

# ESTABLISHMENT OF NATIONAL LEADERSHIP INSTITUTE PROJECT

---



December 2017



*Liberté • Égalité • Fraternité*  
**RÉPUBLIQUE FRANÇAISE**

AMBASSADE DE FRANCE EN ÉTHIOPIE



ORGANISED EMPACTED BY THE  
PUBLIC SERVICE



Empowered lives.  
Resilient nations.

# Table of Contents

<b>Acknowledgment</b>	<b>4</b>
<b>Acronyms and Abbreviations</b>	<b>5</b>
<b>Executive Summary</b>	<b>6</b>
<b>Chapter 1: Introduction</b>	<b>9</b>
1.1. Background, Context and Project Description	9
1.2. National Policy and Legal Frameworks	11
<b>Chapter 2: Purpose, Objectives and Scope of the Evaluation</b>	<b>13</b>
2.1 Purpose and Objectives	13
2.2. Scope	14
<b>Chapter 3: Methodology</b>	<b>15</b>
3.1. Evaluation Criteria and Elaboration of Key Questions	15
3.2. Approaches & Methods	16
3.3 Limitations	18
<b>Chapter 4: Findings of the Evaluation</b>	<b>19</b>
4.1. Relevance and Strategic Fit	20
4.2. Validity of Design	24
4.3. Results/Effectiveness of the Project	28
4.4. Efficiency of the Project	36
4.5. Sustainability	40
4.6 Management and Coordination	40
4.7 Campus Based Radio Program	40
4.8 External Partnership	41
<b>Chapter 5: Key Implementation Challenges and Lessons Learned</b>	<b>42</b>
5.1. Key Implementation Challenges and Opportunities	42
5.2. Opportunities	42
5.3. Lessons Learned	43
<b>Chapter 6: Conclusions and Recommendations</b>	<b>44</b>
6.1. Conclusions	44
6.2. Recommendations	45
<b>Bibliography</b>	<b>48</b>

<b>Annexes (TBC)</b>		48
Annex 1:	Terms of Reference	49
Annex 2:	List of Interviewees and Institutions	
Annex 3:	List of Documents Reviewed	
Annex 4:	Data Collection Tools	

## List of Tables and Figures

### **Tables**

Table 1:	Sample Size and Data Collection Tools Applied	16
Table 2:	Number of Respondents by Gender and Data Collection Tools Applied	17
Table 3:	Summary of the questionnaire responses given by graduates of ILG	19
Table 4:	ILG Core Curriculum	25
Table 5:	List of Some of the Public Speeches Delivered	23
Table 6:	Number of Students by Batch, Region and Sex	28
Table 7:	Schematic Presentation of the Project Logic/Results Framework	34
Table 8:	Financial Utilization (2010-2015/16)	38

### **Figures**

Figure 1:	Relevance of ILG Program	21
Figure 2:	ILG's Contributions Towards Leadership Capacity Development	21
Figure 3:	Student Selection Process	23
Figure 4:	Opportunities for Female Applicants	23
Figure 5:	Special Consideration for Developing Regions and Marginalized Groups	24
Figure 6:	Perspectives on ILG's Unique Training Approach and Delivery	25
Figure 7:	Perceptions on Teaching Learning Process of ILG	26
Figure 8:	Level of Satisfaction of ILG's Internship Program	28
Figure 9:	Students Intake by Batch	29
Figure 10:	Percentage of Female Candidates by Batch	29
Figure 11:	Percentage of Female Candidates by Region	30
Figure 12:	Extent to which Application of Knowledge and Skills after Graduation	31
Figure 13:	ILG's Contribution to Civil Service Reform Program	32
Figure 14:	Utilization of Organizational setup and Facilities of ILG	36
Figure 15:	ILG's Readiness to Run its Educational and Training Program	40

## Acknowledgment

The evaluation team is extremely grateful to the people and institutions that supported the production of this report by providing their guidance, time and insights. This particularly includes those who graciously agreed to free up their busy schedules for an interview to share their views. It was encouraging to experience broad support for this research among federal and regional bureaus of Public Service and Human Resource Development representatives' alike, willingness to engage in critical reflection, and an appreciable degree of frankness about both the progress made and the on going challenges that characterize the organization of the leadership development project. As it took a significant amount of time to reconcile qualitative and quantitative data as much as possible, it should be noted that the report remained a work in progress until October 2017.

The team is also indebted to the Ministry of Public Service and Human Resource Development, and to the Ethiopian Civil Service University for the support that made possible the field work to accomplish this assessment.

Moreover, the team would like to acknowledge the UNDP for providing the opportunity to conduct this evaluation and for providing us the necessary support throughout the entire process of the evaluation. Cover photo and project partners' Logos are taken from UNDP's Donor Report.

The content of the report naturally remains the author's responsibility.

# Acronyms and Abbreviations

<b>BPR</b>	Business Process Reengineering
<b>BSC</b>	Balanced Score Card
<b>CPAP</b>	Country Program Action Plan
<b>CSRP</b>	Civil Service Reform Program
<b>ECSU</b>	Ethiopian Civil Service University
<b>EMI</b>	Ethiopian Management Institute
<b>ENA</b>	École Nationale d'Administration
<b>FDRE</b>	Federal Democratic Republic Ethiopia
<b>FGD</b>	Focus Group Discussion
<b>GKB</b>	General Knowledge Book
<b>GTP</b>	Growth and Transformation Plan
<b>HERQA</b>	Higher Education Relevance and Quality Agency
<b>ILG</b>	Institute of Leadership and Good Governance
<b>KII</b>	Key Informant Interview
<b>LCD</b>	Leadership Capacity Development
<b>MoCB</b>	Ministry of Capacity Building
<b>MoCiS</b>	Ministry of Civil Service
<b>MoPSHRD</b>	Ministry of Public Service and Human Resource Development
<b>RMI</b>	Regional Management Institute
<b>SNNPR</b>	Southern Nations, Nationalities and Peoples Region
<b>ToR</b>	Terms of Reference
<b>UNDAF</b>	UN Development Assistance Framework
<b>UNDP</b>	United Nation Development Program

# Executive Summary

---

The terminal evaluation of "*Establishment of National Leadership Institute*" project was undertaken between August – November 2017. The purpose of the evaluation is to provide an in-depth assessment of the results of the project against the relevant outcomes and indicators set out in the United Nations Results Framework signed for Ethiopia (UNDAF 2011-15), UNDP Ethiopia's Country Programme Document (CPD-2011-16) and the five outputs of the project.

The evaluation applied mixed method/approach combining both quantitative and qualitative methods and presented the report in view of the performance of the project gauged based on its relevance, validity of design, effectiveness, efficiency, sustainability, and management and coordination. As much as possible data gathered from various sources were triangulated using an array of sources and method. Data were gathered from Heads/Deputy Heads of Regional Public and Human Resource Development Bureaus of Amhara, Gambella, Benishangul Gumuz, SNNPR and Addis Ababa City Administration; staff, current students and former graduates (alumni members) of the Institute of Leadership and Good Governance; relevant Vice Presidents and heads of Schools of the Ethiopian Civil Service University; experts in the Ministry of Public Service and Human Resource Development; and from representatives of development partners particularly that of UNDP and French Embassy/Development Cooperation Section.

The terminal evaluation examined five key areas: 1) relevance and strategic fit; 2) validity of design; 3) effectiveness; 4) efficiency and 5) sustainability as stated in the ToR.

- 1. Relevance and Strategic Fit.** The Evaluation found the project highly relevant and strategic given government priorities, needs of targets, UNDAF and mandates of UNDP in leadership capacity development to enhance governance through able leadership in Ethiopia;
- 2. Validity of Project Design.** The project was well designed with clearly articulated project logic including six outputs contributing to the project outcomes and the relevant UNDAF Outcome (Pillar 3) that is "National Leadership and Institutional capacities strengthened including capacity for planning, implementation, monitoring, evaluation and coordination of national development plans". The output areas also found contributing to relevant national leadership and decision-making capacity building efforts stipulated in UNDP's CPD as well as in government plans.
- 3. Effectiveness.** The project was implemented with the financial and technical support of the government of France and UNDP enabling the project to achieve its outcome and coherently through systematic implementation of the delineated activities but with the required level of synergies between them and with the outcome area. The project achieved most of the results. UNDP provided a range of

support services to the project implementation including disbursement of funds, close monitoring of the operational and implementation process of the project to ensure that it is in line with the signed project document and Annual Work plan. It also oversees quality assurance as part of the technical support. The project fund utilized for equipping the Institute with soft and hard inputs to deliver leadership courses, organizing training and benchmarking visits, training of mentors, production of General Knowledge Book, internship, administration of entrance exam, support to senior research. ECSU covered salary of teachers, provided classrooms, dormitories, canteen service and medication of trainees.

4. **Efficiency.** As the project worked through government structures, there were costs savings and the overall project was highly efficient. With total funding of USD1,560,000 (which is 100% budget utilization) the project's overall impact was found substantial in terms of contributing towards the realization of the National Civil Service Reform Programme as well as leadership capacity development.
5. **Sustainability.** Many elements of the project are sustainable despite lack of a clear exit strategy/plan that should accompany the project document. As the project has worked through government structures, many of the activities have been integrated to the mandates, structures and regular activities of the Ethiopian Civil Service University with a robust leadership of the Ministry of Public Service and Human Resource Development. The project is continuing to benefit middle level leadership. However, some of the peculiar activities of the Institute such as the internship, public speeches, mentorship, policy dialogue and seminar series are somehow compromised.

A key conclusion that comes out of the evaluation is that the project contributed successfully to the producing of middle and high-level leaders equipped with professional leadership skills and knowledge. However, high level policy decisions remain vague in terms of either ILG to be established as an autonomous academic institution but enjoying the flexible nature that it has been exercising so far, or function as part of the ECSU as any other school, Institute or Department.

## Recommendations

- Close cooperation with regional Civil Service/PSHRD offices, Office of Regional Presidents and Cabinets avoids gaps in recruitment and placement. The Ministry of Public Service and Human Resource Development (MoPSHRD) requires stepping up on dedicated directive towards placement with series of proactive awareness to federal and regional stakeholders of the ILG.
- Even though the quota set to regions is based on the population and territorial size, due emphases must be given for those developing regions as they need more skilled and professional leadership that can support the implementation of the regional development plans. This will extend to maintaining and advancing development gains as well as minimizing critical challenges to early graduates from the sphere of developing regions.

- Despite the quota and affirmative actions, women are not taking part as candidates as needed, the proportion of female graduates until 2016, only reached to a total of 26% though increasing from year to year. To enhance increased number of female graduates, ILG needs to apply a different modality such as conducting training near female students in close cooperation with Regional Management Institutes (RMI).
- With the growing demand for leadership at all levels, ILG should enhance its intake by strengthening block, extension and weekend classes and by having branches that accommodate additional students from various sectors that require support from skilled and professional graduates who will be able to serve as backbone of the civil service reform.
- To avoid some of the problems faced during internship, ILG should continue working on awareness raising on the peculiar nature of the Institute to mentors at different federal and regional offices so that they can coach the interns in a way to enables them to acquire the intended skills and knowledge.
- ILG is now under the College of Leadership and Governance and will resume its functions as any other Department which will jeopardize its unique facilitates such as internship, mentorship and use of trainers. To continue delivering in a similar or in a better way and sustain the training program, ECSU must consider all required inputs in its academic excellence initiatives and budgetary allocations.



# Chapter 1: Introduction

---

## 1.1. Background, Context and Project Description

Ethiopia launched a comprehensive civil service reform programme in 1994 with the aim of creating an efficient, transparent, accountable and professional civil service that responds to the newly adopted decentralized governance architecture. The reform programme is one major input to the transformative agenda that the country is implementing to augment the vision to become a lower middle-income country by 2025 through accelerated growth and poverty reduction.

The civil service reform programme focused on seven major areas of reform to strengthen human resource management and control; improve performance and service delivery; improve transparency and accountability in the federal civil service; Build policy and institutional governance capacity in the four emerging regions; improve governance of financial resource management and control; strengthen reform coordination structure and strengthen top management systems of the federal civil service. The top management systems sub programme focuses on developing the required systems and structures aimed at creating requisite capacity for strategic planning and management, performance measurement and assessment, reporting and top management decision making including provision of trainings to meet the capacity needs of the top and mid-level civil service managers.

In view of the reforms taking place, there is a need to match the reform process with capacity building efforts with a focus on leadership development. In response to this need and in line with the objective set in the Growth and Transformation Plan (GTP), the Institute of Leadership and Good Governance (ILG) was launched in December 2010 by the Ethiopian Government with the aim of preparing mid-level civil service managers in the country. The Ethiopian Government requested UNDP and the French Government to extend technical and financial support to this initiative and eventually materialize together with the Government the materialization of official establishment of the Institute. Hence, in October 2010, UNDP and the French Government signed a Financing Agreements with the Government of Ethiopia to support a project namely *Establishment of National Leadership Development Institute project*.

The project identifies the Government of France, UNDP and Ethiopian Civil Service University as implementing partners of the project with overall guidance and coordination by the Ministry of Finance and Economic Cooperation. The Government stipulated that the general objective of the Institute is the creation of leadership capacity in Ethiopia that will provide strategic direction towards the realization of the country's medium and long-term development vision. The ILG will thus aim to prepare a new generation of highly trained civil servants and qualified public administration professionals. Graduates will gain knowledge and skills required to effectively lead the implementation of policies and strategies. The ILG project is designed to contribute to UNDAF Outcome: *Decentralization of power significantly enhanced and the civil service reform implemented resulting in more*

*effective response to community driven needs and better and more equitable access to quality public services and utilities, in the regions of the vulnerable, poor and marginalized.* The five key intermediate results of the project carefully designed to be achieved in the project life include:

- Key Result Area 1:** Establishment of a Leadership Institute with a clear governance structure and staffing
- Key Result Area 2:** Curriculum design and development
- Key Result Area 3:** Training and mentoring capacity development
- Key Result Area 4:** Student intake capacity strengthened
- Key Result Area 5:** Research and consultancy capacity of the institute strengthened

The project also identified the following key outputs as part of the project logic delivered, monitored and reported throughout the project period:

- Output 1:** Academic knowledge and skills of Ethiopian senior staff and trainers selected among the federal and regional institutions upgraded
- Output 2:** Mentoring program at the federal and regional level to build capacity of supervising internships in a proper way designed and delivered
- Output 3:** Leadership knowledge and skills of Ethiopian civil service both found at the regional and federal level improved
- Output 4:** ILG is strengthened in its role as centre of excellence including its high level expertise

ILG has been temporarily housed within the premises of the ECSU by the decision of the Federal Government and become operational since January 2010. ECSU provided modern classrooms, offices, library and learning centre facilities have been fully equipped. The institute that is led by a Director, Deputy Director and core staffs supported by Administrative staff has been reporting to the President of the ECSU. A French Technical Advisor and a national UNDP Leadership Project Officer are assigned by respective agencies to support the Institute. Since then, a number of trainers, both national and foreigners are invited to deliver courses.

Initial steps taken in ensuring operationalization of the Institute consist of the development of a) entrance exams; b) comprehensive curriculum developed based on series of benchmarking studies, customized to the needs identified through systematic capacity gaps studies and tailored to intended objectives of the Institute have been produced comprising of foundation modules; professional modules; Research and Internship and Co-Curricular Activities; c) guiding notes for mentors and trainers; d) General Knowledge Book; e) Internship Manual; e) organising its own library and Resource Centre; g) staff capacity building; f) promoting and linking ILG and its services to federal and regional public institutions; and g) ensuring the establishment and functionality of the Project Steering Committee and Technical Working Group.

## **1.2. National Policy and Legal Framework**

In the contemporary world today, building the capacity of civil service organizations has got a notable recognition from policymakers, reformers and international development agencies. It rests on the principle that investing in human and social capital enables public servants to develop the capacities needed to thrive and to play an autonomous role in developing and renewing their communities. Both concepts and practices have evolved in the development communities, ranging from the institution-building to human resource development and then to capacity development/knowledge networks via reforming government Bureaucracies.

After EPRDF took power in 1991, its prime agenda has been the eradication of poverty from the country. The government has committed itself for this grand purpose, and has laid down 14 National Capacity Building Programs as a big step forward. In 2004, the government issued a national capacity building strategy in which it recognized that policy capacity gaps prevailed for years, and stated that its policy capacity is the combined result of proper organizational structure, system and human resources, of which human capacity remains the major problem (MoInf, 2004). The civil service policy capacity is thus the combination of the civil service system, its structure, and the ability of civil servants (MINF, 1994).

The civil service reform program is one among the 14 capacity building programs (i.e. Technical and vocational education training, agriculture reform program, non-agriculture reform program, education sector development program, justice sector reform program, civic societies and NGOs capacity building reform program Engineering capacity building program, textile and garments capacity building program, private sector capacity building program, tax system reform program, urban management and development capacity building program and cooperative capacity building program). It was initiated in response to weaknesses in the administrative system, challenges encountered in the public service delivery system and in general with the objective of revitalizing the overall development of the country.

The Civil Service Reform Program aims at establishing new systems of public sector management, improving service delivery at all levels, strengthening human resources capacity, building capacity for efficient budgeting and management of public finance and strengthening ethics, accountability and transparency. The program has five major sub-programs. The first sub-program is for top management systems. It includes training for strategic management, leadership and management development for top executives establishing efficient management systems and preparing executives for implementation of performance management systems, organizational reforms within the structure of government, and development of relevant policies and building capacity for policy analysis and management.

The second sub-program covers human resources planning, development and utilization, strengthening incentive systems, rationalizing recruitment, advancement and transfer of personnel; reorganization of the dispute handling mechanisms, establishing human resources information systems and planning, and launching and organizing human resources development programs. The third sub program deals with service delivery. It

involves strengthening service delivery systems and standards, strengthening customer orientation, and developing guidelines on these and other related issues. The fourth sub-program is about expenditure management and control in the public service. It includes regulatory and legal reforms in budgeting, accounting and reporting expenditure, managing public investments and expenditure, strengthening accounting, and auditing and financial oversight functions and establishing integrated fiscal management systems. The last sub-program is on strengthening ethics, integrity systems, transparency and accountability.

# Chapter 2: Purpose, Objectives and Scope of the Evaluation

---

## 2.1. Purpose and Objectives

The Terminal Evaluation is aimed at making systematic assessment of the processes and outcomes of the project on their conformity over all UNDAF objectives (2010-2016) in Leadership Development, on result orientation and contributions to the Civil Service Reform Program and the functions of federal and regional institutions as beneficiaries of the project in terms of overall capacity built.

The project ended as of June 30, 2016. As it is a final phase of the project, the Ethiopian Civil Service University/ Institute of Leadership and Good Governance wished to secure the services of a professional consulting firm to undertake Terminal Evaluation of the project. The Terminal Evaluation is an exercise that called for the participation of different targeted beneficiaries and stakeholders of the project in a reflective assessment and evaluation process.

The result of the evaluation is expected to identify inputs, directions and recommendations to better accelerate the leadership capacity building in the Civil Service Reform Program both at federal and region level. Overall, it is assumed that the review process will be an instrument which helps for a compressive and systematic reflection of the project. The exercise is instrumental since it highlighted what worked well, what didn't work and why. Most importantly the review draws lessons and best practices and identifies key challenges and come up with realistic recommendations.

The project aimed at creating leadership capacity that will support Ethiopia's strategic direction towards realization of the country's medium and long-term development goals. The Project's goal is contributing to the creation of a centre of excellence for leadership development that will produce civil servants of high level who will match the skills and competencies required to the accelerated achievement of transforming the national economy and development paradigm.

This report is the end line evaluation of the project. It consists of six chapters. The first Chapter provides the background of the project and briefly touches on relevant national policies and legal framework. The second chapter is about the purpose of the evaluation and its scope. While the third chapter focuses on the methodology and approach of the evaluation process, the fourth chapter presents findings detailing the relevance of the project, design, result/effectiveness, efficiency and sustainability issues as well as the impact, contribution to civil service improvement and governance of the project. Chapter five deals with key lessons learned and challenges of the project. The last chapter provides conclusions and recommendations.

## 2.2. Scope

The review included Regional Public Service & Human Resource Development Bureaus and Regional Management Institutions in Amhara Regional State, Southern Nations, Nationalities and Peoples Regional State (SNNPRS), BenishangulGumuz Regional State, Gambella Regional State and Addis Ababa City Administration. Former and prospective graduates of the ILG served as key informants. The review engaged the federal institutions such as the Ministry of Public Service and Human Resource Development, Ethiopian Civil Service University and Ethiopian Management Institute. The Team also met with UNDP and the French Government representatives as donor partners of the project. Please refer Table 1 for the detailed list of informants.

## Chapter 3: Methodology

---

### 3.1. Evaluation Criteria and Elaboration of Key Questions

The Evaluation is designed around seven key areas and questions outlined in the ToR: 1) relevance and strategic fit; 2) validity of the design 3) effectiveness; 4) efficiency; 5) sustainability 6) coherence; 7) management and coordination. Guided by the evaluation questions, an attempt has been made to independent review and assesses the project. Although coherence is not specifically identified in the TORs, it was examined as much as possible within relevance and strategic fitness.

#### Relevance:

- Had the Project targeted the most appropriate beneficiaries? Who are the beneficiaries? Was the selection all inclusive? To what extent the Project was relevant under the existing socio-economic and political context of Ethiopia?
- To what extent do the overall and specific outcomes contribute towards the attainment of leadership capacity development? Were the interventions prioritized by the project relevant? Were the graduates of the institute assigned in leadership positions at various levels?

#### Design:

- Has the Project included appropriate activities towards specified outcomes relevant to the UNDAF? How fairly the Project included feasible assumptions and sound analysis of the context? Were relevant instruments and tools essential for the Project identified from the very outset of the Project? How was Project beneficiaries recruited?

#### Efficiency:

- How efficient was the project in terms of proper resource utilization, delivery and timeliness? Was the Project participatory in all its aspects?
- How was the overall partnership between UNDP, ECSU/ILG, MoPSHRD, the French Cooperation and other relevant stakeholders? And how does this impact efficiency? (positive or negative) How was the Project managed to achieve agreed results?

#### Sustainability:

- Was the management arrangement sound/ did it include various stakeholders? If so, how did this facilitate efficiency and result orientation of the Project? How is the level of continuation of commitment, readiness and utilization of created functional capacity for leadership development? Are there new initiatives caused by the project? Is there a system developed by the ECSU/ILG (government) to keep the development of leadership capacity?

#### Result/Effectiveness

- What were the core results attained by the project? Had the project contributed for the overall improvement of the Public Service in Leadership capacity building?

- What have been changed because of the introduction and implementation of this Project? What are the major changes brought about by the Project?
- What lessons were learnt and best practices registered by the Project?
- What worked well, why? What didn't work well, why? Results and areas registered apart from the expected outcomes/outputs?

### 3.2. Approaches & Methods

- Human rights and gender sensitive approach:** The evaluation process was informed by the principles of human rights and gender equality. At the outset, the gender equality and human rights perspective was always kept in mind in the framing of evaluation issues.
- A **participatory approach:** was used with key stakeholders and with organizing KKIs, FGDs, and debriefing workshops to listen and elicit reflections on the project.
- Utilization Focus:** With the intent to create a value-added exercise that goes beyond an accountability function to include concrete and practical recommendations
- Mixed Methods Approach:** The methodology used mixed methods by combining quantitative (questionnaire analysis, statistical analysis provided in reports) with qualitative methods. The mixed method approach provided for robust findings and enabled the evaluation to triangulate the findings by using multiple sources of information and methods. The evaluation applied desk review, series of stakeholder's workshop, Key Informant Interview (KII), Focus Group Discussion (FGD) and questionnaire to gather required qualitative and quantitative data as appropriate.
- Sampling:** of respondents was made based on the selected Regional States (Amhara, SNNPR, Benishangul Gumuz and Gambella) and Addis Ababa City Administration ILG graduates and ILG current students, Civil Service Bureaus (all from the selected regions and Addis Ababa city Administration), ILG office, ECSU officials, the MoPSHRD, EMI, RMI French Development Cooperation and UNDP.

**Table 1: Sample Size and Data Collection Tools Applied**

Informants/Respondents	Sample	Data collection tool		
		Questionnaire	KII	FGD
ILG graduates	41	√		√
ILG current students	27		√	√
Regional CS/PS Bureaus & Women and children affairs office	6		√	
ILG teaching Staff	3		√	
EMI/RMI	4		√	
ECSU	4		√	
MoPSHRD	1		√	
UNDP and French Cooperation	4		√	
<b>Total</b>	<b>90</b>	<b>41</b>	<b>33</b>	<b>16</b>



Quantitative data based on the questionnaire filled by graduates of ILG were analysed to assess the parameters of the evaluation such as relevance, design, result/effectiveness, efficiency and sustainability. Qualitative data from Key Informant Interview (KII) and open-ended questions responded by the current students of ILG were analysed to identify additional themes that reinforced the quantitative findings or revealed additional trends in the above-mentioned parameters.

**Table 2: Number of Respondents by Gender and Data Collection Tools Applied**

Data Source	Data Collection Tools			Number of Respondents		
	FGD	KII	Questionnaire	M	F	T
<b>ECSU Leadership, Staff including ILG</b>		√		5	1	6
<b>MoPSHRD</b>		√		1	-	1
<b>Gambella Regional State</b>						
Graduates of ILG + Current students of ILG + Civil Service and Good Governance office + Women and Children Affairs Bureau	√		√	7	1	8
<b>Amhara Regional State</b>						
Graduates of ILG + Civil Service Bureau + RMI + Current students of ILG	√		√	19	7	26
<b>SNNP Regional State</b>						
Graduates of ILG + Civil Service Bureau + RMI + Current students of ILG	√		√	10	3	13
<b>BenishangulGumuz Regional State</b>						
Graduates of ILG + Civil Service Bureau + RMI + Current students of ILG	√		√	9	3	12
<b>Addis Ababa City Administration</b>						
Graduates of ILG + Civil Service Bureau + EMI + Graduates of ILG at EMI + Current students of ILG +	√		√	14	6	20
French Development Cooperation		√		1	1	2
UNDP		√		2	-	2
<b>Total</b>				<b>68</b>	<b>22</b>	<b>90</b>

Various documents such as the GTP; Civil Service Reform in Ethiopia; Project Management Arrangement; Minutes of the Steering Committee Meetings, Mid-Term Review of the Leadership Development Program, National Leadership Development Institute Project Document, etc. were consulted. Field data gathered from the 31<sup>st</sup> of July to 23<sup>rd</sup> August 2017. Data collection mainly focused on the ILG graduates and current students, Regional Public Service and Human Resource Development Bureaus, Regional Cabinet office and Regional Management Institute offices. The evaluation team also met representatives from the MoPSHRD, UNDP and French Development Cooperation.

### 3.3. Limitations

A major limitation encountered during the process of the evaluation was its timing. Most officials and experts selected for providing information were in training programmes organized by federal and regional governments during the data collection period and hence it was difficult to meet them. The current students of the Institute of Leadership and Good Governance (ILG), the major interlocutor of the project, were also on a summer break and it was quite evident that the team had to stay until they are back to school to start classes and gather relevant data. Gaps in institutional memory due to staff turnover were also a restraint in fusing data from the regions as well as from the ILG.

## Chapter 4: Findings of the Evaluation

As indicated in the Terms of Reference (ToR), relevance, design, result/effectiveness, efficiency and sustainability are chosen as the main parameters for the terminal evaluation of the “Establishment of National Leadership Institute” Project.

**Table 3: Summary of the questionnaire responses given by graduates of ILG**

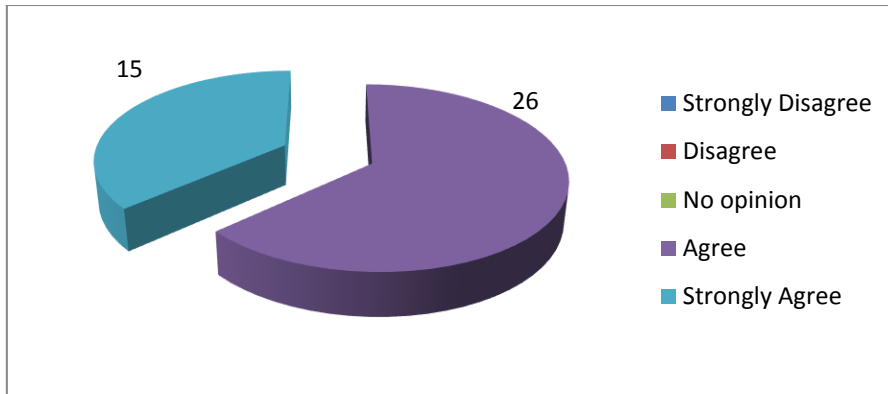
Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
ILG program is relevant under the existing socio-economic and political context of the country	-	-	-	26	15
ILG program is contributing to Civil Service Reform Program	-	1	-	23	17
ILG gives training in unique ways compared to other in ECSU and this must continue	2	-	3	14	22
ILG has contributed to the overall improvement of the Public Service in Leadership capacity building in the regions	-	-	1	21	19
Trainees selection process of the institute was infallible and reliable	2	-	8	18	13
The training I took at the institute and the work I am doing now is related	4	4	3	19	11
I am happy and beneficiary by being a graduate of ILG	1	-	3	22	15
I am at this office and position because I graduated from the institute	7	2	3	19	10
The teaching and learning process of ILG is related with the aim of the program	1	-	2	22	16
The organizational setup, teaching methods, the room arrangement, the library, the information technology system in line with the ILG’s training	2	2	2	23	12
The institute is the one that could run its own educational and training program	2	2	1	19	17
Majority of the trainees are selected from rural part of the country	3	3	15	13	7
The institute gives priority to females to increase the number of female graduates from time to time	1	2	6	16	16

During selection, the institute gives a due attention and support to persons with disability, females, and people coming from developing regions	1	3	11	11	15
If the content of the program continues the way it is now, the institute will contribute a lot	1	5	3	11	21
The institute is model for other institutes and it has best practices that can be transferred to other institutes	2	-	4	20	15
I have gained skills because of the Internships	-	-	4	24	13

#### 4.1 Relevance and Strategic Fit

Growth and Transformation Plan (GTP) of Ethiopia (2010/11 – 2014/15) gave a due emphasize for the implementation of Civil Service Reform Program and Good Governance. UNDAF outcome 11: Capacities of national, local & community Institutions strengthened for participatory and evidence based, planning, implementation, monitoring, evaluation, leadership and decision making and UNDAF output 11:2 National Leadership and Institutional capacities strengthened including capacity for planning, implementation, monitoring, evaluation & coordination of national development plans. All these call for effective civil service leaders and employees. According to the plan, civil service institutions are expected to perform at the highest possible level to realize the vision of the plan. Such circumstance avails multiple opportunities to professionalize the civil service. Stretched development goals calls for superior organizational performance which is possible with mobilizing professional employees in any organization including the civil service. The growth and transformation plan embraces capacity building as one of the pillars of its strategy. According to the capacity Building strategy of FDRE, Human Resource Development is critical. Thus, the GTP is a driver to build professionalism in the civil service.

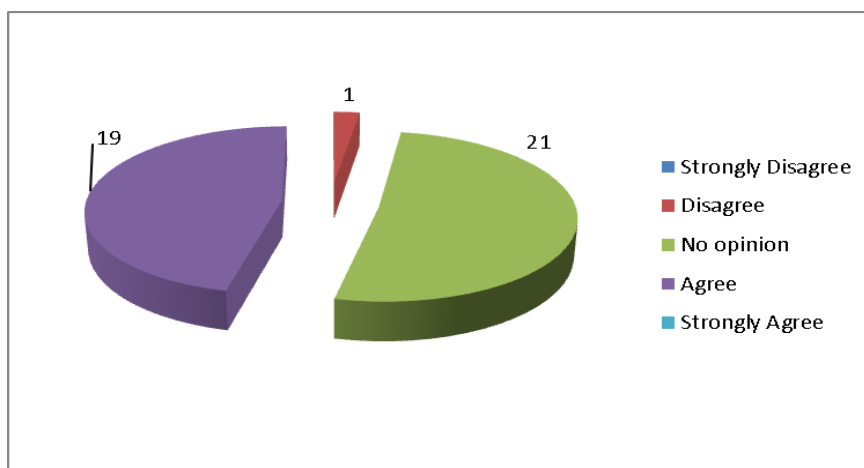
The ILG program under the existing socio economic and political context of the country, as can be seen in Figure 1, is found relevant (i.e. 63% agreed and 37% strongly agreed). Participants of KII also agreed on the relevance of the program in sustaining Ethiopia's development in accordance to the GTP. Other key informant also added that since the country embarked on the development path; many policies and strategies were designed. However, there were problems in the implementation of the policies and strategies due to lack of skilled leaders that can guide the tasks towards their achievements. So, having ILG program that strives to enhance leaders' knowledge and skill is imperative for the realization of the country's development.



**Figure 1: Relevance of ILG Program**

As shown on Figure 2, i.e. 51% Agreed and 46% strongly agreed) on ILG’s training contribution towards the attainment of leadership capacity development. The same result was observed in the interview conducted with key informants and the ECSU academicians. One of the respondents has said problems associated with good governance occur when there is a mismatch between country’s development and service provision. With the current trend of globalization citizens demand is growing but various civil servants are not coping up with the demands as there are gaps in capacity and such gaps can only be addressed with institutes like ILG.

Informant from MoPSHRD has said to implement any plan and strategies a capable leader is a must and the institute is doing this. ILG is enabling top and medium leaders to build their capacity in leadership. He added the Leadership and Good Governance modular training successfully builds the motivation of participants to engage in civic life. The positive effects of the Leadership Capacity Development on participants’ civic engagement are evident. ILG has played a key role in producing the next generation skilled civil servants. The institute capacitate a graduate to become all rounded civil servant.



**Figure 2: ILG’s Contributions Towards Leadership Capacity Development**

Despite the above positive aspects, the interviewed Regional Civil Service Bureaus, the graduates and current ILG students who responded to the questionnaire and key informants commented the following points to be improved or given a second thought by the Regional States or City Administrations.

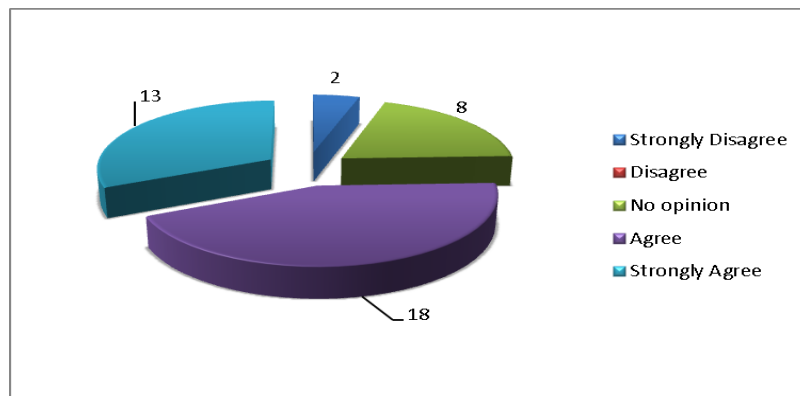
- Placing the graduates at the right place is critical to realize the objectives of the institute. Problems with placement are associated with selection process. If they (Regional Public Service and Human Resources) select who they believe can be leaders then when the graduates return, they will not face any problem in placing them;
- The Regional Cabinet Bureaus and Good Governance Offices (as indicated by respondents in Gambella) needs further awareness on what is included in the ILG program and its specific relevance for the regions so that they coordinate on who should be sent for training and involved in the assignment/placement of graduates to different Bureaus;
- If ILG continues training without following the whereabouts of graduates and regional and the MoPSHRD Doesn't place the graduate properly, the gaps of capacity building in the reform program will be left unattended as well as it will be waste of the meagre resources. ILG's training contribution will be felt well if the institute increase the intake every year.

In terms of student recruitment, candidates are required to be holders of a bachelor degree and above in any field of study, not more than 37 years of age at the time of taking entrance exam and a public servant who successfully passes the competitive entrance exam of the Institute. First degree graduates with some years' experience in the civil service can take entrance examination. In the case of serving civil servants, high performance evaluation result is the base for any candidate to sit for the entrance examination. To ensure balance among candidates and regions:

- i. A system of quotas was in place based on population and land size, while at the same time minimum standards are kept.
- ii. A system of affirmative action was put into the recruitment procedure of civil servants to undertake the training program. Within the given quota, however, groups were competing among themselves while minimum requirements are met.
- iii. An effective support mechanism is in place to assist the candidates, particularly from disadvantaged regions and social groups, to prepare for the entrance examination and once selected to help them to complete the training successfully through counselling.

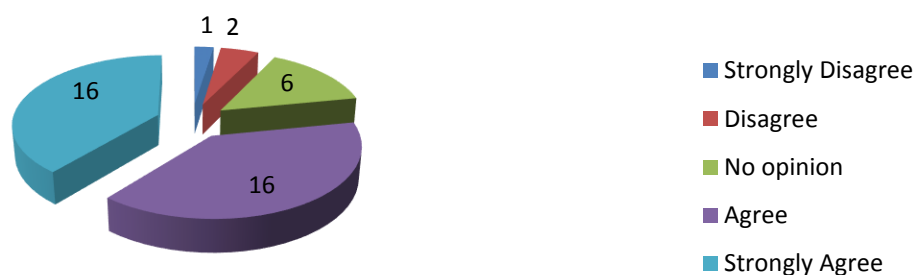
The competitive entrance exam contains three written tests (English test, Aptitude test and general knowledge) and interview. In consultation with the ECSU, ILG has decided to use the existing eight distance Learning Centres as Preparatory Centres where new recruits get information and prepare for the entrance exam in advance. The General Knowledge Book is also a crucial step to help candidates to prepare better for the entrance exam, as it will cover the main topics of the general knowledge test.

During the discussions with Regional CS/PSHRD Bureaus officials it is learnt that especially developing regions are sending only the number of candidates as per the quota fixed for their regions while others are sending tenfold of the number of students allowed so that they will not miss the quota if some of the prospective candidates fail in the exam. Beside this, in SNNPR, it was mentioned that compared to the vastness of the region, the General Knowledge Book (GKB) distributed didn't reach the whole Woredas in the region. They have also suggested adding sample examination on the GKB.



**Figure 3: Student Selection Process**

Majority of respondents (i.e. 44% agreed and 32% strongly agreed) answered that trainees' selection process of the institute was infallible and reliable. Experience, age and educational attainment are the criteria set to select prospect trainees. The selected trainees will then sit for written and oral examinations. ILG receives students who have successfully passed both the written and oral exams. The participants who strongly disagree said regions should select trainees that are in leadership position and those individuals who have the potential to be future leaders. But sometimes some regions don't send the right person for the training; they send those individuals who disagree with them. Whereas some regions send appropriate individuals who they think will lead them in the future.

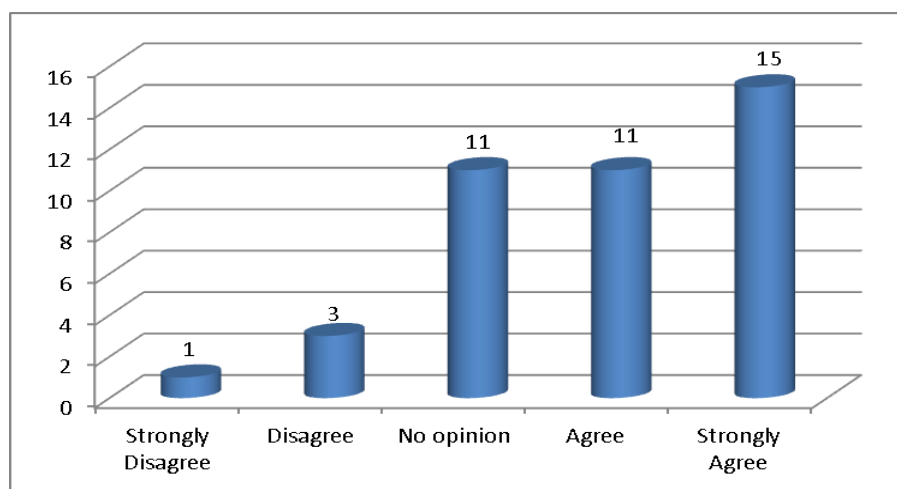


**Figure 4: Opportunities for Female Applicants**

As shown on Figure 4, still majority of respondents (i.e. 39% agreed and 39% strongly agreed) responded that ILG gives priority to female applicants to increase the number of female candidates. Gender is incorporated on the selection criteria. ILG insists 40% of the

prospective trainee that regions send to be females. Beside this, affirmative action (i.e. 3 points) is added for female prospect candidates. Despite this, as of 2015 only 26% females graduated from ILG.

As shown on Figures 5, 63% of respondents (i.e. 27% agreed and 36% strongly agreed) responded that ILG give special consideration for participants from developing regions, and persons with disability. Each region is given different quotas based on the land and population size. The selection criteria are education, age and experience. To be enrolled in the program, candidates must have a BA degree and he/she must also be below the age of 37 with minimum of five years' experience. Each prospective trainee will sit for written entrance examination followed by interview. Those who have high scores will join the program. While doing so, to bring fairness, developing regions were evaluated against themselves not with the prospective candidates that came from other regions. In addition, Affirmative action is also given to candidates with disability.



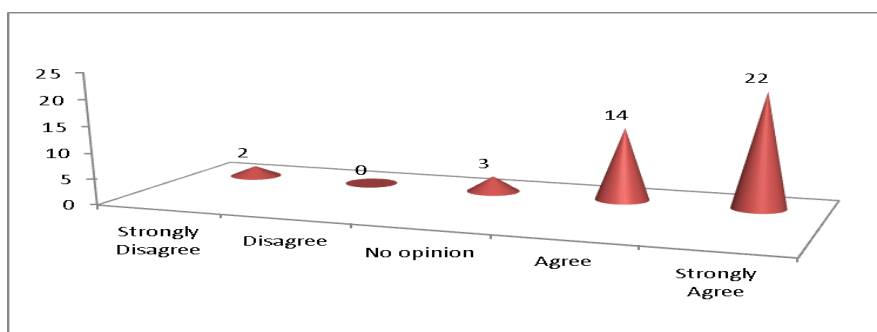
**Figure 5: Special Consideration for Developing Regions and Marginalized Groups**

Despite what has been said, the interviewed Regional Civil Service Bureaus, the graduates and current ILG students who were questionnaire respondents and interview participants commented affirmative action is there for disabled people and developing regions but this is not enough, a special training should be provided to them before they sit for entrance examination.

#### 4.2. Validity of Design

As indicated on Figure 6, majority of respondents (i.e. 34% agreed and 54% strongly agreed) agreed that ILG differs from other training institutes in its different/unique approach of delivery and it should continue with that. The training program with Foundation Modules, I and II, Professional Modules I and II, two Internship assignments (i.e. one at federal offices and one in regional offices), and a final term for master thesis preparation and defence. Trainees are also expected to actively participate in co-curricular activities.





**Figure 6: Perspectives on ILG's Unique Training Approach and Delivery**

To design the curriculum of ILG fulfilling all the expectations, many countries, public administration training institutes, experts, regional and federal civil servants have been approached and consulted. The whole training program is composed of two Foundation Modules- Module I and II (3.5 months each), two Professional Modules-Module I and Module II (2.5 months each), two Internship assignments (two cycles 3 months each), and a final term (3.5 months) for presenting field reports and writing dissertation. Several guides for Professional Modules design and internship guideline have been developed and published. Foundation and Professional Modules certified by the Higher Education Relevance and Quality Agency have been developed.

**Table 4: ILG Core Curriculum**

**Foundation Modules:** The foundation modules help trainees acquire basic understanding of the Constitution of Ethiopia, its political, legal and socio-economic structure, development issues, reforms, public policies and strategies, international relations and globalization, public policy, ethics, etc. Participants will also be acquainted with leadership and management concepts and management of change and development.

**Professional Modules:** The Professional Modules deal with a wide range of topics to do with how government functions are carried out at federal, regional and local levels, intergovernmental relations, development of various leadership and management skills and abilities, leading Change, visioning, formulating and managing policies and strategies, etc. The Professional Modules also provide sessions for preparation for internship assignments and field studies, and for learning and experience sharing through the presentations of the field reports.

**The Internship Program:** The Internship Program is aimed at attaching the students to a selected number of public service institutions for practical training. Students will be attached to the most senior civil servants at federal and regional government offices who will be their mentors. They will be assigned practical work to do, use the internship to learn how government functions are carried out. They will be assessed by both their mentors and their supervisors from the Institute.

**Co-Curricular Activities:** Students are engaged in Co-Curricular Activities composed of clubs: culture, sports, and language, newsletter and crosscutting issues. The intention of the Co-Curricular Activities is aimed at enhancing the students' readiness to learn from different experiences.

Public Speeches helped students to share the experience of international and national professionals on the public sector who have rich experiences in various areas. Speeches are delivered by speakers from various backgrounds to share their experiences, successes and

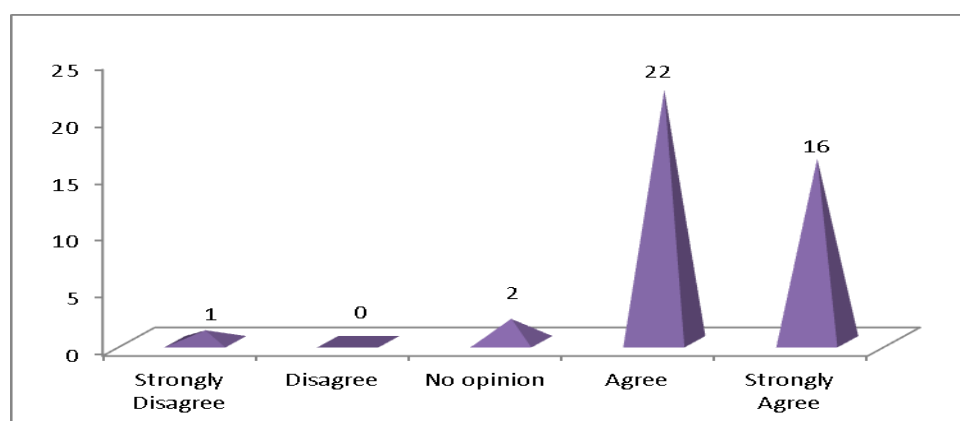
challenges. People with senior position in public sector, private sector and NGOs deliver speeches, whose summaries must be produced by students and then published in the ILG Newsletter.

**Table 5: List of Some of the Public Speeches Delivered**

- The New Public Management and the role of leaders
- Sectorial structural transformation experience of emerging countries
- Constitution of Federal Democratic Republic of Ethiopia
- Development plan and economic development: the case of GTP in Ethiopia
- Federalism in Ethiopian context: prospects and challenges
- Inter-governmental relations under Federal Democratic Republic Ethiopia
- Private Sector expectations from public leadership
- Kaizen
- Leadership success for you: by chance or by Design?
- Millennium Development Goals, Post 2015 Sustainable Development Goals and the Role of the Civil Service

It was noted by the staff, graduates and students that availing senior and highly experienced guest speakers is one major challenge. However, to compensate this gap a dedicated resource centre equipped with materials for conducting research (i.e. books, networks, reading spaces, lending facilities, etc.) is prepared only for ILG students. The resource centre has variety of reference books that help students to have ample resource for the different courses they attend but it is too small to serve as a library. In addition, the Institute has a web-site where various issues are communicated on a continuous basis. It is fully equipped with state of the art technology and is providing quality education to selected trainees. Despite this, most of the ILG graduates commented that there is a need for a library with all the necessary facilities that work beyond the regular working hours thereby contributing to the ambience required for the students to have their own shared social space in the context of which they also generate an institute-specific culture.

Students are also engaged in co-curricular activities during their stay in the Institute. These are activities involving students in culture, sports, language, and cross cutting issues like clubs.



**Figure 7: Perceptions on Teaching Learning Process of ILG**

Apart from offering training courses, the Institute is serving as a centre of excellence in policy research and consultancy services. In this regard, the institute has served a wide range of clients including the public and private sectors, civil society organizations and others. To strengthen the research and consultancy works, four laptops and other office equipment and furniture have been purchased. This shows that the institute has given due emphasis to research and consultancy works. ILG aims at becoming a centre of excellence for reflection on governance and leadership issues. An opportunity to realize this is the launching of the JLIFT, a professional journal that has been introduced by the ILG. The first edition of the journal has been issued in 2015 and the ECSU allocated budget to issue next editions. Colloquia, conferences and workshops are among the ways practiced by the Institute to strengthen its efforts in becoming centre of excellence and knowledge hub.

As shown on Figure 7, considerable number of respondents (i.e. 54% agreed and 39% strongly agreed) marked that the teaching learning process of ILG is in line with the aim of the program. Interviewed participants also agreed that it is appropriate since the program started by involving Regional Capacity Building Bureaus to indicate their gaps. The experience taken from other developed and developing countries was also reconciled with the socio-economic context of the country.

The Internship Program which is a very innovative and core aspect of ILG training, allow students to share the experience of leaders at various levels and practice what they have acquired theoretically. Two Internships, for each batch, are scheduled at the Federal and Regional level. The internship program is aimed at attaching the students to a selected number of public service institutions for practical training. Students will be attached to the most senior civil servants at federal and regional government offices who will be their mentors. They will be assigned to perform practical work, use this attachment to learn how government routine activities and how particular government functions are carried out. They will be assessed by both their mentors and their supervisors from the college. Guidelines for internships and Professional Modules were developed and distributed. The Printed internship guideline helped mentors from various government administrations to understand the internship program and undertake assessment of the program.

To ensure that the aim of internship is achieved, training was given to ILG staff members and identified mentors on internships assignments and evaluation: how to coordinate, supervise, coach and assess internships (i.e. role of ILG, role of the trainee, and role of the mentor, evaluation process and follow up visits). The mentors were advised mainly based on the experience of the French ENA. Despite these former graduates and current ILG students commented that some of the mentors who were trained are not in office for several reasons, as a result students are finding it hard to get a mentor who had grasped the whole essence of the program and could coach them accordingly. They suggested that ILG should take in to account the challenges the students are facing during internship and make training of mentors a continuous process.



**Figure 8: Level of Satisfaction of ILG's Internship Program**

As shown on Figure8, 90% either agreed or strongly agreed that they have gained skills and benefitted from the internship programs. To make the internship process smooth, ILG has given training for mentors on how to coach and mentor the interns when they are assigned for internship at Federal and Regional government organizations.

Despite this, participants of the study also said, during internship period, there are some organizations that mentor the trainees in an effective way and there are others who don't know the main objective of the program and mentor the interns recklessly because of which in such institutions, the intern will not acquire the needed leadership skills from the internship program.

#### 4.3. Result/Effectiveness of the Project

As can be seen from Table 6, the number of students admitted varies across batch. The number of students admitted steadily increased from 2010/11 to 2011/12 and it starts to decline in 2013/14. In 2011/12 the institute has admitted the highest number of students (i.e. 121) whereas the number of students admitted in 2014/15 (5<sup>th</sup>batch) was the lowest (i.e. 66). When compared across batches, the highest number of female candidates were admitted to the institute in the fourth bath (i.e. 40%) followed by third (32%) and fifth (30%) batches. Whereas the lowest numbers of female candidates were admitted in the first batch (10%) and six batch (16 %).

**Table 6: Number of Students by Batch, Region and Sex**

Regions	Batch							
	Gender	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Total
Afar	Male	1	3	4	1	1	2	12
	Female	-	1	-	1	-	-	2
Amhara	Male	11	10	16	8	-	10	55
	Female	3	6	4	4	7	-	24
Oromia	Male	19	14	12	9	10	12	76
	Female	1	6	6	4	3	5	25
Addis Ababa	Male	5	42	11	5	11	9	83
	Female	1	7	2	2	5	3	20
Dire Dawa	Male	2	1	1	2	1	2	9
	Female	-	1	1	1	-	-	3
Tigray	Male	6	4	5	3	4	3	25

	Female	1	3	5	5	2	2	18
SNNP	Male	10	8	3	4	8	5	38
	Female	1	3	10	5	-	1	20
Ethiopian Somali	Male	2	-	2	2	3	7	16
	Female	-	-	-	2	-	-	2
Gambella	Male	2	4	3	4	2	4	19
	Female	-	-	1	-	1	-	2
BenisahngulGumuz	Male	-	4	5	1	4	4	18
	Female	-	1	-	2	-	-	3
Harari	Male	2	1	1	1	2	1	8
	Female	-	2	-	1	2	-	5
Total	Male	60	91	63	40	46	59	359
	Female	7	30	29	27	20	11	124
Grand Total		67	121	92	67	66	70	483

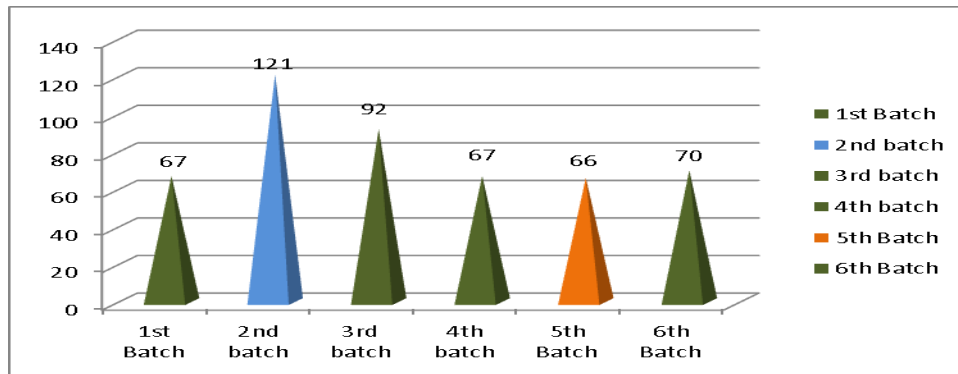


Figure 9: Students Intake by Batch

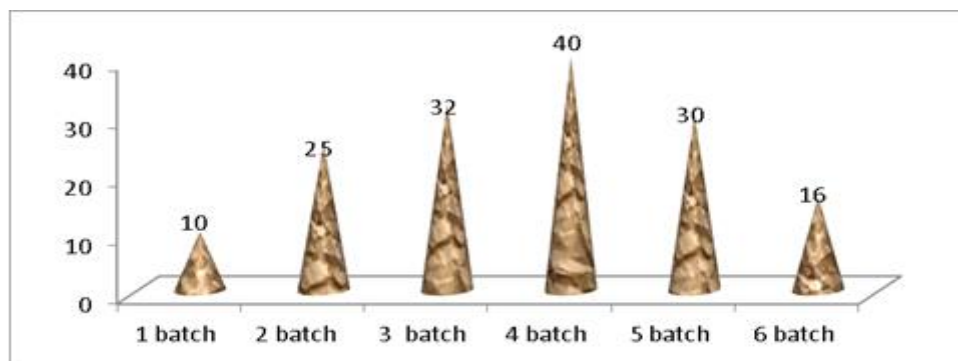
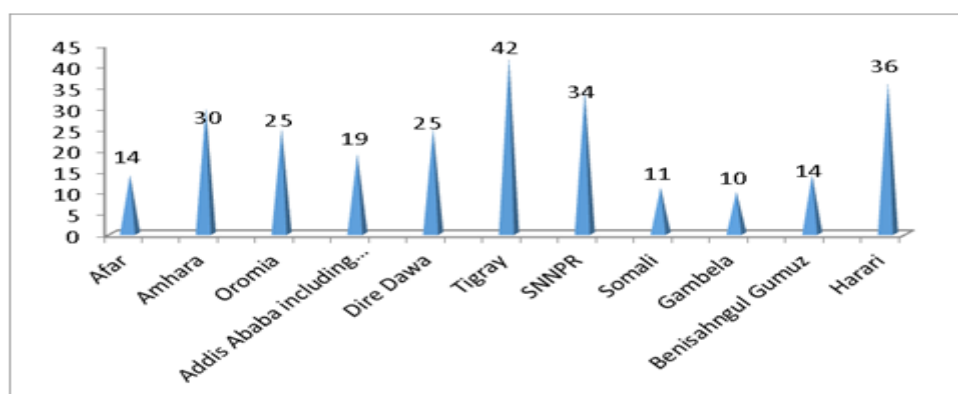


Figure 10: Percentage of Female Candidates by Batch



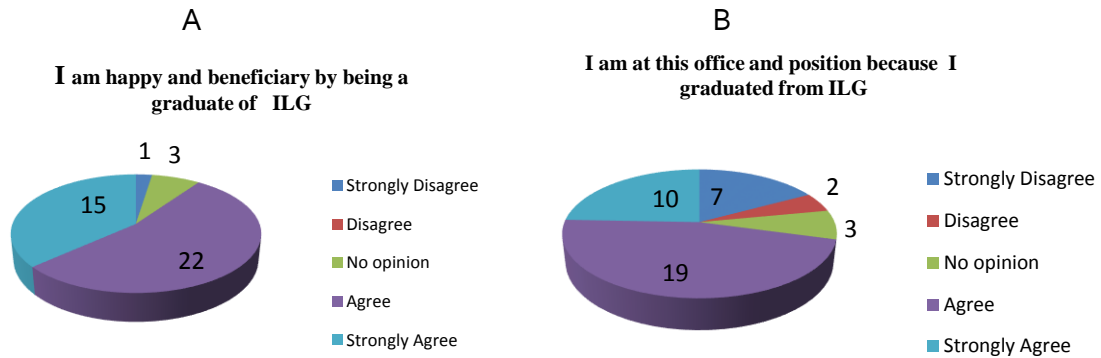
**Figure 11: Percentage of Female Candidates by Region**

Even though the criteria ILG sent to Regional Public Service and Human Development Offices (RPSHDO) says that, out of the total candidates that regions send to join the program, 40% should be female, as shown in Figure 3 except Tigray (42%), no region has met the criteria set. Harari and SNNPR are far better compared to other regions by sending 36% and 34% of female candidates respectively. On the contrary, Benishangul Gumuz (14%), Afar (14%), Somalia (11%) and Gambella (10%) hold the lowest ranks. As shown on Table 2 above, Amhara Region has sent all female for the 5<sup>th</sup> batch.

Several reasons were provided by the participants for the low representation of females in the program. Some of the basic problems are: female public servants don't have the necessary educational achievement (i.e. first degree). Beside this, socio cultural impacts especially in some regions like that of Somalia and Afar were mentioned as contributing factors for low representation of women in the program. Women in those regions usually don't like to go far away from their family. Female civil servants with First Degree being reluctant to apply for trainings in fear of losing their present position after they graduated were also mentioned as a problem.

As shown on Figure 11A, only one respondent strongly disagrees and three responded No opinion, a considerable majority (i.e. 90%) of respondents (i.e. 53% agreed and 37% strongly agreed) responded that they are happy and beneficiary by being graduates of ILG. It has achieved its objectives especially on enhancing the academic knowledge and skills of the trainees. Not only did the program teach students theories of leadership but also it enabled them to practice what they have learned through internship.

One of the respondents said, participating in the Leadership and Good Governance modular training has been a wonderful experience for both his professional and personal development because of the relationships formed with other region participants. Some of the respondents have said even though they haven't benefited from the program (i.e. not being placed in leadership position); the ILG training has helped them to be loyal for their duty and be good team players. As shown on Figure 11B, 71% of respondents (i.e. 46% agreed and 25% strongly agreed) replied that they have the position they are working on now because they have graduated from ILG.



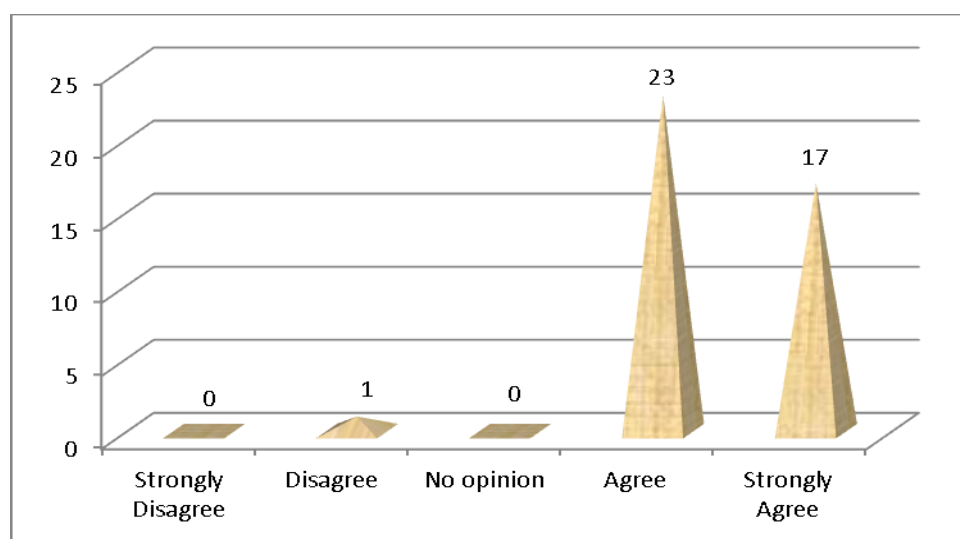
**Figure 12: Extent to which Application of Knowledge and Skills after Graduation**

The Amhara Regional state and the Addis Ababa city administration has benefitted by using ILG graduates in the leadership positions. Amhara Regional Management Institute used skills from ILG for consultancy services of different government as well as NGOs. There are graduates who have been appointed to different higher posts including Regional State Vice President, University vice presidents, City Mayor, etc. Saying this, there are also gaps in placements. Not all graduates are placed in the right management positions. According to the respondents, these gaps arise due to three reasons.

The first problem is associated with selection process. If regional public Service and Human Resource Development offices select an individual whom they believe can be a leader; then when he/she return, they will not face any problem in placing the graduate. Hence not sending trainees for all the right reasons can be mentioned as a problem. The second problem in assigning of trainees to more of Leadership post was affected since the MoPSHRD did not include Master’s degree holders in Leadership and Good Governance in the Job Grading/Analysis which is still a problem.

Finally, some officials were not willing (i.e. attitudinal problem) to hire these graduates at higher position as they are scared that they will take over their positions. Individuals who participated in the Leadership and Good Governance Program have improved their social relationships, have diversified the types of people with whom they are socialized, and have strengthened their existing relationships at work place and in playing a pivotal role in professional networks and their ILG peers. However, in a FGD conducted with current students coming from the study regions (i.e. Amhara, Benishangul Gumuz, Gambella, SNNPR regional states and Addis Ababa city administration) it was found that students who are currently enrolling in the program are happy that they joined the institute. They are learning and are gaining a lot of knowledge and skill from the program. Most of the participants from Amhara region complained on recruitment. They said that because ILG graduates are not assigned to leadership posts, higher officials are not interested to join the institute and nowadays the chance of joining ILG is left to Woreda experts. The rest of the participants from the regional states also have reservation on placement of graduates. Despite the reservation in placement, all participants appreciated the modality of the courses offered, and the resource availability.

In view of the ongoing civil service reforms, there is indeed a need to match the reform process agenda with capacity building efforts that particularly focuses on leadership development. In response to this need and in line with the objective set in the Growth and Transformation Plan (GTP), the Institute of Leadership and Good Governance (ILG) was established in December 2010 by the Ethiopian Government. The Institute of Leadership and Good Governance aims at preparing future leaders for the civil service in Ethiopia and to develop the skill sets of civil service managers. In line with this, respondents were asked if ILG program is contributing to Civil Service Reform Program and as can be seen from Figure 15, majority (98%) have agreed that the program is contributing its part to the betterment of public service in their respective regions where as only one respondent has disagreed with this idea.



**Figure 15: ILG’s Contribution to Civil Service Reform Program**

One of the key informants from SNNPR has said Leadership for Change and Development course of ILG incorporates basic tools of the civil service reform program, like strategic performance management, Balanced Scorecard, Business Process Reengineering, Total Quality Management, benchmarking and scaling up of best practices along with harmonization of these diverse change tools. And this has enabled graduates to have full knowledge of the reform and apply it when they are assigned to different posts. Another key informant added to this point by saying the graduates have experience before joining the program and ILG is adding to the knowledge they already got. Hence, it has created public servants that knows the reform very well and plan their activities accordingly and lead employees in line with the reform. Another key informant has also said that even though there are gaps in placement, there are graduates who are holding high rank positions in different governmental organizations and making differences.

Graduates of ILG in Addis Ababa Public Service Bureau are working as a consultant basically supporting and monitoring the implementation of reform programs (i.e. BSC, BPR, change army, and kaizen) and fill gaps that are observed in the process. By doing so, they are contributing their part to the improvement of civil service in Addis Ababa city administration. In an interview with ILG staff, it was mentioned that the project was designed to fulfil one of the civil service reform sub programs (i.e. Top Management Sub



Program) and the teaching process is aligned with what initiate the program (i.e. contributing its part to the improvement of civil service) as a result the project has tremendous national value in building capacity of civil servants and by doing so helps the country to achieve civil service reform program.

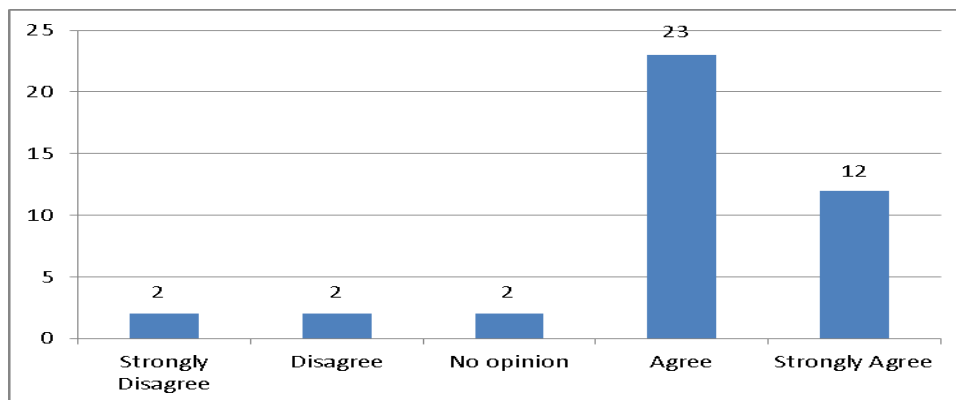
**Table 7: Schematic Presentation of the Project Logic/Results Framework**

Expected outcomes	Expected outputs	Indicators	Activities	Status
Capacity for leadership professional development built and sustained	<p><b>Output 1:</b> Academic knowledge and skills of Ethiopian senior staff and trainees selected from the federal and regional institutions upgraded;</p>	<ul style="list-style-type: none"> <li>• Number of Ethiopian trainers able to deliver training and to construct modules in native language</li> <li>• Number of civil servants trained in leadership development</li> <li>• Number of course materials developed by the Institute</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting and publishing of legal document establishing the LDI</li> <li>• Development of Course materials</li> <li>• Training of trainers</li> <li>• Establish partnerships with foreign training institutions for High Civil Servants</li> </ul>	<ul style="list-style-type: none"> <li>• 220 trainers and mentors (internship coaches) trained</li> <li>• 483 officials have received training (6 batches)</li> <li>• Training of instructors of the foundation module - four trainings for the staff of ILG and ECSU by international consultants</li> <li>• Training of trainers on designing &amp; delivering Professional Modules - training has organized on effective presentation skill for trainers from various public sectors</li> <li>• Foundation and Professional Modules certified by the Higher Education Relevance and Quality Agency have been developed</li> <li>• 10 course materials are developed by the institute. Several guides for Professional Modules design and internship guideline have been developed and published.</li> <li>• Co- curricular activities: language (French, English and Local Languages), culture, sport; designed and implemented</li> <li>• Few foreign staff have provided training for students of the programs</li> <li>• Memorandum of Understanding (MOU) with the following foreign based organizations such as Korean Institute of Public Administration and ENA (Ecolenationale'dadministration) was signed</li> </ul>
	<p><b>Output 2:</b> Mentoring program at the federal and regional level to build capacity of supervising internships in a proper way designed and delivered;</p>	<ul style="list-style-type: none"> <li>• Number of mentors able to supervise internships and to produce a performance assessment of students</li> <li>• No of trainees provided with mentoring service</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of mentors</li> <li>• Training of mentors</li> </ul>	<ul style="list-style-type: none"> <li>• 96 mentors able to supervise internships and to produce a performance assessment of students.</li> <li>• Sensitization workshop was held to create awareness about the mentorship in regional and federal office. The workshop also provided some guideline on how to go about the coaching of interns and evaluation of their work.</li> <li>• Guidelines for internships and Professional Modules were developed and distributed. The Printed internship guideline helped mentors from various government administrations to understand the internship program and undertake assessment of the program.</li> </ul>

	<p><b>Output 3:</b> Leadership knowledge and skills of Ethiopian civil servants both at the federal and regional level improved;</p>	<ul style="list-style-type: none"> <li>• Number of civil servants trained in leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• Writing and adoption of competitive exams</li> <li>• Recruitment and placement</li> </ul>	<ul style="list-style-type: none"> <li>• The General Knowledge Book was developed to help candidates to prepare better for the entrance exam, as it will cover the main topics of the general knowledge test.</li> <li>• The competitive entrance exam contains three written tests (English test, Aptitude test and general knowledge) and interview.</li> <li>• Students are enrolled from all the regions in the country. The diversity to enhance both the quality of the civil service and experience sharing during the training period. Oromia is the biggest region in terms of population size and area coverage followed by Amhara and then SNNPR, hence supporting the civil service quality of those regions is like supporting the quality of service of most of the population of the country. Therefore, the student intake clearly reflects the population size of the region graduates of the institute are supposed to serve. Emerging regions require special support for capacity building and this program is contributing a lot to their advancement.</li> </ul>
	<p><b>Output 4:</b> ILG is strengthened in its role as centre of excellence including its high level expertise activities.</p>	<ul style="list-style-type: none"> <li>• Number of preparatory centres established in the regional states</li> <li>• Numbers of debates organized by the ILG</li> <li>• Number of publications done by the ILG's Centre of Research</li> <li>• Number of Civil Servants trained through short sessions</li> </ul>		<ul style="list-style-type: none"> <li>• Equipment and furniture have been purchased for the management of the institute. ILG has fully equipped the 14 rooms within its premises</li> <li>• There is no preparatory centre established at regional levels, except, the decision reached by ILG in consultation with the ECSU to use the existing eight (8) distance Learning Centres as preparatory centres. These centres are where new recruits get information and prepare for the entrance exam in advance.</li> <li>• Set up Campus based radio (FM 100.5)</li> <li>• Four conferences on current affairs organized by ILG</li> <li>• One publication done by ILG centre of research</li> <li>• No short term training sessions were provided</li> <li>• Public Speeches helped students to share the experience of international and national professionals on the public sector who have rich experiences in various areas. Speeches are delivered by speakers from various backgrounds to share their experiences, successes and challenges. People with senior position in public sector, private sector and NGOs deliver speeches, whose summaries must be produced by students and then published in the ILG Newsletter.</li> <li>• Establishment of the Alumni Association of the ILG and election of the board</li> <li>• Mid-term evaluation by the French MOFA - February 2013</li> <li>• Midterm evaluation conducted by an independent expert agency in June 2014</li> </ul>

#### 4.4. Efficiency of the Project

As shown on Figure 13, majority (i.e. 85%) of respondents (i.e. 56% agreed and 29% strongly agreed) responded that the organizational setup, teaching methods, the classroom arrangement, and the information system are in line with the ILG's training program. Few participants have said the resource centre needs to be wider in size and open 24 hours and the information technology centre needs updating. Beside this, they also said the quantity and quality of teachers must be revisited. In addition, they also said the Institute would have done more if it was organized autonomously.



**Figure 13: Utilization of Organizational setup and Facilities of ILG**

UNDP manages the resources from the French Development Cooperation and the UNDP core funding and ILG implements activities using UNDP's 'National Implementation Modality'. The UNDP Ethiopia Country Office also provides a range of support services to project implementation including disbursement of funds, close monitoring of the operational and implementation process of the project to ensure it is in line with the signed project document and Annual Work plan. It also oversees quality assurance as part of the ongoing technical support. The Institute shares quarterly programmatic and financial utilization reviews with the Ministry, UNDP and French Development Cooperation. UNDP prepares annual project progress reports and shares them with the French Development Cooperation. Under the Apex of the Steering Committee, the active presence of Technical Committee, that provided technical support and follow up for the program made proper utilization and cost effectiveness of the funds. Recruitment of a Finance Officer by UNDP for the ILG purpose as of December 2011 bridged the gap between ECSU/ILG and UNDP.

The **majority of project funding (98%)** were utilized for development and printing of course materials, training and benchmarking visits, training of mentors, invitation of guest speakers, recruitment of trainers, production of GKB, assessment of exam, short term training missions for the ILG foreign training, stationery, supporting research activities, etc. **and only 2% were utilized for administrative costs** while ECSU mainly covered the teachers' salary, classrooms, dormitories, canteen service and medication of trainees. The fund that was provided by UNDP

was timely and had enabled ILG to cover the costs of office materials, books and cover pocket money for students when they are assigned for internship. Most of the respondents agreed that ILG was efficient in resource utilization. In addition, the Steering committee and the Technical Committee had a close follow up on the financial aspects of the project. According to the Memorandum of Understanding (MOU) between the funding partners, the matching fund contributed by UNDP was USD 950,000 and French Embassy USD 610,000 with a total of USD 1,560,000 and coverage of the French Technical Advisor salary and expenses.

Based on the assessment, one can safely conclude that the project applied a modest approach able to achieve economies of scale or efficiencies due to cautious follow-up of planning, implementation and timely monitoring, reviewing and planning based on provisions of the project document, respective Annual Work plans and joint funding. UNDP and the French Government continued to require that their own set of procedures, templates and formats for reporting. Management and implementation capacities have been adequate staffing throughout the project period.

**Table 8: Financial Utilization (2010-2015/16)<sup>1</sup>**

Outputs	Activity	(July '10 – June '12)	(July '11- June '12)	(July '12- June '13)	(July '13- June '14)	(July '14- June '15)	(July '15- June '16)
<b>Output 1</b>	Procurement of Equipment and furniture	1,827,713	1,594,344	360,191	109,867	2,612,966	122,173
	Set up Campus Based Radio					11,610,475	
	Prepare, design & Printing Communication materials		139,325	63,280.00			
	<b>Total</b>	<b>1,827,713</b>	<b>1,733,669</b>	<b>423,471</b>	<b>109,867</b>	<b>14,223,441</b>	<b>122,173</b>
<b>Output 2</b>	Curriculum design, development and printing	31,656	402,625	205,891	182,954	391,469	170,980
	<b>Total</b>	<b>31,656</b>	<b>402,625</b>	<b>205,891</b>	<b>182,954</b>	<b>391,469</b>	<b>170,980</b>
<b>Output 3</b>	Recruit Trainers for foundation and professional modules	87,464	254,000	546,732	444,641	414,608	36,697
	Develop case folders for Professional Module		92,310.00			201,502.00	96,182
	Design and conduct Internship at Federal and Regional Level		123,000	618,699	687,875	677,939	180,044
	Co- curricular activities: language (French, English and Local Languages); Culture, sport.		153,000	101,758	44,090	253,446	
	Design and conduct Training for Staff, Training of Trainers & Training of Mentors and Benchmarking visits	473,887	495,755			478,633	
	<b>Total</b>	<b>561,352</b>	<b>1,118,065</b>	<b>1,267,191</b>	<b>1,176,607</b>	<b>2,026,131</b>	<b>312,924</b>
<b>Output 4</b>	Design, administer and assess the Entrance Exam	117,102	237,204	218,000	93,797	65,361	75,674
	Design, Prepare and print General Knowledge Book		82,000	69,390		355,861	
	<b>Total</b>	<b>117,102</b>	<b>319,205</b>	<b>287,390</b>	<b>93,797</b>	<b>421,223</b>	<b>75,675</b>

<sup>1</sup>UNDP Donor Report

<b>Output 5</b>	Procurement of Books and Journals	147,359	363,857	156,812	136,240.20		92,103
	Produce Journal of Leadership for Transformation			132,240	180,956.25		72,000
	Students Research: Research budget, Advisors, software, examiners...)		108,631	816,000	1,200,009.70	748,960	106,110
	Organize Workshop and Conferences				192,432.00		99,647
	<b>Total</b>	<b>147,359</b>	<b>472,490</b>	<b>1,105,053</b>	<b>1,709,638</b>	<b>748,960</b>	<b>369,861</b>
<b>M&amp;E &amp; Miscellaneous</b>	Midterm evaluation				186,357	77,865	
	Alumni workshop				52,405		
	Administrative costs		94,249.51	104,001.87	84,340	85,505	30,225
	<b>Total</b>	<b>0</b>	<b>94,249</b>	<b>104,001</b>	<b>323,103</b>	<b>163,371</b>	<b>30,225</b>
	<b>Grand Total</b>	<b>2,685,183</b>	<b>4,140,304</b>	<b>3,392,998</b>	<b>3,595,968</b>	<b>17,974,595</b>	<b>1,081,838</b>
	<b>Grand Total</b>	<b>32,870,888</b>					
	<b>UNDP(USD)</b>	<b>USD 950,000</b>	<b>ETB 20,017,527</b>				
	<b>FRENCH (USD)</b>	<b>USD 610,000</b>	<b>ETB 12,853,360</b>				
	<b>TOTAL</b>	<b>USD 1,560,000</b>	<b>ETB 32,870,888</b>				

#### 4.5. Sustainability

As shown on Figure 14, a considerable majority (i.e. 88%) of respondents (46% agreed and 42% strongly agreed) responded that the institute is one that could run its own educational and training program. Key informants have said even if the project is phased out, the program is still there and is recruiting new trainees. The Ethiopian Government has enabled ILG to proceed as one of the programs in the ECSU. The government has observed the tremendous benefits the institute has brought so far hence is sustaining the program by ECSU federal budget.



**Figure 14: ILG's Readiness to run its Educational and Training Program**

#### 4.6 Management and Coordination

In terms of project follow-up and quality assurance, the project applied two-tier project management structure in addition to the formal internal management structures in UNDP, French Embassy/Development Cooperation, ECSU, the MoPSHRD and MoFEC that regularly follow the project plan, financing, implementation, monitoring and reviewing. Among the two-tier structures, the project is overseen by a Steering Committee composed of the senior leadership of the MoPSHRD (Chair), ECSU, MoFEC, Ethiopian Management Institute (EMI), ILG (Secretary), French Embassy/Development Cooperation and UNDP. This apex body is responsible for providing overall policy guidance and directions; approving work plans; and quarterly review of project progress. A Technical Working Group comprised of project focal points from the MoPSHRD, ECSU, EMI, ILG, MoFEC, French Technical Advisor and UNDP monitors and reviews regularly project implementation and provides required technical support to the ILG, ECSU and the MoPSHRD as required. The Institute shares quarterly programmatic and financial utilization reviews to government counter parts, UNDP and French Embassy/ Development Cooperation.

#### 4.7 Community Radio Program

The radio program run by the ECSU covers from 5 to 10 Km radius and is managed by students and staff of the university. The campus radio (FM 100.5) broadcasting service is primarily intended to benefit around 10,000 employees and students of the university and about



200,000 community members. Hence, it is believed that there are more than 200,000 beneficiaries of the radio broadcasting. The broadcasting languages are Amharic and English but there is a plan to include Afan - Oromo and Tigrigna. The campus based radio helps the Institute to communicate issues of leadership and good governance with stakeholders and students.

#### **4.8 External Partnership**

UNDP and the French Government were reliable, indispensable, and essential partners both in terms of finance and human support. Their contribution towards the establishment and implementation of ILG was immense. The support they provided ensured complementarities, synergy and offered an opportunity to draw on French experience about mechanisms for the preparation of leaders for the civil service. Through the support provided by the French cooperation, many countries and public administration training institutes have been approached for experience-sharing purposes the results of the benchmarking process have been developed by the needs assessment conducted through support provided by UNDP. The establishment of ILG was based on lessons learnt through the experiences sharing visits and the needs assessment study conducted.

ILG has so far signed a Memorandum of Understanding (MOU) with the following foreign based organizations such as Korean Institute of Public Administration and ENA (Ecole nationale d'administration). With the help from ILG, draft Alumni Association bylaw was prepared by the organizing committee. An in-depth discussion was held, and the members endorsed the proposed bylaw with some modification. All the ILG graduates from the nine regional governments and the two city administration represented one member each and they in turn elected the president, two vice presidents, secretary and treasurer. Moreover, ILG agreed to set up an office for the Alumni Association to coordinate activities. Currently the Alumni Association is less active and participants suggested that it is crucial to make it dynamic for its professional contribution and elevate it to think-thank to initiate policies and support implementations of the civil service programme.

# Chapter 5: Key Implementation Challenges and Lessons Learned

---

## 5.1. Key Implementation Challenges

Key implementation challenges observed includes:

- Problem of finding qualified teachers and merit based guest speakers;
- Absence or weak coordination on internship with federal offices;
- Low gender balance;
- Not having Leadership and Good Governance graduate on job grading system set by MoPSHRD which made it difficult for the graduates to compete for a job that suits them in the civil service;
- Absence/limited connections of ILG with regional civil service bureaus and its graduates. Though ILG has contributed in the establishment of alumni for its graduates the follow up and support exerted so far is very minimal;
- Since the ILG rooms are on the 4<sup>th</sup> floor it is not easily accessible for pregnant women and persons with disability.
- Not having a separate library accessible any time of the day for ILG students.

## 5.2. Opportunities

- Ethiopian Management Institutes at regional levels are ready to assist developing regions in preparing prospective candidates for entrance exams through their respective regional offices;
- The federal government can consider supporting the institute by allocating budgets through Ethiopian Civil Service University after the phase-out of the support program from UNDP and French Cooperation;
- ILG has a functional organizational setup, teaching methods, good room arrangement, well equipped resource centre and the information technology system in line with its program;
- ILG has a strong link with the Prime Minister Office and MoPSHRD which needs to be strengthened further.

### 5.3. Lesson Learned

Lessons extracted from observations and comments forwarded by participants of the study

- ILG differs from other colleges in the University in its peculiar curriculum and the courses that are offered as they are wide and real life related ones;
- ILG works directly on producing reformists;
- The institute works on understanding diversity and unity;
- ILG works towards implementation of modern bureaucracy;
- Trainees graduated from ILG are exposed to multi-dimensional lessons which contributed in creating confident and successful leaders;
- As part of the training, ILG sends students for internship to different federal and regional offices who were involved in mentoring workshops to practically implement what they have learned in theory. Since some of the mentors participated in the workshops at federal and regional offices are replaced through time ILG needs to train and familiarize its programs to these new officials to play their roles as mentors;
- The placement of graduates was not holistic as expected due to many factors among which MoPSHRD did not including the Masters' degree holders in Leadership and Good Governance in their Job grading system;
- The courses offered in the institute are helpful to implement the different policies of the government. The cultural exchanges among students and the course that is offered in relation to the major languages in the country is creating harmony among the trainees.

# Chapter 6: Conclusions and Recommendations

---

## 6.1. Conclusions

- All ILG graduates who completed the questionnaire as well as participants of KII have agreed on the relevance of the ILG training program by mentioning that Ethiopia is now developing at a significant speed. There is also a huge international pressure to cope up with the ever-changing global situation. In addition to globalization, people's demands are increasing at alarming rate and having competent leaders that respond to the demand of the people is a prerequisite in sustaining the country's development. The Civil service is in greater demand to upgrade the knowledge and skills of its civil servants. Furthermore 97% of the respondents of the graduates of ILG agreed on that ILG training is contributing towards the attainment of leadership capacity development.
- Regarding its design, ILG is today offering master's degree with its originally designed modules with practical application even after the end of the financial support from the UNDP and the French Government. In this sense, the foundations are laid: the very good system of regional quota selection works well.; Foundation and Professional Modules are anchored in the curriculum and internships are appreciated by administrative institutions which, usually, want to have more students; the ILG has demonstrated its ability to launch a practical reflection on current issues related to civil service reform and improvement of the public service. Majority of respondents (i.e. 88%) of the questionnaire respondents agreed that ILG differs from other training institutes in its different/unique approach of delivery and should continue with that.
- A considerable majority (i.e. 91%) of respondents confirmed that they are happy and beneficiary by being a graduate of ILG. ILG has achieved its objectives especially on enhancing the academic knowledge and skills of trainees. Not only did the program teach trainees theories of leadership but also it enabled them to practice what they have learned through internship. However, placing ILG's graduates on job is a crucial element not only for the students but also for the Institute of Leadership and Good Governance (ILG) and the country at large. Indeed, if the ILG wants to be a competitive training institution where excellence comes first, it must develop some career paths for its graduates in consultation with MoPSHRD. This salary and grading policy should make the ILG an institution where high potential candidates will work hard not only to join the Institute but also to have access to high profile career and sustain the leadership of the development agenda of the country. The Ministry of Public Service

and Human Resource Development should connect this assignment with the Job Assessment and grading that is currently enforced. It has been emphasized above that career development is essential for the graduates, for the ILG and for the whole country to meet the set objectives of the Leadership Capacity Building Program.

- Each region has quota based on the population and land size. In the quota, 40% is reserved for female candidates and affirmative action is there for females, people with disability and those coming from developing regions. Despite this, only 26% females managed to graduate and only 15.33% of the total trainees managed to get the chance from the four developing regions (i.e. Somalia, Afar, Gambella, and Benishangul-Gumuz). Experience, age and educational attainment are the criteria set to select prospect trainees. The selected trainees will then sit for written and oral examination. ILG receives student who have successfully passed both the written and oral exams. Having two entrance exams distinguish the program from the other programs at ECSU.
- 79% of respondents agreed that if the content of the program continues the way it is now, the institute will contribute a lot. However, the prolongation of the program especially after the termination of the funding partners, illustrates the need to benefit from a strong and continuous support to make the institute stand by its own under MoPSHRD with its own budget and staffs.

## **6.2. Recommendations**

- Currently, graduates go back to their institutions at federal or regional levels without any placement system or guidelines as they are not developed. It is the competence of each regional or federal administration to place its graduates from ILG. As in the FGD with current students and discussions with graduates of the institutions revealed, nowadays higher officials are not interested to join ILG because of lack of guarantee even for their former posts leave alone a new position and chances of being placed on leadership posts. Because of this the opportunity of joining ILG are being left to Woreda experts and process owners. After sending trainees to ILG, some positions can be kept for graduates at various levels (adviser, head of department, etc.). ILG graduates were trained for two years to be able to manage project from A to Z. Therefore, they should be placed in a position where they could demonstrate the skills, attitude and knowledge that they have acquired. MoPSHRD should incorporate ILG graduates in the job grading/ analysis to avoid problems associated with placement.
- Close coordination with regional Public Service and Human Resource Development offices, Regional President and Cabinet Offices is a must to avoid the gaps observed in recruitment and placement. This could be done by working on attitudinal change and

clarifications on the program objectives and establishment of mutual understanding with regional offices on how to recruit the right persons to the training and proper placement of graduates. If offices send individuals whom they believe can be leaders to seat for the entrance exam, then when they return after graduation, the offices will not face any problem in placing the graduates. So, the institute, MoPSHRD should strengthen their relations with the regional MoPSHRD, regional president's offices and the cabinets to overcome the recruitment and placement of the ILG graduates.

- Even though the quota set to regions is based on the population and land size, due emphases must be given for those developing regions as they need more skilled professionals that can take the region out of the situation they are now.
- Despite the quota and affirmative action, women are not taking part as candidates as needed. So far only 26% females have managed to graduate. Due to educational, socio and cultural barriers female recruits are low in number. To enhance the participation of women, the institute needs to prepare a special modality where the program is given to female candidates near their region especially to that of the developing regions where the society don't allow women to go far away from their residence. In addition, to deduct failure in entrance examination, Regional Management Institutes should give pre-examination preparation for females and developing regions prospective trainees.
- As it is clearly indicated in the National Leadership Development Institute project document of UNDP, one benefit of orienting the Institute towards higher education and research would be to add the capacity for consultancy in Ethiopia and possibly throughout the Horn of Africa. It needs to connect its research centre to the community of public administration practitioners. The research team has not found substantial research works as it was intended. ILG has to conduct more research and consultancy work and undertake advocacy on the different leadership problems observed in the country and organize workshop and seminar series to build national consensus.
- Mentors and ILG will be meticulously identified by considering the reform under implementation. While selecting and training individuals to be mentors the institute must be cautious to look for those who could play a role model in implementing public policies. Besides this follow up of the mentors and recruiting others on time, if due to distinct reasons the already trained ones are not available has to be part of the institute's program. In addition to the invitation to guest speakers it must be planned and make persistent follow up.
- The Institute should design a follow up system on placement of graduates and their contribution after graduation and this can be done by strengthening the ILG graduates

Alumni association and conducting regular discussions with regional offices on how the graduates are performing and based on the feedbacks it is important to revisit the course content to make it more relevant for the existing conditions of the country.

- With the growing demand for skilled leadership, the institute should enhance its intake capacity as to cope up with the demand. To address the growing demand, the Institute has now started block, extension and weekend classes and these needs to be further strengthened. To address the growing demand of regions, having branches at junction areas would also help to accommodate many trainees.
- To avoid the problem associated with internship, ILG should create a general awareness raising on peculiarity nature of the institute to mentors at different federal and regional offices so that they can coach the interns in a way that can enable the trainees to acquire the intended leadership skills.
- ILG to continue with its intended goal of attainment of leadership capacity development which is an essential ingredient of good governance in the public service needs sustaining the program with its unique characteristics. i.e. just to mention few, the internship program where the students get different skills and leadership qualities and are rated by their mentors; public speeches to learn the rich experiences of national and international professionals on the public sector, co-curricular activities where trainees are expected to mix and understand team work from the different group works and oral examination before they join the institute in which their interactions and expressing oneself is rated as they are expected after graduation to deal with the people whom they lead. All the above mentioned peculiar programs needs separate funding from other Ethiopian Civil Service College programs. Hence, ECSU is expected either to request the federal government additional budget to fulfil the required ILG's special programs or solicit additional funding from donors for the packages mentioned above or support ILG to be established as an independent institute under the MoPSHRD in the same status as ECSU and EMI by having its own academic council, finance and staffs.

# Bibliography

---

1. Civil Service Reform in Ethiopia: General Overview with Special Emphasis on Civil Service Reform Program, Prepared by Civil Service Transformation Research Centre Ministry of Civil Service, Article 001, November 2012
2. The brief about Ethiopian Good Governance and continuation issue by A. HagosWoldu, 10.05.2010
3. What is Good Governance by United Nations Economic and Social Commission for Asia and the Pacific
4. Ethiopia Government Five Year Action Plan
5. Letter to re-launch the Technical Committee, July 26<sup>th</sup>, 2012
6. Project Management Arrangements by Institute of Leadership and Good governance (ILG)
7. Minutes of the Steering Committee meetings, 25 October 2012
8. Mid-Term Review of the Leadership Development Program by ABUGIDA Training and Consultancy P.L.C, June 2014
9. UNDP Ethiopia: National Leadership Development Institute Project Document, 11/10/2010
10. TC Note 3 – ILG’s Graduates Placement, 22<sup>nd</sup> February 2013
11. Minutes of the Technical Committee meetings, August 24<sup>th</sup>, 2012
12. Curriculum for Masters of Arts in Leadership and Good Governance, Dec. 2010
13. Report on Study Visit in France, May 2013
14. How to mentor students: Guideline for mentors in the Public Service by Taitu Ethiopia Metrix, June 2012
15. Regional Conference on Good Governance in Ethiopia and the horn of Africa: Context and best practice, 15-16, December 2014.
16. Manual for the Preparation and Administration of Entrance examination, ILG, Jan. 2014
17. <http://www.mocis.gov.et/documents/704155/1280766/ETHIOPIAN+CIVIL+SERVICE+COLLEGE+INSTITUTE+OF+LEADERSHIP+AND+GOOD+GOVERNANCE/ece90b10-bc61-4f3c-bd01-80e6e556c8e9;version=1.0>



## **Annexes (TBC)**

1. Annex 1: Terms of Reference
2. Annex 2: List of Interviewees and Institutions
3. Annex 3: List of Documents Reviewed/Bibliography
4. Annex 4: Data Collection Tools