MID-TERM REVIEW OF THE LEADERSHIP DEVELOPMENT PROGRAM

Submitted To: Institute of Leadership and Good Governance (ILG)

By

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Executive Summary

This report provides a mid-term assessment of the progress made by the Institute of Leadership and Good Governance (ILG) project in delivering the purpose, outputs, and activities contained in the project's result framework and thereby to have inputs for improvement of the project. The five year (2010 – 2014) project was initiated by the Ethiopian Government with financial and technical support from UNDP and French Government. The project aims at(within the framework of the Ethiopian civil service reform program) enhancing decentralization and service delivery through improving leadership capacities of civil servants and by so doing, support Ethiopia's strategic direction towards realization of the country's medium and long term development goals.

Objectives of the Mid-Term Review (MTR) mission

This mid-term review is undertaken to take stock of achievements of the project, identify challenges the project faced, and systematically assess the output of the project and forward recommendation for the redesign of the project.

Methodology of the MTR

The mid-term evaluation was carried out by ABUGIDA Consultancy and Training PLC, in collaboration with the Ethiopian Civil Service University (ECSU)/ILG. A team of three senior consultants (a team leader and two research team members), assisted by six data collectors were involved in this MTR assignment. The mission took about 60 consultancy days for planning, desk research, and design of data collection instruments, training, data collection, focus group discussions/meetings, data analysis and report writing.

To assess the project's progress, challenges and opportunities, the consulting firm utilized both qualitative and quantitative approaches. To this end, the relevant quantitative and qualitative data related to the ILG project were collected for the MTR process. Correspondingly, a desk research involving a review of project plans, various reports related to the project (annual, semi- annual and quarterly reports), benchmarking study documents of institutions from different countries, the project result framework, internal reports and monitoring data were used. Field trips for data collection were preceded by the development of various data collection instruments and the training of the MTR field team in data collection techniques.

The various data collected from desk review processes, interview questions, survey questioners, Focus Group Discussions (FGDs) and physical observation were edited. Then the data was entered into a research database and sorted according to thematic areas of the project. Finally, the data was analyzed to form the key findings of this report.

Key Findings

The project has begun to achieve positive results and succeeded in the development of the key outputs at this stage of the project life time. Some notable outputs of the project activities include:

- *Coordination in supporting the project among the main implementers, beneficiaries and development partners is very promising;*
- *Draft legal document to establish the institute as a stand-alone institution was prepared; offices and classrooms have been equipped; instructors have been hired and trained;*
- *Curriculum has been prepared and co-curricular activities have been organized; and the curriculum is under revision in a very participative manner;*
- *Standardized and accredited foundation and professional training modules were prepared and delivered;*
- *The student selection process is found out to be effective in meeting the objective of the program; supporting the development of medium level leaders for the civil service in an equitable manner;*
- *The practical oriented teaching-learning modality of the institute has been effective in producing leaders for the civil service*
- *Four batches of students have been enrolled and two batches already graduated. 315 public servants have benefited from the leadership capacity development program since commencement of the project;*
- *Building the capacity of teachers and trainers through awareness creation workshops and short term training programs were held;*

However, there are issues that require the attention of all stakeholders in the implementation of the project activities;

- *Despite the promising coordination among the key stakeholders, there is a room to improve the relationship between the institute and the regional civil service bureaus*
- *Delay in execution of program activities, especially activities that require authorization by higher body. For instance, procurement of facilities and services, establishment of research and consultancy units, establishment of regional preparatory centers have been affected by the delay.*
- *Shortage of qualified trainers for the professional modules has at times constrained the practice oriented teaching-learning process.*
- *There are gaps in the implementation of the internship program. Mentors are not coaching their mentees as per the requirement of the program. The time allotted to*

the internship is another problem related to this. It takes time for mentees to learn the organizational culture before they engage in their real work.

- *Problems with the placement of graduate after completing the program is another critical issue identified.*

Major Conclusions and Recommendations

Based on the above findings the following recommendations have been made in order to improve and optimize the implementation of the project in the redevelopment of the project.

- *The strong will of the government to sustain the program should be maintained. The initiations and desires currently shown by UNDP and French Government for redevelopment and future extension of the project should also be utilized effectively. Ministry of Civil service should engage development partners other than the current sources of finance and technical support for the project to ensure sustainability of the projects.*
- *Enhancing shared understanding with federal and regional civil service offices about the project objectives, benefits and expected contribution. Effective communications between the project and public service organizations for synchronized development of the civil servant leadership capacity and the country's public reform program should be enhanced. This addresses the problem with finding the right trainer for the professional modules. It also addresses the problem with the internship program and placement of graduates.*
- *The peculiar characteristics of the program should be maintained. These include practice oriented teaching-learning process, alignment with the civil service reform program and narrowing the leadership disparity among various regions of the country.*
- *Delay in decision making affects the project activities. Program activities that have been affected include establishment of research and consultancy unit and organizing regional preparatory centers. In order to expedite the decision making process; UNDP, French Government and Ministry of Civil Service suggested that the institute should be structured as a stand-alone institute. Regarding the independent management of the ILG program, stakeholders should undertake a risk analysis and come to an informed decision about the fate of the ILG program.*

List of Tables and Figures

List of Acronyms

CPAP - Country Program Action Plan

CSRP - Civil Service Reform Program

ECSU - Ethiopian Civil Service University

EMI - Ethiopian Management Institute

FGD - Focus Group Discussion

GKB - General Knowledge Book

GTP - Growth and Transformation Plan

ILG - Institute of Leadership and Good Governance

MoCS - Ministry of Civil Service

MoCB - Ministry of Capacity Building

MTR - Mid Term Review

SNNPR - Southern Nations, Nationalities and People Region

UNDP - United Nation Development Program

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I. INTRODUCTION

1.1.   Historical background

The Civil Service in Ethiopia was established formally during the reign of Menelik II in 1907, with the aim of ensuring orderly and efficient arrangements for the workings of government (Getachew, 2006).. Although the institution underwent a series of changes commensurate with a host of new needs and imperatives, during that period the system was characterized by weak leadership. Later on, Emperor Hailesellassie undertook a series of institutionalization and restructuring measures in the hope of bringing about an effective and efficient civil service governed by specified rules and procedures of a uniform nature. However, because of the unsupportive political system during the time, the expected result was not realized.

The imperial period was replaced in 1974 with the Dergue socialist system, which favored central economic planning and banned private ownership. The nationalization measures, along with the proliferation of new government institutions and corporations led to a tremendous expansion of the public sector. This coupled with the centralization of administration results in the increase of corruption, inefficient service delivery and the routine neglect of the due process of law in matters of public concern. After the over through of the Derg regime in 1991, a new constitution was adopted in 1994, allowing decentralization of power. To enhance effectiveness and efficiency of the civil service, the government adopted Civil Service Reform Program (CSRP). The reform was comprehensive and included five major sub-programs. These are the expenditure management and control sub-program, human resource management sub-program, top management system sub program, service delivery and quality of service sub-program and ethics and judicial reform sub-program.

To support the CSRP, the government in collaboration with the donor community, prepared the Country Program Action Plan (CPAP) with particular focus on supporting

institutionalization of the leadership development program. One of the initiatives that has been undertaken as part of advancing the Civil Service Reform agenda has been

establishment of the then Ethiopian Civil Service College, now Ethiopian Civil Service University (ESCU). The Ethiopian Management Institute has also been re-orientated towards the same goal, while Regional management institutes have been established and strengthened.

The other initiative was designing a project for the establishment of a National Leadership Institute. Based on request from the Government of Ethiopia, United Nation Development Program (UNDP), in collaboration with the French Government supported the establishment and operation of a national leadership development institute, ILG.

The underlying objective of the ILG is to create leadership capacity that would provide strategic direction towards realization of Ethiopia's medium and long term development aspirations. The project aims at preparing the desired feature for modeling a new generation of highly trained civil servants and qualified public administration professionals, as well as achieving capacity building in the areas of professional training, with a particular attention on service delivery and decentralization processes.

The overall strategies of the project, according to the project document are:

i. Promoting institutional collaboration and maximizing synergy to ensure complimentarily with project counterparts in particular between the Ministry of Civil Service (then Ministry of Capacity Building), UNDP, French Government, Ethiopian Management Institute and the ECSU as well as other national and international partners, and

ii. Promoting national ownership: while technical and financial support of development partners would be crucial for the success of this project, ensuring national ownership right from the very start would be very important. It is

therefore vital that the commitment and contribution of government counterparts is ensured.

Hence, the leadership development project has started its education and training programs in 2010 with joint efforts of the Government of Ethiopia, UNDP and the French Government. The ILG is then established at the ECSU with the aim of enhancing the public sector leadership program at different levels

1.2. Objectives and Rationale for the Project

Leadership and Good Governance Development Project is a five year program seeking to build the capacity of civil servants and produce qualified public administration professionals, as well as achieving capacity building in the areas of professional training, with a particular attention on service delivery and decentralization processes. The project aims at creating leadership capacity that will support Ethiopia's strategic direction towards realization of the country's medium and long term development goals.

1.2.1 Project Goal

The Project's goal is contributing to the creation of a centre of excellence for leadership development that will produce a cadre of high level graduates who will match the skills and competencies required to the accelerated achievement of transforming the national economy and development paradigm.

Key factors and expectations in realizing this goal include:

- Excellent and state-of-the art leadership development curriculum, fitting the requirements for national transformation and of international standards.
- Highly qualified Leadership Development trainers/instructors with proven experience and expertise.

- High level of research and advisory capacities to provide opportunities for the centre to influence national development policies and initiatives and also as a means to generate income for the Institute for its sustainability.
- Effective and efficient Institute Management arrangements to support such high expectations of performance as well as program delivery

1.2.2 Expected Output:

- Academic knowledge and skill of senior staffs and trainers
- Leadership knowledge and skill of civil servant
- Strengthened and excelled role of the institute

1.2.3 Implementing Partners

The ILG was launched at the ECSU with the view of enhancing the public sector leadership program at different levels. In this case, the lead implementing partner, ECSU has been collaborating with two development partners; UNDP and French Government.

1.3.   Objectives of the Mid-Term Review (MTR)

The overall purpose of the Mid-term review is making systematic assessment of the processes and outcomes of the project and providing direction for redevelopment and redesign of the project.

The specific purposes of the mid-term review are to:

- provide an independent assessment of the progress and performance of the ILG Project to date against targets
- measure and report on achievements and early signs of changes and achievements
- analyze the effectiveness of the different approaches taken by revisiting some of the elements in it.

- indicate adjustments and changes that need to be made to ensure for the future success of the project.
- identifying new inputs that help for possible redevelopment and redesign of the project.

1.4. Significance of the Mid-Term Review (MTR)

This review is undertaken to take stock of achievements of the project from 2010 to 2014; identify challenges the project faced; and assess, in some subjective way, the impact of the project and forward recommendation for redevelopment and redesign of the project. In doing so achievements are documented, challenges are identified and lessons learnt during the period are noted so as to scale up them for the remaining phases of the project. It is also sought that this review will give input for the design and implementation of the second phase of the project.

1.5. Scope and Limitation of the Study

This review, as indicated above is expected to assess the program achievements and challenges and forward recommendations. Subjective assessment of the project impact was done since there was no baseline survey done at the start of the project. Addressing all stakeholders was also the other challenge the review team encountered. The institute's graduates are serving the civil service all over the country and in different public offices. Given that, including all stakeholders was difficult hence the review was done at regional and federal link office level from the project beneficiaries' side. From the stakeholders identified at inception, Ministry of Education and Ethiopian Management Institute were planned to be subjects of the study. However, due to inability to meet key informants from the two institutions on the program they were excluded from the review.

II. EVALUATION METHODS

2.1. Approaches to Data Collection

The relevant quantitative and qualitative data related to the Leadership Development Project were collected for this mid-term review. The following section presents the type of quantitative and qualitative data that were used and the respective data sources (both secondary and primary) for each type of data.

2.1.1 Secondary Data Sources

Document analysis or content analysis is one of the most widely used techniques in qualitative research. Content or document analysis should serve a useful purpose in yielding information that is helpful in evaluating or explaining leadership and good governance development practices. The desk research involved a review of Project plans, different reports related to the project (annual, semi- annual and quarterly reports), benchmarking study documents of institutions from different countries, the project log-frame, internal reports and monitoring data. In order to assess the project's achievements and prospects from the national plan's perspective strategic plans of the MoCS, Growth and Transformation Plan (GTP) of the government along with the three annual review reports of the GTP have been consulted.

2.1.2 Primary Data Sources

The main subjects of this study are stakeholders in the Leadership Development Project. Those are individuals or groups who have important roles in initiating; sponsoring; running, managing, implementing and beneficiaries of the Leadership Development Project.

Specifically the following study subjects have been included in the review with the respective data collection tools:

- Interview with the ECSU's President

- Interview with ILG's Director

- Interview with ILG's internship program coordinator

- Interview with Steering Committee members

- Interview with Technical Committee members

- Interview with MoCS

- Interview with Regional Link Office

- Interview with UNDP and French Government's representatives

- Interview with Ministry of Finance and Economic Development (MoFED)

- Questioners for current Students

- Focus Group Discussion (FGD) with graduates and current students

- Questionnaire for graduates ILG

Regions selected for the study are Amhara and Oromia from the relatively developed regions; Benshangul-Gumz and Somali from the developing regions; and Addis Ababa City Administration from the two Chartered City Administrations. The regions were categorized based on the level of their development and their government structure. Multi stage cluster random sampling technique has been employed to select sample from the relatively developed and emerging regions.

Oromia and Amhara were randomly selected from the relatively developed regions. The two regions account for more than half of the total population of the country. Addressing leadership issues of those regions is addressing leadership issues of the majority of the population. From the preliminary assessment of secondary data most of the trainees are from the two regions selected in the relatively developed category. The developing regions were further classified into the East and the West cluster. Among the emerging regions one from the East Ethiopia (Somali) and one from the West Ethiopia (Benshangual-Gumz) were selected. The socio-economic dynamics of the two blocks are different, hence one region from the each blocks is randomly selected.

Regions in the East share similar religion, culture and economic activities. Addis Ababa City Administration is purposely picked because it is the seat of the central government and the population size is by far greater than that of Dire Dawa.

2.2. Method of data preparation and analysis

Following the completion of the data collection and information gathering stage, central editing, coding and entry were made by the review team. During the editing step inconsistencies and errors in the data gathered necessitated verification of information from the study subjects.

Both qualitative and quantitative techniques of data analysis have been employed. The quantitative data collected from the secondary sources has been analyzed using descriptive statistics and findings have been displayed using graphs and tables. The semi-quantitative data collected through primary sources have also been reported as percentage. The qualitative information collected from different relevant sources was carefully transcribed and analyzed based on the main thematic issues of the project as they are indicated below:

- Organizational review
- Teaching and training sub-programs
  - Curriculum of the program
  - Course materials
  - Selection and admission
  - Teaching/training staff
  - Teaching/training modalities
  - Co-curricular activities
  - Mentoring and internship
  - Placement and follow-up
- Research and consultancy

III. REVIEW FINDINGS

3.1. Organizational review

Leadership is an essential ingredient of good governance in the public service. As a federal entity, the Ethiopian system of governance has multi level structures of leadership and management and each requires not only strengthened but differentiated initiatives in capacity development. Within the decentralized framework of governance, most public service management functions are performed at local level. Decentralization, therefore, entails fragmentation of various leadership and management functions with subsequent challenges related to coordination, networking and accountability.

At the same time, the promotion of new public sector management and performance disciplines requires the establishment of creative, adaptable, agile, flexible and responsive leadership and management systems at all levels. There is, therefore, a need to build capacity for strategic, and technical leadership, support the emergence of a critical core of change agents and change management leaders, take a holistic and integrated approach to various management functions such human resources, and financial management and ethics. The Ethiopian public service system serves a diversified society with a complex set of values and expectations. Supporting the development of the leadership and management capacities and competencies requires new capacity development interventions that go beyond the capacities created by existing management institutes and the ECSU. The Ethiopian Government has, therefore, undertaken a preliminary survey of what other countries have done to address similar situations and challenges.

Then the government decided to establish the ILG. The Institute aims at preparing the desired feature for modeling a new generation of highly trained civil servants and qualified public administration professionals, as well as achieving capacity building in the areas of professional training, with a particular attention on service delivery and decentralization processes.

In order to achieve the stated objective, the leadership development program has been implemented by the ECSU. [See appendix C for the organogram) The university, as implementer of the program hosts the Institute and provides facilities and other resources to the institute. In relation to the organizational structure of the institute most stakeholders of the program indicated their reservation as to whether the institute should be autonomous entity or part of the ECSU.

The main reasons cited for making the institute autonomous have been; delay in implementation of the project activities and possible deviation from the intended form of the training provided by the institute. Since the institute is being treated as part of the university, decisions have to go through the policies and procedures of the university before they are implemented. This results in delay in running the project. The other issue, the graduate program by the ILG is supposed to be different from the conventional masters program. The training is expected to be provided by practitioners (civil servants) and the relative proportion of practice is supposed to be by far greater than theoretical discussions in the teaching – learning process. The concern from the different stakeholders is that this objective will be missed if it is part of the university and the university runs it as a conventional maters program.

The other concern raised in relation to providing autonomy to the institute was sustainability. The sponsoring institutions can't provide resources to the institute indefinitely. Given that, as owner of the project, the government has to take over as the project phases out from the sponsors' side. ECSU, having main objective of supporting the civil service would be in a position to run the project in the long term.

The following constitute major progresses made by experience sharing visits and benchmarking undertaken:

1. **Establishment of the Leadership Institute with clear governance structure and staffing**

    - MoCS is redefining the roles and responsibilities of the three capacity building institutions under it. These are ECSU, EMI and ILG. This restructuring will clearly define the administrative and organization arrangement issue of the institute.
    - Draft legal document to establish the institute as a stand-alone institution was prepared by the technical committee and presented for the Steering Committee.
    - Equipments and furniture have been purchased for the management and class rooms of the institute. ILG has fully equipped the 14 rooms within its premises.
    - Although steering committee was established to oversee the project and it was planned to meet on a quarterly basis this couldn't happen on regular basis.
    - Although MoFED is one of the members of the Steering Committee, the MTR team ratified from the response of the organization that it has not been actively participating in the majority Steering Committee meeting. As a focal point in managing the resources of the government, be it from donation or internal sources, the active participation of MoFED can assure efficient utilization of resources.

    - The coordination among the owner, key sponsors, implementers and beneficiaries of the institute has been promising. However, the engagement of regional civil service bureaus with the institute is not as imperative as the rest.

2. **Design of training program**

    - Study tour to France, Germany, India and Syria have been undertaken to share the experience of other similar institution in order to design and run the program. This has given the institute a benchmark against which it can design its operation.

- Local and foreign instructors have been recruited to provide the courses of the professional module. This supported the practice oriented teaching-learning modality of the Institute

- Curriculum has been designed. Further curriculum revision is underway. The current curriculum of the ILG has nine modules and all the modules have been prepared meeting professional standards as set out by the HERQA (Higher Education Relevance and Quality Agency) a body under the Ministry of Education overseeing higher education programs.

- Foundation modules have been designed to help students acquire basic understanding of leadership, the constitution of Ethiopia, its political, legal and socio-economic structure, development issues, reforms, public policies and strategies, international relations and globalization, ethics, and other related issues in relation with theory and practice. It acquaints students with leadership and management concepts and management of change and development. This prepares students to the professional module session.

- Professional modules are the other core module developed based on experience gained on study tours. 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.

- Clubs for Co-Curricular activities (Sport, Cultural, ILG's Newsletter, Language and gender) were organized and functions actively.

- Training of instructors of the foundation module - four trainings for the staff of ILG and ECSU by international consultants were given.

- Training for staff of ILG, ECSU & MCS was also organized in France, ENA

- Training of trainers on designing & delivering Professional Modules - training has been organized on effective presentation skill for trainers from various public sectors
- Training of mentors – 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.
- 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..
- Guest speakers from abroad and locally have been invited and provided public lecture to students. Topics covered includes:" The New Public Management in the Ethiopian Context", "Leadership Initiatives", "Kaizen – A Never Ending Journey", "Leadership Success for You: by Chance or by Design?"

3. Selection of trainees

- Four Entrance Exams (comprising of English, general knowledge test and aptitude) were organized, advertised and administered in five centers across the country. The oral exam component was not conducted in the first two screenings due to time constraint
- Establishment of Regional Preparatory Centers: the other planned outputs of the project was strengthening ILG in its role as centre of excellence by establishment of a number of preparatory centers in the regional states.. Yet, there is no preparatory center established at regional levels, except, the decision reached by ILG in consultation with the ECSU to use the existing eight (8) distance Learning Centers as preparatory centers. More opportunities are planned to reach out further into the regions as a whole, through provision of this program using the regional Management Institutes. The initiatives undertaken to date and

those planned in the future are all part of a planned outreach to the wider project beneficiaries at all levels within each region/city administration.

- General Knowledge Book (GKB) which is meant to help candidates to get better prepared for the entrance exam is under preparation. GKB will cover the main topics of the General Knowledge Test of the Entrance Exam. The GKB is organized in 6 parts: Ethiopia & its peoples, Governance in Ethiopia, Administration of Justice, the Ethiopian Economy, the Social Sector and Foreign Relations.

4.   Establishment of research and consultancy centre

- Apart from offering regular training courses,   it was initially planned by project initiators making the institute a centre of excellence to serve a wide range of clients including the public and private sectors, civil society organizations and others in policy research and consultancy services. Still, this couldn't be achieved practically by the institute.
- One workshop in the area of Leadership and security in the horn of Africa has been organized. During the workshop selected papers were presented. The workshop is organized in collaboration with Cranfield University.
- Currently, editorial committee has been selected and they are working to select papers which will be published on the first Journal named LIFT(Leadereship for Transformation)
- The Library/resource center is equipped with variety of reference books that helped students to have ample resource for the different courses they attend.

3.2.   Teaching and training sub-program review

The central features of effective leadership preparation program requires a program philosophy and curriculum that emphasize the intended objectives. A comprehensive and coherent curriculum aligned to research-based leadership standards, and the integration of program features that are centered on a consistent model of leadership are mutually reinforcing. Any academic program, once established, kicks off with

curriculum design. After the curriculum is designed, course materials are prepared according to the curriculum and the program philosophy. Along with that, qualified and appropriate faculty members should be recruited and trained as per the requirement of the intuition. Time to enroll students! That requires proper selection and screening criteria put in place and applied. In conducting the academic functions of the institute, co-curricular activities play significant role in bringing about the intended output. The institute should also have a system to truck the placement of students. This helps to make sure that the designed program is meeting its intended purpose. Even after graduation, there has to be a networking mechanism with former students for the mutual benefit of the institute and graduate. In light of these issues, the following section covers review of the program of the ILG from the above perspectives.

3.2.1. Curriculum of the program

3.2.1.1. Design and Preparation

The curriculum design and preparation was one of the initial and crucial stages of the process for launching ILG program and to start the schooling process. A course curriculum was designed based on the required knowledge and skills by the civil service. This is in line with   the main objective of the leadership development program which states that the institute should build the leadership capacity of federal and regional civil servants that, in turn, enable them to provide strategic direction towards realization of Ethiopia's medium and long term development aspirations. This is done through preparation of the desired feature for modeling a new generation of highly trained civil servants and qualified public administration professionals, as well as achieving capacity building in the areas of professional training, with a particular attention on service delivery and decentralization processes.

In order to evaluate the ILG's current performance and achievements from this angle, the MTR team made institutional assessment so as to check the existence of formal curriculum development and review process in the institute. The team also assesses and weigh up the institute's curriculum based on the main issues of curriculum design

and review programs. The standardization and presentation of learning objectives; course units and lessons coverage; course assignments and projects for students; list of main text books and other reading materials, videos, presentations, and readings to be considered in a course; and finally, strategies and techniques of assessments, and other methods to be used to evaluate students learning achievements were some of the issues that were considered by the MTR team. The MTR team also made assessment on other important issues like the inclusion of list of skills, learning performances, attitudes, and values students are expected to learn from schooling and training processes from the institute curriculum, and other considerations in developing the curriculum of the ILG (like gender issue, variation across regions, etc.)

As per the data gathered from the institution and considering the above mentioned curricular issues, the review team undertook assessment of the current curriculum of the institute. The curriculum design and revision issues were also assessed based on information collected from different stakeholders. Accordingly, it is found out that the following main issues have been given due attention in the preparation and revision of the curriculum of the program: practicability of the curriculum, balance between the theory and practice, cross cutting issues like gender equality, administration of internship, and consideration of co-curricular activities.

As per the content of the curriculum, the whole training program is comprised of two Foundation Modules, two Professional Modules, two Internships, and a final Term Paper for presenting field reports and writing dissertation. Participants are also engaged in co-curricular activities during their stay in the Institute.

The Foundation Modules are designed with the aim of helping trainees to 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. They are also designed to acquaint students with governance, leadership, and management theories and practices.

The Professional Modules are prepared to cover a wide range of topics including: 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, and the like. The modules are formulated to provide students with opportunities to analyze practices of some selected public sectors and understand how works are organized and executed. They also address how to set cases by visiting some organizations. This task can also serve as a preliminary preparation for the internship to be conducted at the public sectors. In their approach/training methodology, the trainers of the professional modules are not the usual lecturers, but the senior civil servants from different organizations who have rich experience in the public sectors with the required/relevant profession qualification.

The professional modules have been designed as the main step to prepare the students to kick off internship programs. The internship program has been planned not to be the conventional one; rather it has been planned based on a result oriented model with continuous follow up and coaching. Mentors are ministers and/or state ministers at the federal level and bureau heads at the regional level. This fact was mentioned again by the MoCS representative, who has been directly assigned for the coordination and follows up of this project. All the mentors and coaches interviewed indicated that students are well equipped with the basic attitude and knowledge of leadership when they are assigned for internship.

As per the MTR team's assessment, the aim of the Internship Program in general is developing the students' leadership capabilities by doing, observing, writing, and orally presenting reports by attaching the students to public sectors for practical training. Each student of the institute are to be linked to the most senior civil servants at federal and regional state offices who are supposed to be their mentors. Students are assigned to undertake practical activities in the public organizations, and use an attachment to learn how government functions and how particular government activities are carried

out. They will be assessed by their mentors, the jury and their supervisors from the institute.

One of the areas of improvement indicated by mentors is the time allotted for the internship. It takes time for an internee to understand the organization's culture of the office they are assigned to, it also takes time for a trainee to learn the task they can be assigned to. Given that the two months and half period allotted for the internship is not enough.

3.2.1.2. Coverage of the Curriculum

The Ethiopian public services system serves a diversified society with a complex set of values and expectations. This necessitates system of governance which has multi-level structure of leadership and management and each requires strengthening and differentiated initiatives in capacity development. The participation of different parts of the society and the government system/representatives in the foundation of the curriculum of this kind is extremely important.

The MTR team assesses the considerations in the curriculum development and implementation of the program. This mainly includes: practicability of the curriculum, balance between the theory and practice, cross cutting issue like as the gender equality, inclusion of professional modules, administration of internship, and consideration of co-curricular activities. This, therefore, indicates that the institute has considered important issues from the very beginning in the preparation and subsequent revision of the curriculum/syllabus.

3.2.1.3. Continuous Revision and the Involvement of Key Stakeholders

Curriculum development is a dynamic process that requires revision based on issues identified in the training provision session and knowledge and skill requirement of beneficiaries. Curriculum revision is currently underway. Regarding the key stakeholders' participation in the curriculum design and review process, the curriculum of the institute was prepared with full involvement and participation of the main

stakeholders; such as the MoCS, the Regional Bureau Heads, the Regional Presidents (in writing), the UNDP, the French Government, the Directors of different Institutes in ECSU and the Institute's Graduate (for revision of the syllabus). The MTR team further learnt from interview responses that these stakeholders have contributed their own inputs in the design, and review process to improve the quality of the program's curriculum.

3.2.1.4. Perceived Strengths and Weaknesses of the Curriculum

assessment was made by the MTR team to evaluate the Institute's current curriculum based on the above mentioned issues of the curriculum, like the course syllabus and related materials of the institute. Furthermore, the team has made an effort to understand the feeling of the end users of the program (such as regional civil service bureau, students and graduates of the institute) and also about the satisfaction level of the donors of the program. The results of the assessment made by the MTR team on major strengths and weaknesses of the Institute's current curriculum are summarized below.

As per the responses collected from the ex-students/graduates of the ILG about the major strengths and weaknesses of the institute's curriculum, the majority of the respondents have stated that the curriculum of the institute is very appropriate and its

content is relevant in terms of minimizing the leadership and governance capacity gaps of the federal and regional public servants through equipping them with the intended knowledge which could also contribute a lot to solve the leadership problems of the country.

Graduates of the institute have been asked to rate the following aspects with reference to the demands of good leaders at all levels, quality standards, and other similar institutional issues on a 1 to 5 rating scale, where 1 = very poor/bad, 2 = poor/bad, 3 = fair, 4 = good, and 5 = very good. Accordingly the following information has been gathered:

Table 1. Qualities of the Curriculum

Factors	Rating Scale					Total
	1	2	3	4	5	
Relevance of training program	4	6	6	12	6	34
Applicability of training skill	0	7	14	9	4	34
Training workshops	1	5	13	13	2	34
Foundation modules	0	0	6	14	14	34
Professional modules	1	1	14	17	5	34
Internship Program	0	2	6	14	12	34
Linkage with the regional contexts	2	6	12	10	4	34

Source: Questioner survey of graduates of ILG

One of the key qualities of a curriculum is relevance. A relevant curriculum provides students/trainers with meaningful experiences that allow deep and significant learning. It has to be relevant and responsive to the needs of the career students would like to pursue. In other words, it must educate for life. As can be seen from the table above, more than half of the respondents found the training program relevant to the leadership and governance issues for their office as good and very good. A related issue is applicability of the learned skills. This criterion goes beyond the curriculum; the situation on the ground should allow exercising the skills. In this regard, the skills developed and nurtured by the institute are on average fairly applicable. Both foundation and professional modules along with the internship program of the institute have been rated on average as good and very good. Overall the respondents rate the leadership and governance courses offered by institution as fair in meeting the requirements of their regional public service sector organizations. This, like the applicability issue, may emanate from the improper assignment of the graduates. In a FGD held with the graduates, it is understood that the institute is: producing transformational leaders, contributing for the process/plan of feeling leadership and good governors gap of the regions and the country in general, and is providing practical training and experience sharing forum which in turn contribute for provision of appropriate leaders.

Similarly, the current students of the ILG, who have been participated in the FGD have also indicated that they are highly satisfied with the contents and coverage of the existing curriculum. The curriculum was favorably evaluated by current students of the ILG. 98% of the respondents agree that the curriculum is in line with the requirement of their respective regions.

Likewise, the content of the syllabus was appreciated by donors/supporters (UNDP's and French Government's) representatives who have participated in the preparation and ongoing revision of the curriculum. According to them, the curriculum of the institute is very comprehensive and wide ranging. Especially, the designed methodology, the developed modules and the internship program are appreciable and very helpful for the fulfillment of the anticipated aims. The MoCS also shares their view.

In general, all of the responses collected from these respondents concerning the content of the curriculum of the institute are a witness for the application of comprehensiveness approach in the preparation of the syllabi. Particularly its practice based orientation is a useful.

It is also identified that, even though this curriculum has been designed and prepared in such a way to make it practice-oriented (rather than the traditional lecture-based approaches), lack of proper implementation of the curriculum, specially, a weak undertaking of the internship practices might negatively affect the unique nature of the curriculum.

According to the project document; the leadership development program has four major pillars in terms of supporting the civil service. These are supporting decentralization of power, enhancing the implementation of the Civil Service Reform Program, effective response giving to community driven needs and equitable access to quality public service and utility to the disadvantaged part of the community. In this regard, the regional civil service bureaus' representatives were requested their assessment of the program in meeting these objectives. The following table shows that almost all of them feel that the program objectives are met to high and very high extent.

Table 2Curriculum in Supporting the Civil Service Reform Program

Issue	Very high	High	Neither high nor low	Low	Very low
Decentralization of power	2	3		1	
Enhancing the implementation of the Civil Service Reform Program	2	2	1	1	
Effective response giving to community driven needs	2	4			
Equitable access to quality public service and utility to the disadvantaged part of the community	1	3		1	

Source: Questioner survey of regional civil service offices

The program as part of the civil service reform program enhances the leadership knowledge and skill of the civil service hence support the decentralization of power. All the link offices rate their satisfaction level with the leadership knowledge and skill of graduates as good or very good. This indicates that the program meets the need of the regions graduates are/will be serving. The fact that students have acquired transformational leadership skills have been singled out as a very good point.

3.2.2. Course materials

Standard Training Modules

A salient activity to support the implementation of ILG's program is the preparation of relevant and standard training models based on the program's curriculum. The current curriculum of the ILG has nine modules and all the modules have been prepared meeting professional standards as set out by the HERQA (Higher Education Relevance and Quality Agency) a body under the Ministry of Education overseeing higher education programs.

The foundation modules are mainly academic and theoretical in nature and they have been designed to help students acquire basic understanding of leadership, the constitution of Ethiopia, its political, legal and socio-economic structure, development issues, reforms, public policies and strategies, international relations and globalization,

ethics, and other related issues in relation with theory and practice. It acquaints students with leadership and management concepts and management of change and development

The professional modules are the core modules developed based on experience gained on study tours. 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

It is the MTR team's assessment that there has been substantial progress in building capacity of the key and relevant public service organizations' officials. The engagement with both the civil servants and political leaders was also considered to be a very positive achievement.

The participants described the leadership and governance development program as very effective and useful to the performance of their works in the civil service reform program. They submitted that they were exposed to effective ways of approaching and providing public services.

It is the MTR team's assessment that there has been substantial progress in building capacity of the key and relevant public organizations civil servants and leaders in leadership and good governance although it is acknowledged that future initiatives need more practical oriented and linkage with civil service to ensure coordinated public services, and accountability.

3.2.3. Students Selection and admission

Four Entrance Exams (comprising of English, general knowledge test and aptitude) were organized, advertised and administered in five centers across the country. The

oral exam component was not conducted in the first two screenings due to time constraint

As can be seen from the chart below the student intake capacity of the institute has been increasing from time to time. Total student intake of the institute has been 67, 85, 96 and 67 respectively in the first four years of its operation. The enrollment of female students has increased significantly from year to year. During those four years the proportion of female students from the total students has been 10%, 32%, 38% and 42% respectively. This is in line with the government's intent of empowering women. It is also based on the project document which specifies that one of the main issues will be increasing the participation of women on leadership position in the civil service.

Figure 1 Students intake by gender

Source: Internal Documents of the ILG

Selection criteria of the training centers and academic institutions are standards that the trainees/students need to meet. They are used to identify the right and an appropriate person for the chance. Selection criteria describes the personal qualities, commitment, attitude, thought, skills, abilities, performance evaluation (if any), age and/or experience, and qualifications a person needs to acquire the necessary and intended knowledge effectively. In general, they could be designed to help make the most accurate match between the requirements of a program and the eligibility and appropriateness of the candidate. The ILG's admission requirement includes; being a

bachelor degree and above in any area of specialty, being not older than 37 years old at the time of the entrance exam, being a public servant, and successfully passing the competitive entrance exam conducted by the institute.

Students are enrolled from all the regions in the country. The main objective of the program being supporting leadership capacity development both at regional and federal level, the diversity 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 the majority 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. The number of students from the emerging regions as well is very high compared to the size of the population of the region. Those regions require special support for capacity building and this program is contributing a lot to their advancement.

Figure 2 Students by Region

Source: Internal Documents of the Institute ILG

The ILG selection criteria clearly indicates that the following points are important: quota system to regions to enhance equity, affirmative action within the given quota,

effective support mechanism to candidates from disadvantaged regions, minimum educational qualification (first degree), age (less than or equal to 37), being a civil servant and successfully passing the entrance exam.

Based on the above mentioned facts and principles, the review team has investigated and assesses the interest and satisfaction level of the end users (regional civil service bureaus) concerning the applied selection criteria from the view point of its fairness and appropriateness. Likewise the feeling of students about the relevance of the institute's entrance exam is positive. The quota issue was also our area of study with reference to the regional civil service bureaus representatives' curiosity and apprehension.

Regions involve in the initial nomination of candidates for the institute and they set their own criteria to do so. As can be seen in the following table the importance given to different criteria of nomination is different by different regions. Four of the regions surveyed consider evaluation of potential candidates by their immediate supervisors, educational qualification and wok experience of the potential candidate as good and very good criterion for nomination. This has implication of the ability of students to cope up with the quality education of the institute. The other important factor is, according to the regional offices, age of the candidate. They comply with the institutional requirement of ILG and the graduates will serve the civil service for long period of time. Gender composition is another factor identified but the importance offices give to this criterion is not that high. Equitable allocation of quota to offices and zones is another factor considered by region. Geographic (zonal) equity is reported as high or very high by majority of the regions but office quota is rated as high by 50% of the respondents.

Table 3 Student Selection Criteria by Regional Bureaus

Criteria	Very high	High	Neither high nor low	Low	Very low	Total
Gender composition		2	2	2		6
Age of the applicant	2	3			1	6
Zonal mix	2	2	1		1	6
Experience of the candidate	3	1	1	1		6
Educational qualification	1	5				6
Evaluation by immediate supervisor	2	4				6
Office quota		3	1	1	1	6

Source: Questioner survey of regional civil service offices

Likewise, as per the responses collected from FGD conducted both with existing and already graduated students of the institute, the selection criteria of the institute are fair, appropriate and considerate enough. Almost all of them replied that the aim of the criteria is to screen out the right candidate that hopes to play a crucial role in the fulfillment of the country's need to improve the leadership capacity gaps of the civil servants mainly at middle and lower levels.

The team also recognized from the respondents that they are satisfied with the entrance exam currently being conducted by the institute. The team also learnt from the discussion held with students and the interview conducted with the institute's director, the entrance exam covers different areas of assessment including: Language (focusing on writing and communication skill); Aptitude test (basing a case study and problem solving ability); General knowledge (tilt to the national and international current issues). As a final point, Interview which can be conducted for those who passed the entrance exam is also part of the selection criteria of ILG.

In general, as per students who have participated in the FGD, there is no problem concerning the content and coverage of the entrance exam. The only resentment of some student is, in relation to the role/weight given to the interview result that is in a position to send back the candidates that may not be able to perform the interview because of different factors of that particular day (health, psychological, biological and

the like) after passing through different selection criteria and may expend his/her resources for the purpose.

Similarly, the regional civil service bureaus link officers assess the selection criteria and the coverage of the entrance exam as fair, appropriate and relevant. Their objection is in relation to the quota/amount of chances given for each region to send competent candidates. The number of the trainees who are getting the chance to join the institute is much lesser than the number the regions are in need of getting qualified in the program. The justification they are emphasizing is that, the civil servants who are working in the leadership positions are not allowed to compete for other long term capacity building and qualification upgrading programs. The only opportunity they have is the chance of joining the Leadership and Good Governance Institution. Given the very high demand for qualified leaders by regional government, the absorptive capacity of the institute is limited.

This indicates as the institute is required to think long and aspire far. The demand of regions is much higher than the deeds of the institute. The existing condition can also vigor the stakeholders not only to think for the continuation of the program but also for diversification of its services and maximization of its annual intake.

3.2.4. Teaching and Training Staff

Well qualified and experienced teaching/training staff are among many factors that impacts the quality of teaching and training program. In this case, the following table shows the current permanent staff of the program that includes the institute's director and two(2) PhD holders, five(5) PhD candidates, and four (4) MA/MSc holders who are providing foundation courses to the students in the institute.

Table 4Permanent Teaching/Training Staff by Qualification and Gender

Qualification	Gender		Total
	Male	**Female**	**Total**
PhD	2	0	2
PhD Candidate	3	2	5
MA/M.Sc.	2	2	4
Total	7	4	11

Source: Internal Documents of the ILG

Regarding the equitable representation of both genders as permanent teaching/training staff member of the institute, we can say that ILG has somewhat fair representation of female staff both in teaching and support staff of the institute. As has been indicated in the survey, the manpower of the institute is not enough given the different tasks faculties of the institute are supposed to do. This has been cited as one possible reason for the delay in executing program activities as per the original time plan of the project.

Part-time staff

There could be a pool of teaching and training talents among those not formally trained for the profession. The ILG's program worked to recruit and select trainers from non-traditional backgrounds, such as leaders from the public service organizations. These are mainly part-time staffs coming from outside the institute that provide training of professional courses of the program. They are mostly Directors, Deputy Directors, Bureau Heads, or Core Process Owners in different public organizations, and who have practical work experiences in their respective public organizations. In relation to this, students and former students of the institute indicated that the support they get from those instructors is very good but sometimes replacement trainers may not have the required knowledge and experience on the area they cover. In this regard, the relationship between the civil service and the institute should be strengthened since most professional modules trainers and mentors are within the civil service. The

incentive to the civil servants participating in the program, as indicated by individuals who have been involve in the program, is not attractive.

International Staff

The MTR team asserted from the interview responses provided by program staff that there have been previous experiences of having international staff by the institute and they have mentioned the following as examples: for Professional Modules, trainers who provided courses of "Change Mindset", "Decision Making" from France and "Professional Skill" course provided by international staff from Malaysia. They are paid by the UNDP and French Government. Apart from the intermittent assignment of international staffs, the French Government assigned trainers on a longer term basis to provide training in the professional module. For Foundation Modules, some instructors teaching different courses from America and Nigeria have been invited to take part. According to their response, all costs of these staff were covered by the University itself.

In order to run program activities smoothly, the involvement of support staffs is critical. As can be seen below, the institute has six support staffs; three male and three female. They are administrative team leader, resource personnel (librarian), IT professional, co-curricular activity coordinator, executive secretary and office assistant. They facilitate and coordinate the faculty and administrative activities of the institute.

Table 5 Support Staff by Qualification and Gender

Qualification	Gender		Total
	MALE	**FEMALE**	
BA	1	2	3
Diploma	2	1	3
Total	3	3	6

Source: Internal Documents of the ILG

3.2.5. Teaching and Training Modalities

Setting organizational goals and direction, followed by appropriate curriculum design and material preparation, lays the foundation for successful execution of program activity. The main program activity of the ILG is producing knowledgeable and skilled civil servants. To do so, the teaching-learning process should be held as per the strategy set out in the inception of the project.

As per the information gathered from the institute, the training methodology being followed by the institute is practice reliant. Specially, the staffs providing professional modules are not the usual lecturers, but the senior civil servants from different organizations who have rich experience in the public sectors with the required/relevant profession. They provide the training by sharing their experience and discussing issuing in the practical world.

The institute also organizes a series of guest lectures, seminars, workshops, etc, in the area of leadership and governance and other related topics. The main product of these guest lectures, seminars, workshops, etc are practical case scenarios compiled by different institutions at different times for references that each professional course trainers identify and select for use in his or her classroom and for sharing with others.

The MTR team has assessed the challenges and problems encountered from these perspectives. The responses from the previous graduates and active students of the program, teachers/trainers of the program, administration of the Institute and the coordinators of the different programs indicated that there has been a problem in relation to the practicability/implementation of teaching and training programs.

As it was indicated especially by the administrations of the institute and the students of the program there has been a serious shortage of professionals (Trainers, Instructors and Mentors) whose contribution is indispensable in the implementation of the teaching and training program. Particularly, program has been facing difficulties in getting knowledgeable and experienced trainers and mentors for the delivery of the

Professional Modules and for the administration of the Internship program. The comprehensive nature of the module requires instructors with multidimensional experience and multidisciplinary knowledge. It is not an easy task to get such high caliber professionals in the teaching industry, because of other highly paying job opportunities in the country. Even if such kinds of people are rarely available/ found in some organizations, they are too busy with their office and/or personal affairs during the weekly working days.

As per the Institute Director, so as to address these problems, the institute is forced to use two-to-four trainers at a time to train/teach a single module, each covering different topics of a given module. The other techniques which have been practiced by the institute to minimize the impact of the human power shortage include; postponement of the course to the other semesters, in person negotiation with trainers by assigning classes during the week-ends, and change of organizations (for conduct of internship program and assignment of mentors).

The other serious problems the institute faces is securing the service of experienced teachers and trainers for courses in the program (as per the management and students of the institute), difficulty of getting permanent staff and turnover of the existing instructors/trainers. Because of spread out of the economy which produces alternative professionals' markets, attractive job opportunities, and highly paying companies; it is difficult to get and retain the highly qualified staff. Especially the current and ex-student of the institute strongly underlined this case during the FGD held with them. They indicate as they are tired of always facing new (inexperienced) trainers/instructors every semester, even some times in the middle of the semester. Likewise, because of the shortage of professionals, most of the time instructors are assigned to teach different topics within a module in which they are lagging adequate experience.

As per the institute's director, the institute is trying to solve/minimize the indicated problems not only by assigning different trainers at a time for a single module, but also preparing and administering "Training of Trainers" for the less experienced instructors to capacitate them up to some level. On the other side the institute is working on

convincing the existing staff not to leave the institute, and persuade students to tolerate for some unlucky conditions by compensating themselves by strengthening their group discussions and team work.

A related human resource problem the institute encounters is coordinators for different programs. There is only one coordinator for Internship which has a lot of work. Given the number of students who can be on internship at a time and wide geographic coverage of the places students are assigned for the internship, it is difficult for one coordinate to make good assessment of the internship program. There is also one Coordinator for Foundation Module, and now he is also assuming the role of Deputy Director. Hence, regarding staffing there is a lack of having enough coordinators. There should be a coordinator for Professional Module, Research and Consultancy and Foundation Modules

The MTR team proposes that as this situation is a serious it should be given due attention by the project implementer in coordination with current project supporters (UNDP and the French Government) to help/support the institute by sponsoring/providing qualified and experienced trainers/instructors from other countries. These main stakeholders are also expected to support the institute by providing and/or arranging trainings of trainers both at abroad and within the country in order to lift up the ability and skills of the existing professionals. Similarly, the institute should have a plan to search for different alternatives for the fulfillment of related incentive packages that attract trainers and instructors to the institutes.

Table 6 Assessment of the Teaching-Learning Process by Graduates of the ILG

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
My courses and assignments encourage me to investigate new ideas and express my own opinions	23 50%	20 43%	2 4%	1 2%	0 0%	46 100%
As a result of my studies my ability to investigate and solve new and unusual problems is increasing	26 57%	18 39%	2 4%	0 0%	0 0%	46 100%
My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies	22 48%	20 43%	4 9%	0 0%	0 0%	46 100%
The knowledge and skills I am learning will be valuable for my future career	31 67%	12 26%	3 7%	0 0%	0 0%	46 100%
I am learning to work effectively in group activities	30 65%	12 26%	3 7%	1 2%	0 0%	46 100%
The program has improved my ability to work effectively in groups	24 52%	18 39%	3 7%	1 2%	0 0%	46 100%
The program has improved my inter-personal communication skill	23 50%	20 43%	3 7%	0 0%	0 0%	46 100%
The program has helped me to develop good basic skills in using technology to investigate issues and communicate results	24 52%	16 35%	3 7%	2 4%	1 2%	46 100%
The link between theory and practice	19 41%	19 41%	6 13%	2 4%	0 0%	46 100%

Source: Questionnaire survey of Graduates of ILG

As can be seen in the table above, more than 80% of the respondents agree or strongly agree that the quality of their program is good and what it provides them to become better leaders is good. In this regard, more than 90% of the respondents agree that the program helps them in investigating and solving new and unusual problems as leader, communicate more effectively and working in group. The other capabilities developed as a result of this program includes linking theory and practice, use of technologies to solve problems at the work place, carrier development of students.

Table 7Assessment of the Teaching Facilities by Students

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree	Total
Classrooms are attractive and comfortable	22 48%	18 39%	3 7%	1 2%	2 4%	46 100%
Study materials/modules in courses were up to date and useful	12 26%	16 35%	9 18%	5 11%	4 9%	46 100%
The quality and extent of materials available for me in the library	20 43%	18 39%	5 11%	2 4%	1 2%	46 100%
The library/resource centre is open at convenient times	28 61%	11 24%	4 9%	2 4%	1 2%	46 100%
Adequate facilities are available for extracurricular activities (including sporting and recreational activities)	8 17%	13 28%	9 18%	6 13%	10 22%	46 100%

Source: Questioner survey of graduates of ILG

3.2.6. Co-curricular activities

In any academic environment, co-curricular activities contribute a lot in the development of students. Co-curricular activities complement traditional education by offering a range of experiences that help students hone and develop interpersonal and work skills, as well as explore creative, cultural, physical, and societal ways of connecting with and learning more about themselves and others. There are five co curricular clubs; language, sport, culture, newsletter and gender. These clubs are organized by students with the support of the institute and supporting institutions. Newsletters of students have been prepared which helped to communicate the progress of the institute to stakeholders and the university community. Such activities, besides the direct benefit of promoting the institute helps students to advance their writing and editorial skills.

The culture club visited museums and organized events to help the economically disadvantaged segment of the community. Such events enhance the understanding of the students about problems within the community and become better leaders of the

society. Sport events have also been organized by the sport club which helps students to socialize more and become healthy citizens. The language club, in collaboration with the French embassy has facilitated French language course to students. The gender club observed March 8, Women's day, with different activities. This was a venue to mainstream gender issues in any leadership roles that students will assume in the future. However, during the physical observation of the MTR team conducted within the institute, discovered that there is no particular room designed and facilities organized by the institute for such purpose.

3.2.7. Mentoring and internship

One of the teaching and training processes of the program is improving the quality of leadership and governance knowledge and skills of the graduates through internship and mentoring programs. This output of the ILG project was aimed at providing Internship and Mentoring program at the federal and regional level to build capacity of supervising internships in a proper way designed and delivered.

In relation to this, the institute has been working in partnership with 34 organizations up now; all are public organizations, so as to provide the internship which is not in a conventional way, but in a result oriented approach with continuous follow up and coaching. For this, according to the ILG' staff response, mentors are Ministers and/or State Ministers at the federal level and Bureau Heads at the regional levels

The specific aim of the Internship and Mentoring program of project is to create linkage and collaboration between the program and the civil service organizations and is critical to provide efficient service and being accountable to the public.

As part of this, there is a requirement, at the end of the course program, to assign students in various organizations for internship program for mentoring the graduates on practices organizational leadership and governance skills that help them challenge low-performance of the Civil Service officials.

Three activities were planned in project document to build the capacity of the graduates through internship and mentoring program:

- Selecting a number of mentors able to supervise internships and to produce a performance assessment of students
- Placement, Training and development of trainees by provided with mentoring service with practical leadership and governance skills , and
- Follow up/Tracking trainees provided with mentoring services

Substantial progress has been made in the first two activities, whilst the third one lacks the required level of attentions by the program for the time being. While students have been assigned in different public service organizations by the program facilitators and the provision of mentoring service undertaken by these organization, the MTR team ascertained from the interview and questioner survey responses that the program has been facing different challenges in building the needed partnership between the institute and public service organization and linkage with the civil service reform programs to the level required by the program. From the current students of the institute only 54% agree that the internship and mentoring program was effective in developing the experience and skill sought from the program.

To this end, the following challenges were raised by majority of respondents as major challenges of this program.

- Lack of shared objectives about the internship and mentoring programs, from the side of government organizations to provide the required service,
- Misplacement   of mentees/students   during internship time specially,   at regional levels
- Lack of willingness and sometimes total rejection and delaying acceptance of students sent for the internship program/activities by the governmental organizations,
- Problem in assigning appropriate mentors (assigning less qualified and less experienced mentors, rather than state ministers and bureau heads)

- Lack of willingness or consideration in arranging office and the necessary facilities to the mentees
- Changing or replacing the trained and experienced mentors by other officials ,
- Facility problems like transport services for students during the internship programs
- Short time allotted to the internship program

3.2.8. Placement and follow-up

According to the information gathered from the selected Civil Service Bureaus/Agency and local Civil Service Bureau officials, there is still a wide gap between the knowledge of leadership and good governance and the practice. For instance, no official interviewed was able to give specific information in quantitative terms how many graduates came into, and where they have been assigned by, the Civil Service Bureaus for last one year and any visible progress of impacts brought by the graduates in terms of leadership and governance on their assigned jobs .

However, as a federal entity the Ethiopian system of governance has multi-level structures of leadership and management and each requires not only strengthening but differentiated initiatives in capacity development. Therefore, there is a need to match the country's multi-level structures of leadership and management with capacity building efforts for leadership development program an essential ingredient of good governance in the country public service programs.

The institute is expected to be highly integrated with the civil service bureau of the regional and special administrative regions. At time of admission of students, regional civil service bureaus should have clearly set out human resource plan. This can include identifying capacity of the civil service for possible promotion to leadership posts, preparing students for advanced studies and proper placement of graduates based on their qualification and needs of the bureaus. As per the information gathered from different stakeholders, the bureaus do not have such a plan in place. Some consider the training program as incentive to the civil servants regardless of what graduates can

contribute to the office up on graduation. As a reflection of this some graduates have been working as experts on the same post after graduating from the institute. The opinion of the graduates of the institute also signify the problem: 35% of graduates of the institute rate the linkage between the institute and the regional contexts as fair; 29% as good and only 12% as very good. This poor linkage affects the placement and follow-up of graduates adversely.

Placement of graduates is another function undertaken by regional offices. The Table below indicates that in most of the regions studied, graduates assume non-managerial posts. Since the MA given by ILG is in leadership and good governance, the civil service can benefit a lot from the leadership role graduates can play. The absence of compiled data from Oromia region on placement of graduates may imply that there is no well documented HR planning and placement according to specific offices' requirement. In Amhara region almost all the graduates assume "Expert" position. As an expert, graduates can contribute a lot but as leadership graduate, they are better adapted to managerial posts to getting done through others.

Table 8 Placement of Graduates by Region

	Addis Ababa	Amhara	Benishangul -Gumz	Oromia	Somaili	Total
Bureau head	2	1	1	ND		5
Deputy Bureau head	6	1		ND	1	9
Job process owners	15			ND	3	20
Case team leader			1	ND	1	2
Expert		66	3	ND		69

ND stands for "No data" available

Source: Questioner survey of Regional Bureaus/Agencies

3.2.9. Research and Consultancy

Research and consultancy services can inform decision making at any level. ILG as an institution which is supposed to develop leadership capacity of the civil service can help

the civil service by undertaking researches which are concerns of the civil service. ILG can provide evidence to understand, develop, implement, monitor and evaluate government policies and services. As the staffs and faculty of the institute are members of regional and federal government departments they have the capacity to identify areas of research with practical relevance. They are also familiar with theoretical and practical knowledge and skills to address those problems.

Taking this into account, ILG can:

- Provide government with objective, reliable, relevant and timely social research
- Support the development, implementation, review and evaluation of policy
- Ensure policy debate is informed by the best research evidence and thinking from the social sciences
- Evaluate impact of policies and interventions
- Contribute to the sustainability of the leadership development program by generating income to the institute

Noting these potential benefits, the project document identified research and consultancy as one of the key components of the program. There is little progress in strengthening the research and consultancy capacity of the ILG.

Table 9 Overall assessment of the Project's Output

Expected outcome	Expected Output	Indicative activities	Progress against the Indicators	Comments on changes over the last Project implementation years.
Capacity for leadership professional development built and sustained	**Output 1:** Academic knowledge and skills of Ethiopian senior staff and trainers selected among the federal and regional institutions upgraded	Number of Ethiopian trainers able to deliver training and to construct modules in native language Number of civil servants trained in leadership development Number of course materials developed by the Institute	Drafting and publishing of legal document establishing the LDI Development of Course materials Training of trainers Establish partnerships with foreign training institutions for High Civil Servants	Draft legal document was prepared by the technical committee and presented for the Steering Committee Student handbook containing Code of ethics have been photocopied and distributed to the students. Training of instructors of the foundation module- four trainings for the staff of ILG and ECSU by international consultants Training of trainers on designing & delivering Professional Modules - training has organized on effective presentation skill for trainers from various public sectors Foundation and Professional Modules have been Developed Few foreign staff have provided training for students of the programs

	Output 2: Mentoring program at the federal and regional level to build capacity of supervising internships in a proper way designed and delivered	Number of mentors able to supervise internships and to produce a performance assessment of students No of trainees provided with mentoring service	Selection of mentors Training of mentors	Training of mentors – sensitization workshop was held 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..
	Output 3: Leadership knowledge and skills of Ethiopian civil service both at the regional and federal level improved	Number of civil servants trained in leadership development	Writing and adoption of competitive exams Recruitment and placement	About 315 Civil servants have been benefited from the program Two Entrance Exams (comprising English, general knowledge test and aptitude) were organized, advertised and administered in five centers across the country: the first in December 2010, the second in July 2011 and .

	Output 4: ILG is strengthened in its role as centre of excellence including its high level expertise activities	Number of preparatory centers established in the regional states Numbers of debates organized by the ILG Number of publications done by the ILG's Centre of Research Number of Civil Servants trained through short sessions		Equipments and furniture have been purchased for the management of the institute. ILG has fully equipped the 14 rooms within its premises In consultation with the ECSU, ILG decided to use the existing 8 distance Learning Centers as preparatory centers.. Guest speakers from abroad and locally have been invited and provided public lecture to students topics covered includes:" The New Public Management in the Ethiopian Context"," Leadership Initiatives", "Kaizen – A Never Ending Journey", "Leadership Success for You: by Chance or by Design?"

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The overall assessment of the project's success by all the stakeholders has been very good. MoCS, UNDP, ECSU, French Government, regional civil service bureaus and other stakeholders are in general satisfied with what the ILG has been doing in producing skilled and knowledgeable middle level leaders for the civil service.

The following conclusions are drawn from the findings of the survey:

- The National Leadership Development program has contributed significantly for promoting good governance and producing capable civil servants. This has been affirmed by the subjective assessment of the satisfaction level with the project performance by all stakeholders involved in the program.
- The effective coordination among the different stakeholders in supporting the program has been imperative. Donors, implementers and beneficiaries have been communicating and delivering in a very smooth way. This has contributed significantly to the success of the project.
- ILG is benefiting from financial and technical support from partners and stakeholders. This has been an opportunity for ILG to contribute to national efforts in civil service transformation.
- There is strong desire, initiation and political will from the government side to see the program successes. The government has been working in close collaboration with the UNDP and French Government to realize the goals of the leadership development program.
- Time taking decision-making process resulted in the delay in implementation of some of the planned activities; starting the research and consultancy part of the program, establishment of preparatory centers, providing entrance exam, preparation of General Knowledge Books, undertaking mid-term review of the program and other issues. If this issue is not addressed promptly it may affect

the smooth running of the program. It may also affect the engagement of development partners in the program.

- Related to the above issue, the functionality of Project Steering and Technical Committees provided strategic and technical directions for the fulfillment of the program objectives. It also proved timely decision making practices will help addressing issues before they get out of control. They also enhance the possibility of alleviating problem by engaging the government and development partners in the process. Apart from the decision making function, follow-up of implementations on decisions passed requires extra effort by the teams.

- The curriculum of the institute has been prepared by participation of all stakeholders. The curriculum is prepared in such a way that it allows practice oriented teaching/learning. Since the objective of the leadership development program is producing capable leaders at regional and federal level, the practical technique can provide students with hands on analysis of real world problem. Related to this issue, finding competent and experienced trainers and mentors has been difficult.

- Staff shortage is another significant problem identified. It takes different forms; instructors, professional to give the professional models, coordinators to the different modules and activities and support staffs.

- Working in close collaboration with the MoCS has supported successful mobilization and training of mentors. Lack of clarity on the expectation of the institute from the civil service in some areas created problem in the running of program activities.

4.2. Recommendations

The above conclusions imply the following recommendations:

- The commitment of the government, development partners and administration of the institute towards achieving the goals of the program should be maintained. However, continues clarification on the program objectives and establishment of common understanding with regional civil service bureaus

should be given due attention. This will address issues identified in relation to supporting the training and proper placement of graduates.

- Establish a governance structure and system of administration that befits a distinct institute of leadership that aspires to be a center of excellence that produces tomorrow's leaders of Ethiopia is very important. This requires understanding the peculiar nature of the institute. Maintaining the unique teaching-learning system of the institute also requires differentiation of the program from the conventional graduate programs.

- Stakeholders should discuss and work together to have a clear direction to achieve the intended result. As has been indicated in the finding section, there are issues that have been discussed at length both in the technical and steering committee level. When it comes to implementing the recommendation of the committees, little has been done. As the highest level strategic leader of the institute, the committee should hold regular meetings and follow up the implementation of previous meetings' recommendation.

- Strengthen the research and consultancy competence of the institute so that both the students and the faculty benefit from the research products and add to the funding portfolio of the institute. It is important that the ILG poises itself for a first rate quality research on contemporary leadership issues for informed national policies. The students and the faculty can also have a window to communicate their research works.

- Improvement of horizontal and vertical communication of the ILG benefits the institute to solicit technical supports from stakeholders in mentorship, public speech and other areas that have direct influence on its program. Improve the communication outside the ILG, through workshops, papers, events, public speeches, in order to get more visibility and support from public administrations and donors

- There is a need for implementing partners to follow up the training to reinforce learning and encourage/ensure practical application of learned knowledge, skills, and attitudes. The continuous support of the development partners to

realize the goal of the institution should be sustained. This can be done with open discussion on issues requiring improvement and timely action.

- Regional Civil Service Bureaus should be accountable enough to assign graduates in right job and tasks that will solve the leadership and governance problems of the public service organization in Ethiopia. In a developing country like Ethiopia, educated man power is a scarce resource that should be utilized efficiently. Given that assignment of graduate to task outside their specialty can be misallocation of resources. A lot of public relation work is expected from the ILG in sensitizing federal and regional offices. This should be done on a continuous basis.

- Work towards creating a separate library and a resource center with all the necessary facilities (books, networks, reading spaces, lending facilities, etc) 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

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Interview with the ECSU's President

1) What is the overall direction of the ILG in improving the quality and accessibility of the program?
2) In terms of the expansion
3) In terms of quality improvement
4) Do you have any means of resources mobilization, other than current sources to sustain the program?
5) What do you think should be done to the institution to improve its training programs in order to produce skilled graduates that are demanded by public service organization at all levels?
6) In relation to this project do you have any special direction to improve women participation and empowerment? Please specify:
7) Are the regions and federal level public organization utilizing this opportunity to solve their leadership problems or gaps as it has been planned? Would you please specify?
   a. At Federal Level:
   b. At Regional Level:
8) What are the strong and appreciable contributions of the main development partners in relation to the effectiveness of this program?
9) What could be the main opportunities and challenges for future redevelopment of the project?
10) Do you have any other issues that you want to raise regarding the project?
   a. If yes please indicate:

Interview with ILG's Director

1) How does ILG select its students from each region?
2) Is there any preparatory training program required from the incoming students across regions and administrative cities?

3) Is there any mechanism or balancing system for those relatively less developed regions for the enrollment of students?

    a. Yes   ☐

    b. No   ☐

    c. If yes, what is it?

4) What were the considerations in developing the curriculum of the ILG (like gender issue, variation across regions, etc.)?

5) Have you involved the main stakeholders in the preparation and revision of the curriculum? If yes, who are they and how?

6) What were the main challenges in the curriculum of the program so far? How did you manage those challenges?

7) What are the short, medium and long-term plans of the ILG in improving the quality and accessibility of the program?

    a. Short-term plan

    b. Medium-term plan

    c. Long-term plan

8) Are there any challenges you have faced while searching for teaching and training staff? Please least down if there are any: How did you manage those challenges?

9) Do you have established systems or mechanisms to follow-up and track your graduates?

10) If yes, what are those systems/mechanisms?

11) Do you have any mechanism for fund raising for the sustainability of the program, other than the current project donor's support? If yes how?

12) What qualifications do teachers/trainers need to have to be eligible to work at your programs?

13) What are the major strengths and weaknesses of your program?

    a. Major Strengths:

    b. Major weakness:

14) If your institution provides consultancy, research and other services that may support the leadership development program, please specify the areas of consultancy, research and other coverage of services.
15) What challenges did you face in managing internship and mentorship programs?
16) What do you think should be done by main stakeholders (Current Donors, MoCS, etc) to the institution to improve its training programs in order to produce skilled graduates that are demanded by public service organization at all levels?
17) What additional support do you need from the steering committee?
18) Do you have any other issues that you want to raise regarding the project?
    a. If yes please indicate

Interview with ILG's Program Facilitator/Admission Office

1) What challenges did you face in managing internship and mentorship programs?
2) With which government institutions/organizations does your institute work most often for student internship placement or mentoring programs? Please identify the public organizations by categorizing them based on their areas of sector or public service affairs such as social, economic, justice and so on:

Name of public /Government organization	Type of sectors/public service affairs

3) Are there International instructors and trainers to train students on Foundation Courses and is there a possibility of recruiting an international Instructor?

4) What do you think should be done to the institution to improve its training programs in order to produce skilled graduates that are demanded by public service organization at all levels?

5) Do you have any other issues that you want to raise regarding the project?

    a. If yes please indicate:

6) Is there any education and training fee or other payments per students or per month or per credit hour, etc. required for leadership and governance program? If there are any, please write those categories of education and training fees in the table below.

Categories of fees	Amount of fee	Please Note here for any special case

7) Is there any mechanism or balancing system for those relatively less developed regions for the enrollment of students?

    a. Yes ☐

    b. No ☐

        i. If yes, what is it?

8) What do you think should be done to the institution to improve its training programs in order to produce skilled graduates that are demanded by public service organization at all levels?

9) Do you have any other issues that you want to raise regarding the project?

10) If yes please indicate:

Interview with Steering Committee

1) What are the roles of the steering committee?
2) What are the strategic issues identified in your previous meetings?
3) What recommendations did you forward to the issues identified?
4) How does the implementation of your recommendation look like?
5) How do you see the prospects of the project?

6) Are there any challenges you have identified that may require revision of future direction?

7) Do you have any other issues that you want to raise regarding the project?

   a. If yes please indicate:

Interview with Technical Committee

1) What are the roles of the technical committee?

2) What are the operational issues identified in your previous meetings?

3) What recommendations did you forward to the issues identified?

4) How does the implementation of your recommendation look like?

5) How do you see the prospects of the project?

6) Are there any challenges you have identified that may require revision of future direction?

7) Do you have any other issues that you want to raise regarding the project?

   a. If yes please indicate

Interview with Ministry of Civil Service

1) How do you describe your ministries roll for the success of Leadership Development program?

2) Within your ministry, is there any one or any section directly in charge of the Leadership Development Project affairs? What are the main accomplishments that have been made so far?

3) Does your ministry have a well-built relationship and system of communication with the main supporters of the program (UNDP and French Government)? Please specify your answer:

4) How your relationship does looks like with ECSU/ILG? [In terms of support and direction]. Any challenges you face in this regard?

5) Do you have a monitoring and evaluation system/program, so as to strengthen the activities of the program? Please justify your answer:

6) Have you done any assessment on the project so far?

7) If yes, how often?

8) Can we have access to the report?

9) What is your level of satisfaction on the current performance of the project?

   a. Very high   ☐
   b. High   ☐
   c. Medium   ☐
   d. Low   ☐
   e. Very low   ☐

10) From your organization's point of view, how do you evaluate the achievement and prospect of the project?

11) Are there more initiatives of the government for further expansion of Leadership Development Program across different regions?

12) In relation to this project do you have any special direction to improve women participation and empowerment? Please specify:

13) Are the regions and federal level public organization utilizing this opportunity to solve their leadership problems or gaps as it has been planned? Would you please specify?

   a. At Federal Level:

   b. At Regional Level:

14) As per your ministries opinion, what are the strong and appreciable contributions of the main stakeholders in relation to the effectiveness of this program?

15) Do you have any comment for them in this regard?

16) From your organization point of view, what could be the main opportunities and challenges for future redevelopment of the project?

17) Do you have any other issues that you want to raise regarding the project?

   a. If yes please indicate

Questioner - Regional Link Office

Dear respondents,

This interview question is distributed to collect information for mid-term review of the national leadership development project being implemented by the National Leadership Development Institute under the Ethiopian Civil Service University. The information you provide will be valuable input for improvement of the service of the institute by accommodating the need of the stakeholders. The information to be collected will be analyzed anonymously.

Please put a check mark in the box provided.

1) Region
   a. Addis Ababa
   b. Amhara
   c. Oromia
   d. Beshangul Gum
   e. Harari
   f. Tigray
   g. Afar
   h. Gambella
   i. SNNP
   j. Somali
   k. Dire Dewa

2. Position _____

3. Experience on the position _____

4. How many students per year did you send to the ILG on average?

5. How many of your students/trainees have been graduated and came back to your office? _____

6. What do you think is the reason for their failure to come back?

7. If there was no quota imposed by the university how many candidates do you want to send to the institute every year? _____

---

8. Rate the importance of the following points in selecting candidates from your region?

Criteria	Very high	High	Neither high nor low	Low	Very low
Gender composition					
Age of the applicant					
Zonal mix					
Experience of the candidate					
Educational qualification of the candidate					
Evaluation by immediate supervisor					
Office quota					
Entrance exam result					

9. Do you think the courses and trainings offered by ILG match the need of the public service?

    Yes ☐   No ☐   Please explain:

10. From the total gradates came back to your region after accomplishment of their study, how many of them have been assigned to the following positions?
    a. Bureau head   ☐
    b. Deputy Bureau head   ☐
    c. Job process owners   ☐
    d. Case team leader   ☐
    e. Expert   ☐

11. Rate the academic knowledge of the graduate
    a. Very good   ☐
    b. Good   ☐
    c. Average   ☐
    d. Fair   ☐
    e. Not that much good   ☐

12. Rate the leadership skill of the graduates;

    a. Very good   ☐

    b. Good   ☐

    c. Average   ☐

    d. Fair   ☐

    e. Not that much good   ☐

13. Rate the contribution of the program to:

Issue	Very high	High	Neither high nor low	Low	Very low
Decentralization of power					
Enhancing the implementation of the Civil Service Reform Program					
Effective response giving to community driven needs					
Equitable access to quality public service and utility to the disadvantaged part of the community					

14. What knowledge and skills do you expect your staffs to acquire from the institute?

15. How do you evaluate the change in the leadership skill of graduates from the institute?

16. What are the common leadership/governance issues in your region?

17. What are the main constraints you have; to send candidates to the institute?

18. How do you assign most of the students for internships?

19. What are the major issues students raise at the internship session?

20. How do you rate your overall satisfaction level with the current performance of the program?

    a. Bureau head   ☐

    b. Deputy Bureau head   ☐

    c. Job process owners   ☐

    d. Case team leader   ☐

e. Expert ☐

21. What do you think should be done to the institution to improve its training programs in order to produce skilled graduates that are demanded by public service organization at all levels?

22. Do you have any other issues that you want to raise regarding the project?
    a. If yes, please indicate:

Interview with UNDP and FDC

1) How your relationship does looks like with ECSU/ILG? [In terms of support and flow up of the project]. Any challenges you face in this regard?

2) How do you describe your relationship with other project stakeholders?

3) Any challenges you face in this regard?

4) Have you done any assessment on the project so far?

5) How often?

6) Can we have access to the report?

7) What is your level of satisfaction on the current performance of the project?
    a) Very high ☐
    b) High ☐
    c) Medium ☐
    d) Low ☐
    e) Very low ☐

8) From your organization's point of view, how do you evaluate the achievement and prospect of the project?

9) What is your general recommendation about the approaches that should be followed by the implementers to enhance the involvement of your organization in the project?

10) From your organization point of view, what could be the main opportunities and challenges for future redevelopment of the project?

11) Do you have any other issues that you want to raise regarding the project?
    1. If yes please indicate:

Interview with Ministry of Finance and Economic Development (MoFEd)

1) Do you have active involvement in the ILG Project? If so, how do you describe your involvement in this project?

2) What are the types of the support that MoFED is currently providing for ILG to be engaged in more improved leadership and governance programs for public servants in in Ethiopia?

3) From your experience, what are the common challenges faced by ILG so far?

4) What options are available in the ministry to work in partnership with the institution?

5) What are the special supports provided by MoFED for ILG in developing and expanding its leadership and governance education and training program?

6) What are the future directions of MoFED's involvement in expanding this type institutions to different regions of the country?

7) Do you have any suggestions, recommendations and comments that you would like to provide for ILG to further improve its current program? Please specify

Interview with Ministry of Education (MoE)

1) Do you have active involvement in the ILG Project? If so, How do you describe your involvement in this project?

2) What does your ministry require accreditation criteria from the institute that plan to engage in providing quality knowledge and skills for future leaders learning in ILG programs ?

3) What are the accreditation requirements of your Ministry for such type of leadership development programs in the country?

4) Does your ministry treat the program like other higher institution in the country? or is there any special consideration given to the program?

5) As per your ministry, what are the minimum facility, equipment, workshop and other facilities required from the institution?

6) What options are available in the ministry to work in partnership with the institution?

7) What are the future directions of your Ministry in expanding these type of institutions to different regions of the country?

Structured Interview for instructors of ILG Program

Dear Faculty Members,

The Purpose of this survey is to assess faculty members' satisfaction level and the effectiveness of Leadership Development Program to help trainers progress and excel in their leadership and governance skills and knowledge. We seek your help in completing this survey and the information provided will be kept in confidence.

Part I. Indicate how satisfied are you with each of the following aspects of you situation at your department?

Academic rank:	☐
Professor	☐
Associate Professor	☐
Assistant Professor	☐
Lecturer	☐

Part II. Evaluation of Students Performance and Certification

1) Is there continuous evaluation program to assess the course performance of students?   Yes ☐   No ☐

2) Which measurement and evaluation technique is applied most frequently to evaluate the performance of the students?

    l.   A. Summative ☐   B. Formative ☐

3) Are there any mechanisms for improving the knowledge and skills week of students who have shown less performance in their course evaluation/examination result?

    a.   Yes ☐   No ☐

    b.   If " "yes", what are those mechanisms

Part III. Challenges of the Program

1) What are the main problems that are hindering the successful implementation of the Leadership Development Program? Please list down:
2) Do you have possible solutions for the problems that you listed above?
3) What are the best programs / factors currently available in the institution that enhance your motivation and job satisfaction?
4) Suggest programs / factors that could improve your motivation and job satisfaction?

Questioners for current Students

Dear students,

The Purpose of this survey is to assess students' satisfaction level and the effectiveness of Leadership Development Program to help trainees' progress and excel in their leadership and governance skills and knowledge. We seek your cooperation in completing this survey and the information provided will be kept confidential. Indicate how satisfied are you with each of the following aspects of you situation at your department?

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
When I first started at this institution the orientation program for new students was helpful for me.					
The instructors in the program gave me helpful feedback on my work.					
The instructors in the program had thorough knowledge of the content of the courses they taught.					
Classrooms are attractive and comfortable					
Study materials/modules in courses were up to date and useful					
I am satisfied with the quality and extent of materials available for me in the library					
The library is open at convenient times					
Adequate facilities are available for extracurricular activities (including sporting and recreational activities)					
Field experience programs (internship, practicum, cooperative training) were effective in developing my skills					
My courses and assignments encourage me to investigate new ideas and express my own opinions					
As a result of my studies my ability to investigate and solve new and unusual problems is increasing					
My ability to effectively communicate the results of investigations I undertake is improving as a result of my studies					
The knowledge and skills I am learning will be valuable for my future career					
I am learning to work effectively in group activities					
The program has developed my ability to investigate and solve new problems.					
The program has improved my ability to work effectively in groups					
The program has improved my skills in communication					
The program has helped me to develop good basic skills in using technology to investigate issues and communicate results					
The link between theory and practice					
The amount of work I had to do in this program was reasonable for the qualification I am getting					
Grading of my test, assignments and internships was fair and reasonable					

1.   How do you rate the relationship you have with the Institute/university in this regard?
      A.   Very good [ ]
      B.   Moderate [ ]
      C.   Poor [ ]

2.   Is the door of the institute/university open to you, to discuss about the success and development of the program?
      A.   Yes , there is enough access and consider [ ]
      B.   Yes, but no special attention [ ]
      C.   No, there is no access at all [ ]

3.   How do you rate the ability of the instructors?
      A.   They are in excellent st [ ]
      B.   Average [ ]
      C.   They are not able enough [ ]

4.   Are the content of the courses you are learning, problem solving?
      A.   Yes, they are [ ]
      B.   Yes to some exten [ ]
      C.   No, they are not [ ]

5.   Is the time allotted for this program adequate enough?
      A.   Yes it is sufficient and pro [ ]
      B.   It is more than enough [ ]
      C.   No it is not sufficient [ ]

6.   Is the coverage of the courses and contents designed for the purpose, appropriate and suitable?
      A.   Yes highly appropria [ ]
      B.   Average/moderate [ ]
      C.   Not suitable enough [ ]

7.   Please rate your institution's quality from one to five by putting a checkmark on the box corresponding your choice

Focus Group Discussion (FGD) guideline for Active Students

I. Focus Group Protocol
1.   Facilitators welcome and thank participants.
2.   Facilitators introduce themselves.
3.   Why we are here: conducting some research around the employment realities of young people and children.
4.   Participants introduce themselves - name and where they are from (born).
5.   For the successful implementation of the FGD we request participants to make note of the following:
     i.   Active, open and honest participation
     ii.   Discuss only on the issue raised
     iii. Respect the ideas of others
     iv.   As much as possible make your answer short and precise

6. If you have any questions at the end of our time, please feel free to ask!

Interview checklist

1. Selection
    a. Selection criteria – fairness, appropriateness
    b. Entrance exam – difficulty level, relevance
2. In-class learning
    a. Curriculum – relevance, completeness,
    b. Instructors support
    c. Mode of delivery
    d. Assessment
3. Facilities
    a. In-class facilities
    b. Library and other reference materials
    c. Other facilities
4. Internship
    a. Relevance to the area of specialty
    b. Assigned offices
    c. Mentors experience and support
    d. Assessment
I.   Participant Profiling

1.   Region : _____
2.   Sex _____
3.   Student's Status _____
   ☐ First year
   ☐ Second year
1. What are the main challenges you faced in the teaching learning process of the institution/university?
2. What you recommend to be improved by the institute to run the program more effectively?
3. What are the main threats that may hinder the success of this program?
4. What are the opportunities and favorable conditions helping for the progress and expansion of this program?
5. What is the contribution of the program for the countries development?
6. What you suggest for the improvement of the curriculum?
7. What is the roll of the program to tapered/narrowed the regional inequalities?
8. Do you have any saying about the selection criteria of this program?
9. What you may recommend, to be fulfilled/contributed by the regions for the success of this program success?
10. What are the drawbacks of the program?
11. As per your opinion, what are the strong and appreciable doings of the institute/university in relation to the effectiveness of this program?
12. What is your general comment for the improvement of this program?
13. Are there any other points or issues you want to raise as related to our previous discussion?

Thank you for your active participation

Focus Group Discussion (FGD) guideline for Instructors/Trainers

    i.   **Focus Group Protocol**
1. Facilitators welcome and thank participants.
2. Facilitators introduce themselves.
3. Why we are here: conducting some research around the employment and training realities of young people and children.
4. Participants introduce themselves - name and where they are from (born).
5. For the successful implementation of the FGD we request participants to make note of the following:
        i.   Active, open and honest participation
        ii.   Discuss only on the issue raised
        iii.   Respect the ideas of others
        iv.   As much as possible make your answer short and precise
6. If you have any questions at the end of our time, please feel free to ask!

    ii.   **Discussion Check list**
1. Teaching-learning
    a. Curriculum
    b. Capacity of students
    c. Teaching facility
    d. Method of delivery
2. Research
    a. Progress
    b. Potentials
    c. Challenges
    d. Support from management
    e. Possible areas of investigation
3. Consultancy
    a. Progress
    b. Potentials
    c. Challenges
    d. Support from management
    e. Possible areas of investigation
4. Administrative
    a. Capacity buiILGng
    b. Benefits
    c. Facilities
    d. Experience sharing forums

    iii.   **Participant Profiling**

1. Type Course/training he/she is providing : _____
2. Number of Service year in the institute _____
3. Level of Qualification _____
4. Sector employed_____

5. Pre- service training taken from the institute_____
6. Total Number of years as instructor/trainer _____
7. What are the main challenges you faced in the teaching learning process of the institution/university?
8. What you recommend to be improved by the institute to run the program more effectively?
9. What are the main threats that may hinder the success of this program?
10. What are the opportunities and favorable conditions helping for the progress and expansion of this program?
11. What is the contribution of the program for the countries development?
12. What you suggest for the improvement of the curriculum?
13. What is the roll of the program to tapered/narrowed the regional inequalities?
14. Do you have any saying about the selection criteria of this program?
15. What do you recommend about the contributions to be made the regional governments for the success of this leadership development program?
16. What are the drawbacks of the program?
17. As per your opinion, what are the strong and appreciable doings of the institute/university in relation to the effectiveness of this program?
18. What is your general comment for the improvement of this program?
19. Are there any other points or issues you want to raise as related to our previous discussion?

Thank you for your active participation

Questionnaire for previous graduates ILG

Dear Respondents

The Purpose of this survey is to assess students' satisfaction level and the effectiveness of programs in place to help them progress and excel in their profession (Leadership and governance). We seek your help in completing this survey and the information provided will be kept confidentially. **Indicate how satisfied you are with each of the following aspects of you situation at your department?**

1. Name of the regions
2. Year you enrolled at the institution (Gregorian calendar):
3. How did you join the leadership development program?
4. How do you rate the importance of the leadership development programs in terms of its importance in alleviating the leadership and governance problems of the region that your are currently working with? (Check that apply).
   a) Highly Important [_____]
   b) Less important [_____]
   c) Least Important [_____]

d)   Not important   [   ]

5. On a 1 to 5 rating scale, where 1 = very poor/bad, 2 = poor/bad, 3= fair, 4 = good, and 5 = very good, how do you rate your institution on the following aspects with reference to the demands of good leaders at all levels, quality standards, and other similar institutions? Please encircle the number of your choice.

Factors	Rating Scale				
Linkage with graduates	1	2	3	4	5
Relevance of training program	1	2	3	4	5
Applicability of training skill	1	2	3	4	5
Quality of teachers/Trainers	1	2	3	4	5
Training workshops	1	2	3	4	5
Foundation and Professional modules	1	2	3	4	5
Training facilities and equipments	1	2	3	4	5
Leadership	1	2	3	4	5
Linkage with the regional contexts	1	2	3	4	5
Use of modern technology	1	2	3	4	5
Advancement of graduates in their Professional careers	1	2	3	4	5

6. What are the major strengths and weaknesses of your institution in terms of meeting the leadership requirements of the civil service?

Major strengths		Major Weaknesses
1		
2		
3		

7. What were major challenges the leadership and Governance institution were facing when you were taking your course in the institution?
8. Do you think the leadership and governance courses offered by institution match the requirements of your regional public service sector organizations?
      i. Yes ☐
     ii. No ☐ Please justify your answer:

Physical Observation Checklist

i.   Availability of research Facilities, relevant and up-to-date Books for course Reference and General knowledge reference

ii.   Availability of adequate tailored Foundation and Professional Modules both in quality and quantities

iii.   Availability of educational and research publications and Research Journals *Newsletters, Brochure & Web Page, etc*

iv. Modern Educational Technologies such as internet connection with Broadband connections Electronically supported research programmes such as digital libraries , etc.

v. Observation of students' practical activities in the institute both curricula and extracurricular activities.

vi. Latrines (gender separated), water supply, simulation room, reading comers/libraries, pedagogical centers, rooms for educational workshop and play grounds and materials, instructional materials etc.

vii. Teaching and learning equipments and materials   used in the classroom, and overall situations in the classroom.

viii. The establishment of facilities and services such as bulletin and notice boards to easily communicate with staff and students

ix. Facilities both minimum quantity and qualitative both in the institute and link centers in the regions, arranged in way to improve students participation during teaching and learning programs

TERMS OF REFERENCE
FOR MID-TERM REVIEW OF
LEADERSHIP DEVELOPMENT PROJECT

1.0   DESCRIPTION OF ASSIGNMENT

The Ethiopian Civil Service University/ Institute of Leadership and Good Governance and UNDP-Ethiopia wish to secure the services of a consulting firm to undertake mid-term review of the Leadership Development project implemented by the Ethiopian Civil Service University. This Terms of Reference is developed to guide the exercise through commissioning the task to a firm with demonstrated proficiency.

2.0   BACKGROUND AND RATIONAL

UNDP has been supporting the Civil Service Reform Programme working in partnership with the Ministry of Capacity Building (MoCB) since the inception of the programme in 1996. UNDP engagement in Civil Service Reform Programme was scaled down since 2007 as a result of launching of the multi-donor Public Sector Capacity Building Programme (PSCAP), which includes CSRP as one of its major components. UNDP's major focus in support of CSRP since 2007 has been towards institutionalization of the Leadership Development Programme at management institutes of the developing regional states. Quite encouraging progress has been made towards realizing the objective of LD institutionalization through training of sizeable number of regional staff with a view to creating a critical mass of trained staff particularly in the four Developing Regional States. The institutionalization process itself has not however been completed due to various reasons.

In the meantime, a request came from the Government of Ethiopia for UNDP to be partner in supporting the establishment of a national leadership development institute in collaboration with the French Government. The project started being implemented in 2010.

Even though an initial discussion during the inception phase of the project was made with the former Ministry of Capacity Building, it was later on agreed that the Ethiopian Civil Service College (ECSC) becomes the implementing partner when it became clear that the MoCB was to dissolve. Consequently, following the abolition of the former MoCB, its successor ministry, the Ministry of Civil Service, has taken the role of overseeing project implementation and providing strategic guidance. The Mid-term review is aimed at making systematic assessment of the processes and outcomes of the project on their conformity to overall UNDAF objectives in Leadership Development, on result orientation and changes in lives of beneficiary communities and in terms of overall capacity built.

3.0 PURPOSE

The Mid-term review shall be a process that calls for the participation of different targeted beneficiaries and stakeholders of the project in a reflective assessment and evaluation process. The result of this process is expected to culminate in finding new inputs that help for possible redevelopment and redesign of the project by revisiting some of the elements in it.

Overall it is assumed that the review process will be an excellent project instrument which helps for a compressive and systematic reflection of the project. The process is instrumental since it highlights the achievements and it forwards recommendations from everyone involved towards an enhanced future of the project.

4.0   SCOPE OF WORK

The following detailed roles and responsibilities of the consulting firm are essential steps, but not limited, to undertake the review process:

- Collect and analyze relevant data and background information on Leadership Development project through Desk review and interviews;

- Undertake research and prepare a background report on Government strategies and program on Leadership Development;

- Assess achievements, successes, challenges, lessons of the Leadership Development project;

- Draw up recommendations based on the review of achievements, successes, challenges, lessons of the Leadership Development Project;

- Based on the review, propose and develop an extension plan for extension of the project;

- Undertake field assessment missions to the project sites to gather information from local project sites and exploring the particular contributions of the program to its beneficiaries. It is an essential step since the opinion of the regional and federal states and their participation is at the core of the review session.

- Conduct report validation workshop to gather feedback on the draft report.

6.0   METHOD

- Desk review- The team will review relevant documents available at ILG, ECSU, UNDP and French Government.

- Key informant interview with Government officials at Ministry of Civil Service, Ethiopian Civil Service University, Institute of Leadership, Good Governance levels and members of the Project Steering Committee and Technical Committee.

- Filed work - the team will identify project sites possibly a mix of random sites and sites with best practice.

- Validation of the report through stakeholder consultation. This will possibly be a one- day workshop where findings are presented by the assessment team. Participants are then given the chance to discuss on small groups about their reflections on the report findings. Then there will be a chance for discussion in the plenary. The next half a day will be a plenary discussion facilitated by the lead consultant and UNDP representative on how to enhance the program. The discussion will focus on National and Regional needs on Leadership Development, how to enhance UNDP participation, particular focus areas and recommended approaches.

7.0 EXPECTED OUTPUTS:

- Inception Report with a framework of the review and detailed work plan submitted for approval

- Draft Report

- Final report with forward program issues and recommendations. The report shall contain (but shall not be limited to) the following elements,

    1. **Executive summary** (no more than 3 pages) providing a brief overview of the main conclusions and recommendations of the review;
    2. **Introduction and background** giving a brief overview of the project, for example,   the objective and status of activities;
    3. **Scope, objective and methods** presenting the purpose of the review, the assessment criteria used and questions to be addressed;
    4. **Project Performance and lessons learned** presenting general conclusions from the standpoint of the design and implementation of the project, based on established good and bad practices. Lessons must have the potential for wider application and use, and the wider context in which lessons may be applied should be specified; providing factual evidence relevant to the questions asked by the reviewer and interpretations of such evidence.
    5. **Conclusions.** This section should present a concise synthesis of main findings in the preceding sections of the report and should draw

conclusions regarding the relevance and adequacy of the project objectives and design, the efficiency in project execution and effectiveness in reaching the intended objectives (the production of outputs, the probable effects and impact, the sustainability and replicability), strengths and weaknesses of the design and implementation of the project, and the prospects for follow-up. The findings should provide a clear basis for the recommendations which follow

6. **Recommendations,** The review shall make clear recommendations that primarily aim to enhance the likelihood of project impacts. Recommendations should always be clearly addressed to each one of the concerned parties, i.e. UNDP, ILG, ECSU, MCS and other stakeholders as appropriate (example the regions and the French Government). They should be realistic, specific and stated in operational terms to the extent possible. The mid-term review may also include a suggested work plan (general guide) to the next phase plan (for beyond July 2013) as an annex and should summarize major changes required in planned inputs and outputs and, if applicable, the outcomes required to meet the objectives.

7. **Annexes should c**ontain additional documents and probably the proposal for this review mission.

8.0   WORKING ARRANGEMENTS

The consulting firm will work in close collaboration with the ILG. It will report to ILG and UNDP. The firm will submit Monthly progress reports; hold weekly consultative meetings.

9.0   QUALIFICATIONS AND EXPERIENCE REQUIRED

Good track of record in evaluation, review of projects. The team of consultants should comprise a Team Leader and other members with the following qualifications:

- Political Science and International Relations, Social Anthropology, Law, Regional and Local Development Studies or related disciplines;
- Knowledge and research experience on leadership development;
- Considerable experience (minimum five years) in research, monitoring and evaluation of preferably leadership development and management, decentralization, development projects;
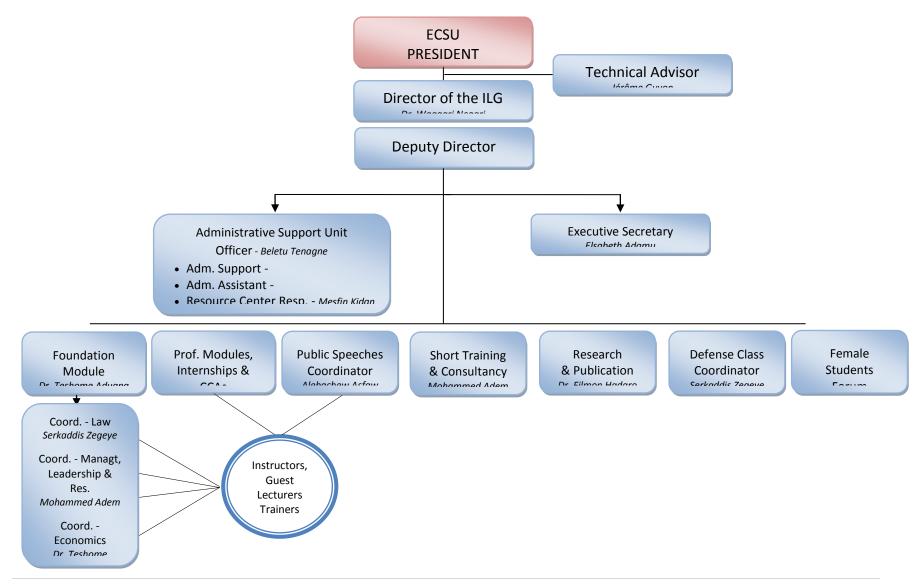- Excellent language and report writing skills in English

10.0   HOW TO APPLY

Interested firms with renewed license and TIN must submit the following documents/information to demonstrate their qualifications:

1. Technical Proposal explaining why the firm is the most suitable candidate for the work and providing a brief methodology on how they will approach and conduct the work (including a break-down of working days). The consultancy will be conducted with 60 days. The firm has to attach CVs of experts including past experience in similar projects and at least 3 references.

2. Financial proposal (including professional fee as lump sum per day and travel costs)

11.0 CONFIDENTIALITY AND PROPRIATORY INTEREST

The consulting firm shall not either during the term or after termination of the assignment, disclose any proprietary or confidential information related to the consultancy or the Government without prior written consent. Proprietary interests on all materials and documents prepared by the consultants under the assignment shall become and remain properties of ILG.

APPENDIXES III ORGANIZATION STRUCTURE OF ILG

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                        ECSU
                      PRESIDENT
                                              Technical Advisor
                                              Jérôme Guyon
                   Director of the ILG
                   Dr. Waggari Negari

                   Deputy Director


   Administrative Support Unit                    Executive Secretary
     Officer - Beletu Tenagne                      Elsabeth Adamu
   • Adm. Support -
   • Adm. Assistant -
   • Resource Center Resp. - Mesfin Kidan


 Foundation   Prof. Modules,  Public Speeches  Short Training   Research      Defense Class    Female
  Module       Internships &    Coordinator   & Consultancy   & Publication   Coordinator     Students
Dr. Teshome Aduana  CGA-       Alebachew Asfaw  Mohammed Adem  Dr. Filmon Hadaro  Serkaddis Zegeye  Forum


 Coord. - Law
 Serkaddis Zegeye
                          Instructors,
 Coord. - Managt,          Guest
 Leadership &             Lecturers
    Res.                   Trainers
 Mohammed Adem

 Coord. -
 Economics
 Dr. Teshome
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APPENDIXES IV LIST AND POSITION OF STUDY SUBJECTS FROM REGIONAL BUREAUS

In order to assess the satisfaction level of regional civil service bureaus and administrative cities' agency have been studies. They were also requested to forward their suggestion on areas of improvement. Five regional offices and Addis Ababa Civil Service Agency have been involved in the study. The following table summarizes the position of individuals involved in the study from each study site:

Region	Position
Addis Ababa	Director of the Agency
Amhara	Bureau Deputy Director
Benishangul-Gumz	HRD, Capacity Building Training Expert
Oromia	Vice Bureau Head
Hareri	Public Administration Office Head
Somaili	Senior Officer