2. The Associate Dean for Education in the law schools shall supervise curriculum development and revision, the teaching and delivery methods in the law schools and evaluate assessment methods, and shall organize seminars, colloquiums and other teaching related activities in order to evaluate the state of education in the law schools.

Standard 35: Management of community service

1. Law schools shall assign a person for management of community services.
 2. The person in charge of community services shall identify and assess the need for community services, mobilize the law school community for the purpose and present annual plan for community services.
 3. The person in charge of community services shall work closely with the various government offices, the business community and international organizations and partners to ensure an effective rendering of community services by the law schools.
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Standard 36: Rights of academic staff in law schools

Without prejudice to other laws of the country, members of the law school academic staff shall have the following rights:

1. To make comments on the quality and appropriateness of the teaching-learning process and environment;
2. To be entitled to promotion and fringe benefits after having fulfilled appropriate requirements;
3. To be assigned to various positions of responsibilities and to get further education and training in accordance with the staff development schemes of the law schools;
4. Not to be held liable for their personal views and beliefs;
5. To render community and consultancy service and to be entitled to research and sabbatical leaves to conduct research and studies beneficial to the law schools and the country in accordance with the internal regulations of the law schools and universities

Standard 37: Duties of academic staff of law schools

Without prejudice to other laws, members of law school academic are duty bound to:

- a) Help produce competent and qualified graduates nurtured in a democratic culture and spirit;
 - b) Devote themselves to the transmission and transferring of knowledge, appropriate legal skills and attitudes to students;
 - c) Teach and render service in accordance with the internal regulations of law schools;
 - d) Undertake problem preventing and problem solving studies and conduct legal research beneficial to Ethiopian society;
 - e) Conduct their duties free from partisanship to any political group, or religion, views, ideas or beliefs;
 - f) Counsel, assist and guide students in accordance with the objectives and missions of the law schools;
 - g) Participate in the services provided by the law schools and other appropriate services rendered for the community as well as other affairs;
 - h) Work in teams, to inspire team work and cooperation, and respect the ideas of their students and colleagues;
 - i) Provide appropriate assistance to students in need of special support in accordance with the internal regulations of the law schools;
 - j) Formulate educational and research programs for improving the ability of students, staff as well as the law schools;
 - k) Devote their full energy and attention to their institutions, and provide services for other institutions, as may be necessary, upon request of the law schools;
 - l) Make themselves available for evaluation of their services by their colleagues, students and law schools;
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- m) Participate in teaching, counseling and other income generating schemes of the law schools;
- n) Refrain from unethical or unlawful activities; and
- o) Discharge other duties, as may be specified by the law schools.

Standard 38: Rights of students in the law schools

Without prejudice to other laws, students in the law schools are entitled to:

- a) Learn, understand by inquiry and to know;
- b) Receive quality services from the law schools;
- c) Evaluate and give their opinions about their teachers, heads of law schools, support staff and as well as law schools services in general; and to receive feedbacks on their evaluations;
- d) Be represented at all levels of administration in the law schools;
- e) Give suggestions in the preparation of internal regulations or changing to existing regulations of the law schools;
- f) Participate in the curriculum development, revision and implementation as well as introduction of new programs or change of existing programs; and
- g) Form their own associations, clubs, societies, etc.

Standard 39: Duties of Students in the Law Schools

Without prejudice to other laws, students in the law schools are duty bound to:

- a) Attend during classes, attend them properly and to discharge out of class academic duties assigned by their instructors
- b) Respect others and democratic discourses;
- c) Observe the rules and regulations of the law schools as well as the universities;
- d) Utilize and handle the properties of the law schools as well as universities properly;
- e) Refrain from unethical or unlawful activities;
- f) Effect payment of fees as required by laws or law schools;

Standard 40: Student Co or Extracurricular Activities

Law Schools shall provide all necessary material or moral support to students, their organizations, clubs or societies for their co or extra-curricular activities to flourish.

Standard 41: Career Education, Information and Guidance (CEIG)

Law Schools shall organize career education, information and guidance services for their students.

Standard 42: Academic Appeals and Student Complaints on Academic Matters

1. Law Schools shall have effective procedures for resolving student complaints and academic appeals.
 2. Students shall be encouraged and have full opportunity to raise, individually or collectively, matters of proper concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.
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3. Law Schools shall ensure that their procedures are fair and transparent, and decisions are reasonable and have regard to any applicable law.
4. Law schools shall address student complaints and appeals in a timely manner, using simple and transparent procedures. Informal resolution shall be an option at all stages of the complaints procedure which should operate, in the first instance, at the level at which the matter arose.
5. Information on complaints and appeals procedures shall be public, accurate, complete, clearly presented, and readily accessible.
6. Sources of impartial help, advice, guidance and support shall be made available with in the law schools.
7. The complaints and appeals procedures shall identify the persons or bodies from whom authoritative guidance may be sought on the applicability and operation of the procedures.
8. Those responding to, investigating or adjudicating upon complaints or appeals shall do so impartially and may not act in any matter in which they have a material interest or in which any potential conflict of interest may arise.
9. A complainant or appellant shall be entitled to be accompanied at all stages of the complaints or appeals process by a person of his or her choosing.
10. Law Schools shall ensure that where a complaint or appeal is upheld, appropriate remedial actions are taken.
11. Law Schools shall put in place effective arrangements for the regular, monitoring, evaluation and review of complaints and appeals.
12. Law Schools shall keep their monitoring, evaluation and review arrangements under scrutiny, taking into account current good practice.

Standard 43: Accountability of Academic Staff

1. Members of the Academic Staff shall remain accountable.
 2. Law Schools shall ensure the accountability of their staff.
 3. Members of the academic staff shall exercise their academic freedom with responsibility.
 4. Law schools shall disseminate and communicate the following definition of academic freedom to all members of the academic staff:
 - a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return shall be based upon an understanding with the authorities of the law school.
 - b) The teacher is entitled to freedom in the classroom in discussing his/her subject, but s/he should be careful not to introduce into his/her teaching controversial matter which has no relation to her subject. A teacher should refrain from using class room platforms for insinuation or indoctrination of his/her own political views.
 - c) A law school teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, he or she should be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations. A
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person of learning and educational officer, he or she shall remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, he/she should at all times be accurate, shall exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesperson.

5. Law Schools shall organize Staff Disciplinary Committee comprised of members of the academic staff and students to ensure accountability.
6. The Committee shall have the powers to investigate disciplinary complaints against any member of staff and shall recommend appropriate actions to the Law School Dean or the Academic Commission, as the case may be.

Standard 44: Library and Information Resources in the Law Schools

1. Law Schools shall maintain active and responsive law libraries that enhance the educational life of the schools.
 2. Law Schools shall ensure that the libraries support and supplement their teaching, scholarship, research and service programs through direct, continuing, and informed relationship with the faculty, students and administration of law schools.
 3. Law Schools shall ensure sufficient financial support for their law libraries in order to bolster their teaching, scholarship, research and service programs.
 4. Law Schools shall ensure that their law libraries are equipped with contemporary technology.
 5. Law School shall have sufficient administrative autonomy to direct the growth and development of law libraries and to control the use of their resources.
 6. Law Schools shall have the power to determine, in consultation with library staff, the library policy.
 7. Law Schools shall be responsible, in collaboration with relevant authorities, for selection and retention of library personnel, provision of library services, and collection development and maintenance.
 8. Law Schools shall have the power to determine the budget for the law libraries and administer their budget as part of the law school budget.
 9. The law libraries shall have competent staff, sufficient in number to provide appropriate library and informational services.
 10. The libraries shall provide a core collection of essential legal materials accessible in the law library. In particular, the law libraries shall meet the needs of law schools in their research, satisfy the demands of law school curriculum, and facilitate the education of law students, support the teaching, scholarship, research and services of the staff.
 11. The law libraries shall formulate and periodically update a written plan for development of their collection.
 12. Law libraries shall provide suitable space and adequate equipment to access and use all information in whatever formats are represented in the collection.
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Standard 45: Facilities

1. Law Schools shall have physical facilities that are adequate both for their current program of legal education and for growth anticipated in the immediate future.
2. The law schools shall have the power to engage in consultation with appropriate authorities in the expansion of physical infrastructure in keeping with the demands for larger intake of students.
3. Law Schools shall provide sufficient quiet study and research seating for their students and staff. They shall also provide space that is suitable for group study, and other forms of collaborative work.
4. Law Schools shall enhance their technological acquisitions that are adequate for their current programs and for program changes anticipated in the immediate future.

Standard 46: Internal quality assurance management

1. Law Schools shall institute internal quality assurance schemes and shall develop a self-evaluation (self study) document at least every five years.
2. The schemes shall reflect on admission policies, program approval and review, assessment regulations and mechanisms, monitoring and feedback processes, staff selection and development, staff appraisal, research and publications, and internal review.

Standard 47: Leadership enhancement skills

1. Law schools shall develop leadership skills of their staff, academic and support.
2. Law schools shall work closely with leadership enhancing institutions to make training on this subject available to their staff.

Standard 48: Staff recruitment and development strategies

1. Law Schools shall have staff development strategies consistent with the programs and the number of students.
2. Law Schools shall develop clear and consistent staff recruitment policies.

5.5 Research, Publication & Consultancy Services**Standard 49: Research staff and positions**

1. Law schools shall establish recruitment criteria to ensure that each academic staff has a demonstrated capability to engage in research.
2. Law schools shall hire research staffs that have research as their primary area of concern and devotion.
3. Law Schools shall create a position for a director of research. This director may take the name 'Associate Dean for Research and Publication' or any name that suits the organizational structure of a school.

Standard 50: Research duty

1. Law schools shall ensure that their employment contracts indicate that conducting research and rendering consultancy services is a privilege and a responsibility, a mandate and a duty.
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2. Law schools shall allow a transfer of a ‘teaching staff’ to ‘research staff’ under specific circumstances, the details of which shall be determined by law school regulations.
- [3] Law schools shall also create positions for Research Fellows, Senior Research Scholars, Visiting Scholars, or other similar positions that allow the presence of at least one capable research staff on the Faculty with full commitment and devotion to research and publication.

Standard 51: Developing research competence

Law schools shall provide a regular, periodic, and frequent training to their staff on the skills of conducting research, writing research reports consultancy services, writing skills, preparation of publishable manuscripts and the art of editing so as to enable the staff to produce manuscripts, to review and edit other manuscripts submitted for publication, and discharge other similar responsibilities.

Standard 52: Resources

1. Law schools shall ensure the allocation of sufficient amount of budget for research.
2. Law schools shall make a continuous effort to ensure that research grant is solicited and obtained from governmental and non-governmental sources and utilized for research purposes effectively.
3. Law Schools shall allocate a sufficient budget to ensure that their staff can attend conferences of academic and/or professional nature.
4. Law schools shall put in place facilities such as the internet, password to access school resources electronically, school e-mail account, library pass and identity cards that can help satisfy the requirements of the exigencies of research in the school.

Standard 53: Incentives

Law schools shall prepare meaningful incentive schemes especially by invigorating non-financial schemes in consultation with the appropriate units.

Standard 54: Research units, functions and procedures

1. Law schools shall appoint a capable, committed and research-oriented leadership to research unit of the law School. Law schools shall designate such a leader from among the Faculty based on merit, interest, and other similar criteria deemed appropriate.
 2. The Research Unit in the Law Schools shall be responsible for:
 - a) preparing strategic plan on the conduct, management and ethics of research, publication and consultancy services in the Schools;
 - b) setting annual research agenda by identifying priority areas and weighing the societal relevance of research engagements;
 - c) preparing annual research plan and executing it on approval;
 - d) preparing annual reports on ongoing and completed research projects;
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- e) documenting all research efforts in the schools including approved or rejected proposals, researches undertaken and are yet in progress or are interrupted, or researches undertaken and are completed;
 - f) serving as a resource center and place where data bases are organized;
 - g) publicizing researchable topics in a timely manner;
 - h) soliciting research fund both from internal and external sources;
 - i) preparing (collaborative, long- or short-term) research projects and managing them when approved and funded;
 - j) providing training on research methods, writing-for-publishing and consultancy skills;
 - k) assessing research proposals and research reports on the basis of pre-determined set of criteria; or facilitating the manner in which reports are assessed by internal and/or external assessors;
 - l) establishing and maintaining a cooperative relationship with stakeholders and donors;
 - m) promoting research, publications and consultancy services by publishing magazines, abstracts, indexes, and by organizing award ceremonies for best researchers, and by creating forums that help publicize Schools' research outputs; and
 - n) other related activities;
3. Law schools shall develop procedures that are fast, transparent, expedient and efficient for the conduct, management, dissemination of researches, publications and consultancy services and for the allocation of benefits that proceed from such engagements. Such procedures shall be developed by the head of research in consultation with members of the staff.
 4. Law Schools shall ensure the existence of a facilitative financial processing system that is flexible, expedient and sensitive to the mindset and particular situation of researchers.
 5. Law schools shall work towards the formulation of guidelines and rules on uniform scheme of sharing the financial gains of rendering consultancy services between the individual staff and the Faculty.
 6. The gross financial gains accorded to the staff who has engaged in a given consultancy service shall in no event be less than 80% of the proceeds.

Standard 55: Collaborative efforts and networking

1. Law schools shall work towards creating collaboration in research with other university law schools and/or research institutes and/or centers.
 2. Law schools shall forge a strong relationship with professional institutions, governmental and non-governmental bodies and local/community governments and other stakeholders who need their services.
 3. Law schools shall ensure that all research products are disseminated through diverse mechanisms of publicizing including by publishing proceedings.
 4. To this effect, law schools shall organize at least one annual conference on Legal Research.
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Standard 56: Planning for ensuring the existence and continuity of publications

1. Law Schools shall draw a workable annual plan for ensuring the publication of a reasonable number of:
 - a) Readers
 - b) teaching materials;
 - c) Newsletters;
 - d) Yearbooks;
 - e) Bulletins;
 - f) Proceedings;
 - g) Case-books;
 - h) Journals;
 - i) Monographs;
 - j) text-books;
 - k) books;
 - l) Student theses;
 - m) LL.M dissertations, where there is a graduate program;
 - n) Working papers, research reports, and/or progress reports.
2. Law schools shall prepare a workable annual plan for ensuring the sustained organization of academic forums in which public lectures, workshops, symposia, colloquia, is made possible.

Standard 57: Publicity and promotion

Law schools shall ensure the publicization of its expertise, human resource, and competence base through diverse promotional works such as websites, brochures, flyers, pamphlets, and newsletters that are accessible to all segments of society.

Standard 58: Reporting and research performance evaluation

1. Law schools shall have their research performance evaluated regularly by an external panel of reviewers.
 2. The result of the evaluation shall reflect on the budget that is granted to them or the status accorded to them based on the evaluation report.
 3. Law schools shall submit a report [to the panel] on their research performance every 2 years.
 4. The report shall state the state of culture, structure, resources, and networking pertaining to research, publication and consultancy services and shall, *inter alia*, cover:
 - a) publications;
 - b) major research engagements;
 - c) research environment;
 - d) the units established or are maintained for the purpose of research, and consultancy services;
 - e) procedures and policies that are in place for facilitating the conduct, management and dissemination of research outputs on the one hand and
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- for the allocation of benefits deriving from research and related engagements ;
- f) track records of the budget allocation;
 - g) networking and collaboration with others;
 - h) research infrastructure and facilities;
 - i) staffing policy;
 - j) research strategy;
 - k) esteem indicators that the Schools subscribe to;
 - l) the state of applied and practice-based research;
 - m) individual staff circumstances;
 - n) existence of research students and research studentship; and
 - o) others.
5. Before submitting the report, law schools shall request each academic staff to submit reports on their publications or other research engagements every year.
 6. Law schools shall ensure the existence and effective operation of an internal scheme of research performance evaluation. Based on the information gathered from each staff, law schools shall produce a document on their research performance. This document shall give baseline information on the state, conduct and management of research in the school and shall serve as a springboard for preparing the report.
 7. Law schools shall have staff appraisal methods that can ensure the staff's progressive productivity in research and publication and shall sanction failure to do so with threat of not renewing contracts or affecting tenure, if any.

5.6 Other programs

Standard 59: New programs

1. Law schools shall not launch new programs that would deplete the human and material capabilities of the LL.B program.
2. Reasons for prohibition in this standard include:
 - a) Lack of sufficient full-time faculty to conduct the LL.B program;
 - b) Lack of adequate physical facilities, which has a negative and material effect on the education students receive; and
 - c) Lack of an adequate law library to support both an LL.B and another program.
3. Without prejudice to this Standard, law schools may run short-term trainings/short-term courses, distance education, continuing legal education (continuing short term workshop), LL.M and LL.D programs.

5.7 Miscellaneous provisions

Standard 60: Quality assurance

1. Law schools shall adopt and implement an internal quality assessment mechanism.
2. Law schools shall observe standards set by a consortium of law schools.

Guidelines⁹ **[for the Interpretation and Implementation of the Standards]**

1 Guidelines for Curriculum

Guideline for Standard 5: Programs

In this Standard, the term `program` mainly refers to program of first degree in law (LL.B) whether it is given in regular, continuing or distance education.

Guideline for Standard 6: Graduate profile

2a: Principal features

The statements require an overview of the main features and ideas involved in Ethiopian legal system, rather than regulating detailed knowledge of every branch of Ethiopian laws. Within such a broad framework of knowledge, students can be selective as to the areas of law in which they engage in detailed way.

2d: Synthesis and Critical Judgment

The ability to synthesize and critical judgment can be demonstrated through a variety of tasks, whether it is bringing together materials or in bringing together material from different assigned reading or research.

Critical analysis is recognized as a key attribute of graduates. It involves the ability to identify flaws in an argument. This can be demonstrated autonomy and ability to learn, For instance, through commentary on a new case or article. In evaluation the ability to offer reasons for a point of view is essential though the depth and fullness of the justification will not be very great.

2e: Sources and Research

The essential point is the evidence of research activity that can be demonstrated in writing dissertations, term papers or projects by using primary sources.

2g: Numerical skills

The concern here is not the ability to understand complex calculation, but to be able to use and evaluate the information provided as the basis of an argument.

Guideline for Standard 7(2): Academic achievement

Academic achievement of students shall be evaluated by examinations of suitable length and complexity, papers, projects, or by assessment of performance of students in the role of lawyers

Guideline for Standard 7(4): Academic support

A law school shall provide academic advising to students to communicate effectively to them in the school's academic standards and graduation requirements and guidance regarding course selection and sequencing. Academic advising should include assisting each student with planning a program of study consistent with that student's goals. A law school shall provide the academic support necessary to

⁹ *Reform on Legal Education and Training in Ethiopia*, 2006, Part VI.

assure each student a satisfactory opportunity to complete the program, graduate, and become a member of the legal profession. This obligation may require a school to create and maintain a formal academic support program.

Guideline for Standard 8: Progression

For an implied definition of the term `progression`, see the courses sequenced under Guidelines for Standard 10-Course offering.

Guideline for Standard 10: Course offering

1. The following are the criteria used to identify core courses listed below:
 - a) Whether the courses relate to the grammar of the profession or whether the courses relate to key knowledge, skill and attitude components of the profession;
 - b) Whether the courses relate to the social, political and economic contexts of the country; or whether the courses relate to the type of social, political and economic contexts the graduate is expected to operate; or whether the courses help a graduate to understand the legal dimensions of this setting; e.g., Market economy, liberalization, good governance, rule of law, democracy, gender equity, federal diversity, pluralism, poverty reduction and Millennium Development Goals;
 - c) Whether the courses address the expectations/perceptions of stakeholders;
 - d) Whether the courses address key program objectives and graduate profile outlined in the Standards;
 - e) Whether courses reflect the major problems identified to exist in law schools in Ethiopia; in particular, whether the courses selected as core relate to the country's problems: conditions of women and environmental and natural resources, etc;
 - f) Whether the courses take into account the experiences of other countries;
 - g) Whether the courses build on the good practices of law schools in Ethiopia;
 - h) Whether the core courses are linked to the principal portions of the Ethiopian Codes; and
 - i) Whether the courses taken into account pedagogical concerns such as validity, feasibility, optimality, etc.
 3. (... List of core courses is omitted)
 4. (Number of minimum credit hours for core courses has been omitted)...
 5. (Number of minimum total credit hours has been omitted) ...
 6. A credit hour to a course shall be determined based on such factors as the complexity of the subject, the relevance of the subject, graduate profile and the scope of the subject.
 7. The following is an indicative list of elective courses. Law schools may offer an elective course not indicated in the list. The list is developed to emphasized that law curriculum shall, *inter alia*, give choice to students, contain local content,
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build areas of expertise, caters for the needs of stakeholders and take international experiences into account. ...¹⁰

8. Each law school shall offer the following support courses. ...¹¹

Guideline for Standard 11: Course of study outside law school/co-curricular activities

1. A law school may grant credit toward the LL.B degree for courses or program that permits or requires student participation in studies or activities away from or outside the law school or in a format that does not involve attendance at regularly scheduled class sessions.
2. Credit granted shall be commensurate with the time and effort required and the anticipated quality of the educational experience of the student.
3. Each student's academic achievement shall be evaluated by a faculty member.
4. For purposes of this standard the term "faculty member" means a member of the full-time or part-time faculty or a practitioner or a judge or a prosecutor. When appropriate a school may use the faculty members from other law schools to supervise or assist in the supervision or review of a field placement program.
5. The studies or activities shall be approved in advance and periodically reviewed following the school's established procedures for approval of the law curriculum.
6. A field placement program shall include:
 - a) A clear statement of the goals and methods, and a demonstrated relationship between those goals and methods to the program in operation;
 - b) Adequate instructional resources, including faculty teaching in and supervising the program who devote the requisite time and attention to satisfy program goals and are sufficiently available to students;
 - c) A clearly articulated method of evaluating each student's academic performance involving both a faculty member and the field placement supervisor;
 - d) A method for selecting, training, evaluating, and communication with field placement supervisor;
 - e) A requirement that students have successfully completed three academic years of study prior to participating in the field of placement program;
7. Opportunities for student reflection on their field placement experience, through a seminar, regularly scheduled tutorials, or other means of guided reflection;
8. Activities covered by this standard include field placement, moot court, law review, and directed research programs or internship or externship.
9. A law school may not grant credit to a student for which the student receives compensation. This interpretation does not preclude reimbursement of reasonable amount-of –pocket expenses related to the field placement.

¹⁰ List of courses is omitted.

¹¹ List of support courses is omitted.

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10. A law school that has a field placement program shall develop, publish, and communicate to students and field supervisors a statement that describes the educational objectives of the program.

Guideline for Standard 12: Course Syllabus

The aim of the preparation is to enhance uniformity in the delivery of the essential aspects of a course by indicating to students what to expect, in terms of course description, learning objectives, course content, mode of delivery and assessment. A syllabus shall indicate the following components:

- a) **Course identification** (includes course name, course code, credit hour and pre-requisites.)
- b) **Course description** (outlines the essential aspects of the course.)
- c) **List of measurable course objectives** (the expected learning achievements in the form of knowledge, attitude and skill.)
- d) **Teaching method** (indicates how the course is best delivered to students in a participatory and learner centered manner; the mode of delivery depends mainly on the nature of the course.)
- e) **Mode of assessment** (indicates how and when the performance of a student is to be measured.)
- f) **Attendance policy**
- g) **Course outline** (contains a logical ordering of learning items and the time it takes to cover each element.)
- h) **Available learning resources** (a list of the major reference materials using proper citation and the materials can be classified as required, recommended and optional.)

Guideline for Standard 15: Curriculum review

Law schools have autonomy in so far as curriculum revision is concerned and they can revise their curriculum whenever they find it proper to do so by taking into account changes in political, social and economic. The duty the law schools have in this regard is to notify their respective universities about the process of curriculum revision.

Guideline for Standard 16: Admission

Prior and effective consultation of law schools shall include:

- a) Provision by the Ministry of Education of anticipated rough estimates of the growth of students in the future at least five years in advance so that law schools can plan and prepare for the expected growth in student intake in terms of hiring new staff and expanding their physical infrastructure.
- b) Participation of the representatives of law schools in the admission of students in order to ensure that the interests of student applicants are taken into consideration within the limitations of national priorities.

Guideline for Standard 17: Impact Assessment

Law schools can get feedback on performance of their graduates from employers by regularly contacting the latter. Besides law schools can employ mechanisms such as

distributing questioners, interviewing, field-study and the like in order to assess the performance of their graduates.

2. Guidelines for Delivery and Assessment

Guideline for Standard 18: Qualification of academic staff

A law school shall have academic staff with appropriate qualification and research and scholarly experience that ensures effective implementation of the missions and programs of the law school.

Interpretation

Qualified and experienced academic staff shall be interpreted to mean:

- a) Academic staff holding LL.M and LL.D/SJD/PhD;¹²
- b) LL.B/JD¹³ plus published articles, book, etc.; and
- c) LL.B/JD¹⁴ plus professional, preferably teaching experience.

Guideline for Standard 20: Instructional role of academic staff and teaching assistantship

The full time academic staff shall assume the major part teaching at the law school. Academic staff shall demonstrate effective teaching. A law school shall involve academic staff with prior or current experience as a judge/ prosecutor/ practicing lawyer/ legal advisor.

Interpretation

1. A law school shall involve judges/ prosecutors/ practicing lawyers or legal advisors as academic staff through:
 - a) joint employment; and
 - b) part-time
2. Law practice license shall be allowed to academic staff so that they can enhance their practical experience.

Guideline for Standard 21: Functions of law schools

Interpretation

Obligations to the public including pro bono services under Standard [21/2/e] shall include the act of enhancing community services through legal aid clinics and involvement of courts, prosecutors, police, prison administration, Ethiopian Women Lawyers Association, Ethiopian Bar Association, Kebele communities, non-governmental organizations, etc.

¹² SJD and PhD have been added upon approval.

¹³ JD was included upon approval.

¹⁴ JD was included upon approval.

Guideline for Standard 22: Professional environment and staff development schemes**Interpretation**

Staff development schemes embodied under Standard 22[2] shall include:

1. Access to LL.M and doctoral programs conducted in Ethiopia or abroad;
2. Visiting scholars or researcher programs abroad; and
3. Short-term courses and training programs.

Guideline for Standard 23: Course delivery methodology

In order to enhance the fulfillment of the Standard regarding course delivery methodology, a law school shall undertake the following:

- a) compulsory pedagogic training that may involve training towards license in teaching;
- b) student evaluation every semester;
- c) peer class visits;
- d) tutorials that focus on real cases; and
- e) moot court as a compulsory course followed by further electives that may be based on interest and performance.

Guideline for Standard 24: Co-curricular and extra-curricular activities

1. The legal aid clinical programs in Standard 24[3] may include legal aid programs rendered by senior students under the supervision of academic staff with prior professional experience as judge, prosecutor, practicing lawyer or legal advisor.
2. The spheres of activity shall be determined by interest of students, demand for the clinical service in the community close to the law school, availability of cases, and the inability of clients to retain a lawyer that can handle the case for remuneration.
3. Sample of areas of activity may be domestic violence, prisoners' parole and restorative justice clinic, public interest litigation, environment protection, land possession dispute, etc.

Guideline for Standard 25: Student assessment

1. Law schools shall issue assessment regulations.
2. Transparency in student performance assessment shall include:
 - a) Posting or distributing sample answers; and
 - b) Discussing marking breakdown and scaling policy with students.
3. Law schools shall have clear, fair, reliable valid and predictable letter grading policy. The numerical point value of letter grading shall be as follows: A=(4), A-(3.7); B+(3.3); B(3); B-(2.7); C+ (2.3); C(2); C-(1.7); D(1); F(0).

Guideline for Standard 27: Student services, cost sharing obligations and special support

Student support (under Standard 27/4) to adults shall include tutorials and English language proficiency upgrading programs.

Guideline for Standard 28[2]: Facilities and resources*Physical facilities for law library*

The physical facilities for library shall be sufficient in size, location and design in relation to the law school's programs and enrolment to accommodate the law school's student and academic staff and the law library's services, collections, staff, operations, and equipment.

Interpretation

1. A law school's physical facilities should be under the exclusive control and reserved for the exclusive use of the law school.
2. If the facilities are not under the exclusive control of the law school or are not reserved for its exclusive use, the arrangements shall permit proper scheduling of all law classes and other law school activities.
3. Adequate physical facilities shall include:
 - a) Suitable classrooms in sufficient number and size to permit reasonable scheduling of all classes;
 - b) Suitable space for conducting professional skills courses and programs, including clinical, pretrial, trial and appellate programs;
 - c) Office or at least shared office for each full-time academic staff, and sufficient office space for part-time academic staff members;
 - d) Space for co-curricular, as opposed to extra-curricular activities as defined by the law school;
 - e) Suitable office rooms for all staff; and
 - f) Suitable space for equipment and records in proximity to the individuals.

Guideline for Standard 28[4]: Facilities and resources*Technological capacities*

A law school shall have the technological capacities that are adequate for both its current program of legal education and for program changes anticipated in the near future.

Interpretation

Adequate technological capacity shall include:

- a) Sufficient and up-to-date hardware and software resources and infrastructure (e.g., video conferencing) to support the teaching, scholarship, research, service and administrative needs of the school; and
 - b) Sufficient financial resources to adopt and maintain new technology as appropriate.
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3. Guidelines for Management, Leadership and Organization

Guideline for Standard 30: Law School Deans

1. Law school deans may need to upgrade their external relations skills through skills enhancement training.
2. Law school deans may need to develop a strategy of rapport with external institutions and personalities, such as the federal and regional judiciary, the federal and regional justice bureaus, the federal and regional parliaments, associations of legal practitioners, prominent business persons, especially lawyers, international organizations, civil society groups, other law schools and different faculties for interdisciplinary projects, law schools and research institutes abroad, and so on.
3. Law schools need to create an atmosphere in which greater premium is attached in the capacity and commitment of the law school deans to raise the profile of the law school.

Guideline for Standard 46: Internal Quality Assurance Management

The following may be considered an appropriate administrative framework for internal quality assurance in the law schools: Staff/Student Consultative Committee, Academic Quality Assurance Committee, Course Review Committee, Curriculum Committee, Examination Board, Feedbacks Evaluation Committee, Research and Publications Committee, etc.

4. Guidelines for research, publication and consultancy

Guideline for Standard 49: Research and Recruitment of Staff

1. Law schools are said to have complied with the requirement of having a staff with demonstrated research capability when the recruitment criteria require that a candidate has had:
 - a) An experience of a graduate dissertation (LL.M); or
 - b) An experience of working on an LL.B thesis and an additional publication of an article in a Journal or in a Proceeding or in a book of which the article is a chapter, or a monograph; or alternatively;
 - c) An experience of writing LL.B thesis or an experience of engagement in consultancy work the products of which may be published or unpublished
2. Law schools are said to have complied with the requirement to hire a research staff when at least 1/5th of the total number of its academic staff comprise research staff; or when it has 1/10th of their academic staff are research staff with the possibility to hire commissioned researchers and to transfer the labor of the teaching staff to research on the basis of research leave and other similar schemes.

Guideline for Standard 52: Resource

1. Law schools are said to comply with this Standard if their annual research budget constitutes up to 1/4th of the total budget of the school.
 2. Law schools are said to have complied with Standard (52/3) if it sponsors at least one trip of an academic staff to a conference in a year.
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Guideline for Standard [53]: Incentives

1. A law school is said to have complied with standard 50/2 if, in addition to all the conventional schemes such as sabbaticals and research leaves, there are two or more [incentive] schemes such as letter of appreciation, letter of acknowledgement, bonuses, honorarium, book allowances, and other similar forms of incentive schemes.
 2. Law schools shall pay annual book allowance to their staff.
 3. Also law Schools shall raise salary scales in such a way that it can keep an academic staff remain focused on their research activities. They shall be paid adequately enough not to want some more part time teaching job in their spare time elsewhere.
 4. Law schools shall actively support to establish the association of Ethiopian law schools.
 5. Law schools shall also cooperate to establish Legal Education Standards Quality Assurance Council to serve as an interim council to watch over quality and standards of legal education for an interim period of 2 years.
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