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**PRACTICES OF CURRICULUM PLANNING AND
DEVELOPMENT: THE CASE OF ETHIOPIAN
LEGAL EDUCATION AND TRAINING REFORM**

ANNING AND
ETHIOPIAN LEGAL
REFORM

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**A Thesis submitted to the School of Graduate Studies of
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and Instruction**



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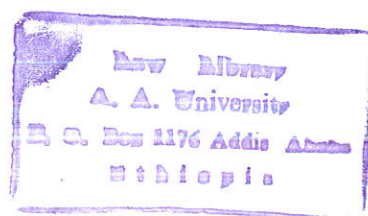
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As Krzeczunowicz (1972), the first year of second semester courses (Civil Law I) offered an introduction to certain concepts of modern civil law through such topics as "the [German] Law of Succession as developed from Roman Principles." The second year of second semester courses (1953-54) introduced the students to international law, essential principles of criminal law and "Introductory to analyzing a civil code." In this last course of the romanticism civil codes that were to serve as models for the Ethiopian, an English version of Egyptian code also at hand that was chosen to analyzing the legal concepts to solve code based problems.

The same author stated that in the year (1954-55), the gradual appearance of high court rules of procedure permitted a course on elements of Criminal and Civil procedure professed by the president and a presiding judge of the high court respectively. The third year of second semester courses provided the students with some basic knowledge of economics as a background for the commercial law course that followed. After discussing the origin, development, utility and sources of continental commercial law, the latter course concentrated on international uniform laws or draft laws, which were expected to be incorporated in the future Ethiopian law through educational reform.

Accordingly, Getachew (2006) explained that, Addis Ababa University Law Faculty has made changes in the curriculum from time to time. For instance, in 1960s, in addition to the code-based courses which are still part of the current curriculum, courses that were offered included Legal profession in Ethiopia in one credit hour, Urban Planning, Legal Analysis, Taxation, Agricultural Land Reform, Brief writing, Legal Process and Summer Reading in one credit hour.

Getachew further explained that a major curricular change was also made in 1979 following the coming to power of the Derg. Due to the socialist state ideology, courses reflective of this need were introduced in the curriculum revision in 1979. However, due to further changes in ideology, those courses were discarded, from 1990, when the then military government proclaimed mixed economy programs. From 1990 onwards, minor changes were made from time to time with no major curriculum revision until 2001(ELETR, 2006/7).

Accordingly, the current reform includes that legal education as one of its pillars of the reform. Justice Reform Program (JSRP) has embarked up on a legal education reform program to look at the problems of legal education with regard to:

- Curriculum
- Delivery and Assessment
- Management, Leadership and Organization.
- Research, Publication and Consultancy services (ELETR, 2006/7).

Although the Legal Education Reform develops standards and interpretive guidelines to address the major problems of law curricula in the country, the pedagogical aspect of the reform need to be researched (ELETR, 2006/7) so as to improve more. Thus, this research work was conducted to analyze the practices of curriculum planning and development in the Ethiopian Legal Education and Training Reform in accordance with those established curriculum planning approaches and principles.

1.2 Statement of the Problem

In our country there had been a tradition to copy the curriculum of various countries (Tekeste, 1996). To mention, Egypt, America, and France educational systems had been introduced in Ethiopian law schools (Krzeczunowicz, 1972).

Naw a days, in Ethiopia, curriculum reform has been taken place in various times due to different reasons. One of the reasons is when the government is changed (McNeil, 1996). For instance, with the change of government, a new education and training policy has been developed and adopted in Ethiopia as of 1994 (Tekeste, 1996). He further explained that the policy is acknowledged for its stress to produce individuals who are problem solvers. To make it more feasible and relevant, regions of the country have got the opportunity to adapt curricula which accord with the particular social and economical context. Hence, it is possible to say that the country has commenced the appropriate track (Dawit, 1999).

Besides to the aforementioned reason there have been other reasons that commence to reform an existing curriculum. Technological competition is being a crucial one. Fore instance, when the nation is in technological competition, it is easier to introduce programs for personal enrichment (McNeil, 1996).

Further more, with the intention of societal problems, the existing curriculum might be revised. A case in point can be the Ethiopian Legal Education and Training Reform, produced in 2006/7. This reform aims at producing individuals who could address



societal problems hindering the justice system and could facilitate the application and justice in a fair manner for all citizens.

Discussions were made on the guidelines and on the ways how the newly developed reform is being issued with some professionals and some graduates attending at AAU in law Faculty. Personal observation on the proposed standards and guidelines of the reform was also thoroughly made. Information obtained in such ways helps the researcher to have an insight as to curriculum planning and development in the Legal Education systems. This study is then designed to investigate the practices of curriculum planning and development based on the light of Ethiopian Legal Education and Training Reform.

1.3. General Objective of the Study

The overall purpose of the study was devoted to analyze the practices of curriculum planning and development in Ethiopian Legal Education and Training Reform (including the course syllabi) against curriculum planning approaches and principles, and thereby providing suggestions for improvement.

Specific Objectives of the Study

The study was designed to achieve the following specific Objectives:-

- Investigate the appropriateness of the curriculum approach that they followed during the reformation.
- Analyze the roles played by the stakeholders in the reformation process.
- Examine the congruency of the graduate profiles that existed in the ELETR with the objectives of the course syllabi.
- Investigate contents selection and their organization in course syllabus.
- Investigate the developed course syllabi against the syllabus criteria.

These and other related issues were the focus areas of the research. Accordingly, the study was intended to answer the following guiding questions.

1. How was the Legal Education and Training Reform produced?
 - How /what processes and stakeholders were involved in producing the ELETR?
2. How the course syllabi development is addressed?

- To what extent the standards and curriculum guidelines (objectives, contents, methods etc) in ELETR were considered in the course syllabi?
- Do the course syllabi comply with the syllabus criteria?

1.4. Significance of the Study

This study will contribute in the following ways:

1. This study identified the weaknesses and the strengths of the reform document and the course syllabi.
2. The study suggests new ideas to the improvement of the reform and the course syllabi.
3. The overall finding of this study might be valuable to curriculum designers (planners), syllabus developers, policy makers, lawyers, students, and other concerned bodies.
4. The study will also serve as a source for other researchers who may investigate in related fields.

1.5. Delimitation of the study

The study was intended to Analyze Practices of Curriculum Planning and Development in Ethiopian Legal Education and Training Reform Produced in 2006/7. Thus, the scope of the study was limited to the curriculum aspect of the reform alone.

The research and publication, constancy service and other aspects of the reform were excluded. Besides, form 72 law course syllabi, only 19 course syllabi were included to the study and the rest 53 course syllabi were excluded due to shortage of time and human resources

1.6. Limitation of the Study

It goes with out saying that the researcher encountered some problems while conducting this research. To name but a few, the researcher lacks a adequate background in the discipline (law) to enrich the quality of the study.

Related literatures concerning participatory approach curriculum were inadequate to enrich the organization of the study. In spite of these limitations, it was attempted to make the study as complete as possible.

1.7. Operational Terms

In this study, terms were defined as follows

(These definitions also given to coders)

- **Behavioural domains (Learning objectives):**
- **Affective domain:** Objectives in the affective domain are concerned with emotional development. Thus, the affective domain deals with attitudes, feelings, and emotions in the area of law.
- **Cognitive domain:** Objectives in this domain mainly concerned of the learning and remembering of basic facts, concepts, generalizations, and theories of law.
∴ The primary focus of this domain is intellectual development and its concern mainly with subject matter content students are expected to learn.
- **Psychomotor domain:** - Objectives in the psychomotor domain are deals with manipulative, or skill development and expressed through acting or doing. It generally, involves the development of mental and physical skills, techniques and abilities of the learner in this discipline (law).
- **Course outline:** In a syllabus that describes contents of the particular course.
- **Course description:** The overall image of the course that express in short and precise manner.
- **Current legal system:** set of rules being practiced and obeyed by every one in the country (Ethiopia).
- **Democratization:** equal rights and opportunities to the society towards various strata i.e. social, economical, political, educational strata etc.
- **Environmental issue:** It concerns the natural condition, Example: the environmental impact of pollution.
- **Graduate profiles:** the future role of law graduates.
- **Legal Education and Training Reform/ELETR:** A document that is launched by the Justice Reform Program (JSRP) and the Ethiopian government at 2006/7 so as to improve the Legal Education Curriculum of our country (Ethiopia).



- **Logical ordering of items:** The sequential arrangement of contents in a particular course.
- **Professional ethics:** it concerns the moral issues that arise from the profession (law), and the way that lawyers provide a service to the public.
- **Proper citation:** assigning and arranging the desired information (reference) materials in the appropriate manner. i.e. the correct arrangement of writer's name, publication year, title, publication agency etc.
- **Self-learning:** Learning by them selves without their teacher. For instance, students organize mock court and divided to several groups i.e. judge, plaintiff and defendant. The groups make preparation collectively and then elect their representative to act in the court. In that way almost all the students have the chance to participate and get unforgettable experience. Hence, students are learning by them selves with out their teacher.
- **Standards and Guidelines**
 - **Standards:** rules and principles of a law school curriculum. The aim of the standards is providing uniform and quality program of legal education while at the same time allowing law schools the necessary latitude for diversity, flexibility and innovation
 - **Guidelines:** rules or instructions that show law schools how to apply the standards.
- **Syllabus:** syllabus is apart of curriculum; it includes specific objectives, contents, resources, teaching techniques, evaluation instruments etc to be used in a specific subject.
- **Theory with practice:** Learning the ideas and concepts of the course, at the same time, doing or training an activity regularly so as to improve skills to wards the given course of study. For instance, during the course of training students are supposed to practice through regular training of courts or other organization.

CHAPTER TWO

REVIEW LITERATURE

2.1. Curriculum Planning in Higher Education Implications for Legal Education

Curriculum approaches and models have been discussed in a number of ways. For instance, Salia-Bao(1984) discussed curriculum models under three categories: the objective model, the process model and the situational model. Shindu & Omilanduo(1992) provided five models of curriculum design: the Tyler model, the Tuba model, the Wheeler model, the Kerr's model and the Lawton's model. Some of the descriptions and the components of these models appear to be similar.

Several models have been discussed under the following curriculum approaches. Humanistic, social Reconstruction, Social efficiency and academic subject curriculum approaches (McNeil, 1996). Recently, Ornstein& Hunkins(2004) introduce five curriculum approaches: Humanistic, Social Reconstructionist, Behavioral, System managerial and Post modern curriculum approaches.

Although there are distinct philosophical differences among scholars towards curriculum approaches, they are not all in all contradictory. And, a participatory approach includes elements, which are selected from each model or approach (Crowder, 1997). Crowder further stated that participatory curriculum planning works in a context of real problems. By its nature, it relies on dialogue process, and on building capacity of institutions and individuals to identify strategies and solutions through collaboration (Taylor, 2000). Participatory approach stimulates different actors to participate in a dynamic and interactive process that allows their perceptions to the "ideal curriculum" to be compatible. This implies that a participatory approach aimed at planning and developing a curriculum from the interchanges of experience and information between various stakeholders.

Taylor (2004) also noted that curriculum planning and development is more likely to be effective if it is undertaken using a participatory approach. Because, it emphasizes a participatory mode of action based on inventory of stakeholders groups and the nature of

their interests; with the group of experts Schamhart and Van Den Bor (1994) describe this as "a rational curriculum planning".

According to them, in an interactive manner, stakeholders can elicit their input through interview, consultation etc to the curriculum. Schamhart and Van Den Bor further explained that this process could be guided by outside curriculum planning "experts" or internal staff to the educational institution. A participatory approach recognizes the need for concrete participation of curriculum stake holders and makes provisions for their on going involvement in curriculum innovation (Taylor, 2000). This approach also emphasizes the key role of academic staff and the need to develop their skills to carry out curriculum planning and development (Ibid).

Moreover, Crowder (1997) added that a participatory curriculum planning follows a systematic approach and structure for decision-making and actions. That means, it is a logical sequencing of knowledge and information among stakeholder groups. He further explained that it includes the preparation by the curriculum planning team of an action plan for managing the curriculum process that identifies the human and financial resources available and needed to carry out the plan.

Accordingly, Taylor (2004) stressed that participatory approach introduces changes that have implications for institutions, for teachers and learners, and for a wider range of external "clients". The curriculum is not fixed product but a dynamic process. This implies that it is an ongoing process that responds to changes in a society and to changes in the educational institution it self.

Participatory approach is characterized by collaboration. Collaboration could provide an opportunity to get stakeholder views and input gathered by each working partner institution through need assessment, research, workshops and other events into the over all curriculum planning and development process (Taylor, 2004; McNeil, 1996 and Toohey, 1999).

In relation to this, Roger & Taylor (1998) reviewed several studies from different countries and revealed the following principles regarding participatory approach of curriculum planning process.



- Participatory curriculum planning can involve all stakeholders in most appropriate ways, providing access to dialogue for even the most disadvantaged members of a society.
- It requires the sharing of tasks and responsibilities among different stakeholders; it represents a shift from hierarchical, top-down approaches.
- . It requires the gradual dismantling of entrenched social and economic barriers.
- . It must adapt to each local context; this is possible because the approach is process- oriented, flexible and dynamic.

It requires stakeholder involvement in all steps and aspects of the curriculum planning and development process. Curriculum planning can include any one and occur anywhere.

As the above principles show curriculum planning is usually a complex process that integrates different approaches, concepts, methods and activities.

Taylor (1997) argues that a participatory approach can indeed bring about a participation of a wide range of stakeholders, but this creates a major requirement for resources, both human and material, sensitivity, commitment and crucially time. He further stated that the longer the “chain” the more likely loses their rigor and spirit. That means, people move in and out of jobs. Also, it could be assumed that persons who have been deeply involved in a participatory curriculum planning activities require a lot of support and training to contribute their services and experience indefinitely.

Again, Taylor (2004) found out that bringing groups of people together has logistical implications, which may be beyond the capacity of the organization. This implies that creating a mechanism by which different perceptions, experience, educational background and understanding of the wider curriculum planning process may be difficult.

The same author further explained that participatory curriculum planning couldn't be rushed. But, Crowder (1997) argue that by taking into consideration the fact that once a participatory approach has been adopted and the process begun, the possibilities for continued and long-term successful outcomes are increased.

On the other hand, UNESCO (2000) explained that the crucial element in a participatory approach is identifying the stakeholders who are involving in the process. That is, curriculum specialist, teaching staff, students, boards of education, state agencies, educational publishers, testing organizations, Federal government, policy makers, professional organizations, researcher etc. In view of this fact, the roles of some stakeholders are discussed below.

Curriculum Specialists: Orenstien & Hunkins (2004) revealed that curriculum specialists are responsible for ensuring that programs are conceptualized, designed and implemented. This requires high level of understanding of curriculum and skill in managing people. They further stated that:

Curriculum specialists need knowledge of curriculum design and development, in translating curriculum theory into practice, and in supervising and evaluating instruction. Curriculum specialists must be sensitive, patient, and skilled in human relations. Additionally, they need competence in decision-making and leadership (Ornstien and Hunkins, 2004).

This implies that curriculum specialists play a major role in curriculum planning process.

Teachers: Teachers should be involved with every phase of curriculum planning activities (Shiundu and Omulando, 1992; Pratt, 1980; Ornstein and Hunkins, 2004). Teaching is implementing the curriculum and teachers need to be part of the total curriculum planning processes i.e. from the formulation of aims and goals to the evaluation and improvement of the curriculum (Tyler, 1949).

Students: Students are totally affected by the curriculum; we cannot ignore them (Pratt, 1980; Tyler, 1949; Taba, 1962 etc.). Accordingly, “if students see little relevance in the curricular activities planned, they are going not going to be motivated to participate-or learn” (Ornstein and Hunkins, 2004: 321). According to these authors, the act of being engaged in considering the “what” of their education and “how” they will experience it can be very much apart of the students’ actual curriculum.

Some believe that curriculum should be derived from what we know about the learner; how he or she learns, forms attitudes, generates interests, and develops values. This implies that the learner is the primary source or the key influencing factor in designing the curriculum.

Boards of Education: boards of education are the legal agents for the institution. These are responsible for the overall management of the institution as well as for being informed about the realm of curriculum and for relating the existing curriculum to the goals of the school system. Furthermore, in many schools, particularly in the developed countries, the school board rather than being the leader in determining curriculum and policy plays a secondary role. Federal, state and local professionals carry the charge for creating new curricula (Ornstein& Hunkins, 2004).

State Agencies: States agencies also affect the curriculum in many ways. State legislatures frequently publish guidelines on what shall be taught. They also mandate such courses as driver education and drug education to deal with perceived social problems. Pressure groups operating on a state basis frequently push their interests on the curriculum (Shiundu and Omulando; 1992).

Testing Organization: The experience of some countries show that along with educational publishers, testing organizations, such as the educational testing service or psychological corporation, have also contributed to the making of national curriculum. Accordingly, Ornstein and Hunkins (2004), these organizations have affected what content the curriculum will cover and how much emphasis will be given to particular topics.

Professional Organizations: Organizations, such as the association for supervision and curriculum development, the national Council for Social studies, and the likes have indirectly influenced the curriculum.

The Federal Government: The experience of USA shows that the federal government plays five pivotal roles in curriculum matters. The federal government:

- Could identify critical educational issues, many of which are related to curriculum.

- Could synthesize the vast amount of knowledge regarding education, specifically curriculum.
- Could promote research regarding curriculum materials
- Could support the application and dissemination of knowledge about curriculum.
- Could encourage the preparation of persons interested in the field of education, including curriculum.

Many other people and groups outside of the schools also influence the curriculum. For instance, business and private industry are building closer connections to institutions by donating equipment materials and funding programs of special interest. Sometimes, individual educators set critics that assume the role of educational reformers, and they attempt, most through their writings, to give direction to curriculum planning and development (Shiundu & Omulando, 1992).

Accordingly, Tyler (2000) rather than belonging to a small select group of experts, a participatory curriculum planning and development involves a wide range of stakeholders in a meaningful way to draw up their experiences and insights in a structured approach to curriculum planning, implementation and evaluation.

To sum up, in a participatory approach, stakeholders contribute their experiences, views and insights to identify needs, to set program goals and objectives, to design courses etc through collaboration (see Appendix A). Appendix-A shows a theoretical framework of a participatory approach curriculum planning process.

2.2. Need Assessment

According to Tyler (1949) need is defined as “a gap between some conception of a desirable norm...and the actual status...it is the gap between what is and what should be” to fill the gap between what is in actuality and what is sought, it becomes imperative to assess the needs of the stakeholders.

Various studies also revealed that a comprehensive need assessment is the first step in planning or revising a Higher Education Curriculum (Toohey, 1999). It involves the collection of information about the broader context of the society (Tyler, 1949; Pratt, 1980; Ornestine and Hunkins, 2004). Pratt (2004) in Derebssa (2005) indicated that need

assessment is a collection of information through questionnaire, interviews, public hearings or community forums, analysis of social indications such as static's on employment, utilization of social services, observations and readings.

Richard (2000) noted that needs analysis is the gathering of information that can be used to develop a profile of the needs of goals and contents of the law curriculum (and its courses). It implies that needs analysis is a crucial point to decide courses and goals of curriculum.

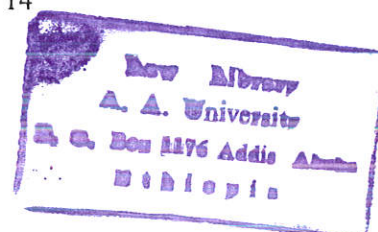
Stressing this point Toohey (1999) disclosed that needs analysis is considered to be as the determination of students' educational background, prior experiences, attitudes and needs.

He further stated that need assessment is a cyclical process that takes place prior to, during and after courses have been designed. This view revealed that needs analysis is the identification of the gap between what students are able to do and what they need be able to do. In the same vein, the identification of perceived and present needs as well as potential and recognized needs also under considered.

Accordingly, Richard (2000) discussed that need analysis is a continual and cyclic process which includes the following constraints. For instance, in law curricula it includes:

- Identification of stakeholders (For instance, in law schools, lawyers, judges, law teachers, educational and other governmental officials etc) and their attitudes to wards law.
- Examination of societal factors in relation to legal education
- Examination of institutional factors that may facilitate or hinder changes and innovation at the curricular level.
- Examination of teacher factors (example, teaching experience and skills, qualifications motivation and beliefs about legal education.

In general, Toohey (1999) summarizes that a higher education curriculum planning is a comprehensive task and cyclical process to determine the needs of a group of learners; to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the program.



2.3. The Rational for Planning or Revising a Higher Education Curriculum

According to Derebessa (2005), after identifying the needs or problems and the constraints under which the new or revised curriculum must operate, curriculum planners must have a clear picture on the requirement the curriculum will have to satisfy. In order to do that the rationale should be written that to persuade all those who will read and evaluate the curriculum.

Taylor (2004) also stressed that a higher education curriculum can be revised or reformed if an existing curriculum is irrelevant or defective. Moreover, Amare (2000) noted that there are several reasons that necessitate designing or revising the existing Higher Education curriculum. He states that these reasons usually fall in to three areas.

- The first crucial reason is the change in the concerned field of knowledge itself. He discussed that new theories and concepts are emerging daily; curricula must give room for new knowledge and new ways of thinking which emerge from time to time in a field of study.
- A second reason that necessitates curriculum revision is the change in the institutions of society-its cultural, political, economic and scientific (technological) realities do not remain static.
- A third reason concerns the learners themselves as a college graduate. There is also a need to be aware of broad issues like global interdependence, economic and industrial understanding, population and environment, civic and human rights etc.

In addition, there are several reasons that necessitated to plan or revise a higher education curriculum (Saint, 2004). In addition to the aforementioned reasons or problems, there are several other reasons that indicated to modify or plan a higher education curriculum. Mc Neil, (1990), Shundu and Omulando(1992) summarized that cultural, epistemological, ideological, economical, social, political, scientific /Technological/, esthetics and linguistic realities of the societies are some of them which compelled to plan or revise a higher education curriculum.

2.4. Setting program goals or objectives

Program goals or objectives are glasses through which we see where we want to go or what the end product would look like (Amare, 2000). Tyler also remarks:

If an educational program is to be planned and if efforts for continued improvement are to be made, it is very necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are served, contents are outlined instructional procedures are developed and tests and examinations are prepared (Tyler, 1949:3).

This implies that objective is the most crucial one since it regulates other proceeding steps. In any educational program objectives should specify the desired outcomes (Ornstein and Hunkins, 2004). Amare (2000) also modified that the desire outcomes can be divided in to three areas:

Knowledge and understanding to be gained include:

- Facts -items of verifiable information
- Concepts -mental constructs epitomizing facts about particular reference
- Generations -including laws, principles, rules statements of relationship among two to more concepts

Skills and competencies to be developed include:

- Methods of operating on knowledge intellectual
- Methods of manipulating the body and material things effectively with respect to purposes

Attitudes and values to be acquired include:

- Social prescriptions and preferences regarding belief and conduct
- Individual preferential dispositions and preferential dispositions (attitude, interests, application) professional prescriptions and preferences.

According to Tyler (1949) objectives should be expressed by the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate. Objectives should also be valid and feasible or achievable if the following principles are adhered.

- Set realistic objectives by taking in to account available means
- Ensure adequate balance among the areas of objectives (knowledge, skills and attitude). Since, objectives are indicators of what the graduates are going to look like in terms of the areas of behavior mentioned above.
- Write objectives in behavioral terms

- Relate objectives to the goals of the department
- Program objectives are the yardstick by which courses are selected and sequenced (Amare, 2000).

2.4.1. Learning Profile

Learning profiles are considered in terms of behavioral domains (objectives). The most delicate and no doubt the most fundamental point in curriculum planning and development is 'learning profile' (A hand book for students from overseas and their advisers, 1997). Participants in a UNESCO meeting also stressed that:

Using profiles of pupils at the different stages of the system, [was].... important, particularly for developing countries that are inexperienced in the preparation of educational content. It has even been proposed that it should be considered, not as a method, but as a stage in the reform of a system, making it possible to ensure that the stakeholders have really understood each other. In addition, a profile expressed in terms of taxonomy lends itself better to evaluation, although there, is no ideal taxonomy (UNESCO, quoted by Busshoff et al.)

Accordingly, Busshoff et al (1981) explained that the establishment of a learning profile can be seen in a different ways. On one hand, a general level at which one specifies the learner's future roles, the general settings within which they are to be assumed and the domains to which they will relate. On the other hand, a more specific level at which one lays down the types of procedure (activity) and attitude of the learner must be able to master in various situations.

In principle, all curricula involve an affective, cognitive and psychomotor component. Their relative proportion varies from situation to situation, and in some cases one or other of the components may be missing or irrelevant, but these will be extreme cases and it is even doubtfully where one can have situations with out an affective, cognitive or psychomotor component Busshoff et al (1981).

Besides, the aptitudes, skills and knowledge that make up the desired learning profile are reflected in a particular attitude, activity and form of conduct called for institutions the



learner is likely to encounter. Establishing profile therefore consists in determining the types of activity or procedure and types of attitude called for in all kinds of situation in which the learner will be placed (A hand book for students from over seas and their advisers, 1970).

In addition to the above principles, contents focusing on contemporary problems should be viewed in the light of the 'hidden curriculum'. More over, other contents like peace, justice, development, relations between men and nations also requires an ethical, spiritual, emotional content, the virtue of compassion, the practice of unselfishness, a sense of responsibility to other, the respect of other individuals, cultures, values, policies, principles etc should be reflected on learning profiles (D'Hainawt in Busshoff et al, 1981).

But, the problem is translating contents of education in to the learner's profile or learner's aptitudes, skills and attitudes (Eastern and Southern Africa Universities Research Program, 1994). Though scholars have often diverged on the need to distinguish cognitive objectives from objectives related to the affective and psychomotor system, a fair distribution of educational contents in to learner's profiles (learning behaviors) should be under considered during curriculum planning process (D'Haina wtin Busshoffetal, 1981)

To sum up, program goals or objectives assist course designers in deciding what needs to be learned and assessed (Toohey, 1999).

2.5. Designing Courses to Higher Education

According to Toohey(1995), processes which are important to design courses for Higher Education are discussed below together with many of the questions that will need to be considered at each point.

A course designer should collect and analyze the information on what are the fundamental ideas, knowledge, skills, attitudes or learning profiles which must be developed through a particular program of study. These include: What is desirable but not essential? Are there programs of a similar nature ours? What do they teach? Will professional bodies or accreditation agencies put requirements on what is taught? What can we find out and what can we assume about students prior knowledge or relevant

experience? The course designers to collect and analyze information of learning profiles should raise these questions.

Candy (1994) stresses that a course designer should think about program goals or objectives. As he noted that under this stage, the central question, which should be raised by the course designer, is, what are the goals of this program and its rational?

According to, Candy (1994), course designers should raise several questions that are interrogated on what do our educational beliefs and values suggest about kinds of teaching and learning in this course? Should knowledge be organized into discipline based subjects? What should students encounter first, theory or practice? Do students need to learn professional roles and tasks, and to master the knowledge and skills related to each? Should knowledge and skills through working on real- life problems and challenges? These and other related questions need due attention to structure courses.

Identifying entry requirements for students and the kinds of support they might need should be also due emphasized (Hillman and Hargareaves, 1994)). In this stage the following questions could be raised. What prior knowledge and skills are we assuming on the part of students? Should these be formalized as perquisites? Are students expected to have relevant work experience? How will the expected characteristics of our students (full-time, part-time, employed in the profession or not, resident locally or not) affect the structure and timing of the course? These and other interrelated questions need responses.

At last, a course designer should expect to think about assessment and identifying any constraints. Toohey (1999) believes that in this stage the following questions should be elicited. What kinds of assessment are appropriate for the kind of learning this course? What kind of grading system would we prefer? How flexible are they? Does the relevant professional body or accrediting agency put any requirements on assessment?

In summary, as information is collected and analyzed, as different possibilities for goals and structure are explored and any external constraints (such as requirements for professional certification) are identified, the program begins to take shape where each of these areas would need to be revised on more than one occasion until the program is defined more precisely and agreement is reached on the key variable (Toohey, 1995).

2.5.1 Who should involve in designing a course framework

The development of a new course is going to involve many people, including academic and administrative staff and other specialists (Toohey, 1999). Thus, the input and advice of educational specialists, representatives of professional associations, contemporary life of the society students and graduates must be part of the project (Taylor, 1949).

Ash et al (1992), added that people who involved in the course design project should have a meeting according to their deadlines for course approval, for advertising, for production of materials and resource lists, for enrolment of students for the detailed analysis of the option and for the decisions about the final shape of the program.

Various research works suggested that a comprehensive needs analysis should be the first step in the course designing processes. Once the need is established, the decision to go ahead with the course design or redesign is approved, and the goals and course decided, the teaching methods and materials planned and assessment methods should be existed (Candy, 1994).

2.6. Choosing and Organizing Course Contents

According to Rowntree (1981) sources of information might be considered to decide course contents. With regard to this, he further stated that:

Analysis of curricula of similar courses at other institutions, as well as analysis of text books and recent literature, provide a view on what others involved in teaching the subject is important. Curriculum documents from other institutions occasionally incite unstinting admiration, but are more likely to prompt questions about the important given to some topics and the inclusion or non-inclusion of others (Toohey, 1999).

This view implies that analyzing different literatures, textbooks and curricular documents from other institutions are relevant the course designers to decide and inclusive and non-inclusive contents.



Information from academic staff is also another important element for selecting contents for courses. Academicians who teach in the discipline will usually have the best understanding of foundation concepts and will also be able to identify concepts which cause students more difficulty (Wood, 1985). They may also be well placed to comment on future directions for their discipline. He further explained that their views could be obtained through techniques, such as survey individual and group interviews, or concept mapping. Sometimes, the starting place for planning a new course (or reviewing an existing one) is a re-examination and redefinition of the fundamental concepts of the discipline.

Considering future directions for the field: The other area where academic staff can be particularly useful is in forecasting the directions, which the discipline may take, and the impact that changes are likely to have in the preparation of students (Rowntree, 1981). A possible mechanism for exploring future directions is to conduct a conference, a technique that highlights needs for different areas of content to be taught, or for students to develop new skills and different abilities. In relation to this, Crombine quoted by Toohey (1999) further stated that:

A search conference can be useful in curriculum planning if the discipline is undergoing major change should take. Leaders in the discipline from higher education and from the professional community are invited to participate. The search conference usually begins with an examination of the economic, social, technological and other forces that are bearing on society and then moves to a closer examination of the effects of these on the educational needs of the profession or discipline (Crombine, in Toohey, 1999).

Information on current professional practice is the other useful mechanism for selecting contents.

Toohey (1999), information on current professional practice can be sought in a number of ways including:

1. Reviewing information published by professional bodies on requirement for registration or practice, as well as published reports on future directions for the profession;
2. Functional analysis of professional roles;
3. Surveys and interviews with professional roles practitioners on the current nature of practice and predicted directions;
4. Surveys and interviews with major employers concerning their perceptions of graduates.

According to Toohey (1999) those preparing students for professional practice often need to take account of strong opinion from professional bodies on what content ought to be included in the course program. In addition to this, using research into the nature of contemporary practice can also be useful when hard decisions to be made about what content to omit or include (Diamond, 1989).

Particularly, Toohey (1999) asserted that this might consist of three things:

1. Evaluation data;
2. Surveys and interviews with students and graduates;
3. Analysis of data on employment destinations of graduates.

Information from prospective students can be helpful to course designers. A preliminary step to a course review may be an evaluation process in which current students and recent graduates are interviewed or surveyed about their perceptions of the course. In rethinking the content of the most useful opinion will often come from final-year students or recent graduates. In thinking about the choice of content, student input can be enlightening (Diamond, 1989). Diamond further stated that before the course could be thought, diversify, flexibility and Variety of instructional formats should be sought critically.

2.7. Principle of course structure

Many research works revealed that principles of selection and organization of courses are also useful to select and organize contents in a particular subject. Scholars suggest that the logical arrangement of curricula content depends entirely on the nature and structure of particular subjects (Shundi and Omulando, 1992). Another organizing principle may be time (chronological order), spatial relationships; based on functional system and some times course follows significant process (Toohey, 1999). The organizing principle may be

simple to complex where by the latter knowledge depends on the elements introduced earlier. Once the organizing principle has been established there may still be decisions to be made about sequence and depth or degree of specialization.

Performance role and performance based structure also another alternative. The educational psychologist who propose this method of curriculum organization, as an alternative to those which were organized around the structure of knowledge in a particular discipline, believed in a 'psychological' rather than a 'logical' structure of knowledge (Toohey, 1999). In this method the importance of identifying and teaching prerequisite skills are highly emphasized (Tayler, 1949). This implies that knowledge and skills are then sequenced from most elementary, prerequisite ones to the more complex, sophisticated final performances.

Another framework for structuring a course, which also aims for a greater integration of theoretical knowledge and practical application, is the problem based or case-based course structure (Toohey, 1999). With regard to this Toohey further stated that:

While many conventionally structured courses include problems and cases, a course which describes itself as "problem-based" or 'centered on inquiry learning' uses problems and projects in a different way. Rather than using problems as an opportunity to apply the knowledge that they have gained through learning activities like lectures and tutorials, the problem-based course uses every day problems or situations as way of stimulating student to discover and explore the key concepts and skills of the discipline.

Problems or cases must be carefully chosen so that students continually extend their knowledge and skills, building on what they have learned with previous project. Although the problems or cases selected may appear to students as a random collection of real issues, they must enable all of the essential concepts and skills to be addressed. Thus, developers of problem-based or case-based courses usually select or develop the problems or projects for students with in a clearly structured framework that will help them consistently develop their abilities.

One of the claims made for courses structured around problems or cases is that they develop students' abilities in problem solving, self- directed learning, self evaluation, and group work. Obviously in problem- based program students will participate in these activities, but programs differ in the extent to which they make ability in these areas formal part of the learning objective and the assessment and consciously help students to develop these skills (Wood, 1984).

Yet another possibility in structuring a course is to select and organize the contents and organize the contents and activities around key concepts. Similarly, the course may be organized around certain intellectual abilities, such as critical thinking, reflective practice or life long learning (Rowntree, 1981). A curriculum organized around cognitive structures with present many examples of the key concepts so that students can establish what the essential elements are by comparison and contrast. Courses structured aground key concepts may be concerned with a single discipline or they may be interdisciplinary (Wood, 1984).

2.8. Curriculum Evaluation

Evaluation of all aspects of the curriculum in order to understand how the program works, how successfully it works, in all its complexity, is aimed at to respond to students' needs, teachers' abilities, etc (Toohey, 1999).

Accordingly, evaluation is the process of determining the extent to which curricula objectives are being or have been achieved (Tyler, 1949). As he discussed that usually in curriculum planning process, usually there are two types of evaluation: formative and summative evaluation. Both are a central part of any curriculum planning process.

2.9. Designing a syllabus

Though some educators agree with the equivalent meaning of what a syllabus and curriculum, some others argue with a little difference. Accordingly, a syllabus is apart of curriculum, which specifies objectives, contents, resources, teaching techniques (in general form), and evaluation instruments of a specific subject (Stewart & Cash, 2000).



CHAPTER THREE

3.1 DESIGNS AND METHOD OF THE STUDY

The main purpose of this study is to analyze the practices of curriculum planning and development in Ethiopian Legal Education and Training Reform (2006/7). To this end, the research methodology employed is qualitative content analysis method. The use of this method is well supported by Hanssen et al,(1998) when the study aims at analyzing and interpreting the record material or text in its own context, it is the best method to use.

Qualitative content analysis is probably the most prevalent approach to the analysis of documents and that it comprises a searching- out of underlining themes in the materials being analyzed (Strauss and Corbin, 1990). To the same authors qualitative content analysis is an approach to documents that emphasize the role of the investigator in the construction of the meaning in texts.

Similarly, Neuman in Hanssen et al. (1998), stated that qualitative content analysis allows readers to probe in to and discover contents in different way from the ordinary way of reading. Besides this, qualitative content analysis is not only an approach to analyzing documents but also a sophisticated and concretely explanatory method at the same time.

3.2 Subject of the Study

A. The Legal Education and Training Reform Document

The main subject of the study was the Ethiopian Legal Education and Training Reform document, produced in 2006/7.

B. Course Syllabi

Considering the course syllabi as a subject was vital to the study. Curriculum guidelines and standards (objectives, contents, delivery methods, assessment techniques etc) identified in the ELETR are specified through the course syllabi (Stewart & Cash, 2000). Therefore, from core, elective and support courses (a total population of 72 course syllabi), 19 course syllabi were considered as subject of the study. These are listed below.



No	Core	No	Elective	No	Support	Total
	International Human Right Law (Laws-531)	1	Judgment writing (Laws -572)	1	English for Lawyers (EFL-241)	
2	Evidence Law (Laws - 402)	2	Investment Law(Laws -572)	2	Introduction to Law (Phil. 201)	
3	Conflict of Laws (private International Law)(Laws-452)	3	International Humanitarian Law (Laws -6101)			
4	Legal profession and Ethics (Laws-352)	4	Public International organization (Laws -441)			
5	Jurisprudence (Laws - 352)	5	International organization (Laws -581)			
6	Legal History and Traditions (Laws –202)	6	Construction Law (Laws- 581)			
7	Law of sales and security Devices (Laws -571)	7	Customary Law (Laws -501)			
8	Law of persons (Laws -221)	8	Land Law (Laws- 5112)			
		9	Water Law (Laws -691)			
Total						19

C. Interviewees

Three syllabus developers, one steering committee (SC) member and two Technical Committee (TC) members were source of information.

3.3 Sampling Technique

The relevant portions of the Legal Education and Training Reform document (ELTER) were selected through purposive sampling. The definition of “relevant portion” should be derived principally from the articulation of the research problem and the theoretical framework of the study, and, also often involve more practical considerations (Hanssen et al., 1998). That is, how to limit the amount of material selected for analysis without compromising the requirement that it be “representative”.

Besides, among the total of 72 course syllabi, 32 are elective courses and 31 are core courses. The rest 5 are supportive courses. Nine out of 37 elective courses, eight out of 31 core courses and 2 out of 5 supportive courses (one forth from each) were selected through simple random sampling. One forth of a sample is representative as suggested by many scholars (Best and Kahn, 2003). Simple random sampling is employed because as Cohen and Manion, (1994) stated that it enables each course syllabus to get equal chance of being selected to sample. In addition, Snowball sampling technique was used to select Steering Committee (SC) and Technical Committee (TC) members, persons who were involved in the preparation of the ELETR. Snowball sampling involves asking a number of people about the concerned issues and locating information- rich informants (Best and Kahn, 2003). Further more, purposive sampling was employed to select the syllabus developers who are working in Addis Ababa.

3.4 Data Gathering Instruments

The research question of the study seeks a compound forms of data gathered from documents and informants. Though there is a tendency to claim content analysis as the best data gathering instrument in qualitative content analysis research (Krippendorff, 1998), semi-structured interview is also found to be vital means for personal meanings and could better level in a freely composed explanation (Hanssen et al, 1998). Thus, semi-structured interview with the conjunction of content analysis were the basic data collecting tools of the inquiry.

A. Semi-structured interview: This type of qualitative interview tool is well supported by Patton, (1990). In semi-structured interviews, the interviewer is free to probe and explore with in these predetermined inquiry areas. To this end, one steering committee (SC), two Technical Committee (TC) members and three syllabus developers were interviewed in two sessions; each session took 90 minutes for each interviewee. But, interview with one informant only once due to inconveniences that faced him.

When we come to system of data storing methods, the researcher recorded all the responses of each interviewee through audiotape after getting their permission. Besides, field notes-both observational and analytical ones- were used so as to enrich the data and further clarify each setting.

B. Content Analysis: Content analysis items were developed from different literatures and the Legal Education and Training Reform document. Items constructed from these

sources were useful to analyze the relationship between the course syllabi and the ELETR. Besides, it was useful to analyze the course Syllabi.

3.4.1 Unit of Analysis

In this study words, phrases and sentences were taken as a unit of analysis Amare (1998) also agree with idea that words, phrases, sentences, paragraphs, or entire articles or books can serve as a unit of analysis. Besides, the most crucial issues in content analysis are category formation and proper use of categories (Hanssen et al, 2000) Moreover, Amare (1998) suggested that during category formation, the researcher should give attention to three important points; categories must be pertinent to the objectives of the study; functional; and manageable.

In this study, four main categories were formed. These were, graduate profiles connected with fundamental concepts of law graduates, profiles enhancing learning abilities, profiles encouraging research skills and profiles developing information skills of graduates.

Furthermore, items regarding course information, educational contents and behavioural objectives were treated under course syllabus.

3.5 Try out of Instruments

To test and enrich instruments a pilot study was carried out. Piloting and “fine-tuning” the coding schedule is important in content analysis just as it is important to pilot one’s research instruments, strategy, of data collection tools (Hansen et al, 1998). In view of this fact, in the content analysis, items and semi- structured interview questions were developed and administered to eight law instructors in Civil Service College, St. Merry University College and Addis Ababa University of Law Facility. At the same time, items were reviewed by five curriculum experts and their insightful comments were incorporated. Simultaneously, the researcher attended classes in research particularly focused on content analysis. This has contributed to have the researcher better understanding on the methods

Based on the result of the pilot study, (see Appendixes B& C) the final content analysis items and semi-structured interview questions were revised. And few items were discarded while few items were modified.

Before providing to coders, the revised content analysis items were tried out by one of the coders along with the researcher on the two course syllabi, these were Law of Agency (Laws – 551) and Islamic Law (Laws- 582), which were excluded in the study.

Hanssen et al. (1998) also agreed with this idea that before embarking on a full- scales content analysis it is crucial to 'try out' the coding schedule on a small sub- sample.

In order to collect data from the ELETR document and course syllabi four coders were selected. Two of them were MA students whose field of study is curriculum & Instruction. The rest were LL.M students. On both sides the coders should have similar academic backgrounds (Amare, 1998). Besides, the researcher provided training for coders on how to code items. And, they were given the training very well as to code the field of study. Furthermore, thorough discussion was held on categories, items and other related issues.

Each course syllabus was treated twice. This means, in the first round, the two LLM students coded 9 course syllabi (one of them was assigned to code 4 course syllabi and the other was requested to code 5). Two MA students coded the rest 10 course syllabi. Each of them coded 5 course syllabi.

In the second round the two LL.M students and the MA students were interchanged each other. Each course syllabus was coded separately. This enables to check up between coders agreement. The difference of frequency counts between coders by the third person (Hanssen et al, 1998) to reach them into a common agreement on coding course syllabi.

Accordingly, each coder was provided with necessary materials and then they conducted the coding independently. Based on the results of the coding sheet the coders reliability was calculated by using Cohen's Kappa (Stemler, 2001) as follows:

$$K = \frac{PA - Pc}{1 - pc} \quad \text{Where, K - Percent agreement}$$

PA – proportion of units on which the coders
agree

PC – proportion of units for which agreement is
expected by chance

Then, the inter coder agreement of the two MA students (coder A and coder B) was calculated and found to be 0.94, 0.50, 0.97, 0.94, 1, 0.46, 0.83, 0.77, 1, 0.67, 0.78, 0.94, 0.90, 0.94, and 0.71 for the corresponding items (see appendix C). The inter coder agreement of the two LL.M students (coder C and Coder D) was calculated and found to be 0.64, 0.78, 1, 0.89, 0.94, 0.78, 0.90, 1, 0.93, 1, 0.64, 0.93 and 0.76 for the corresponding items (see Appendix D).

3.6. Methods of Data Analysis

3.6.1. Procedures of the Study

Hansen et al. (1998) noted that content analysis is a flexible research technique for analyzing large bodies of text. To analyze the practices of curriculum planning and development in the Legal Education and Training Reform, qualitative content analysis method was employed. Accordingly, Gall (1996) suggested that the following procedures to be considered in qualitative content analysis research:

1. Identify documents that are relevant to the research purpose.
2. Define the research problem
3. Select a sample of documents
4. Defining analytical categories
5. Piloting the coding schedule and checking reliability
6. Data presentation, analysis and interpretation of the results by using percentages.

These procedures were highly applicable in this study. Besides, Bogdan and Biklen (1982) sorted out that qualitative data analysis as working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what is going to told to others. Qualitative researchers also tend to use inclusive analysis of data, meaning that the critical themes emerge out of the data (Patton, 1990). Accordingly, to find data of this study; coders tallied and counted the frequencies of categories, items and elements. To sum up the counted tally marks, percentages were computed in accordance with each category.

Moreover, semi-structured interview was prepared and administered to Steering Committee (SC) members, Technical Committee (TC) members and syllabus developers so as to get relevant data to the study. And, the collected data was analyzed qualitatively.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

This part of the study deals with presenting and interpreting data collected through semi-structured interview and content analysis. In addition, this section presents the findings of the study that are computed using a descriptive statistics of percentage.

4.1 The Rationale behind the Ethiopian Legal Education and Training Reform

Educational reform can be carried out when an existing curriculum found to be defective and irrelevant (Taylor, 2004). It occurs due to different reasons. One of this is the need of students to be aware of broad issues like global interdependence, economic and industrial understanding, population and environment, civic and human rights, educational reform is necessitated (Amare, 2000). He further stated that knowledge itself, basic principles, laws and theories that govern a discipline also change with time. Curricula must give room for new knowledge and new thinking, which emerge from time to time.

The other and the most crucial reason to make educational reform is the need to address current problems of the society (Taylor, 1999). Problem identification and suggesting a possible solution is one of the several reasons that necessitates to planning or revising an existing curriculum.

Similarly, various reasons are designated so as to plan or revise a higher education curriculum. Accordingly, interview with Technical Committee (TC) members and document analysis were made the rationales behind the Ethiopian Legal Education and Training Reform. Where one of the interviewees explained that:

As we all know, there may be reasons to launch a new program or there should be a reason behind a curriculum planning or reform process. Likewise, the justice reform program was launched to address several problems of legal education. Particularly, in the curricular aspect of this reform, major curricular problems were identified from Ethiopian law schools. The need to address these curricular problems and to plug the loopholes; the reform has been made in line with law curriculum /March 26, 2008/.



The implication is that ELETR is developed in order to alleviate problems of law schools manifested in the existing curriculum. As mentioned in the Ethiopian Legal Education and Training Reform document, the problems observed in the existing curriculum are identified below:

The curriculum's goal has not taken into account societal needs, government policies and strategy. Also identified is lack of clarity with the graduate profile. The graduate profile fails to clearly state textile and quality of graduates. Failure to include course objectives is also another shortcoming to the curriculum. The curriculum in place has failed to incorporate new demands and development such as investment, alternative dispute resolution and federalism. The curriculum's failure to focus on skill oriented courses and its inclination towards theory based courses stand out as a major problem of the curriculum /ELETR, 2006/7/.

Moreover, there are problems that are compiled to reform the legal education curriculum. Failure to clearly indicate mechanisms of quality assurance, and the serious shortage of human and material resources needed to the achievement of goals were another shortcomings of the curriculum /ELETR, 2006/7/.

The above notion and the view of the interviewee indicate that the reform program has necessitated to addressing the aforementioned problems. Thus, it is possible to infer that the revised curriculum (ELETR, 2006/7) is problem based. Identifying problems and filling gaps are the major focus areas of a participatory approach (Taylor, 2000). Taylor stressed that identifying curricular problems through the collaborative effort of stakeholders and suggesting the possible solution is a crucial element in a participatory approach so that the curriculum would be effective.

4.2 The key Roles of Stakeholders in ELETR (2006/7)

To assert the key roles of the stakeholders who participated in the preparation of the Ethiopian Legal Education and Training Reform, an interview with the Steering Committee (SC) members was made. Accordingly, some of the interviewees (persons who involved in producing the reform) expressed the condition as follows:

The stakeholders were drawn from Ministry of Capacity Building, Ministry of Education, Judges, Public prosecutors, different universities and two or three students also involved in the process. During the reform process, these stakeholders were grouped under Steering Committee, Technical Committee, academic staff and the likes. These stakeholders in their groups played important roles at different times in the curriculum planning process. It means, based on their skills and abilities, they have put their at most efforts during the reform process /April, 22, 2008/.

The above report also triangulated by the Ethiopian Legal Education and Training Reform document as follows:

To speed up the reform task on legal education and training, two committees were organized and formed: a Steering Committee (SC), which consists of stakeholders drawn from the government (Federal Supreme Court, Ministry of Education, and Ministry of Justice, etc) and a Technical Committee (TC) composed of several professionals selected from public and private law schools, the judiciary and professional associations. The composition of SC and TC determined to ensure broad based representation and participation in the reform endeavor on legal education and training of all the pertinent stakeholders. /ELETR, 2006/7:7)

The view of the interviewee and the Reform document indicates that with little participation of students, various stakeholders were involved in the reformation process. Though each stakeholder has its own roles, functions and viewpoints in regard to curriculum planning, a vision of the whole curriculum planning processes can be created through the collaboration of these stakeholders (See Appendix-A).

This implies that the Legal Education and Training Reform was produced through the collaborative efforts of various stakeholders. In relation to this, Taylor, (1999); McNeil, (1996) and Toohey (1999) asserted that collaborative work on curriculum reformation

could provide opportunity to get stakeholder views and inputs gathered by each working partner institution through need assessment, research, workshops and other events into the overall curriculum planning and development process. The interchanges of experience and information among various stakeholders produce a participatory approach, which enhances chances of successful outcome from the curriculum planning process.

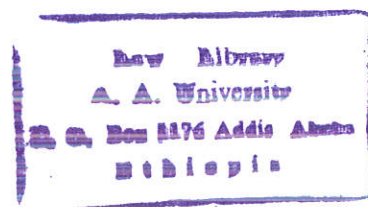
4.3 Need Assessment

Need refers to the gap between what is in actuality and what is sought (Tyler, 1949). So, assessing the needs of stakeholders becomes crucial so as to fill this gap. Orenstein and Hunkins (2004) also added that need assessment plays a significant role in planning and developing curriculum. In view of this fact, to plan or revise law curriculum, assessing and analyzing the needs of the stakeholders was imperative. Hence, to attest the need assessment processes, there was an interview with the steering committee (SC) and Technical Committee (TC) members. In relation to this point, one of the interviewees explained the condition as follows:

Actually, need assessment was made through different mechanisms while producing the Ethiopian Legal Education and Training Reform. For instance, we have conducted interview with students, instructors, judges, and other concerned bodies as well. Field visits, literatures and other mechanisms also helps us to assert the vast needs of the society /March 26, 2008/.

This view was also reflected in the Ethiopian Legal Education and Training Reform document. When law curriculum was developed, need assessment was performed through interview of students, experience of several law teachers and literatures /ELETR, 2006/7/. More over, there was a visit to Awassa University to found out the needs of stakeholders/ELERT, 20006/7/.

This implies that the need of the stakeholders was taken into account while reforming the law school curriculum. The importance of need assessment is well supported by Toohey, (1999) where he stated that a comprehensive need assessment is the first step in planning a Higher Education curriculum. Need assessment and gap analysis engaged as many



stakeholders as possible followed by interview, presentation, and workshop meetings and other events are very important in curriculum reformation.

It suggests that if the curriculum planning has a rational or logical beginning, a comprehensive need assessment of stakeholders is a necessary condition so that the process would be effective.

4.4. Designing Course syllabus

A course syllabus is a more detailed curriculum, which translates the philosophy of the curriculum in a series of planned steps.

4.4.1 Selecting Contents

In a syllabus designing process, contents can be selected from different sources. Accordingly, an interview was carried out with syllabus developers to assert sources of information. Regarding this, the interviewees mentioned a lot of points. Where some of them were as follows:

However, the existing courses are the major sources of information, court cases, codes like civil code, commercial code, criminal code etc are another sources of information to choose contents in a syllabus designing process. The interview report further shows that information from law students, literatures or published educational materials, academicians, research findings and current information of the discipline (law) also provide views for what contents are relevant to the course syllabus /March, 26,2008/.

In relation to this, Pescosolido and Aminzadie (1999) sorted out that information on current Professional practice could be sought in a number of ways. Fore instance;

- Information from Academic stuff; academicians who teach the discipline will usually have the best understanding of foundation concepts and will be able to identify concepts;

- Reviewing information published by professional bodies on requirements for registration or practice, as well as published reports on future decisions for the profession;
- Functional analysis of professional roles;
- Besides, surveys and interviews with major employers concerning their perceptions of graduates are sources of information.

The above report shows that various source of information are used during the syllabus designing process when decisions to be made about what contents to omit or include in a course syllabus. To sum up, the above report indicates that based on the information gathered through various sources, contents could be selected and organized in to a specific subject course.

4.4.2 Organizing contents in a course syllabus

Again, there was an interview with syllabus developers on how to organize or structure contents in a specific course syllabus. The interview report shows that:

In this discipline (law), course contents are mostly organized based on cases. There are problems that could happen in our day-to-day life. These problems appear to be court cases. Thus, court cases are carefully selected and organized in to law courses /March 26, 2008/.

This idea is also triangulated by the course syllabi. Fore instance, Legal profession and Ethics (Laws-521), Conflict of Laws (Laws-452), and Evidence Law (Laws-402) strengthen the above notion. In these syllabi both hypothetical and real cases indicated as inputs through out the course delivery period. It is also indicated that students are expected to read the suggested cases before every class. That means, each course content contains cases.

This implies that the principle they used to structure course contents is problem-based or case-based. This is well supported by Toohey, (1999) while many conventionally structured courses include problems and cases, a course that describes it self as “Problem-based” or “centered on inquiry learning” uses problems (cases) as an opportunity to apply the knowledge that they have gained through learning activities.

The case-based or problem-based course uses every day problems (cases) as way of stimulating students to discover and explore the key concepts and skills of the discipline. It is suggested that problems or cases must be carefully chosen so that students continually extend their knowledge and skills.

4.5 The Relation Ship between Graduate Profiles and Objectives of the Course Syllabi

In this section the result of the coding sheet were presented and interpreted. First, the data obtained through the coding sheet regard to how much the graduate profiles reflected on the objectives of the course syllabi were presented. For the sake of management the graduate profiles identified in the Ethiopian Legal Education and Training Reform was grouped under four categories. These were, profiles connected with the fundamental concepts of law, profiles enhancing learning abilities of graduates, profiles encouraging research skills of graduates and profiles developing information skills of graduates. Secondly, the data obtained through the coding sheet regard to how much law course syllabi comply with the syllabus criteria were presented.

4.5.1 Profiles connected with the fundamental concepts of law

Graduate profiles are highly crucial to determine the fundamental concepts of a course. Objectives and contents of a course syllabus are derived from graduate profiles. In fact, graduate profiles and course syllabi are two sides of a coin. They are inseparable because courses rely on profiles. Thus, it is necessary to assess the relation ship between the graduate profiles and the objectives of the course syllabi.



Table 1 Graduate profiles reflected the fundamental concepts of law

No	Graduate profiles	Reflected in course objectives	Frequency	%
	A graduate in law is able to			
1	Understand principles and policies of international legal instruments, national and regional constitution	High Moderate Low	17 2 -	89.5 10.5 -
	Total	-	19	100
2	Recognize his/her ethical responsibilities of a legal professional in roles assigned to such as judges, prosecutors, practitioners, legal advisors and public defenders	High Moderate Low	15 4 -	78.9 21.1 -
	Total		19	100
3	Make significant contribution towards the promotion of gender equality	High Moderate Low	8 8 3	42.1 42.1 15.8
	Total		19	100

It is indicated that the objectives of 17(89.5%) course syllabi, such as Evidence Law (Laws-402), Customary Law (Laws-501) and International Humanitarian Law (Laws-581) are highly related to the profile proposing a graduate to understand principles and policies of law. Only the objectives of Land Law (Laws-501) and Investment Law (Laws-572) are moderately related to the profile.

This implies that law graduates do have better cognizance of principles and policies of both international and regional constitutions.

It is also found out that the objectives of 15(78.9%) course syllabi, such as Conflict of Laws (Laws-452), Legal Profession and Ethics (Laws-352) and International Humanitarian Law (laws-6101) were highly related to the profile recognizing ethical responsibilities. On the other hand, the objectives of 4 (21.1%) course syllabi were found to be moderate against the profile mentioned above.

Concerning the profile that makes significance contribution towards the promotion of gender equality, the objectives of 8 (42.8%) course syllabi, like International Humanitarian Law (Laws-6101), Law of Persons (Laws-221) and Legal Profession and Ethics (Laws-352) were rated high. The finding also revealed that the objectives of 8(42.1%) course syllabi, such as Judgment writing (Laws-572), Legal History and Traditions (Laws-202) were found moderate while the objectives of 3 (15.8%) course syllabi, like Water Law (Laws-691), Land Law (Laws-5112) and Costmary Law (Laws-501) were rated low as to the profile. Thus, the analysis revealed that graduate profiles are highly emphasized by the course syllabi objectives.

4.5.2 Profiles Enhancing Learning Abilities of Graduates

Graduate profiles are not only imperative to set the objectives of the course syllabi, but they are also vital to improve learning abilities of graduates. There fore, it is necessary to investigate the relationship between graduate profiles and learning abilities reflected in the objectives of the course syllabi.



Table 2 Profiles enhancing learning abilities of graduates

No	Graduate profiles		Reflected in course objectives			
		Frequency	High	Moderate	Low	Total
	A graduate in law is able to					
1	Reflect his or own learning	F	16	3	-	19
		%	84.2	15.8	-	100
2	Seek and make use of feed back	F	17	2	-	19
		%	89.5	10.5	-	100
3	Use the medium of instruction proficiently in relation to legal matters	F	19	-	-	19
		%	100	15.8	-	100
4	Use, present and evaluate information provided in numerical or statistical form	F	16	3	-	19
		%	84.2	15.8	-	100
5	Provide a synthesis of relevant doctrinal and policy issues in relation to a topic	F	19	-	-	19
		%	100	-	-	100
6	Make a reasoned choice between alternative solutions	F	18	1	-	19
		%	94.7	5.3	-	100

The profile that states a law graduate is able to reflect his or her own learning is highly rated to the objectives of 16(84.2%) course syllabi. The remaining objectives of 3(5.3%) course syllabi (like, Water law (Laws-691), customary Law (Laws-501) and Land Law (Laws-5112)) are moderately rated to the profile. The finding implies that the majority course syllabi allow to students to be active participant in their own learning.

Concerning the profile that describes a graduate is able to seek and make use of feedback is rated high to the objectives of 17(89.5%) course syllabi while the objectives of 2 (10.5%) course syllabi are moderately rated. The finding suggests that a law graduate can develop a skill to seek and use feedback.

It is also found that the objectives of 16(84.2%) course syllabi, such as English for Lawyers (EFL-241), Public International Organization (Laws-441) and Jurisprudence (Laws-352) are highly mirrored in the profile stating the ability to use medium of instruction proficiently in relation to legal matters. This finding proposes that law

graduates up on the completion of the program can properly use medium of instruction in the judiciary systems.

Relating to the profile describing a graduate's ability to use, present and evaluate information provided in statistical form, the objectives of the course syllabi (like, Laws of Sales and Devices (Laws-571), Public International Organization (Laws-441) and International Organization (Laws-581) are rated moderate. Whereas the objectives of 3((15.8%) course syllabi (like, Law of Persons (Laws-221), Construction Law (Laws-581) and Investment Law (Laws-572)) are moderately related to the profile. Only, objectives of 3(15.8%) course syllabi (Legal History and Tradition (Laws-202), Introduction to Law (phil.201) and Constitution Law (Laws-581) are rated moderately. Thus it can be denoted that profiles are highly revealed in the course syllabi. It is also found out those objectives of all course syllabi are reflected in the profile that provides a graduate with a synthesis of relevant doctrinal and policy issues in relation to a topic. It implies that objectives of course syllabi depend up on graduate profiles.

With regard to the profile that says make a reasoned choice between alternative solutions; the objectives of 18(94.7%) course syllabi are highly related to the profile. Only, the objectives of 1(5.3%) course syllabus that is English for Lawyers (EFL-241) are moderately related to the profile. The analysis reveals that there is a high integration between the graduate profiles and the objectives of course syllabi.

4.5.3 Profiles Encouraging Research Skills of Graduates

Graduate profiles are important to produce graduates in Law having good research cognizance and skills. For this reason, it is important to investigate graduate profiles in relation to the objectives of course syllabi.

Table 3 Profiles that encourage research skills of graduates

No	Graduate profiles A graduate in law is able to	Reflected in course objectives	Frequency	
1	Identify accurately the issue (s) which require reasoning	High	18	94.7
		Moderate	1	5.3
		Law	-	-
	Total		19	100
2	Undertake independent research in areas of law	High	12	63.2
		Moderate	7	36.8
		Law	-	-
	Total		19	100
3	Use paper, essay or text in appropriate from	High	15	78.9
		Moderate	4	21.1
		Law	-	-
	Total		19	100

It is found that objectives of 18 (94.7 %) course syllabi, like Jurisprudence, Judgment writing and International Human Right Law are highly related to the profile that identifies accurately the issue(s) requiring reasoning where as the objectives of 1 (5.3 %) course syllabus (Law of Persons (Laws-221)) are moderately related. This finding suggested that the profile stating graduates up on successful completion of the training program are able to correctly deal issues demanding reasoning is denoted almost in all objectives of course syllabi.

With regarded to the profile that suggests graduates are able to undertake independent research in areas of law, objectives 12 (63.2 %) course syllabi, such as Judgmental writing and International Humanitarian Law are highly rated, and the objectives of 7 (36.8 %) course syllabi, like Law of Persons and Introduction to Law do have moderate relation with the profile.

It implies that objectives stated in 12 course syllabi prove that skills of graduate to conduct research independently are rated high. Yet with all this, Objectives stated in 7 course syllabi explain the expectation on graduates to run research independtly in areas of law at moderate level.

The graduate profile that states graduates are able to use paper, essay or text in appropriate form is highly related to the objectives of 15(79.5%) course syllabi. Objectives of 4(21.1) course syllabi are rated moderate.

4.5.4 Profiles Developing Information Skills of Graduates

As is well known, graduate profiles should be also prepared in the way to improve the information skills of graduates. Since, information skills are vital to gather, organize and interpret data and then to make decisions, objectives in a training program like Law should clearly state them. Hence, it is necessary to examine the degree to which graduate profiles relate to information skills. Thus, the result of the coding sheet is presented below.

Table 4 Profiles developing information skills of graduates

No	Graduate profiles	Reflected in course objectives	Frequency	%
	A graduate in law is able to			
1	Identify and retrieve up to date legal information	High	15	78.9
		Moderate	4	21.1
		Low	-	-
	Total		19	100
2	Recognize and rank items and issues interims of relevance and importance	High	16	84.2
		Moderate	3	15.8
		Low	-	-
	Total		19	100
3	Bring together information and materials from a variety of different sources	High	17	89.5
		Moderate	2	10.5
		Low	-	-
	Total		19	100

Accordingly, the objectives of 15 (78.9%) course syllabi, such as International Humanitarian Law and Investment Law were rated high for profile to identify and retrieve

up to date legal information. Only, the objectives of 4 (21.1) course syllabi, such as English for Lawyers and Law of Persons were moderately related to the profile. The analysis reveals that the majority course syllabi related to the profile.

The objectives of 16 (84.2) course syllabi, like Evidence Law and Judgment Writing, were highly emphasized the profile that is, recognize and rank issues in terms of relevance and importance. Where as, the objectives of course syllabi, Evidence Law, Customary Law and International Humanitarian Law were rated moderately.

Similarly, as displayed on the above table, bring together information and materials from a variety of different sources, with respect to this profile; the objectives of 16 (84.2 %) course syllabi, such as Investment Law and International Humanitarian Law were portrayed found to be high. Only the objectives of 2 (10.5 %) course syllabi, Conflict of Laws and Introduction to Law were rated moderately.

Based on the above data it is possible to infer that graduate profiles are highly considered in the course syllabi. This implies that syllabus developers are highly depending on the standards and curriculum guidelines of the Reform. As information gathered from the interviewees in this area:

Before, we engaged in the syllabus development process, potential curriculumists were selected and assigned to provide a pedagogical training on how to develop a course syllabus. Besides, these curriculum specialists guided us to prepare the course syllabus based on the standards and curriculum guidelines of the Ethiopian Legal Education and Training Reform. Particularly, the standards of graduate profiles were suggested to be emphasis while we were generating the course objectives. Moreover, our experience insisted us to develop the course objectives in harmony with the profiles proposed in the reform / April 22, 2008/.

From this view and the result of the coding sheet, it is possible to infer that there is a well-established integration between the proposed profiles and the course syllabi. Regarding to this, UNESCO in Busshoff et. al (1981), explained that considering the

pupils profile at different stages of the system is very important to enhance the quality of educational materials.

4.6. Responses to Items regarding on Course syllabus

A course syllabus needs to be informative and inclusive of information, contents and objectives .A syllabus missing these points is like a skeleton without flesh. These points should be clearly stated in a course syllabus, so that the course comes alive. Thus, it is important to assess the extent to which these points are considered in the course syllabus.

4.6.1. Regarding course information

One of the important points to be included in a course syllabus is course information. The course syllabus should give a vivid description of course name, course code, and credit hour, essential aspects of the course, logical arrangement of contents, teaching methods and the likes

Table 5 Items regarding on course information

No	The course syllabus is		Categories			
		Frequency	High	Moderate	Low	Total
1	Identifying course name, course code, credit hour, pre-requisites etc	F	19	-	-	19
		%	100	-	-	100
2	Considering course description (out lines the essential aspects of the course)	F	19	-	-	19
		%	100	-	-	100
3	Including course out line (contains a logical ordering of learning items)	F	18	1	-	19
		%	94.7	5.3	-	100
4	Considering teaching methods (indicates how the course is best delivered to students in participatory manner)	F	19	-	-	19
		%	100	-	-	100
5	Suggesting mode of assessment (indicate how the performance of a student to be measured)	F	19	-	-	19
		%	100	-	-	100
6	Indicating available learning resources (minimum three required references with a proper citation) and attendance policy.	F	19	-	-	19
		%	100	-	-	100

As depicted in the Table, almost all points of course information are highly delineated in the course syllabi. The criterion of identifying course name, course code, credit hour and prerequisite course is highly stated in all course syllabi. The same finding is also obtained in relation to the criteria considering course description, teaching methods, mode of assessment and learning recourses. Yet with all this, a little different result is found concerning the logical arrangement of learning items.

It is obtained that the course out line or logical ordering of learning items is highly considered in 18 (94.7) course syllabi and moderately rated in one course syllabus (Water Law).

To sum up, the finding implies that points of course information are highly considered almost in all course syllabi.

4.6.2 Regarding on educational contents

The following particularly for table shows that the graduate profiles with respect to educational contents, law courses. Thus, the result of the coding sheet regarding on how much the educational contents are reflected in the developed course syllabi were presented below.

Table 6 Items regarding on educational contents

No	A graduate in law is able to		Categories			
		Frequency	High	Moderate	Low	Total
1	Emphasizing the centrality of democratization (good governance, economic development, social justice and other constitutional values etc)	F	15	4	-	19
		%	78.9	21.1	-	100%
2	Addressing problems of current legal system	F	16	3	-	19
		%	84.2	18.5		100%
3	Up to date: the inclusion of new knowledge and skills in the area	F	15	4	-	19
		%	78.9	21.1		100%
4	Encouraging research capacity	F	13	6	-	19
		%	68.4	31.6		100%
5	Enhancing self learning	F	14	5	-	19
		%	73.7	26.3		100%
6	Connecting theory with practice	F	15	4	-	19
		%	78.9	21.1	-	100%

The analysis reveals that emphasizing the centrality of democratization (good governance, economic development, social justice and other constitutional values etc), findings indicate that 15 (78.9%) of the course syllabi, such as Investment Law (Laws-572), Customary Law (Laws-501) and International Human Right Law (Laws-531) were developed with the high attention of this educational content.

In the same vein, 16(84.2%) course syllabi were rated high with respect to addressing problems of current legal system. Similarly, 15 (78.9%) of the course syllabi also rated high with regard to up to date new knowledge and skills in the area.

On the other hand, it is observed from the above table that 13 (64.8 %) of the course syllabi were rated high and the rest of 6 (31.6 %) were rated moderate for encouraging research capacity of graduates.

Further more, 14 (73.7 %) of the course syllabi were rated high and 5 (26.3 %) were rated moderate for self-learning.

With regard to item number 6, there is, connecting theory with practice, 15 (79.8 %) of the course syllabi were rated high and the rest four were rated medium with 4 (21.1 %).

To sum up, the data obtained through tables 5 and 6 were emphasized on the components of the course syllabi. Thus, the course information and contents to be focused in the law course syllabi were listed under table 5 and 6. As observed in these tables the course information, which should be incorporated under, the course syllabi were highly reflected in all items. They were rated high with 19 (100%) excluding item number 3 /see table 5/.

In a similar manner educational contents that are indicated in item number 2 and 3 also highly reflected in the course syllabi. There were rated high with 19(100%) /see fable 6/.

Thus, it can be generalized that standards and curriculum guidelines with regard to the course syllabus were highly considered by the syllabus develops.

Regarding this, there was an interview with the syllabus developers on how did they develop the course syllabi. With regard to this, the interview report shows that:

There was training through workshop meetings. Based on the workshop out comes, the trainer with the participation of teachers from different universities develop a framework which indicates course information, course description, objectives, contents, teaching methods and topic arrangement. Then after we developed detail course description, objectives, contents, teaching methods and topic



arrangement of each course syllabus. Further more, different stakeholders were participated during and after the syllabus development to evaluate specific course syllabus. Again, their feedbacks were also incorporated under the syllabi. Thus, the developed course syllabi were the cumulative effect of this process. /March, 26, 2008/.

From the view of the interviewee, it can be possible to infer that training and rich experience of syllabus developers enabled them to produce well-designed course syllabi. This is in congruence with the idea of (Toohey, 1999). If the course syllabus to be effective, the experience of various stakeholders and training must be part and parcel of the project.

4.6.3 Regarding Learning Objectives

The following table shows the distribution of learning objectives in the sampled course syllabi. Hence, the data obtained through the coding sheet were presented below:

Table 7. Regarding Learning Objectives

No	Learning Objectives	Reflected in course objectives	Frequency	%
1	Cognitive	High	15	78.9
		Moderate	4	21.1
		Low	-	-
		Total	19	100
2	Affective	High	2	10.5
		Moderate	5	26.32
		Low	12	63.16
		Total	19	100
3	Psychomotor	High	5	26.32
		Moderate	12	63.16
		Low	2	10.5
		Total	19	100

The above table displays that 15(78.9%) course syllabi were rated high with regard to learning objectives for cognitive domain.

On the other hand, learning objectives with respect to affective domain were rated high with 2 (10.5%) where as, 5 (26.32%) course syllabi were found to be moderate. The remaining 12 (63.16 %) were rated low.

Therefore, information obtained from table 7 emphasizes on the distribution of learning objectives in the course syllabi. Accordingly, the above table shows that the cognitive and psychomotor skills were highly considered in the course syllabi. Where as, the affective domain was rated low in the majority of the course syllabi /see table7/. This implies that the affective domain is not yet given attention.

Regarding this, Amare (2000) indicates that objectives should be valued and feasible or achievable be ensuring adequate balance among the areas of behaviour (cognitive, affective and psychomotor). Because, objectives are indictors of what the graduates are going to look like in terms of the areas of behaviour mentioned above.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary

The main purpose of this study is to analyze the practices of curriculum planning and development in Ethiopian Legal Education and Training Reform produced in 2006/07(including course syllabi). To this end, the following research questions were posed.

1. How was the Ethiopian Legal Education and Training Reform Produced?
 - A. What processes were followed in producing the ELETR?
 - B. What was the role of stakeholders?
2. How the course syllabi development is addressed?
 - A. To what extent the standards and curriculum guidelines (objectives, contents, etc) in the ELETR were considered in the course syllabi?
 - B. Do the course syllabi comply with the syllabi criteria?

In order to answer these research questions, the relevant portion of the Ethiopian Legal Education and Training Reform (ELETR) Document was taken through purposive sampling. Purposive sampling also employed to select three syllabus developers. One Steering Committee (SC) and two Technical Committee (TC) members were drawn through snow-balling technique. Besides, 19 course syllabi were drawn through simple random sampling technique.

Content analysis and semi structured interview were employed to collect data. The collected data were analyzed through qualitative content analysis. The data obtained through coding sheet were analyzed using percentage.

Accordingly, the analysis of the data showed the following findings:

1. The study confirms that a vast number of problems manifested in the old curriculum primarily contributed to the development of ELETR. In the old curriculum, societal values, governmental policies and strategies, course objectives, and graduate profiles were not clearly stated. Besides, it failed to include current information and demands. These reasons played decisive role in the reformation process, and hence ELETR is produced.

2. The study reveals that stakeholders from various institutions have participated in the reformation process of the curriculum. Yet all with this, the role of students in the reform process was insignificant.
3. The study also reveals that contents of the discipline are taken from various literatures, suggestions of stakeholders, current information in the field, and government policies and strategies. It is further indicated that course contents are mostly organized in problem based or case based principle.
4. It is found that graduate profiles are designed in the way that helps graduates understand fundamental concepts of law, enhance learning abilities, develop research and information skills of graduates. This finding is highly reflected in the majority of course syllabi objectives.
5. The study shows that critical points of course information (course name, code credit hour, and course description, course outline, teaching methods and learning resources) are highly delineated almost in all course syllabi. Similarly, it is found that learning objectives (cognitive and psychomotor) are highly considered almost in all course syllabi and affective domain is no yet given attention.

5.2 Conclusion

Based on the findings of the study, it can be concluded that practices followed to produce Ethiopian Legal Education and Training Reform (ELETR) were more or less in harmony with the participatory approach advocated by various educators. The ELETR were produced through the collaborative efforts of various stakeholders though the role of students was limited.

As such, the research findings revealed that objectives of course syllabi of the discipline (law) are highly reflective of the graduate profiles. Likewise, they pointed out that important point of course information, contents and learning objectives are considered well in the course syllabi though the affective domain is not given attention.

5.3. Recommendation

In light of the major findings and conclusions of the study, it appears reasonable to suggest the recommendations mentioned here under, with the hope that they could be helpful to improve the Ethiopian Legal Education and Training Reform Document, and the course syllabi of the discipline (law).

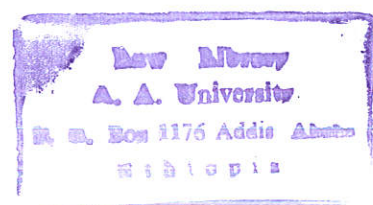
- 1) Even though students are key players (stakeholders) in curriculum planning or reformation process (Orenstein and Hunkins, 2004); they had not been given attention in the reformation process of the ELETR. Thus, curriculum designers are advised to collect and incorporate the students feed back at the try out phase. Besides, preparing panel discussion might be advisable to collect student's ideas, views and inputs with regard to ELETR.
- 2) Despite the fact that the students' participation is limited in Ethiopian Legal Education and Training Reform, in light of the advantages its employment could bring about the participatory approach which is recommendable. The participatory approach is advantageous in that:
 - 2.1. As it is observed in Ethiopia Legal Education and Training Reform, a wide range of stake holders having different experience and education level meet to perform tasks together. This promotes peer learning, building of relationships and mutual trust and support. It implies that participatory approach links different development sectors. Hence, it should be part and parcel of organizational or institutional development
 - 2.2. It urges curriculum reformers to conduct need assessment so as to identify the gap or discrepancy between what is and what out to be. This enables them to address the current problems of the society and to plan or reform the curriculum in accordance with the current demand of the large society.
 - 2.3. As indicated in the finding, Participatory approach is both responsive and proactive. Hence, continuity of support to participatory approach is vital.
4. Though, the learning objectives of cognitive and psychomotor skills are almost highly emphasized in the developed course syllabi, the attitude part of behavioural objectives did not get attention by the syllabus developers. Thus, attempts should be made to provide continuous and thorough training for the syllabus developers to give due attention for this domain too.

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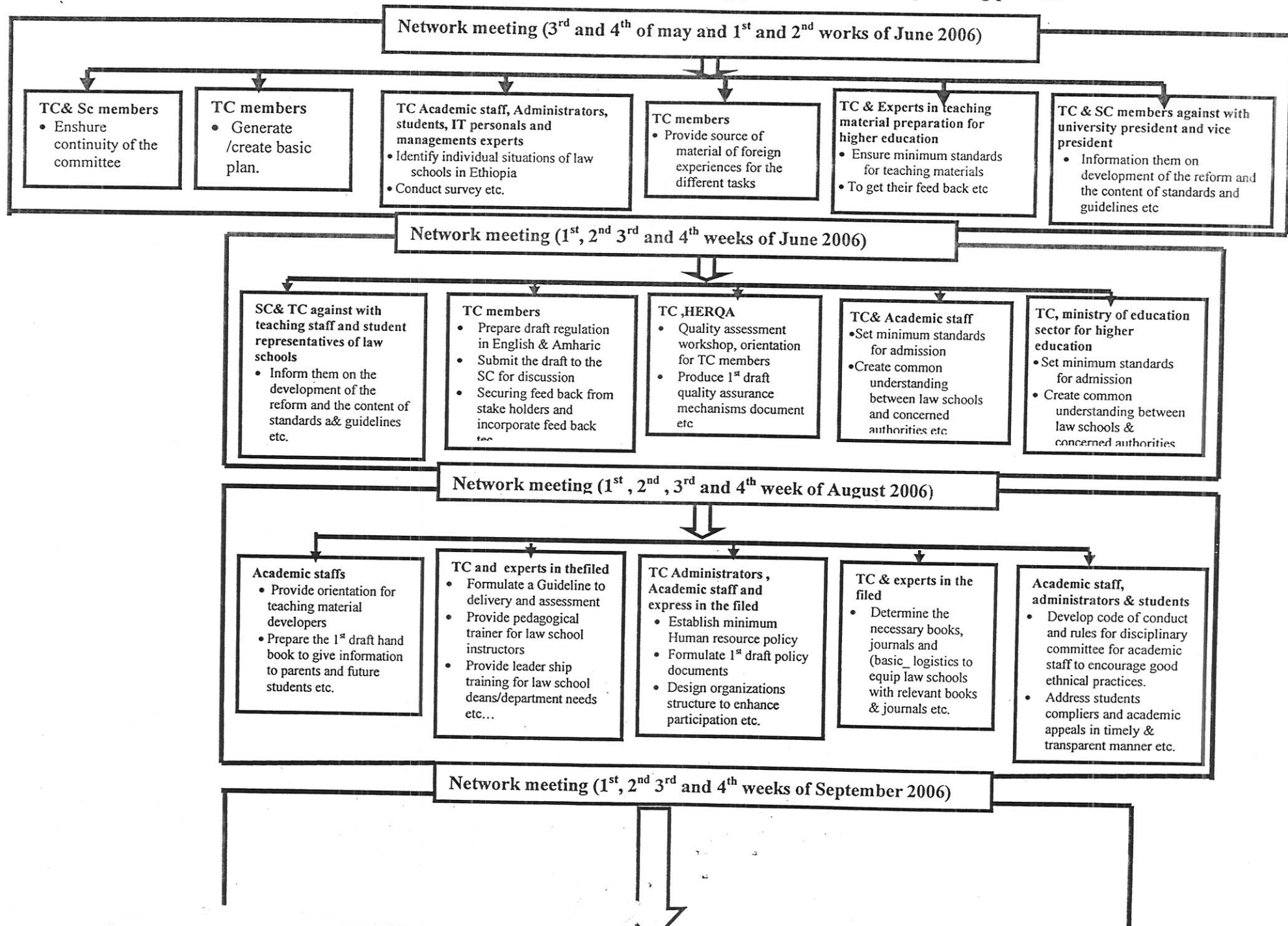
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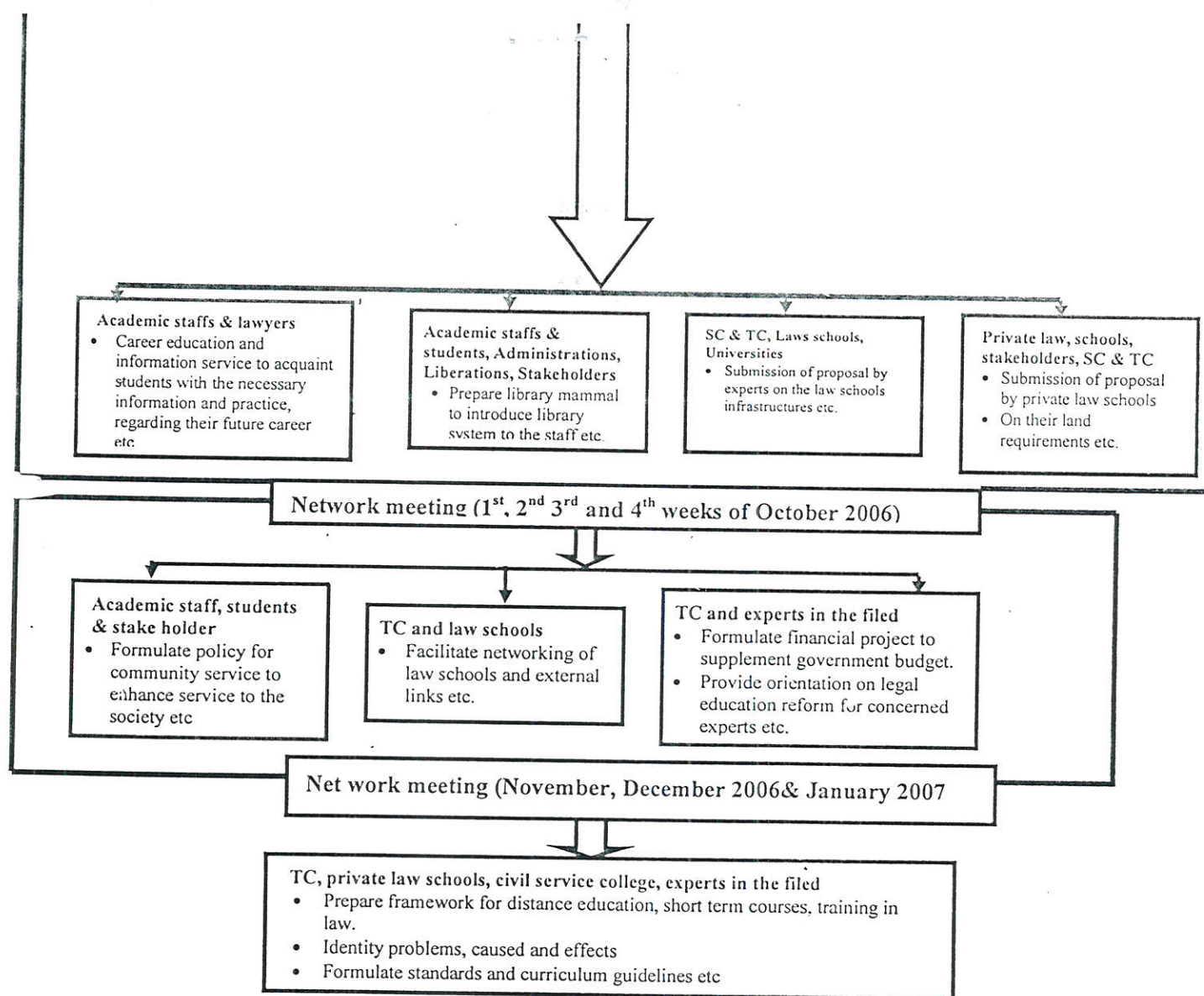
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Appendix A

Figure 1: Theoretical frame work of a Participatory Approach curriculum planning process





Source: Adopted from participatory curriculum planning process of Vietnamese university & Ethiopian Legal Education and Training

Appendix B

Guides to Coders

The following content analysis items are designed by a researcher who is attempting to analyze the practices of curriculum planning and development regarding Legal Education Reform for Ethiopian Higher Institutions.

The purpose of this content analysis is to collect data on the newly issued Legal Education Reform (2006/7) with particular emphasis of curriculum planning and development. The data collected will be for research purpose only. Your genuine responses have a great influence on the findings so as to improve the materials (Legal Education Reform document and the extracted syllabi). Therefore, you are kindly requested to give (code) your genuine responses which are highly valuable for the study.

General Direction

Items which incorporate in each table are taken from different curriculum materials, i.e. from the Legal Education Reform (2006/7) and different sources. There fore, read the ELETR and the course syllabi very carefully before you give your response. Then, record the required information by putting tick (✓) mark in one of the boxes given against to each item.

Tank you in advance.

Part I

1. Coder's background

1.1. Name _____

1.2. Sex Male ☐ Female ☐

1.3. Qualification Diploma ☐ BA/BSC ☐ MA/MSc ☐ PHD ☐
 LLB ☐ LLM ☐ LL PHD ☐ Other, specify _____

1.4. Participation in research or coding _____

1.5. Syllabus (curriculum material) to be code _____

1.6. Coding dates: started _____ ended _____ total working days _____

Part II

1. Items regarding on graduate profiles indicating in the ELETR (2006/7)

Items from table 1.1 through 1.4 show what are expected of a law graduate. Decide on the extent to which the following graduate profiles are reflected in the objectives of the developed courses syllabi, and please code your answer by putting a tick (✓) mark in one of the boxes given parallel to each item.

Key for the scale:

3 = High (If the objectives of the course syllabus show above 50% of the given profile, it can be rated high)

2 = Moderate (If the objectives of the course syllabus show between 25% -50% of the given profile, it can be rated moderate)

1 = Low (if the objectives of the courses syllabus show less than 25% of the given profile, it can be rated low)

1.1 profiles equip fundamental concepts of law

No	To what extent the following Graduate profiles are reflected in the syllabus?	1	2	3	Remark
1.	Understand principles and policies of international legal instruments, national and regional constitutions				
2	Recognize his/her ethical responsibilities of a legal professional in roles assigned to such as judges, prosecutors, practitioners, legal advisors and public defenders				
3	Make significant contribution to wards the promotion of gender equality				

Total

1.2 Profiles enhancing abilities of graduates

1	Reflect his/her own learning				
2	Seek and make use of feed back				
3	Use the medium of instruction proficiently in relation to legal matters				
4	Use, present and evaluate information provided in numerical or statistical form				
5	Produce a synthesis of relevant doctrinal and policy issues in relation to a topic				
6	Make a reasoned choice between alternative solutions				
Total					

1.3 Profiles that encourage research skills of graduates

1	identify accurately the issue(s) which require reasoning				
2	under take independent research in areas of law				
3	use paper, essay or other text in an appropriate form				
Total					



1.4 Profiles developing information skills of graduates

1	Identify and retrieve up to date legal information				
2	recognize and rank items and issues in terms of relevance and importance				
3	bring together information and materials from a variety of different sources				
Total					

2. Items regarding the syllabus

Decide for Item 2.1 to 2.2 on the extent to which the course syllabus satisfied the following criteria, and indicate your answer by putting a tick (✓) mark.

Key for degrees

3= High (If the syllabus gratify above 75% of the criteria, it can be rated high)

2= Moderate (If the syllabus fulfill 25% - 75% of the criteria, it can be rated moderate)

1= Low (If the syllabus fulfill less than 25% of the criteria, it can be rated low)

2.1 Items regarding on course information

No	To what extent the course syllabus satisfies the following items?	1	2	3	Remark
1	Identifying course name, course code, credit hour, pre-requisites etc.				
2	Considering course description (out lines the essential aspects of the course)				
3	Course outline (contains a logical ordering of learning items)				
4	Considering teaching methods (indicates how the course is best delivered to students in a participatory manner)				
5	Suggesting mode of assessment (indicate how the performance of a student is to be measured)				
6	Showing available learning resources (minimum three Required references with a proper citation) and attendance policy				
Total					

2.2 Items regarding on educational content

1	Emphasizing the centrality of democratization (good governance, economic development, social justice and other constitutional values)				
2	Addressing problems of the current legal system				
3	Up-to-date: the inclusion of new knowledge and skills in the area				
4	Encouraging research capacity				
5	Enhancing self learning				
6	Connecting theory with practice				
Total					

Source: criterion is adopted from the chick list prepared for the Justice Research Institute

2.1 Objectives in the syllabus

Key for degrees

3= High (it covers above 50% of the total objectives in the course syllabus)

2= Moderate (it covers 25% - 50% of the total objectives in the course syllabus)

1= Low (it covers below 25% of the total objectives in the course syllabus)

No	To what extent the following behavioral domains are considered in the objectives of the syllabus?	1	2	3	Remarks
1	Cognitive domain				
2	Affective "				
3	Psychomotor "				
Total					

Appendix-C

INTERVIEW PROTOCOL

Script:

The purpose of this research is to look at the practices of curriculum planning and development in Ethiopian legal Education and Training Reform(including with the course syllabi) in light of Curriculum planning approaches and principles, and their by providing suggestions for improvement. Thus, the research needs abroad perspective of thoughts, feelings and practices to wards the reform document, the developed course syllabi and the processes that you followed during the reformation.

I appreciate your willingness to speak to me. This will be an informal semi-structured interview. I have a list of questions and any information that you feel is important. I want to assure you of absolute anonymity. The data will be compiled in a process of analytic induction and no individual will be identified with their particular point of view. If you feel uncomfortable at any time, the interview will stop.

To help me analyze the data from my interviews, I would like to tape record to interview so that I may analyze the transcripts. Again, your name would not be attached to the tape. I will be using a coding system to identify participants to further reduce the possibility of any loss of anonymity. If at any time you wish to stop the tape or delete part of it, I will be complying. Do I have your permission to tape this interview?

**A sample of transcribed interview data based on
Interview guides.**

**Interview guide to steering committee (SC) and Technical
Committee (TC) members**

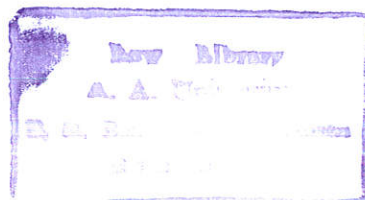
(Accounts which have no direct relevance to the respective questions have been omitted).

**What was the rationale to revise the law school curriculum in
2006/7?**

We know that a rationale is necessity to plan or to revise a new program. In view of this fact, the justice reform program have had an intention of producing citizens who are actively work for the enhancement of democracy, good severance equality, social justice and economic development for Ethiopia. No doubt, a law school curriculum plays a significant role to achieve this goal. However, the curriculum is a centrifugal force to produce fruits who achieve the law school goals, the preliminary curriculum was suffer with a lot of problems. Hence, the want of overcoming these problems and addressing the needs of the society through the well produced citizens, the law school curriculum is reformed in 2006/7 by the Justice Reform program.

**Who were the stake holders in producing the ELETR? Did these
stake holders play in developing the reform?**

The stake holders were drawn from sup rime court, ministry of education, ministry of justice, universities, public and private law



schools; so far from different development sectors. It can be said that various stake holders including with two or three students were part and parcel of the project. So that, at the beginning of the process there was a duty delegation and group formation. Based on the fact that, all the stake holders' take the role of the reformation and contribute a lot to produce the vision of the whole curriculum (reform).

Did you make needs assessment? If your answer is yes, whose needs? How?

Yes, we conducted a need assessment to revise the curriculum. We interviewed students and teachers indifferent regional and national law schools. At the same time, we assess various pertinent literatures and research results to find out the current needs of the society. So far, we searched out the vast needs of the society through workshop meetings

Part II

Interview Guide for the syllabus developers

Do you have any information about the current legal education and Training Reform?

Yes, I do have enough information about the reformation. So far, I was one of the participants who were involved in the process.

Have you had any experience of producing a syllabus?

I have a ten years experience in developing a course syllabus in Ethiopian law schools.

Was there any training in the syllabus development process?

Actually, all the syllabus developers were rich in experiences of the syllabus development. Besides to this, there was a training that was given by the responsible curriculum specialists. The training was provided through workshop meetings. In those meetings, discussion was held for various times on how to develop an effective course syllabus. Besides to the inter group discussion, advices and in puts

of external stake holders were incorporated under the course syllabus so as to increase the effectiveness.

Was there any training to consider the standards and curriculum guidelines of the ELETR?

Actually, some of us were part and parcel of the reformation process. Thus, the reform document is well known to us. Besides, there was a discussion throughout the workshop training regarding the proposed standards and curriculum guidelines of the reform. Since, standards and curriculum guidelines are rules and principles that serve as a guide during the syllabus development process. Hence, we highly regarded on them.

How did you select contents in designing the course syllabus?

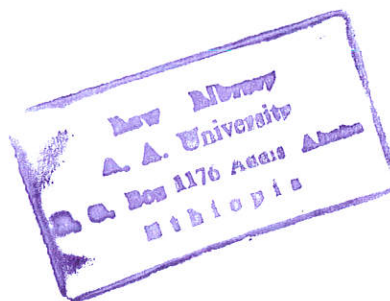
Contents were chosen from different sources in designing the course syllabi. For instance, we selected from the existing courses. The important areas of the course were taken in to the newly designed course syllabi. Besides, literatures, court cases and codes were the main sources. Particularly, we reviewed pertinent literatures that provided us various contents to furnish tremendous experience for students. The information gathered from many stakeholders also served as a resource to decide contents. More, we reviewed the information from published materials. In general, contents were select from different sources to design courses.

How course contents are organized in a specific course?

Course contents are organized from simple to complex. Besides we emphasized cases. In this discipline (law) it is believed that each

lesson contains cases that make students more participants. It means, during the teaching learning process cases are posed by the teacher students actively participate to bring alternative solution.

Prof. H.



Appendix -D

Inter-Coders Reliability

The result of coders' agreement for each item was calculated as follows. Where 3= high, 2= moderate and 1=low. The total numbers of course syllabi coded were 19.

Inter coder reliabilities were calculated using the formula of Cohen's Kappa (K) (Stemler, 2001) which is

$$K = \frac{P_A - P_C}{1 - P_C}$$

Where K = percent agreement

P_A = proportion of units on which the raters agree.

P_C = proportion of units for which agreement is expected by chance

* Landis and Koch(1999,p.165) bench marks for interpretation of kappa:

Kappa statistics

< 0.00
0.00 – 0.20
0.20 – 0.40
0.40 – 0.60
0.61 – 0.80
0.81 – 0.1.00

Strength of agreement

poor
slight
faire
moderate
substantial
almost perfect

(Source: Stemler (2001), p.7)

Coder Reliability for item number 1, regarding on principles and polices of law reflected on the objectives of the course syllabus

Course syllabus → coders↓	Laws 6101	Laws 441	Laws 691	Laws 572	Laws 5112	Laws 621	Laws 592	Laws 501	Laws 581	Laws 352	Laws 571	Laws 452	Laws 531	Laws 221	Laws 521	Laws 202	Laws 402	Laws 241	Laws 201
Coder A	3	2	3	2	3	3	3	2	3	3	3	3	3	1	3	3	2	3	3
Coder B	3	2	3	2	3	3	3	1	3	3	3	3	3	1	3	3	2	3	3

Note: coder A represents Kehulum , Coder B represents Joseph

Agreement matrix

	Low	Moderate	High	Total
Coder A	1	4	14	19
Coder B	2	3	14	19

$$K = \frac{P_A - P_C}{1 - P_C}$$

$$P_A = \frac{1+3+14}{19} = 0.95$$

$$P_C = \frac{0.10 + 0.63 + 2.2}{19} = 0.15 \quad k = 0.94$$

According to the bench mark of Landis and Koch (1999, p.165), as cited by Stemler (2000*), for interpreting strength of agreement, 0.94 is almost perfect agreement between the two coders. Hence the instrument is accepted.

Coder's reliability for item number 2, regarding on ethical responsibilities of legal profession

Course syllabus → coders ↓	Laws 6101	Laws 441	Laws 691	Laws 572	Laws 5112	Laws 621	Laws 592	Laws 501	Laws 581	Laws 352	Laws 571	Laws 452	Laws 531	Laws 221	Laws 521	Laws 202	Laws 402	Laws 241	Laws 201
Coder A	3	3	1	3	3	3	3	2	3	3	3	2	3	3	2	2	2	3	2
Coder B	3	3	1	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3

$$K = \frac{P_A - P_C}{1 - P_C}$$

$$P_A = \frac{1+2+12}{19} = 0.79$$

$$P_C = \frac{0.05 + 0.63 + 10.1}{19} = 0.58 \quad k = 0.50$$

According to the bench mark for interpreting Kappa, 0.50 is moderate.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.10*)	0	0	1
	Moderate	1	3(0.63*)	0	4
	High	0	0	14(2.2*)	14
	total	2	3	14	19

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.05)	0	0	1
	Moderate	0	2(0.63)	2	6
	High	0	0	12(10.10)	12
	total	1	2	16	19

Coders' reliability for item number 3, regarding on gender equality

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	2	2	3	2	2	3	2	2	2	3	1	2	2	3	3	3	2	3	3
Coder B	2	2	3	2	1	3	2	2	2	3	1	2	2	3	3	3	2	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{1+9+8}{19} = 0.95$$

$$PC = \frac{0.11 + 0.47 + 3.37}{19} = 0.21 \quad k = 0.97$$

According to the benchmarks for interpreting Kappa, 0.94 is almost perfect Hence, the instrument is accepted

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.11)	0	0	1
	Moderate	1	9(0.47)	0	10
	High	0	0	8(3.37)	8
	total	2	9	8	19

Coders' reliability for item number1 regarding to reflect his /her own learning

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	2	3	3	2	3	3	3	3	2	3	3	2	3	3	3
Coder B	3	3	3	3	2	3	3	2	3	2	3	3	3	3	3	2	3	3	3

$$K = \frac{PA-P}{1-PC}$$

$$PA = \frac{0+3+14}{19} = 0.89$$

$$PC = \frac{0 + 0.84 + 11.84}{19} = 0.67$$

$$k=0.94$$

According to the benchmarks for interpreting Kappa, 0.94 is almost perfect. Hence, the instrument is accepted.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	3(0.84)	4	4
	High	0	1	14(11.84)	15
	total	0	4	15	19

Coders' reliability for item number 2, regarding on addressing societal problems

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3
Coder D	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+16}{19} = 1$$

$$PC = \frac{0+0.47+13.4}{19} = 0.73 \quad k = 1$$

According to the benchmarks for interpreting Kappa, 1 is perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	3(0.47)	0	6
	High	0	0	16(13.47)	13
	total	0	3	16	19

Coders' reliability for item number 3, regarding the inclusion of new knowledge and skills

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	2	2	3	3	3	3	3	2	2	3	3	3	2	3	3	3	2	3	3
Coder D	2	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3	2	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+5+13}{19} = 0.95$$

$$PC = \frac{0+1.58+3.42}{19} = 0.26 \quad k = 0.93$$

According to the benchmarks for interpreting Kappa, 0.93 is almost perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	5(1.58)	1	6
	High	0	0	13(3.42)	13
	total	0	5	14	19

Coders' reliability for item number 2, regarding on seek and make use of feedback

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3
Coder B	3	3	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+16}{19} = 1$$

$$PC = \frac{0 + 0.47 + 13.47}{19} = 0.73 \quad k = 1$$

According to the benchmarks for interpreting Kappa, 1 is perfect.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	3(0.47)	0	3
	High	0	0	16(13.47)	16
	total	0	3	16	19

Coders' reliability for item number 3, regarding medium of instruction

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	2	2	3	3	2	3	3	3	2	2	3	3	3	3	3
Coder B	3	3	3	3	2	3	3	3	2	3	3	3	2	2	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+14}{19} = 0.89$$

$$PC = \frac{0 + 1.32 + 10.32}{19} = 0.61 \quad k = 0.46$$

According to the benchmarks for interpreting Kappa, 0.46 is moderate.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	4(1.32)	1	5
	High	0	1	13(10.32)	14
	total	0	5	14	19

Coders' reliability for item number 4, regarding on Research capacity

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 621	Laws 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	2	3	2	2	2	2	3	2	2	3	2	2	2	3	2	2	3	3
Coder D	3	2	3	2	2	2	2	3	2	2	3	2	2	2	3	2	2	3	3

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{0 + 12 + 7}{19} = 1$$

$$PC = \frac{0 + 7.58 + 2.58}{19} = 0.53 \quad k = 1$$

According to the benchmarks for interpreting Kappa, 1 is perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	12(7.58)	0	12
	High	0	0	7(2.58)	7
	total	0	12	7	19

Coders' reliability for item number 5, regarding on enhancing self learning

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 621	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	2	3	3	3	3	3	2	3	2	3	2	3	3	1	3	3
Coder D	3	3	3	2	3	3	2	3	3	2	3	1	3	2	3	3	1	2	3

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{1 + 3 + 12}{19} = 0.84$$

$$PC = \frac{0.05 + 1.05 + 9.58}{19} = 0.56$$

$$K = 0.64$$

According to the benchmarks for interpreting Kappa, 0.64 is substantial. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	1(0.05)	0	0	1
	Moderate	0	3(1.05)	1	4
	High	0	2	12(9.58)	14
	total	1	5	13	19

Coders' reliability for item number 4, regarding on using, presenting and evaluating information.

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Coder B	3	3	2	2	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+15}{19} = 0.95$$

$$PC = \frac{0+0.63+12.63}{19} = 0.70 \quad k = 0.83$$

According to the benchmarks for interpreting Kappa, 0.83 is almost perfect. Hence, the instrument is accepted

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	3(0.63)	0	3
	High	0	1	15(12.63)	16
	total	0	4	15	19

Coders' reliability for item number 5, regarding relevant doctrinal and policy issue

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3
Coder B	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	3	2	3	3

$$K = \frac{PA-PC}{1-PC}$$

$$PA = \frac{0+2+16}{19} = 0.95$$

$$PC = \frac{0+0.32+14.32}{19} = 0.77$$

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	2(0.32)	0	2
	High	0	1	16(14.32)	17
	total	0	3	16	19

According to the benchmarks for interpreting Kappa, 0.77 is substantial. Hence, the instrument is accepted



Coders' reliability for item number 6, regarding on available learning resources

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	2	3	3	2	3	3	2	3	3	3	1	3	2	1	3	3	3
Coder D	3	3	2	3	3	2	3	3	2	3	3	3	1	3	1	1	2	3	3

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{2+3+12}{19} = 0.89$$

$$PC = \frac{0.32+0.84+8.21}{19} = 0.49 \quad k=0.78$$

According to the benchmarks for interpreting Kappa, 0.78 is substantial. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	2(0.32)	0	0	2
	Moderate	1	3(0.84)	0	4
	High	0	1	12(8.21)	13
	total	3	4	12	19

Coders' reliability for item number 1, regarding centrality of democratization, good governance, etc.,

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	2	3	2	2	3	3	3	2	2	3	3	3	3	3	3	3	2	2
Coder D	3	2	3	2	2	3	3	3	2	2	3	3	3	3	3	2	3	2	2

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{0+7+11}{19} = 0.95$$

$$PC = \frac{0+2.95+6.95}{19} = 0.52 \quad k=0.90$$

According to the benchmarks for interpreting Kappa, 0.90 is almost perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	7(2.98)	0	7
	High	0	1	11(6.95)	12
	total	0	8	11	19

Coders' reliability for item number 6, regarding on reasoned choice between alternative solutions

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3
Coder B	3	3	3	3	3	3	2	3	3	3	2	2	3	3	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+16}{19} = 1$$

$$PC = \frac{0 + 0.47 + 13.47}{19} = 0.73 \quad k=1$$

According to the benchmarks for interpreting Kappa, 1 is perfect. Hence, the instrument is accepted

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	1
	Moderate	0	3(0.47)	0	4
	High	0	0	16(13.47)	14
	total	0	3	14	19

Coders' reliability for item number 1, identifying issues that require reasoning.

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	3	2	3	3	2	3	3	3	3	2	3	3	2	3	3	3
Coder B	3	3	3	3	2	3	3	2	3	2	3	3	3	3	3	2	3	3	3

$$K = \frac{PA-P}{1-PC}, \quad PA = \frac{0+3+14}{19} = 0.89$$

$$PC = \frac{0 + 0.84 + 11.84}{19} = 0.67$$

According to the benchmarks for interpreting Kappa, 0.67 is substantial Hence, the instrument is accepted.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	0	3(0.84)	4	4
	High	0	1	14(11.84)	15
	total	0	4	15	19

Coders' reliability for item number 2, regarding on research areas of law

Course syllabus → coders↓	La ws 610	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	2	1	1	3	3	3	3	2	3	3	3	3	2	3	3	3	2	3
Coder B	3	2	1	1	3	3	3	3	2	3	3	3	3	1	3	3	3	1	3

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{2+2+13}{19} = 0.89$$

$$PC = \frac{0.42+0.42+8.89}{19} = 0.51 \quad k=0.78$$

According to the benchmarks for interpreting Kappa, 0.78 is substantial.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.10)	0(0.16)	0(0.4)	1
	Moderate	1(0.42)	3(0.63)	0(2.95)	4
	High	0(1.47)	0(2.21)	14(2.2)	14
	total	2	3	14	19

Coders' reliability for item number 3, regarding on principles and policies of law

Course syllabus → coders↓	La ws 610	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	2	3	2	3	3	3	2	3	3	3	3	3	1	3	3	2	3	3
Coder B	3	2	3	2	3	3	3	1	3	3	3	3	3	1	3	3	2	3	3

											total	2	3	14	19
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$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{1+3+14}{19} = 0.95$$

$$PC = \frac{0.10 + 0.63 + 2.2}{19} = 0.15$$

$$K = 0.94$$

According to the bench mark According to the benchmarks for interpreting Kappa, 0.94 is almost perfect.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.10*)	0	0	1
	Moderate	1	3(0.63*)	0	4
	High	0	0	14(2.2*)	14

Coders' reliability for item number 1, regarding retrieving up to date legal information

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	2	3	3	2	3	1	2	2	3	3	3	3	3	3	2	2	3	3
Coder B	3	3	3	3	2	3	1	2	2	3	3	3	3	3	3	2	2	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{1+5+12}{19} = 0.95$$

$$PC = \frac{0.05+1.58+8.21}{19} = 0.51 \quad k = 0.90$$

According to the benchmarks for interpreting Kappa, 0.90 is almost perfect. Hence, the instrument is accepted.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.05)	0	0	1
	Moderate	0	5(1.58)	1	6
	High	0	0	12(8.21)	12
	total	1	5	13	19

Coders' reliability for item number 2, regarding on understand items and issues in there relevance and importance.

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A																			
Coder B																			

$$K = \frac{PA-PC}{1-PC}$$

$$PC = \frac{0.10 + 0.63 + 2.2}{19} = 0.15$$

$$\frac{0.63}{0.32} = 0.95$$

According to the benchmarks for interpreting Kappa, 0.94 is almost perfect Hence, the instrument is accepted.

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	1(0.10)	0(0.16)	0(0.4)	1
	Moderate	1(0.42)	3(0.63)	0(2.95)	4
	High	0(1.47)	0(2.21)	14(2.2)	14
	total	2	3	14	19

Coders' reliability for item number 3, regarding on bringing information from different sources.

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder A	3	3	3	2	3	3	3	3	3	2	3	2	3	2	3	3	1	3	3
Coder B	3	3	3	2	3	3	2	3	3	2	3	1	3	2	3	3	1	2	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+3+14}{19} = 0.89$$

$$PC = \frac{0+0.79+11.05}{19} = 0.62 \quad k=0.71$$

		Coder A			Total
		Low	Moderate	High	
Coder B	Low	0(0)	0	0	0
	Moderate	1	3(0.79)	1	5
	High	0	0	14(11.05)	14
	total	1	3	15	19

According to the benchmarks for interpreting Kappa, 0.71 is substantial.

Coders' reliability for item number 1, regarding on course name, course code, etc,

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	2	3	3	3	3	3	2	3	2	3	2	3	3	1	3	3
Coder D	3	3	3	2	3	3	2	3	3	2	3	1	3	2	3	3	1	2	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{1+3+12}{19}$$

$$PC = \frac{0.10 + 0.63 + 2.2}{19} = 0.15$$

According to the benchmarks for interpreting Kappa, 0.64 is substantial. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	1(0.05)	0	0	1
	Moderate	0	3(1.05)	1	4
	High	0	2	12(9.58)	14
	total	1	5	13	19

Note: coder C represents Wondwossen and coder D represents Tesfaye

Coders' reliability for item number 2, regarding on course description

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	3	3	2	3	3	3	3	2	3	2	3	3	3	3	3	3
Coder D	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+2+16}{19} = 0.95$$

$$PC = \frac{0+0..32+14.32}{19} = 0.77 \quad k=0.78$$

According to the benchmarks for interpreting Kappa, 0.78 is substantial. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	2	1	3
	High	0	0	16	16
	total	0	2	17	19

Coders' reliability for item number 3, regarding on course out line

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	2	2	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3
Coder D	3	3	2	2	3	3	2	3	3	3	2	3	3	3	3	2	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+5+14}{19} = 1$$

$$PC = \frac{0+1.34+10.32}{19} = 0.61 \quad k=1$$

According to the benchmarks for interpreting Kappa, 1 is perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	5(1.34)	0	5
	High	0	0	14(10.32)	14
	total	0	5	14	19

Coders' reliability for item number 4, regarding teaching methods.

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	3	2	2	3	3	3	3	3	3	2	2	2	3	3	2	3
Coder D	3	3	3	3	2	2	3	3	3	3	3	3	2	2	2	3	3	2	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+6+12}{19} = 0.95$$

$$PC = \frac{0+2.21+8.21}{19} = 0.55$$

$$k = 0.89$$

According to the benchmarks for interpreting Kappa, 0.89 is almost perfect Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	6(2.21)	1	7
	High	0	0	12(8.21)	12
	total	0	6	13	19

Coders' reliability for item number 5, regarding mode of assessment

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	3	2	2	3	3	3	3	3	3	2	2	2	3	3	2	3
Coder D	3	3	3	3	2	2	3	3	3	3	3	3	2	2	2	3	3	2	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+6+13}{19} = 1$$

$$PC = \frac{0+1.89+8.90}{19} = 0.57 \quad k=0.94$$

According to the benchmarks for interpreting Kappa, 0.94 is almost perfect Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	6(1.89)	0	6
	High	0	0	13(8.90)	13
	total	0	6	13	19

Coders' reliability for item number 6, regarding on connecting theory with practice.

Course syllabus → coders↓	Law s 610	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	2	2	3	3	3	3	3	2	2	3	3	3	2	3	3	3	2	3	3
Coder D	2	3	3	3	3	3	3	2	2	3	3	3	2	3	3	3	2	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+5+13}{19} = 0.95$$

$$PC = \frac{0+1.58+3.42}{19} = 0.26 \quad k = 0.93$$

According to the benchmarks for interpreting Kappa, 0.93 is almost perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	5(1.58)	1	6
	High	0	0	13(3.42)	13
	total	0	5	14	19

Coders' reliability for item number 1, regarding cognitive domain

Course syllabus → coders↓	La ws 610	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	2	2	3	3	2	3	3	3	3	3	2	2	2	2	3	3
Coder D	3	3	3	2	2	3	3	2	3	3	3	3	2	2	2	2	3	3	3

$$K = \frac{PA-PC}{1-PC}, \quad PA = \frac{0+6+11}{19} = 0.89$$

$$PC = \frac{0+2.58+7.59}{19} = 0.54 \quad k = 0.76$$

According to the benchmarks for interpreting Kappa, 0.76 is substantial. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	0(0)	0	0	0
	Moderate	0	6(2.58)	0	7
	High	0	0	11(7.59)	12
	total	0	7	12	19

Coders' reliability for item number 2, regarding affective domain

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Laws 201
Coder C	3	1	3	1	1	1	2	2	2	2	1	2	2	2	3	2	2	3	3
Coder D	3	1	3	2	1	1	2	2	2	2	1	2	2	2	3	2	2	3	3

$$K = \frac{PA - PC}{1 - PC}, \quad PA = \frac{4+9+5}{19} = 0.95$$

$$PC = \frac{1.05+4.74+1.32}{19} = 0.37$$

$$k = 0.92$$

According to the benchmarks for interpreting Kappa, 0.92 is almost perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	4(1.05)	1	0	5
	Moderate	0	9(4.74)	0	9
	High	0	0	5(1.32)	5
	total	4	10	5	19

Coders' reliability for item number 3, regarding psycho motor domain

Course syllabus → coders↓	La ws 610 1	Law s 441	La ws 691	La ws 572	La ws 511 2	La ws 6 21	Law s 592	Law s 501	La ws 581	La ws 352	Law s 571	Law s 452	La ws 531	La ws 221	Law s 521	Laws 202	Law s 402	Law s 241	Law s 201
Coder C	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	2	3
Coder D	3	3	3	2	3	3	3	2	3	3	3	2	3	3	3	3	3	2	3

$$K = \frac{PA - PC}{1 - PC}$$

$$PC = \frac{0+0.63+12.63}{19} = 0.70$$

$$PA = \frac{0+3+15}{19} = 0.95$$

$$K = 0.83$$

According to the benchmarks for interpreting Kappa, 0.83 is almost perfect. Hence, the instrument is accepted.

		Coder C			Total
		Low	Moderate	High	
Coder D	Low	1(0.10)	0(0.16)	0(0.4)	1
	Moderate	1(0.42)	3(0.63)	0(2.95)	4
	High	0(1.47)	0(2.21)	14(2.2)	14
	total	2	3	14	19

DECLARATION

This thesis is my original work and has not been presented for a degree in any university, and that all sources of materials used for this thesis have been dully acknowledged.

Name: Jerusalem Yibeltul

Signature: 

Submitted to: School of Graduate Studies

Date: June 28/2008

This thesis has been submitted for examination with my approval as university advisor.

Name: Woube Kassaye (Dr.)

Signature: 

Date: June 28/2008