

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**INSTITUTE FOR PEACE AND SECURITY STUDIES**



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**POLICE REFORM IN ETHIOPIA: INTEGRATING TECHNOLOGY**  
**& HUMAN RIGHTS EDUCATION IN POLICE CURRICULUM**

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## **Glossary of Local Terms**

- Maekelawi (ማእከላዊ): The former central police investigation center in Addis Ababa, symbolic of past abuses and the urgent need for institutional reform.

## Acronyms

Acronym	Full Meaning
AI	Amnesty International
EPC	Ethiopian Federal Police Commission
EFP	Ethiopian Federal Police
EPU	Ethiopian Police University
FGD	Focus Group Discussion
HR	Human Rights
ICCPR	International Covenant on Civil and Political Rights
ICT	Information and Communication Technology
IPID	Independent Police Investigative Directorate
KII	Key Informant Interview
SOPs	Standard Operating Procedures
SSR	Security Sector Reform
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNDP	United Nations Development Program
UNODC	United Nations Office on Drugs and Crime

## **Abstract**

*This study examines the integration of technology and human rights education into the police training curricula of the Ethiopian Federal Police as a strategic component of police reform. Using a qualitative case study approach, the research investigates the extent to which Ethiopia's evolving police doctrine supports modern, accountable, and rights-based policing. Data was collected through document review, in-depth-interviews, FGDs, KIIs, and institutional analysis. The findings reveal key gaps in training standards, curriculum content, and institutional practices especially in the areas of Competency-based education and tactical training courses for the police., While Ethiopia's Police Doctrine outlines progressive principles aligned with international standards, challenges such as limited resources, resistance to change, outdated Standard Operating Procedures (SOPs), and weak political will hinder effective implementation. Thus, This study also highlights the positive role of recent political and institutional reforms, particularly the official recognition and support granted to the Federal Police during the reform era. Furthermore, the research underscores the need for stronger partnerships with academic institutions, civil society, and international policing bodies to produce an informed, inclusive, and accountable police force.*

**Keywords:** Police Reform; Ethiopian Federal Police; Training Curriculum; Technology Integration; Human Rights Education; Police Doctrine

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the Study

The history of policing in Ethiopia dates back to ancient times when rules and laws were created in the societies to maintain social order and control the conduct of an individual. Workneh noticed and discussed in his book by as early as 2300 BC, the societies had laws to control individuals who were behaving like offenders that were causing trouble in the peace of the society by breaking established customs and traditions. There are many ways of punishing offenders in the past. Policing in Ethiopia began formally on the 7th of May 1909, with the establishment of a formal policing service influenced by the political ideologies and modes of administration of the different governments over time (Workneh G., 2016). All these governments conditioned the service and organization provided by the police and the police officers, by, in most instances, imparting negative meanings interpreted as being of a police force in whose behalf they operated on behalf of, in its autocratic government. This conditioned the perception perceived of the institution relative to other occupations and through the knowledge capital of this sub order. In each government constitutions there were some reforms and enlargements on being a police force, some moved towards the better. It is seen most prominently, Ethiopia at the time of change of national system in March 2018, the new government did an oath on adopting a root reform program, brought the police force to a new level in the career (Getu, 2021). The Ethiopian police employed the Security Sector Reform (SSR) for the redefinition of organizations as professional

According to the EFP referred to in unpublished reports that guide the process of transforming the Police are the FDRE Police Doctrine, FDR Police Standards, the Police Transformation Roadmap, and the Ten-Year Strategic Plan of the Federal Police Commission has been to offer vision for police form and direction (EFP Unpublished, 2025). All these are elements of a broader objective for the development of the Ethiopian police force, with emphasis on professional standards and human rights practice in accordance with democratic principles and governance.

The reform is a landmark in history, which is transforming the Ethiopian police into a model of accountability, effectiveness, and efficiency, which is the bedrock for possible service delivery and public safety reforms. Its significance in relation to comprehending the transformation in the context of its history is paramount because it helps us perceive the challenges and issues as well as opportunities entailed in transforming the Ethiopian Federal Police or EFP. Specifically, with an appreciation of how training fundamental reforms, value technology and promote mainstreaming human rights can chart the course of policing in Ethiopia, create more responsive and community-oriented policing alternatives (EFP[Unpublished], 2025). In recent years, Ethiopia has experienced extensive political and institutional reform as a result of age-old commitments driven by grievances along lines of governance, human rights and security. Reform of the Ethiopian Federal Police, EFP, has been one of the pillars of the reform program, launched by Prime Minister Abiy Ahmed in 2018. The reform of the EFP was necessary as public confidence in the police had been undermined by chronic accusations of the exercise of excessive force, politicized arrests and perpetual lack of transparency in the operation of police (Temin, 2018). These problems were also compounded by the historical account of an illiberal tradition of policing favoring state security over safety for individuals compromising the authority and credibility of policing in Ethiopia.

Public protests in recent years, from 2015 to 2018, brought to light institutional violations and emphasized the essential need for police reform to locate accountability and rebuild public trust (Torrible, 2018). In Ethiopia, the 2018 national reform program was accompanied by a police reform agenda that had three pillars: enhancing the capability of police operations, professionalization of police behavior and policing according to democratic governance and international best practices in human rights. International institutions such as CIDAC have reported collaborating with the Ethiopian Federal Police (EFP) to improve good governance and ensure greater human rights protection through training. Hence, one of the central objectives of this study is to determine the extent to which the national reform influenced security sector institutions, such as police training institutions like the Ethiopian Police University (EPU). Were the national reform to interact with police training institutions, or even if the national reform could be

understood to include police training institutions, research considers to what extent the national reform interacted with or included and imbedded contemporary technologies into police work, integrated human rights instruction into police training course curricula, and developed open Standard Operating Procedures (SOPs) to guide police conduct, mainly in the case of high-stakes or sensitive circumstances. In addition, technology is regarded as a catalytic means to boost the Ethiopian Federal Police (EFP) efficiency and transparency.

So far, efforts have included the provision of CCTV surveillance, digital crime data collection systems, and automated case management systems in a bid to improve crime prevention, management of evidence, and accountability. In a scenario where conventional recording and the old method of doing investigations has limited the EFP response time to crime and equitable provision of justice, this technology is highly crucial. But the shortages in resources and infrastructure limit capacities to embrace these technologies to maximum capacity and equally distributed across geospatial locations (Communications, 2024). Also highly crucial are human rights education modules added to police training. Assuming that most police misconduct is due to ignorance or neglect of elementary human rights, the Ethiopian Federal Police University (EFPU) in Sendafa re-formulated the curricula with modules on constitutional rights, ethics, and community policing (Walleign, 2018). The focus of such educational reforms is implementing a democratic model of policing that captures service rather than force, sympathy instead of coercion, and adherence to the law rather than servicing political masters. Concerns persist around consistency in delivering training and how much of what is covered theoretically translates into useful practice on the job, especially in rural policing. Also, technology is seen to be an innovative channel to advance the efficiency and transparency of the Ethiopian Federal Police (EFP).

Efforts so far have seen - closed circuit television (CCTV) watching and digital crime information collection systems, as well as computerized case management systems to advance a police service model for crime prevention and evidence management and accountability. This is particularly important in a setting where hand recording and old investigation techniques have been the stumbling block in the EFP response to crime and fair dispensation of justice. Resource and infrastructure gaps, however, limit capacity to

leverage these technologies equally across geographical locations (Communications, 2024). Human rights education modules to police training courses are also relevant. The argument is that police misconduct in the majority of cases is driven by ignorance or indifference to basic human rights, Ethiopian Federal Police University (EFPU) in Sendafa has incorporated into their curricula modules within the study of law enforcement addressing constitutional rights, ethics, and community policing (Walleign, 2018). The reform of education is the purpose of employing a democratic police model which embraces service over force, empathy over coercion, and legality in respect of service to political elites. Conformity of delivery is doubtful and the degree of transfer of learning from theory to practice in regular constabulary policing, in particular. Police reform is a critical aspect of governance and policing, shaping the effectiveness, accountability, and reputation of security agencies.

In Ethiopia, modernization of the Ethiopian Federal Police (EFP) has been among the top priorities in reform efforts, particularly following the political transition in 2018. As (ELEMO, 2020) witnesses, police reform is aimed at transforming the values, culture, policies, and policing practices of police institutions so that the police operate within democratic values and are meaningful to society's needs. Conversely, this thesis focuses on the Ethiopian Police University (EPU) and examines how the reform agenda places emphasis and priority on three main areas: technology integration, inclusion of human rights education in police training, and the institutionalization of Standard Operating Procedures (SOPs). In Ethiopia, the Federal Police have implemented new technology such as CCTV surveillance, computerized crime databases, and mobile phone application to report offenses in order to improve efficiency and transparency within the force. These technologies, however, have not been properly implemented, particularly in regional police forces, whose cover remains weak. Besides, equally vital is integrating human rights education into the curriculum at the Ethiopian Police University (EPU) in Sendafa, so that police operations are in accordance with global norms of human rights and ethics. Besides, the development and enforcement of SOPs are a fundamental step towards institutionalizing police conduct and making them answerable. The absence of standard procedures has previously resulted in random responses to public demonstrations, ethnic clashes, and political unrest (International, 2024).

SOPs are important instruments of police internal control and public accountability, bringing about a structured framework of police operations. The success of the reforms, however, is dependent not only on enforcement of policy but also on constant enforcement, police training, and sensitization of the public. In spite of these reforms, there are still some challenges that remain. Shortages of funds, logistic limitations, and political instability are still risks to making reforms sustainable. It is therefore critical that it be known how these reforms are being embraced and where deficiencies continue to be so their overall impact can be evaluated. By researching the Ethiopian Federal Police University and gathering field evidence from police officers, this research seeks to assess whether or not these reforms are transforming the police towards professionalism, accountability, and public trust. This research thus contributes to the overall police reform agenda by offering evidence-based outcomes on Ethiopia's police force change. Through its focus on technology, human rights education, and SOP implementation, the research aims to help facilitate institutional reforms and promote a more democratic, effective, and respect-for-human-rights police system.

## **1.2 Problem Statement**

Despite sustained effort on the part of Ethiopia's law enforcement apparatus, particularly the Ethiopian Federal Police (EFP), overreaching the root issues continues to be that hinder the formation of a professional, accountable, and rights-aware police force. Some of the main weaknesses include insufficient skill and occupation-specific training, insufficient human rights education in police school curricula, and limited utilization of modern policing technologies. These structural gaps have led to rampant cases of police malpractice, including unjustified use of force, arbitrary arrest, and violation of due process (State, 2023).

Whereas the existing literature to date has emphasized the history, law, and politics of police reform in Ethiopia, there is a lack of research on how practical training, new technology, and human rights training can be incorporated into police training programs in an organized manner so as to promote accountability and professionalism. Police education programs currently remain predominantly theoretical with poor methods of bridging knowledge and action. Also, core operating skills like ethical use of force,

weapon handling, de-escalation, and non-lethal restraint are taught erratically or lack systematic refresher courses associated with real policing functions.

Moreover, the intersection of policing technology and human rights training i.e., body-worn cameras, case tracking systems in digital form, and virtual scenario-based training simulations has been somewhat underdeveloped in Ethiopia. Implemented throughout most other countries, these technologies have been shown to maximize transparency, public trust, and institutional accountability (OECD, 2021; UN, 2019) but have not yet been formally included in Ethiopia's police training system.

Whereas there have been sweeping plans prepared by national initiatives such as the Security Sector Reform (SSR)-Ethiopia program to modernize and professionalize the police, there has not yet been a formal mechanism established to realize these goals within the schools of police education. There was no visible change of curriculum design, working habit or tracking of performance employed on EFP, although various internal reviews and assessments have been depicted so.

The aim of this research is to fill the aforementioned gaps by evaluating the practicality of institutionalizing human rights based training, use of technologies in policing and skill based operational procedures in reforming police training in Ethiopia. his research, thus, aims to bridge that gap by evaluating the viability and effectiveness of incorporating these aspects into Ethiopian policing training systems. In doing so, it also seeks to develop an applicable model that improves police professionalism, service delivery, and restoration of public trust in the law enforcement agencies.

### **1.3 Research Objective**

#### **1.3.1 General Objective**

To assess the impact of the 2018 Security Sector Reform on the Ethiopian Federal Police (EFP) training curriculum, with particular emphasis on technology integration, human rights education, and standardized operational procedures in enhancing police professionalism and public trust.

### **1.3.2 Specific Objectives**

The study focuses on the following specific objectives:

- To examine the current state of police training curricula in Ethiopia Police University, with a focus on identifying gaps in technological and human rights education.
- To examine both the obstacles and potential benefits involved in integrating technology into police training initiatives in Ethiopia.
- To analyze the role of human rights education in fostering accountability, professionalism, and ethical conduct within Ethiopia's police force.

## **1.4 Research Questions**

### **1.4.1 General Research Question**

How has the 2018 Security Sector Reform (SSR) impacted the Ethiopian Federal Police (EFP) University, particularly in terms of integrating technology, human rights education, and standardized operational procedures into the police training to enhance police professionalism and public trust?

### **1.4.2 Specific Research Questions**

The study attempts to answer the following key questions

- What is the current state of police training curricula in Ethiopia, and what gaps exist in the integration of technology and human rights education?
- What are the challenges and opportunities involved in incorporating technology into police training programs within Ethiopia's Federal Police?
- How does human rights education contribute to fostering accountability, professionalism, and ethical conduct within the Ethiopian Federal Police?

### **1.5 Significance of the Study**

This research brings an opportune and substantial input to the current debate in the police reform in Ethiopia, particularly since the 2018 Security Sector Reform (SSR) attempt. As Ethiopia embarks on initiatives to institutionalize the modernization of its police institutions, integrating technology and human rights education into police training remains an underexamined but crucial aspect. By analyzing the extent to which these factors are institutionalized within current training programs and work procedures, this study answers a significant gap in literature and reform agenda. It aims at enhancing the institutional professionalism, operational capabilities, and adherence to human rights standards of the Ethiopian Federal Police (EFP). More specifically, the research evaluates the utilization of digital case management systems, surveillance technologies, and data analysis to enhance transparency and accountability, and the pedagogic and ethical dimensions of human rights education in policing. The findings will inform practical recommendations for reform to develop a rights-based policing strategy that increases public confidence, legitimizes state power, and increases civic engagement. The findings produced will be of significant utility to policymakers, practitioners, training institutions, and researchers involved in police reform and governance.

### **1.6 Scope of the Study**

This study explores how the use of technology in human rights training of police officers within the Ethiopian Federal Police (EFP) can support institutional reform and support the change to a culture and practice of professional, rights-based policing. To follow up, it will ask questions about how technology-enabled training can lead to better operational practices, accountability of police services to their communities, and assist in transforming a culture of policing into one that understands and adopts democratic values and is guided by human rights. Ultimately this study will try to determine if a training initiative of this kind can be a starting point, or a trigger for an organization to re-examine its practices, resulting in an improvement in the effectiveness and legitimacy of policing in Ethiopia. Contextually, this study will be limited to Ethiopia, examining practices, perspectives, and institutional arrangements within the EFP. In terms of theme, this study will focus on technology-based human rights education and institutional

capacity-building in the security sector. The study will employ a single-case qualitative approach to provide a deep understanding of the Ethiopian context while assuming broader theoretical knowledge of police reform and public service reform (Yin, 2018; Patton, 2015). Data will be collected through key informant interviews (KIIs), focus group discussions (FGDs), and an analysis of official Ethiopian police training doctrine engaging several stakeholders including police trainers, police officers, and administrative support staff.

### **1.7 Limitations of the Study**

This study was conducted exclusively at the Ethiopian Police University due to practical limitations related to logistics, institutional access, and security concerns that restricted the researcher's ability to collect data from other policing institutions across the country. While the Ethiopian Police University currently holds nationwide responsibility for managing and overseeing police training especially following recent reforms that centralized training under the Ethiopian Federal Police it primarily reflects the institutional context of the university and may not fully capture the diverse operational realities and experiences of regional and federal police units. As a result, the study does not incorporate perspectives, practices, or training experiences from Ethiopia's regional police commissions or federal law enforcement divisions operating outside the university setting. This limitation may affect the generalizability of the findings, as the institutional environment of the Police University might differ significantly from that of field-based policing units across Ethiopia.

Nevertheless, the inclusion of Ethiopian Police University students and faculty provides valuable insight, as the university plays a central role in shaping national police training curricula and standards. Given its current role as the hub of police training and education in Ethiopia, the study still offers a meaningful representation of broader police training frameworks. However, Future researchers are encouraged to expand the geographical and institutional scope of their studies to include regional and federal police structures. Doing so would allow for a more comprehensive and representative understanding of the challenges and opportunities surrounding police reform, training, and professional development across Ethiopia.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter offers a significant review of the literature related to this study. As mentioned in the introduction of this thesis, the literature review will provide a robust theoretical and empirical basis for this study into the major themes of the study objectives. The review explores some of the broader concept's circle around the current police training curriculum in Ethiopia, identifying some of the strengths and shortcomings in the use of human rights education and technology; it has also explored aspects of the challenges and opportunities of technology implementation in police training and operations. The chapter also assesses the learning of accountability and ethical policing through human rights education and how human rights education is embedded in the approach, attitude and framework of law enforcement. Finally, is the consideration of how educational methodologies can facilitate change in respect to the institutional mechanisms of development and conveyance of Standard Operating Procedures (SOP), and institutional mechanisms that assist reform initiatives and accountability. The literature review provides an important context to advance an understanding of the intersection of training curricula, integration of technology, human rights education, and institutional reform processes in the context of the Ethiopian policing system.

### **2.2 Basic Concepts**

#### **2.2.1 Police**

Police organizations are a critical part of state power and responsibility, and their normal functions include maintaining order, enforcing the law, preventing crime, and protecting public safety. The term "police" captures officers of law enforcement agencies operating under the authority of local, regional, or national governments. The functions provided by Police generally include investigations of crime, arresting offenders, support to the courts, and ensuring the peace and security of the community (Newburn 2017). Beyond

simply dealing with acts of criminality, police function as stabilizers of the social order by managing disturbances and encouraging social connections within the neighborhood (Skolnick 1998). In so many ways police institutions have shifted over many decades from a reactive stance to a more proactive, citizen-based paramilitary service model of policing, which includes modern day 'community policing', which has spawned the use of technology to detect and deter crimes (Rosenbaum 2011).

In Ethiopia, the Ethiopian Federal Police (EFP), as the principal federal law enforcement agency of the country, is responsible for reducing and investigating serious crimes including terrorism, corruption, organized crime on the national and federal level, protecting federal institutions, assisting the federal judiciary, and maintaining constitutional order (FDRE 2011)EFP's fundamental functions also overlap with the basic functions of police in other parts of the world : crime prevention, criminal investigation, and an approach to community policing. In recognition of the need for reforms and modernization, EFP undertakes institutional reforms to improve sustainability and improve professionalism. These reforms prioritize the integration of community engagement strategies, strengthening investigative capacity, and adopting rights-based approaches to policing (EFP[Unpublished], 2025). However, challenges persist, particularly in areas of accountability, transparency, and human rights compliance (Yihun, 2020; Human Rights Watch, 2018), underscoring the need for continued reform efforts.

### **2.2.2 Human Rights**

Human rights are freedoms and protections that everyone has simply because they are human beings. Human rights are written in international laws and agreements. The most prominent and well-supported agreement is the United Nations Universal Declaration of Human Rights (UDHR) from 1948, which codifies civil, political, economic, social, and cultural rights with the hope of recognizing and respecting the dignity and equality of everyone (Nations, 1948). According to Donnelly (2013), human rights are the moral and legal foundations of humanity and necessary for the purpose of human dignity. With respect to policing, it is particularly important because police officers have a lot of power

that can restrict people's rights and freedoms, and thus police organizations might work within both domestic legal limits and international human rights instruments. The Ethiopian Federal Police (EFP), together with the forces designed to enforce the law of Ethiopia and maintain the peace outlined in the new Ethiopian constitution of 1995 (FDRE, 1995), is responsible for the maintenance of law and order and the protection of the public, using democratic policing techniques while being compliant with the countries (States) human rights obligations. The EFP has been accused of human rights violations against citizens and has faced a series of criticisms around excessive use of force, arbitrary arrests, and political oppression, where police accountability in these matters has warranted little or no interest (United States Department of State Bureau of Democracy, 2020). Given the above concerns, as law enforcement agency has an accountability or political complications to positively affected police reform, it is more appropriate for Ethiopia to aid in examining training the Ethiopian Police used to have prior to the current Ethiopian Government's systemic human rights violations and suffrage.

### **2.2.3 Technology**

Technology has fundamentally transformed policing in the modern age by introducing ways to improve efficiency, accuracy, and efficacy in surrounding operational, crime prevention, and crime investigation practices. A good example of technology, albeit slowly, impacting policing is in the case of the Ethiopian Federal Police (EFP). This has been evidenced in the EFP slowly adopting digital technology that corresponds with the overall improvements in investigative capacity in addressing crime and how it has improved service delivery (EFPC, 2020). Technology such as body cameras and digital evidence management technology have helped improve transparency and accountability, especially in its role as a deterrent against police misconduct and an excessive use of force (Lum et al., 2019). Also, increasingly integrating technology with police training or with police operations in the field can promote better situational decision-making, operational coordination, and better engagement with communities (Harris, 2018). Ethiopia's Security Sector Reform (SSR) agenda establishes digital transformation as a

strategic priority in building a professional modern police organization that respects democracy and its practices (FDRE Ministry of Peace, 2019). As is evident at the global level too, as policing practices increasingly become reliant on surveillance and data-supported policing, new challenges arise around privacy, data protection, and misuse especially in politically sensitive contexts (Ferguson, 2017). This shows that legal regulation, ethical standards and meaningful oversight are needed for the technological modernization of EFP so that it ensures the continuation of enhanced public safety and democratic accountability.

#### **2.2.4 Security Sector Reform in Ethiopia**

The Ethiopian government perceived SSR as a comprehensive reform agenda with priority given to police reform that in return instill trust, rebuilding peace and improve justice system. (FDRE Ministry of Peace, 2019). It was reported that one of the key priority areas of SSR in Ethiopia was professionalization of the police force, the reconstruction of the existing legal and organizational foundations, and the implementation of community policing to increase responsiveness and public accountability (EFP, 2021). Education and training have been identified as vital in the process of transforming outdated education curricula, introducing training that focused on human rights and ethics along with the integration of technology. (Stone & Ward, 2000; UNODC, 2011). The changes to Ethiopia's policing system were, by far, the greatest number of structural changes made in the nation's history, with over seven significant reform efforts initiated and previous archival analysis of police and policing in Ethiopia has documented the many parts and multiple changes taking place over time (Bryden & Olonisakin, 2010).

Furthermore, the entirety of the reform process integrates issues such as gender equity, human rights safeguards, and public accountability structures aimed at addressing the history of politicized policing and systemic abuse (United Nations, 2014). Ethiopian scholars, Yihun (2020) and Assefa (2019) argued that police education reform is necessary to create a police force with respect for rights and democratic governance. Yihun (2020) emphasized the role of human rights training in changing police organizational culture from authoritarianism to a more humanistic orientation, while

Assefa (2019), urged that curriculum might reflect Ethiopian socio-legal and political realities for succeeding. They also acknowledge institutional reforms striving for a shift from coercive and militarized policing paradigms to community-based policing focused on building partnerships, collaboration, and service-oriented policing (Brogden & Nijhar, 2005; Kassa, 2021).

As Security Sector Reform initiatives in conflict-affected African countries, such as Sierra Leone and Liberia, the reform process in Ethiopia also seeks not only to enhance public security but also to be part of development and nation-building agendas by being inclusive (Albrecht & Jackson, 2009). These advancements also mean that the EFP is on a long road to a modern, more sustainable police, more professional and no longer unacceptable for citizens and rights to due process. Despite this, there remain challenges, limited resources, internal actors who are entrenched, political interference and a host of other factors which continue to complicate implementation (Marks, 2005; OECD, 2007).

However, Ethiopia's commitment to transforming police education and institutional culture remains crucial in establishing a more transparent, accountable, and citizen-centered policing system. Philosophers such as John Stuart Mill and Immanuel Kant provide a compelling moral justification for these reforms. Mill's principle of utilitarian governance calls for institutions that maximize public welfare (Mill, 1863), while Kant's emphasis on human dignity and moral autonomy supports a policing system based on respect for individual rights and ethical conduct (Kant, 1785). As with SSR in post-conflict contexts, on the African continent, such as Sierra Leone and Liberia, Ethiopia's approach seeks to improve public security, democracy and national cohesion, as well as issues of inclusive development (Albrecht & Jackson 2009). Overall, the EFP is shifting from a historically oppressive institution towards a modern project for police service grounded in professional standards with contextual application and responsive to the democratic values of Canadian policing and citizen service.

## **2.3 The Challenges and Opportunities of Police Reform in Ethiopia: The Role of Human Rights Integration**

Scholarly studies increasingly emphasize the relevance of human rights education in fostering police professionalism, particularly among countries undergoing democratic transition (Mistry, 2004). From South Africa and Kenya, there is evidence that inclusion of human rights principles in police training curricula is capable of influencing officers' conduct in a positive way, most notably when supported by institutional backing mechanisms such as reinforcement of policy and accountability structures (Baker & Hovarth, 2021). Alternatively, Ethiopia's police training has long been within a politicized culture that emphasizes discipline, loyalty to the ruling government, and state security over civic responsibility (Zewde, 2020). This emphasis has rendered theoretical human rights training incompatible with the practice of policing public service (Yihun, 2020). Global standards, including those promoted by the United Nations Office on Drugs and Crime (UNODC), similarly require an integrated response to human rights education—merging training with functional practices, such as Standard Operating Procedures (SOPs), and provision with ongoing review mechanisms to sustain rights-based policing practice within everyday work (UNODC, 2011). This study borrows from such paradigms in an effort to assess just how well Ethiopia's police training courses incorporate such best practices, without claiming any formal mandate or authority beyond the scope of scholarly research. Nonetheless, under the human rights education umbrella, aligning police practices with those demands is a necessary starting point, and in the case of Ethiopia, a foundation on which to close the gap between police practices and democratic expectations within the framework of a comprehensive security sector reform agenda. As noted several times, police reform might grapple with the cultural and institutional inertia of reserved institutional structures, untamed deep-rooted policing cultures and street-level practices (Assefa, 2019). In the case of Ethiopia, the years of inaction in real reform, particularly in the Ethiopian Federal Police (EFP), continues to be in an institutional environment that is highly framed around a centralized model of control, deep ethnic federalism, conflicting political agendas, and intermittent political periods of instability. To further compound the EFP's challenges articulated in previous

sections, it has major structural weaknesses, primarily in training, policy and practice (in varying degrees) to meet a politicized identity and generalized operational frameworks. An example of such absence of utilizing democratic principles through operational directives, in this case policing operational directives, is the use of force during public protests, and addressing vulnerable populations through cautious discretion (Zewde, 2020; Kidanemariam, 2021). And as acknowledged with regard to reform in Ethiopia, the realities of a regionalized and federally structured system create conflict for norms of policing in contexts of local political loyalties and ethnic identities. The operating procedures that are absent from the EFP include standard operating procedures (SOPs) related to operationalizing basic police for interactions and functions involving crowd control, use of, and otherwise limitations on use of force, and care of the homeless and to the most vulnerable (Human Rights Watch, 2017).

Even though there have been attempts to clarify officers' jobs and obligations, how they are executed often falls short due to limitations of a formal institutional oversight mechanism and underfunded infrastructure that promotes societal welfare, and Immanuel Kantian laws that suggest law enforcement should afford human beings' dignity as a moral duty. All frameworks advocate for the fundamental argument that change, if required, comes from police institutions in society, and that promoting such change is a moral and professional responsibility that implicates the legitimacy of the state and communication and belief of the public. As we identify issues related to policing in Ethiopia, we recommend practices that conform to accepted human rights principles, while admitting that lack of training, a lack of enforcement mechanism and legal sanctioning options for police are serious limitations. Many times, law enforcement personnel will only be introduced to human rights principles but with superficial knowledge and not practical applications, while such superficial considerations make use of force to perpetuate arbitrary detention or police abuse easier in theoretical or applied use, especially in the case of protests or politically motivated riots or ethnic conflict (Human Rights Watch, 2018). Furthermore, weak instruments of ruling judicial authorities exacerbate police impunity in terms of violations of human rights law, as legal processes are influenced per political preferences and such processes will benefit those

involved in possible human rights violations (Kidanemariam, 2021). If there needs to be a change, and I argue there might be, all-inclusive police reform needs to put issues of human rights education into practice. Human rights education might be in police curricula to allow officers to act ethically and legally, as the UN Office on Drugs and Crime have indicated (UNODC, 2021). Training programs should provide direction based on relevant universal declarations including the United Nations Basic Principles on the Use of Force and Firearms by Law Enforcement Officials that indicate the responsibilities that fall to management in preventing human rights violations while also ensuring that accountability is increased.

## **2.2 Human Rights Education as a Mechanism for Reform**

The Ethiopian Federal Police (EFP) faces considerable obstacles in its role in protecting and promoting human rights. A key challenge is whether the law enforcement system is sufficiently adhering to human rights standards that are recognized in international law. The institutional weaknesses and political pressures within law enforcement undermine EFP's ability to effectively protect human rights. Furthermore, the issues facing the EFP in protecting human rights can be operationalized, including a lack of adequate training, inadequate resources, and a lack of accountability for officers committing human rights violations. Police training and education is an area where significant improvement is needed. Many law enforcement agencies in Ethiopia are functioning without a clear understanding of the international human rights laws and frameworks that should inform their conduct. The researcher believes that training and education is essential to get police officers acquainted with human rights standards and compelled to honor them, especially when using force. Without proper education and training, police officers will employ excessive force, arrest people arbitrarily, kill people extra-judicially, especially when managing protests, ethnic violence, or political unrest (Human Rights Watch, 2018). These practices not only violate fundamental human rights but also deepen public mistrust in law enforcement. For instance, the important role of human rights education for the professionalization of police, especially during the transitional period of states moving towards democratic regimes (Mistry, 2004). Case study examples from South Africa and Kenya point to indications that if human rights principles are adopted and

embedded in police training programs, police officers may change their behavior, although this depends on institutional mechanisms that enforce change (Baker & Hovarth, 2021). On the contrary, the Ethiopian police training approach has a long history of examining discipline and loyalty to the state and police system, and the state's security, rather than a police officer's assumed civic responsibility to citizens (Zewde, 2020). Because of this entrenched perspective on policing, police officers have long held a disconnect between human rights training they receive theoretically and in prior discussions, engaging officers in actual policing (Yihun, 2020). While international approaches suggest police training that incorporates human rights might include an enforceable curriculum, often this includes documentation for police, such as Standard Operating Procedures (SOP) and assessments at different stages to ensure officers utilize a rights-based approach in policing (UNODC, 2011). Despite global advancements, Ethiopia's reform efforts continue to face institutional inertia, reflecting deep-rooted policing cultures resistant to normative change (Assefa, 2019). Integrating human rights education with operational directives presents an opportunity to align police practices with democratic expectations, addressing systemic gaps in Ethiopia's security sector reform agenda (EFP [Unpublished], 2025).

### **2.3 The Role of Technology in Enhancing Human Rights Awareness Among Police Officers**

The protection of human rights is an essential part of governance and the rule of law, with law enforcement, in particular police agencies, being the main institutional actors responsible for ensuring human rights protections. However, the ability of police agencies to adequately protect human rights can greatly differ between countries, and significant gaps remain between developed and developing nations (Bayley, 2006; UNODC, 2011; Human Rights Watch, 2020). In the case of developed countries, police forces are generally endowed with established law and are classed under good governance and rule of law characterized by reliable accountability structures that will enhance the adherence of police to human rights. For instance, police forces in the United States, United Kingdom and Canada are collectively guided by codes of conduct that have been developed in the context of their well-structured legal systems and supported

by independent investigations of allegations of police misconduct which facilitates external scrutiny (Reiner, 2010; Walker, 2001). Conversely, even as reform is slowly materializing various other issues such as police brutality, racial profiling, institutional racism or race related mistreatment, along with other slow-acting processes which emanate from existing social injustices continue to expose marginalized groups. Equally, many developing contexts, including Ethiopia, face more challenging questions regarding the protection of human rights, and the protection of citizens due to more distinct issues that affect the institutional capacity of professional policing, such as institutional weakness, ongoing political turbulence, corruption, and lack of resources for operational purposes (Human Rights Watch, 2017). These institutional and contextual impediments are compounded by the diminishing efficacy of law enforcement agencies and represent the type of systemic malfunctions that challenge polices ability to secure fundamental rights and restitution for human rights violations. In some circumstances, law enforcement agencies intervene in the political process taking advantage of a lack of evidenced based laws glorifying existing institutions of political control over the liberty of citizens further emphasizing the role of law enforcement as active participants in the continued violation of security and human rights respectively.

### **2.3.1 Technological Interventions for Police Accountability**

The potential of digital policing tools to improve accountability, transparency and efficiency is an increasing area of interest in policing studies (Ariel, Farrar, & Sutherland, 2015). Researchers have shown that body-worn cameras, systems to track and assess citizen complaints digitally and using digital surveillance and analytical assessments of data are all effective in mitigating police misconduct, while also improving citizens' trust in security institutions (Lum & Isaac, 2016). Scholars are quick to advise that technology by itself does not engender accountability (OECD, 2021). Much depends on the institutional neutrality of the policing institution, digital literacy, and the development of good infrastructures (Lum & Isaac, 2016). In transitional states, where policing institutions develop from an era of politicized police agencies, technology may unwittingly serve the interests of authoritarianism by reinforcing methods of surveillance-

based control, instead of improving transparency (United Nations, 2019). Ethiopia's Security Sector Reform document identifies digital policing as an important aspect of modernization (FDRE Ministry of Peace, 2019). The Ethiopian police service does support using digital policing feasibly, but high-level pilot testing of body-worn cameras and digital records management indicate an emerging interest in transparency-enhancing technology on an institutional basis (EFP, 2021). The developments parallel SSR documents produced in other post-conflict African countries including Sierra Leone and Liberia, which also went through stages of technology-driven police accountability and restructuring (Albrecht & Jackson, 2009). Perhaps it is worth noting that accountability is widely acknowledged as one of the essential elements of sustainable police reform (Bayley, 2001).

Effective reform models include internal routines (disciplinary control and oversight and audits) and external into civic oversight structures (civilian review boards, independent investigative commissions (UN 2012). In Ethiopia, accountability features have limited development and civilian oversight bodies generally lack enforcement (Baker 2019). The literature shows disciplinary measures for police misconduct vary systemically and undermine civic confidence (Temin 2018). In our analysis of the literature, disciplinary measures for police misconduct suggest to us that change has to change the cultural condition within police bodies along with new legal accounting for misconduct and to instill a service-oriented working environment, rather than a retributive, authoritative pattern of commanding and controlling (Bayley 2002). The use of accountability identified by international models indicates the role of accountability is knowingly intertwined with wider institutional change in police structures; a hallmark of success lies in establishing checks and balances into police activities (Stone & Ward 2000). Ethiopia's SSR has framed 'accountability' as a systemic priority for reform, and there is a responsibility to fulfil accountability measures with agreed levels of institutional independence from political involvement (FDRE Ministry of Peace 2019).

## **2.4 The Role of Skill-Based Training in Promoting Human Rights Using Law Enforcement Tools**

Skill-oriented police training or practice-based training is a critical component of professionalizing law enforcement and maintaining adherence to human rights. It is increasingly evident in international literature that, when law enforcement agencies use law enforcement tools such as handcuffs, batons, and firearms correctly and consistently, and combine them with good ethics and technology, it will significantly reduce excessive use of force and human rights violations (United Nations OHCHR, 2020). The United Nations Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (1990), outline that proper training should include more than just theoretical instruction, and include practice through continuous training, especially with application of force. Officers might be trained to apply force using the least amount of control necessary and be given non-lethal options of control too. Studies in many countries that have excellent policing, such as Norway and Holland, have shown that frequent practice-orientated training will reduce mistakes involving emotional and tumultuous situations (Phelps, 2006). With practice-based training, including, Regular shooting drills, defensive tactics scenarios, and use-of-force decision making exercises, they promote scenario-based training, which involves use of proportionality, necessity, and legality regarding police force application. In the future, the new technology, has already changed the way law enforcement training is delivered, from options using virtual reality (VR) simulators, to firearms training systems, we are adapting and changing the way we train and learn. Additionally, effective handcuffing techniques prioritize safety and dignity, while baton use is guided by proportional force models. Firearms training emphasizes shoot/don't shoot decision-making, ensuring officers make informed and ethical judgments when using force. Simulation-based judgment training further helps officers navigate complex scenarios with greater accuracy and responsibility (Terrill, 2017). However, In Ethiopia, police officers typically receive initial training in handcuffing techniques, baton use, and firearms operation but rarely have opportunities for refresher or scenario-based exercises afterward (Yismaw, 2022). Moreover, the absence of continuous professional development leads to skill degradation and procedural errors, increasing the risk of unintended human rights violations. This is particularly problematic given the complex

socio-political environment in which Ethiopian law enforcement operates, where the use of force might be calibrated carefully to prevent unnecessary harm. To address these gaps, the Ethiopian Federal Police Commission should institutionalize competency-based training models that incorporate technological platforms for regular practice. In a training program, structured learning should include learning modules on handcuffing techniques which reflect dignity; baton use based on proportional force models; gun handling skills which emphasize shoot/don't shoot decision making; and simulation-based judgment training for officers on how to navigate complex situations and sensitive rights violations (Torres, 2020). In the insistence that police refreshers be made mandatory every six to twelve months, based on a more structured training module with physical and digital tools, to aid key learning points, and virtual reality, personal digital quizzes, and interactive human rights-based scenarios, this will not only ensure retention, but also enhances officer accountability and trust that can be derived by the community. However, as has been shown in the previous chapter, the police training system in Ethiopia has many structural limitations. Officers receive little to no refresher training, and even less simulated training for the ongoing application of ethical use of force (Yismaw, 2022). Addressing these issues through structured reforms involving comprehensive human rights training and technology integration into continuous education would advance the productivity of Ethiopian law enforcement, reduce incidents of excessive force, and move a national policing strategy toward appropriate international human rights standards. Likewise, skill-based or practice-based police training has been accepted internationally as a key aspect of professionalizing police work based on a standard compliance with human rights standards. International literature highlights that the correct and consistent use of police tools like handcuffs, impact weapons (batons), and firearms integrated with human rights principles and new technology have been shown to reduce excessive use of force and human rights abuses (United Nations OHCHR, 2020).

## **2.5 Police Accountability in Ethiopia: Challenges and Opportunities for Reform**

In Ethiopia, police officers are trained in the use of handcuffs, restraint and use of firearms, and choreography of the types of tools available to facilitate the enforcement of

laws only during the initial basic training. Thereafter, police typically have few, if any, opportunities for reading/ refreshers, or scenario training in these areas. Interviews held with officers and instructors confirmed (Yismaw, 2022) that lack of regular professional development programs, sharing information about tools used in law enforcement, were contributing to failure in continuous skill development, on-the-job skill competencies, procedural failures, and at times unintentional human rights violations. This is a challenge, especially since Ethiopia's police operate within complex socio-political realities whereby the use of force requires judicious calibration and justification. When opportunity for continuous skill updates are not included in the day-today, police officers may unintentionally revert to using improvised techniques not taught and at times the techniques learned are also out-of-date causing an additional layer of risk; harming themselves and the suspects as a result. Therefore, Accountability is one of the key elements in policing, particularly in environments representative of abuses of power and misconduct. In the case of Ethiopia, police accountability has always inferred considerable challenges through a lack of tangible accountability structures and processes to hold officers to account for their actions (Negesse, 2024). The lack of independent civilian oversight entities, and unauthorized permission and impunity by political entities has created a space where police abuses go unforeseen and provide little accountability to both the officers as a collective and in specific cases of abuse, too much reconciliation signed out through the process of deniability. Of particular consideration is the philosophy around police culture, in Ethiopia, responsibility withdraws into the realm of acceptance and impunity. Police accountability emphasizes that establishing systems for monitoring and reviewing the actions of police officers is a crucial factor in preventing abuse of power. For example, with regard to responsibility, notions of independent oversight with civilian review boards in the United States have added strive to provide neutral scrutiny of police activity (Lianos, 2021). In addition to employing technological interventions like police-worn cameras, it can further reinforce accountability frameworks. These interventions function as deterrents to misconduct but provide objective evidence during police-citizen encounters, and facilitate greater alignment to human rights standards (Sutherland, 2014). It may be beneficial if, in Ethiopia, independent forms of oversight, like civilian review boards or adequately resourced

internal affairs units could enhance transparency and police accountability. There are technological solutions, such as body-worn cameras and digital case reporting systems that provide additional safeguards against mistreatment. Such mitigators can provide basic evidence of police actions that make the investigation of misconduct easier (Sutherland, 2014). Despite this, meaningful police reform would require the political will to develop systemic change and to build an institutional foundation that stresses police accountability in Ethiopia and all levels of law enforcement. It may be, that the struggles of police accountability in Ethiopia relate to heightened level of compliance to Ethiopia's political landscape is marked by ethnic and political polarization, where the police are often perceived as tools of political control rather than impartial enforcers of justice. This dynamic has entrenched systemic unaccountability, with police actions frequently shielded from scrutiny by influential political actors (WORKNEH G, 2016). While the Ethiopian Government has launched measures like the Human Rights Commission and internal oversight units within the police, these mechanisms lack autonomy and authority to effectively ensure police accountability. Hence, these human rights compliance measures ultimately lack meaningful impact (Human Rights Watch, 2017). Furthermore, Standard Operating Procedures (SOP) are useful for a variety of organizational functions because they help to ensure the organization is consistent and accountable and enables organizations to operate more efficiently. SOP clarify and standardize an organization's expectations by providing detailed instructions for action responses, thereby decreasing uncertainty and increasing consistency (Kumar, 2021). In writing, SOP for a police department can also help to ensure management and disciplinary consistency, facilitate quick and effective decision making, set barriers or standards for decision making, and clarify organizational and individual social obligations in circumstances where a decision may have significant consequences (Reiner, 2018). Additionally, well-drafted SOP can enhances accountability and transparency because it clarifies the practices associated with legal, ethical, or managerial duties to equip officers for responsible practices and useful public compliance and trust (Smith & Miller, 2020). Furthermore, organizations should routinely review SOP to ensure relevancy through the process of addressing new challenges and adapting to new technologies (Jones et al., 2019).

Studies of other contexts suggest that broad accountability and oversight can be achieved. For instance, in New York City, the Civilian Complaint Review Board (CCRB) has greatly improved the confidence of the public when it investigates police misconduct and provides recommendations for disciplinary actions (Lianos, 2021). In Ethiopia, these reforms are still in the early stages, and much work remains to be done to ensure that they are both comprehensive and sustainable

Even with these challenges, it continues to deny full accountability is the absence of combine or comprehensive system, with independent oversight, police body cam and technology, and institutional reform or change. Independent review and oversight is a vital accountability mechanism, particularly for civilian review agencies or boards, that help oversee police behavior effectively, ensure oversight transparency, and hold police officers accountable for their unlawful conduct (Kidanemariam, 2021). In Ethiopia, independent oversight is longstanding and conceptually underdeveloped politically, and this contributes to their ineffectiveness. Police officers still abuse their powers, and there is often no recourse due to lack of a viable public option to investigate abuses (Kidanemariam, 2021).

Importantly, if the police employ technology (such as body-worn cameras, third-party real-time monitoring, social media rape and abuse educational and reporting platforms to document misconduct), the gap in accountability will close. Studies in countries with police oversight and review (such as but not limited to the United States and United Kingdom) have examined how technology, including body cam, often adds layer of transparency and public trust in police accountability (Ariel et al., 2015; Reiner, 2010). Beyond technology, we pick up pieces from before, and that is using police technology properly, as well as using civilian oversight and review properly with technology. Technology helps facilitate an accumulation of verifiable information such as timelines to assess every police interaction with every citizen. Independent authorities would use the timelines from police-citizen interactions for both the police accountability and integrity mechanisms, as well as monitoring abuse allegations.

Additionally, institutional change and reform provide an alternative to retaining the full accounting of misconduct, checking up to elements such as human rights education,

institutional capacity building/development, and local and relevant ethical training (Solis, 2008). Human rights field training of police that integrates technology with a police cultural agenda setting could help modernize the police culture.

## **2.6 The Challenges for Integrating Human Rights and Technology into Police Training in Ethiopia**

Institutions and cultural challenges exist for police reform in Ethiopia, especially the Ethiopian Federal Police (EFP), which are situated in a climate of centralized authority, ethnic federalism, and sporadic political violence. The EFP face structural challenges that are exasperated by inadequate training, militarization, and lack of clarity on operational duties and responsibilities to carry out the laws (Zewde, 2020; Kidanemariam, 2021). Ethiopia's ethnically organized federal structure since the 1995 constitution has added a high level of sophistication to policing reform. Regional loyalty and ethnic identity most often dictate police priorities, leading to tensions between localized political strain and enforcement of national standards of policing. This has been compounded by the development of regional special police units that are not centrally controlled and, frequently, locally politicized (Yimenu, 2023; Assen, 2023)<sup>2</sup>. Under the United Nations-backed DCAF initiative, this has resulted in fragmented accountability mechanisms and uneven application of human rights norms at the regional level, which offset attempts at professionalization of policing throughout the country (DCAF, 2021). Regional and ethnic allegiances impact police operations, the outcome being those pressures to respond to local political relations and loyalty conflict with national standards for policing. One of the most significant deficiencies freedoms of expression has over policing in Ethiopia, to include the lack of formal human rights education as part of police education and training, contributes to ongoing human rights violations, and impedes the process for establishing a police culture of service. Yihun (2020), (Kidane-mariam, 2021) have concluded that in order to enhance professionalism and constrain the use of force, an education in human rights might be part of the formal and field training of police officers, particularly in volatile political environments (Yihun, 2020; Kidanemariam, 2021). Another key area for police reform is developing independence.

Comparative studies conducted in the USA and South Africa show that independent institutions can effectively reduce misconduct and levels of accountability. The independent Civilian Complaint Review Board (CCRB) of the New York City Police Department (NYPD) behaved in the public interest, investigating allegations of police misconduct and recommending disciplinary action. As a result, public confidence in the reform capabilities of the NYPD increased (Lianors, 2021). In South Africa, the Independent Police Investigative Directorate (IPID) was created to monitor police conduct, even in difficult and challenging conditions. IPID improved police oversight and decreased serious police-related violence (UNDP, 2008). Ethiopia would be well served by having independent oversight institutions, notwithstanding that there are many political hurdles to overcome to create relevant and functioning entities with proper authority, autonomy, and resources (Kidanemariam, 2021). Independent oversight entities could allow citizens to hold police officers to account, to deal with systemic policing issues and to hold police accountable towards a more transparent and rights-based approach to policing. Independent oversight can only do so much, will still need to be coupled with technology, to help develop a better response to police accountability. Body worn cameras, real time monitoring systems, and online reporting platforms have introduced technological aspects that have aided with accountability, transparency and reducing police misconduct (Ariel et al, 2015). Unfortunately, the organized law enforcement sector of Ethiopia has been slower to adapt lessons from other countries with a successful implementation of such technologies and, in turn, failed to develop effective accountability mechanisms. The incorporation of such technological solutions in policing should do a lot to advance oversight, as it provides a reliable means to monitor police actions and maintain institutional integrity. Besides the political problems, the police training institutions in Ethiopia suffer from administrative problems, such as shortage of funding, outdated programmes, and no independence to make changes,( Tadesse 2019). These policies constrain their capacity to incorporate some form of human rights education into police training, which will limit any larger improvements in the institution. The challenges ahead exist in a coordinated approach which improves human capital, reinvests in policing infrastructure, and allows for technological advancement. In these sustainable attempts at reform we need to emphasize political will,

independent oversight, and integration of human rights education into law enforcement training. Political will alone, institutional support, and technological innovation are the only means for Ethiopia to professionalize and establish an accountable and rights-upholding police agency which the public will find will restore faith, ensuring a sufficiently democratic process. These all challenges are made worse because they don't use the technology properly. A major barrier in the country of Ethiopia is lack of awareness of available technologies. Police officers lack awareness of how to use available technologies and also citizens struggle with how to use the available technology tools and how to keep them safe and maintainable. The amount of effort required to bring technology into law enforcement is a matter of training and awareness. Without adequate training, even the most up to date technological tools cannot be used effectively (Kebede, 2017). In urban areas, while some police officers have received training on using some digital tools such as CCTV cameras, in rural areas, it is rare to have these technologies at all or being utilized (Woldemariam, 2020). Awareness of how to interact with technological tools is generally low among the public as well. For example, many citizens do not have any awareness of mobile apps for reporting a crime or do not know how to use the app (Tadesse, 2019). Ayele and Demelash (2020) point out that for the technology to work, it is not only important for the police to embrace the technology, it is also essential for the public to trust the technology and engage with it.

## **2.8 Ethiopian Police Doctrine and Security Sector Reform (SSR)**

The doctrine highlights the need for training programs to be modernized with human rights education, and technology, both in terms of better human management (digital case management systems) and forensic databases, and issues such as cyber (crime) prevention strategies. If anything can be viewed in relation to a combined aim of improving implementation through training, there are difficulties in achieving this such as SOPs still being outdated, training sentiment and techniques are inadequate, and limited use of digital tools in police investigations. (Ethiopian Police Commission, 2020). The Ethiopian Police Doctrine is linked to the Security Sector Reform (SSR) program launched in 2018 to raise the professionalism and capacity for law enforcement institutions and more specifically the Ethiopian Federal Police (EFP) of Ethiopia

(EFP[Unpublished], 2025). The SSR is an effort to openly encourage the principles of good governance's meaning (accountability, transparency, responsiveness, rule of law in relation to democracy), with a focus ultimately of course on a means to address the problems of longstanding inefficiencies and corruption within Ethiopia's security sector (KII 2, March 27 2025). That said, the SSR Program includes supporting international law enforcement cooperation, both in a domestic context in the Ethiopian policing sector and for the training some successful policing models focused on technology and human rights-centered policing. For example, programs which address anti-corruption, evidence-based enforcement, and programs using additional digital surveillance with pilot implementations held across regions, which led to better crime prevention and detection with policing evidence-based solutions (EFP [Unpublished], 2025). In addition, as part of SSR, Ethiopia is taking steps to ensure better vetting processes for police recruits, in which officers might adhere to ethical conduct and professional integrity. The reforms are primarily tasked with improving public confidence in the police amid heavy community skepticism following incidents of excessive force and other negative police conduct and poor modes of police accountability (KII 2, March 27 2025). The Ethiopian Police Doctrine and SSR have identified critical sites of law enforcement modernization to position policing within internationally aligned practice, encourage community engagement, and develop technology-driven modalities for efficacy in policing.

## **2.7 Conceptual Framework:**

This conceptual framework is supported by theories of democratic policing and human security, which argue that public safety might be pursued in ways that respect individual rights and democratic governance (Bayley, 2001; United Nations, 2012). In the same vein, the professionalization model pursues continuous training, competency-based testing, and institutional learning as instruments of best practice for sustainable police reform (Mistry, 2004). By bringing together best practices from across the globe and their respective contexts, this conceptual framework provides a systematic way to examine the current developments of police reform in Ethiopia. It proposes that skill-based training, technology enhancement, human rights, while within a formal accountability framework,

can, in totality, establish the Ethiopian police as not only a professional and ethical institution but a police institution that is trusted by the public. Drawing similarities from other peer African countries allows for local adaptation that enriches the conceptual framework and provides a useful reference point towards achieving sustainable reform. Additionally, there is an underlying conceptual framework that assesses the dialogue, relationship, and connections between four elements of police reform in Ethiopia, which are: institutional reform, technology, human rights, and accountability. Each one of these elements can collectively and successfully create a professional, rights respecting and operational police force. Police reform is inherently multifaceted, involving legal, institutional and cultural changes to improve legitimacy, operational responsiveness, and continued adherence to democratic norms (Bayley, 2001). Yet, within Ethiopia the purposeful attempts. A rights-based approach to professionalizing police encourages a structural realignment of policing, ethical standards of policing, and a move toward service-based training regimens, as one sees in the post-apartheid South African police reform project (Mistry, 2004). One of the foundational components of police reform is using human-rights education to cultivate officer behavior and sustainability of legitimacy. If human rights normative principles, such as the Universal Declaration of Human Rights (UDHR) and the International Covenant on Civil and Political Rights (ICCPR) are incorporated into police training, this would likely shift police action from being coercive to police service (United Nations, 2012). In Ethiopia, where there have been reports of police violence committed on civilians during uneven political stability, systematic and on-going human rights training is a necessary strategy for reforming police accountability and to gain public cooperation (Human Rights Watch, 2017; Mistry, 2004). The further reason for reform is technology use, which will improve both efficiency and transparency. The current era of policing technology has contributed to police accountability and investigations into misconduct as modern technologies become commonplace such as body worn cameras, and digital crime mapping and reporting (Ariel, Farrar, and Sutherland, 2015; Lum & Isaac, 2016). However, Ethiopia remains confronted with its limited digital infrastructure and funding as well as officers not being adequately trained on use of the technology they do have (Zewde, 2020). Despite issues, digital tools are being piloted in select urban areas suggesting possible improvements in

police responsiveness and generating public confidence and trust (Gonzalez, 2020). Further, similar regional experiences, such as Kenya, with regard to mobile-based reporting and digital community engagement, underscore the possibilities and challenges of technological adaptations in African jurisdictions (Baker & Hovarth, 2021).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The outline of this chapter is the description of data collection methods, research design, research approach and data analysis on the use of technology by police officers to promote human rights awareness in Ethiopia. Qualitative research approach thought to be best fitting by the researcher to understand the views and experiences of police officers on the use of technology for human rights training. (Denzin & Lincoln, 2018). A case study that focused on the Ethiopian Federal Police (EFP) was also used to deep and holistic understanding of how technology affects law enforcement training (Yin, 2018). Quantitative method couldn't have offered me the opportunity to understand how technology influenced police officers' views on human rights and its impact on their work, but this approach did. (Creswell, 2014). I used focus group discussions (FGDs) and document analysis. Ethical considerations were also included in the process of data collection; such as confidentiality, informed consent, and respect for their rights (Silverman, 2016).

#### **3.2 Research Approach and Design**

A qualitative research design was employed to explore how technology influences police officers' understanding and awareness of human rights in Ethiopia. This approach was particularly effective in capturing the lived experiences, perceptions, and practical impacts of technology on training and daily police work (Creswell & Poth, 2018). The central aim was to examine how technology shapes both the comprehension and application of human rights principles within law enforcement. A focused case study of the Ethiopian Federal Police (EFP) was used, allowing for an in-depth exploration of real-world practices and challenges related to integrating technology into human rights training (Yin, 2018). By concentrating on a single institution, the study generated detailed, context-specific insights that could inform broader reform efforts in similar policing environments. The case study design was particularly valuable for identifying

internal practices, structural barriers, and operational strategies tied to the use of technology in promoting ethical policing (Stake, 1995). Multiple data sources including interviews, policy documents, and training materials were analyzed through triangulation to ensure a robust and comprehensive understanding of the topic (Yin, 2018).

### **3.3 Data Collection Methods**

For this study, data was collected using semi-structured interviews, focus group discussions (FGDs), and document analysis. These methods were chosen to capture not just policies on paper, but also the lived experiences and perspectives of Ethiopian police officers navigating technology and human rights training. While interviews and FGDs offered firsthand insights into daily realities and institutional challenges, document analysis helped situate those stories within the broader policy and training framework. Together, these approaches allowed the researcher to build a well-rounded understanding grounded in both people's voices and written reforms (Creswell & Poth, 2018; Yin, 2018; Stake, 1995).

#### **3.3.1 Semi-Structured Interviews (KII)**

Semi-structured interviews were the heart of this study's data collection, chosen for their flexibility and ability to capture meaningful, real-world insights. They created space for police officers to reflect openly on their experiences with technology in human rights training what worked, what didn't, and why it matters. The questions were designed to spark thoughtful conversations about the tools they've used, the challenges they've faced, and how technology shapes their understanding of rights and everyday policing (Bryman, 2016; Cohen, Manion, & Morrison, 2018). This approach didn't just gather data it gave participants a voice. Their reflections revealed how technology isn't just a tool, but a force that can either support or complicate the values officers are trained to uphold (Ariel, 2016).

### **3.3.2 Focus Group Discussions (FGDs)**

The focus group discussions (FGDs) involved two key participant groups: (1) active police officers who had completed their studies at the Ethiopian Police College and were currently serving with the Ethiopian Federal Police, and (2) trainees still enrolled at the college. Including both groups allowed for a broad range of perspectives on the challenges and opportunities associated with integrating technology and human rights education into police training programs.

In order to analyze differences in perspectives between individuals at various stages of their careers and training (Patton, 2002). As with the interviews, ethical guidelines were carefully followed throughout the FGDs. Participants were fully informed about the purpose of the study, assured of their confidentiality, and reminded of their right to withdraw at any point. Informed consent was obtained prior to each session (Kumar, 2014).

### **3.4 Secondary Data**

Secondary data was gathered through a careful review of official documents, including police training curricula, internal policies, and reports from the Ethiopian Federal Police. This process commonly known as document analysis allowed the researcher to situate and enrich the findings from interviews and focus group discussions by drawing on existing institutional materials related to technology integration and human rights education in law enforcement. By layering these sources together, the study aimed to build a more comprehensive and grounded understanding of the current training landscape (Bowen, 2009).

### **3.5 Document Analysis**

To complement the primary data, this study employed document analysis of key institutional texts such as the EFP doctrine, training curricula, and policy reports. This method provided essential context for interpreting participants' accounts and illuminated the structural basis of police training reform. Thematic analysis focused on how human rights and technology are addressed in formal content, identifying recurring patterns,

gaps, and inconsistencies between written policy and on-the-ground practice (Bowen, 2009).

### **3.6 Sampling and Sample Size**

This study used purposive sampling to intentionally select individuals who could offer meaningful insight into police training in Ethiopia. Drawing on participants with firsthand experience ensured that the findings were grounded in lived realities and informed expertise (Palinkas et al., 2015). The sample brought together three distinct groups: cadet students who shared what police training looks like on the ground; instructors who spoke to the strengths and limits of the curriculum (Creswell & Poth, 2017); and senior police leaders who provided a broader view of institutional goals and reform challenges (Bayley & Perito, 2010). By bringing together these diverse voices, the study used triangulation to deepen its analysis, reduce bias, and add credibility to its conclusions (Denzin, 2012; Poth, 2017).

### **3.7 Ethical Considerations**

The rights and welfare of each participant were deeply respected during the course of this investigation. In keeping with Kumar's (2014) ethical guidelines, all participants were made fully aware of the research's objectives, guaranteed confidentiality, and told that they might withdraw at any moment without facing any repercussions. The team went above and above to protect participant identities, employing pseudonyms in all public materials due to the delicate nature of the research, especially when it came to topics like human rights abuses. The research process was carefully designed to respect participants' dignity, particularly when dealing with difficult and possibly upsetting subjects. Ethical awareness was crucial throughout, especially when discussing instances of police wrongdoing and ongoing human rights issues, as Flick (2018) highlights.

### **3.8 Data Analysis Methods**

This study utilized a qualitative research design to examine the incorporation of technology and human rights education into police training in Ethiopia. Thematic

analysis was utilized using Braun and Clarke's (2006) six-step guide, which provides a flexible but structured data analysis guide. Data were collected through Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs), along with documentary sources such as police training manuals, university curricula, and international human rights instruments. The Amharic interviews were word-for-word transcribed and translated to English, taking care to preserve language and intent, as recommended by Temple and Young (2004). Hand-coding with Microsoft Excel made it easy to code to larger themes of the research objective. These included training content, technology integration, human rights education, and organizational culture. All the themes were checked for coherence and consistency, as recommended by Nowell et al. (2017). To increase the validity of the results, quotes from participants were integrated, as recommended by Creswell and Poth (2018). Triangulation was also utilized through the comparison of data from FGDs and KIIs with documents to ensure a richer and more valid understanding of the issues at stake.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter critically analyzes the ongoing police training reform process in Ethiopia, drawing on both primary and secondary data sources. Primary data were gathered through Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) with instructors, trainees, and policy experts. Secondary sources, such as official policy documents and academic curricula, offer essential context and serve to triangulate the findings. By examining both the progress made and the challenges encountered, this chapter seeks to provide evidence-based insights for enhancing Ethiopia's police training system. Ultimately, it contributes to the broader objective of developing a professional, accountable, and trusted law enforcement institution.

#### **4.2 Examining the Current State of Police Training Curricula**

In order to assess whether the reform agenda has adequately considered the police education sector, this study identified it as one of its specific objectives. Based on unpublished Ethiopian Federal Police (EFP) documents, the findings suggest that the answer is arguably yes. According to foundational policy documents such as the Federal Police Doctrine, the Ten-Year Strategic Plan, and the Transformation Roadmap there is a clear framework for institutional development, emphasizing transparency, efficiency, and citizen-centered policing (EFP [unpublished], 2021). However, the restructuring of Ethiopia's police training curriculum represents a pivotal element of the broader national reform agenda aimed at modernizing, professionalizing, and standardizing police education. One of the most substantial advancements in this process has been the centralization of police education under the Ethiopian Police University, which now holds administrative authority over all levels of police training from basic programs to postgraduate and emerging doctoral-level instruction (KII 1,2025).

As articulated by a former president of the Ethiopian Police University and current deputy commissioner:

*The Ethiopian federal police reform has introduced major improvements to how we educate and train police officers. One of the biggest changes is that all police education from basic to PhD level is now under the Police University administration. Previously, basic training was conducted by different departments. It was not well structured and was not easy to monitor or control. Now, the university develops and standardizes all levels of police training: basic, diploma, degree, master's, and doctoral programs (KII 1,2025)*

This structural transformation has garnered a positive reception among both police educators and trainees. Participants in the key informant interviews (KIIs) and focus group discussions (FGDs) frequently described the reform as a milestone in the institutionalization of police professionalism. They highlighted that the vertical integration of training levels has led to improved oversight, curriculum consistency, and a clearer pathway for career progression within the police force.

The revised curriculum also incorporates previously marginalized areas of study such as human rights, police ethics, leadership development, crime prevention, and criminal investigation. One university instructor emphasized that the curriculum has evolved, emphasizing the importance of human rights and ethics, alongside technical skills like investigation and crime prevention (University instructor, FGD, March 27, 2025).

This shift marks a paradigm change from traditional paramilitary-style training to a more rights-based and community-oriented policing model, aligning Ethiopia's training framework more closely with international standards such as the UN's Basic Principles on the Use of Force and Firearms by Law Enforcement Officials and the UN Code of Conduct for Law Enforcement Officials. These global benchmarks advocate for police education that balances technical competency with ethical responsibility and human rights awareness.

Despite these achievements, several challenges persist. Participants repeatedly pointed out that while the federal-level reforms are promising, regional police academies remain underdeveloped and poorly aligned with the new national reform. There is a noticeable

gap in resource distribution, instructional capacity, and implementation fidelity outside of the federal training ecosystem.

Furthermore, there is an ongoing struggle to translate the curriculum's theoretical advancements into practical policing behavior. While the content now reflects a comprehensive and progressive philosophy, many officers still lack access to hands-on, scenario-based training that reinforces the application of these principles in real-life law enforcement contexts. The findings suggest that curriculum reform alone is insufficient unless accompanied by systemic support in trainer capacity-building, access to modern training tools, simulated environments, and mentorship systems. Without such support, the gains made in curriculum design risk becoming symbolic rather than substantive.

Finally, a review of secondary documentation, including Ethiopia's revised police doctrine and internal training manuals, reinforces the shift toward institutional reform. However, these documents also reveal limited mechanisms for continuous evaluation and feedback, making it difficult to monitor the curriculum's real-world impact or adapt it in response to evolving policing challenges.

The restructuring of Ethiopia's police training curricula represents a pivotal component of the broader reform agenda aimed at modernizing, professionalizing, and standardizing police education and practice. One of the most significant milestones in this reform has been the consolidation of police education under a centralized authority the Ethiopian Federal Police University (EPU). This institutional change has given the University the mandate to oversee and standardize training from basic certificate programs to postgraduate and doctoral-level instruction. Such structural centralization marks a departure from the previously fragmented training landscape, in which multiple departments delivered training with minimal coordination, oversight, or curriculum consistency.

As articulated by a former president of the Ethiopian Police University and current deputy commissioner:

*The Ethiopian Federal Police reform has introduced major improvements to how we educate and train police officers. One of the biggest changes is that all police education, from basic to PhD level, is now under the Police University administration. Previously, basic training was conducted by*

*different departments. It was not well structured and was not easy to monitor or control. Now, the university develops and standardizes all levels of police training: basic, diploma, degree, master's, and doctoral programs (KII 1, 2025).*

This shift is aligned with the best international practices, where a centralized and academically rigorous training structure is seen as essential to building professional and accountable police institutions (Bayley, 2006; UNODC, 2011). Participants in both Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) frequently described this reform as a milestone in institutionalizing police professionalism. They highlighted that the vertical integration of training levels has led to enhanced curriculum consistency, effective quality assurance, and clearer career development pathways for officers helping to retain qualified personnel and promote leadership from within.

The revised curriculum also reflects a substantial ideological and pedagogical shift. Previously neglected themes such as human rights, police ethics, gender-based violence, leadership development, crime prevention, and criminal investigation are now central components of training modules. As one university instructor remarked the curriculum has evolved, emphasizing the importance of human rights and ethics, alongside technical skills like investigation and crime prevention (FGD Participant, March 27, 2025).

This marks a transformation from Ethiopia's traditionally paramilitary-style police education to a rights-based, citizen-focused policing model, aligning with global frameworks such as the United Nations Code of Conduct for Law Enforcement Officials (1979) and the Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (UN, 1990). These international instruments emphasize the need for law enforcement personnel to be educated not only in tactical skills but also in upholding ethical standards, proportionality in the use of force, and the protection of human dignity (OHCHR, 2021).

Despite commendable achievements, there are still daunting challenges to the effective rollout of the new curriculum and its equitable implementation throughout the nation. Perceptions of key informants (March 31, 2025) and participants in a focus group discussion (FGD, March 27, 2025) revealed glaring disparities in the availability of resources, instructional capacity, and

curriculum implementation between federal and regional training institutions. The Ethiopian Federal Police University (EFPU), for instance, has access to well-developed infrastructure and experienced instructors. On the other hand, the majority of local police academies are under severe constraints, and this creates considerable inconsistency in training quality across jurisdictions (Zewdu, 2021).

Moreover, there remains a gap between the content of the curriculum and the conduct of the police. Based on the feedback from the student officers, the theoretical components of their learning are seen as being well organized and forward-looking. However, the absence of scenario-based, simulation-supported, and practical teaching limits the scope for translating these concepts into day-to-day policing. One of the junior officers undergoing the diploma course commented during a focus group discussion: *"Theory is fine, yes, but there must be more support in the sense of actually doing what we are being taught. These things must be experienced in practice, not in textbooks"* (FGD Participant, March 27, 2025).

This disconnect between theoretical learning and applied practice reflects findings from broader policing literature, which emphasizes that effective training might be experiential, context-specific, and continuous to shape professional behavior (Miller et al., 2014). Without reinforcing theory through practice and mentorship, curriculum reform risks remaining symbolic rather than transformative.

Moreover, a review of policy documents, including Ethiopia's revised police doctrine and updated internal training manuals, confirms the ideological commitment to reform but reveals gaps in monitoring and evaluation mechanisms. There is limited evidence of structured feedback loops or performance indicators to assess whether officers internalize and apply new knowledge in the field. The absence of these mechanisms makes it difficult to adapt the curriculum to emerging security challenges or to hold institutions accountable for training outcomes (Wolde, 2018; Kassahun, 2023).

### **4.3 Assessing and Integrating Technology: Challenges and Opportunities**

The integration of technology into police education and operational frameworks is a critical component of modern policing. In Ethiopia, recent police reform efforts have emphasized the importance of digital transformation as a means to enhance crime prevention, strengthen operational preparedness, and align with global law enforcement standards (peacebuilding, 2023). However, primary data gathered from focus group discussions (FGDs) and key informant interviews (KIIs) reveals that while technological integration is prioritized in policy, its practical application remains limited and uneven across different regions and training institutions.

A recurrent theme from the discussions is the predominance of theoretical instruction in technology-related subjects. Officers and trainers noted that courses on cybercrime, surveillance tools, and digital communication including forensic science are included in police training curricula; however, the limitations of simulation labs and practical equipment significantly hampers the effectiveness of such courses. As one FGD participant highlighted, technology is formally recognized within academic programming, but learners rarely get to engage with real-world applications. This gap between curricular content and operational exposure contributes to superficial learning, especially in fields like digital forensics and electronic evidence management. Similarly, FGD participants and KII's both stressed the ethical dilemmas associated with technology use in policing, particularly regarding surveillance. Concerns were raised that officers are not adequately trained on how to use surveillance tools such as closed-circuit television (CCTV) systems in a manner that respects personal privacy and complies with human rights principles. This observation echoes global standards emphasizing that technology in policing might be implemented with safeguards to prevent abuse and ensure respect for civil liberties (UNODC, 2021; African Union, 1981). The lack of emphasis on responsible data handling, privacy protection, and digital ethics represents a critical blind spot in the current curriculum, exposing both officers and the institution to reputational and legal risks.

*The gendered impact of technological and operational preparedness was also highlighted. emphasized that disaster management and crisis response, particularly for women and children, who are disproportionately affected during violent conflict, are underdeveloped areas in both curriculum and practice (FGD 2,2025).*

While disaster management is offered as a course, there was a strong recommendation that it be institutionalized as a standalone department within police academies. This would ensure greater focus, resource allocation, and the development of specialized capacities, including the integration of early digital warning systems and data-driven response tools. Literature on gender-responsive policing also supports this recommendation, noting the importance of embedding crisis-sensitive and inclusive practices into institutional structures (UN Women, 2022).

Another significant barrier is infrastructural disparity. Again access to technological tools is markedly skewed toward urban or central command units, leaving officers in regional and rural posts with minimal exposure or access. Participants from peripheral regions reported that while senior officers often utilize crime mapping software, body-worn cameras, or data management systems, frontline officers are typically left with outdated or no digital tools. This digital divide not only exacerbates operational inefficiencies but also reinforces systemic inequities in policing quality across jurisdictions. These regional examples demonstrate the feasibility and benefits of sustained investments in digital capacity-building. Below table presents the key challenge and opportunity’s that are learned from this study and this will be discussed as the findings and would be analyzed based on both -empirical evidence.

**Fig 1. Summary of Key Challenges and Opportunities:**

<b>Challenges</b>	<b>Opportunities</b>
Theoretical training with little hands-on exposure	Integration of simulation labs and digital learning platforms
Lack of ethical and privacy-oriented training	Development of human rights-based technology use modules
Urban-rural technology access divide	Decentralized ICT investment strategies targeting rural stations
Inadequate digital infrastructure	Public-private partnerships for ICT capacity-building

### **4.3.1 Theoretical Training with Little Hands-on Exposure**

One substantial challenge in Ethiopia's police training structure is its overreliance on theoretical instruction with minimal practical application. Officers often graduate without having experienced simulated scenarios that mirror real-life operations, which can impair their decision-making and situational responses in the field (Bayley & Perito, 2010).

The use of simulation labs and digital learning tools to the police training program creates an important link between classroom theory and real-life experience. Technologies like virtual reality, interactive e-learning, and digital case scenarios allow trainees to practice situations like handling crime scenes, managing crowds, or negotiating during crises. These tools create a safe but realistic environment for learning, helping officers build decision-making skills and prepare for real duties (Lum et al., 2019). Furthermore, this finding is not just based on theory but also connects strongly with what has been seen in practice. Over the past two and a half years, through involvement in police training support, it has become clear that a theory-heavy approach alone is not enough. When trainees join hands-on, scenario-based sessions, their confidence and skills improve noticeably. Some officers who were unsure at first became more capable and responsible in the field after experiencing this kind of practical learning. It has also been observed that when training includes real-life scenarios, officers learn more than just techniques. They begin to better understand the moral weight of their decisions and show more discipline and respect for the community. This creates greater public trust. Because of these reasons, moving from mainly theory-based instruction to a more practice-centered approach is not just helpful it is essential for serious and lasting police reform in Ethiopia.

### **4.3.2 Urban-Rural Technology Access Divide**

The digital access divide between urban and rural police stations in Ethiopia presents serious challenges for fair service delivery, training, and operational performance. Urban police units are accustomed to having advanced digital amenities, consistent internet, and new infrastructure, whereas rural stations have limited internet connectivity, outdated gear, and limited opportunities for professional development. This disparity is a reflection

of broader national patterns, in which digital literacy and penetration of the internet are significantly lower in rural compared to urban areas (International Telecommunication Union [ITU], 2020; World Economic Forum, 2024). As a result, urban officials can utilize digital crime registries, surveillance systems, and real-time communication channels, whereas rural officials in most instances employ manual techniques that slow down investigations and reduce procedural justice (World Bank, 2021; Freedom House, 2021). These inadequacies not only affect efficiency but also heighten public distrust in police, especially in disadvantaged communities.

Lack of digital infrastructure at rural stations also limits coordination with national security networks and weakens data handling. Inequalities in training also widen the gap: urban police officers usually receive training in subjects like cybercrime, managing digital evidence, and collecting online intelligence, but rural officers are usually not included in such courses (ITU, 2020; CGIAR, 2023). Shortage of standard digital training guarantees that policing practices remain distinct by regions, making it hard to establish a uniform and answerable national police force.

To counteract this, Ethiopia must invest in digital infrastructure and training in an equitable manner. Examples of promising strategies include the utilization of solar-powered hardware to offset shortages of electricity, the deployment of mobile training centers for continuous learning, and the utilization of low-bandwidth communication software to connect outlying stations with metropolitan centers (World Bank, 2021; ITU, 2020). Monitoring and evaluation systems are also required to track digital adoption, track the impact of training, and distribute resources fairly.

Lastly, bridging the urban-rural digital divide is critical for strengthening national security and public trust. With sustained investment and engaged reforms, Ethiopia can have a more professional, accountable, and united police department that is aligned with international standards and services all communities on an equal footing.

#### **4.3.4 Inadequate Digital Infrastructure**

The lack of adequate digital infrastructure, including poor internet connectivity, obsolete hardware, and power instability, remains a fundamental barrier to technology-enhanced

policing and training. These constraints prevent the effective use of digital learning tools, case management systems, and data analytics (OECD, 2020).

One solution is to foster public-private partnerships (PPPs) that support ICT infrastructure development in the policing sector. Partnerships with telecom providers, tech firms, and civil society organizations can facilitate funding, infrastructure upgrades, and software development tailored for law enforcement needs (USAID, 2022). PPPs not only provide technical support but also introduce innovative solutions that the public sector alone might struggle to implement or sustain. Empirical evidence shows that.

*For example, digital radios, which are equipped with GPS and encrypted communication features, are used in major events, but many officers still resist using them. This resistance stems from comfort with older systems and a lack of familiarity with new technology. Additionally, the procurement of forensic technology, such as chemicals for DNA testing, is hindered by challenges related to cost and availability, as many of these products might be imported in foreign currencies (KII 1, 2025). Following his saying despite these challenges, the police university has been proactive in creating a learning environment where practical skills are emphasized. According to the interviews, 50% of the training is focused on practical workshops, case studies, and real-world activities, which encourage students to engage actively in their learning (KII 5, 2025).*

#### **4.4 Problematic Elements of Police Human Rights Education**

The role of human rights education at the Ethiopian Police University is examined in this chapter from evidence emanating from Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) together with international literature. The difference between academic classroom learning and field realities, particularly in high-stress or dynamic contexts where ethical judgment is of paramount significance.

Another cross-cutting theme in (FGDs March 27,2025)and KIIs (March 31,2025) is the limited use of practical, scenario-based training. While human rights theory is the subject of emphasis within the curriculum, experiential learning opportunities for internalization of the principles are limited. As a response to these findings, a composite model is necessary to address the gaps identified. This might include integrating scenario-based modules into the police curriculum, creating ascertainable mechanisms for accountability,

and consultation with civil society and human rights institutions. It is only through such holistic efforts that the ideals of human rights cannot just be instructed but effectively implemented throughout Ethiopia's law enforcement agencies. Further, Human rights education is being recognized more and more as a central pillar in creating ethical, accountable, and people-focused police organizations. In Ethiopia, particularly in the Ethiopian Police University, recent cadet or diploma program curriculum change has aimed to align police training with international standards of human rights.

#### **4.4.1 The Enduring Theory-Practice Gap**

Despite these efforts, information gathered through FGDs with police university students and fresh officers continued to affirm a gap between theoretical instruction and implementation at the level of the field. A respondent explained:

*Human rights and constitutional law are taught formally at the university. This involves precepts of necessity, legality, and proportionality on the use of force. But there is a gap between what is taught and what happens in practice (FGD 1 March 27,2025).*

This was a common statement of what Goldsmith (2005) described as the implementation gap where values promoted in the academia are not internalized or applied in daily working decision-making. This was most evident in public order management, conflict zones, or during interrogations where officers reported that they did not know the extent of acceptable use of force or procedural justice.

*They informed us that they have police backgrounds, they went through basic training, but the degree program enhanced their knowledge, according to one student there is no support for training traffic management; there are no demonstration tools. We are given most things in a theoretical way; less practice with the education delivery mode is more inclined towards physical exercise. 3 days are allocated for physical training; classroom education is provided for only 2 days, so there is a huge gap that needs to be filled because it needs to cover topics like the application of force (FGD 2, March 27,2025).*

(FGD March 27,2025) also indicated that learning through experience is not sufficient. We learn about suspects' rights, but we never role-play a situation where we might de-escalate violence or handle vulnerable groups like women or children in war zones. Additionally,

*Human rights training has been conducted, yet the police lack on-the-job practice of what they learn, among other reasons, due to the lack of on-the-job training and lack of dissemination of training to all the police officers (KII 2 March 27, 2025).*

Despite institutionalizing human rights training in police academies, there is a stark gap between theoretical lecture room instruction and moral practices on the ground. Survey data among police university students and junior officers bear witness to the reality that legal norms of necessity, legality, and proportionality, as emphasized in lecture rooms, are invoked at best sporadically during high-pressure operations such as crowd management, conflict engagement, and interrogation.

Goldsmith (2005) postulates this gap as the implementation gap, whereby institutional values are espoused but not actually converted into operational application in day-to-day policing. Participants in this research highlighted a disproportion between training curriculum: physical training featured predominantly compared to theoretical instruction. Moreover, limited experiential provision of resources e.g., simulation exercises or interactive demonstrations appeared to hinder the development of critical capabilities such as procedural fairness and tactical judgment.

To address this pedagogical deficit, Osse and Cano (2017) demand scenario training. Their research introduces the usefulness of role-playing, simulation, and case-based exercises to foster the internalization of human rights norms. These methods take the learning process out of abstract memorization, subjecting trainees to realistic scenarios that demand emotional restraint, ethical decision-making, and technical precision.

Considering findings, redesigning police training necessitates more than overhauling the curriculum it necessitates a paradigm shift to experiential learning. The following interventions are proposed:

- Scenario-based modules embedded across all domains of training
- Dedicated simulation rooms to enable ethical and tactical capability building
- Field-based mentorship and reflective supervision
- Classroom and physical drill balanced training ratios
- Professional development ongoing for new policing challenges

Only through this conscious pedagogical change can human rights norms move from policy to practice in Ethiopia police cultures.

#### **4.4.2 Lack of Accountability**

Ethiopia's police force operates under a three-fold system of accountability for human rights violations, namely criminal, civil, and administrative channels (KII 1, 2025).

Criminal accountability guarantees that police officers suspected of abuses are prosecuted on the basis of evidence adduced, while civil accountability provides the court of law for victims to claim compensation. Administrative accountability, often kick-started by internal disciplinary action, is present to uphold institutional standards and ethical compliance within the police. This multi-layer model, as Bayley (2002) defines, captures world class practice and enhances legal safeguards against abuse. Empirical observation shows that impunity still rules, many cases failing to result in worthwhile outcomes of legal or disciplinary action due to weak internal examination, corruption, or lack of institutional will (FGD 1, 2025). One of the key deficiencies in Ethiopia's police accountability system is political allegiance affecting leadership recruitment, which has the ability to undermine institutional impartiality and create a system of things where merit is undermined by personal or political relations (FGD 1, 2025).

Corruption, nepotism, and resistance to change are discovered by officers and trainees to continue pervading the system, proving once again the challenge of promoting a culture of accountability among police officers. Lacking independent oversight bodies to examine instances of abuse, internal accountability systems are prone to sustaining group allegiance rather than ethical behavior, thus limiting their ability to ensure rights-based policing (Goldsmith, 2005). This is in keeping with broader arguments in policing

literature, which argue that pseudo-accountability mechanisms, when unattended by outside checks, fail to produce real institutional change (Brodeur, 2010). Coupled with internal accountability deficiency, difficulties at the community level further hinder human rights enforcement. Police officers understand that human rights abuses do not always occur in isolation but have been exacerbated by poor working relationships between the police and communities for investigation and crime prevention (Skogan, 2006). Diminishment of trust between the police and communities remains a significant barrier to effective policing, such as postponement in reporting crimes, refusal of citizens to collaborate, and cynicism about human rights-based policing strategies. International research emphasizes that public trust in the police is an important variable that makes or breaks the efficacy of human rights-based policing, where the police are intended to be perceived as custodians of justice and not the representatives of state power (Skogan, 2006). Despite recent reforms, including the overhaul of human rights education curriculum and the dismantling of notorious detention facilities like Maekelawi, empirical evidence based on focus group discussions (FGDs) and key informant interviews (KIIs) indicate that the training-enforcement gap remains wide. Despite human rights training officially having been integrated into police training, corruption, inadequate on-the-job training, and inconsistent accountability mechanisms pose risks to weakening the gains made. To ensure that reforms bring effective change to police behavior, a transition needs to be made from theoretical training and acceptance of models of experiential learning and, over all, application of human rights principles to practical scenarios (FGD 2 March 27, 2025). To bridge the gap between learning and enforcement, there needs to be a focus on institutional restructuring, strengthening mechanisms for monitoring, and approaches towards community outreach. First, there should be independent civilian review bodies to review cases of misconduct to ensure disciplinary measures are taken in a fair and transparent manner (Goldsmith, 2005). Second, experiential models of education such as scenario training and simulated legal case studies should be incorporated into police academies to enhance the applied knowledge of officers regarding the enforcement of human rights (Brodeur, 2010). Third, institutionalizing community partnerships will assist in correcting trust deficiencies among civilians and law enforcers, fostering collaborative crime prevention efforts and

bolstering accountability through public participation (Skogan, 2006). Providing clear demarcation between law enforcement and political influence is essential for institutional integrity. It is only through far-reaching reform strategies, constant policy review, and systematic overseeing mechanisms that Ethiopia's policing system can effectively advance human rights standards, acquire public confidence, and attain lasting institutional accountability.

#### **4.4.3 Resistance to Change: Institutional and Personal Barriers**

Resistance to change in police institutions is a chronic issue to enduring meaningful reform. Officers, especially those with many years of service, oppose the adoption of new technologies and rights-oriented methods. Resistance typically results from fear of the new, poor digital skills, or attachment to outdated working standards (Bayley & Perito, 2010). Resistance can paralyze innovation and create hurdles for reforms entailing transparency and accountability. For instance,

*For example, modern radios with GPS and encryption capabilities are used during large events, but the majority of officers still object to their use. The reason lies in familiarity with old systems and unfamiliarity with modern ones (KII 1 March 31,2025).*

In order to address this problem, the implementation of leadership development and peer mentoring programs should be undertaken.

Attitude change top-down by leadership training emphasizing flexibility, continuous learning, and rights-based policing can successfully influence attitudes and gradually transform institutional culture (Lum et al., 2019). Besides, the absence of incentives to implement innovation makes twice the resistance. With awards, promotions, or rewards for officers embracing new technology or participating in reform programs, agencies can establish an active and reform-minded staff (UNODC, 2021). Leadership itself could also prove to be a drag, especially when senior leaders resist or are not capable of adopting new policing strategies. A solution is developing an open, innovation-oriented organizational culture, not one that exists and persists but one that lives and flourishes on

experimentation, on learning from setbacks, and on the adoption of best practices from other parts of the world or even other industries (Reiner, 2010). This transformation is needed to overcome long-established institutional inertia.

#### **4.4.4 Weak External Engagement: Insufficient Police Training Coordination and Global Integration**

The lack of sufficient coordination with international actors in training has significantly sunk the efforts of Ethiopia to adapt its law enforcement institutions and make them adhere to global best practices.

Police reform is required to reach out to civil society, academia, and global allies but has been limited by Ethiopia's insularity, which has held back innovation and prevented the adoption of globally tested policing models (Bayley, 2005). Without adequate partnerships, reform programs risk becoming outdated, UN-focused, and disconnected from the interests of communities, ultimately losing their capacity to address new security challenges. Perhaps one of the most pressing consequences of such a lack of international cooperation is the absence of uniform training curricula based on human rights principles, procedural justice, and modern policing strategies.

Having strong collaborating between NGOs and human rights groups can further improve the quality and validity of police training so that police officers are best prepared to uphold democratic standards of policing (Lum et al., 2019). Co-creating training modules involving collaboration with NGOs and outside experts can also facilitate a contextual and more inclusive police culture, address local security concerns and reflecting international best practices. Regional and international policing networks are another opportunity for Ethiopia to bridge its training gap. The majority of nations engage in law enforcement exchange programs, where officers learn from successful models within similar environments and bring home innovative tools or approaches that can be implemented locally (OECD, 2020). This international exposure is essential to enable professionalization of standards, strengthen institutional legitimacy, and maintain Ethiopia's police force attuned to the evolving security context. Non-engagement with global policing networks will come at a cost to Ethiopia in terms of modernization of law

enforcement, further compromising its ability to provide public trust and security. Recent literature heightens the importance of collaborative security management in Ethiopia.

Interspace reports underscore that institutional change and community policing programs require outside intervention and knowledge transfer in order to function. The Ethiopian Police Doctrine, aimed at demilitarizing, depoliticizing, decentralizing, and democratizing the police, has been plagued by implementation issues due to insufficient international cooperation. Strengthening partnership with global policing agencies could provide technical support and strategic guidance, so that responses towards Ethiopian police reform are in line with global norms of human rights and best policing practices. Second, the DCAF report on Ethiopian police reform also mandates that international assistance has played a key role in strengthening Ethiopia's security sector governance. However, there are gaps in training, accountability, and operational efficiency, mostly owing to lack of proper involvement in global policing networks. Remediating these gaps through formal international partnerships would allow Ethiopia to bring its police force into the modern era, enhance transparency, and make its institutions more effective. Finally, Ethiopia's police reform effort might place its primary focus on global cooperation to enhance training levels, enhance operational performance, and strengthen institutional accountability. By mobilizing international expertise, adopting best practices, and integrating advanced policing technologies, Ethiopia has the capacity to create a more professional, transparent, and rights-based police that can effectively deal with emerging security threats.

#### 4.4.5 Monitoring and Evaluation Gap: Absence of Impact Assessment

Another obstacle to effective reform is the absence of robust monitoring and evaluation (M&E) systems. Without mechanisms to track outcomes, measure effectiveness, or gather feedback, reforms are rarely assessed for impact or relevance. The lack of data-driven feedback loops leads to policy stagnation and hinders evidence-based decision-making (USAID, 2022).

To address this, Ethiopia's police reform strategy might include the development of a national Monitoring and Evaluation (M&E) system to ensure accountability, measure progress, and inform an evidence-based decision-making framework. Such a framework

should be embedded with real-time feedback tools that collect data from police operations, community responses, and internal audits. Key performance indicators (KPIs) might be clearly defined and assessed regularly to evaluate reforms objectively and make timely course corrections (UNODC, 2021).

*The lack of a structured, periodic impact assessment of the reforms is a critical gap. Regular evaluations will help measure the effectiveness of the reforms and provide insights into areas that need improvement (KII 1, 2025).*

Involving civil society and academic institutions in monitoring and evaluation (M&E) can improve transparency and accountability in police reform. These actors offer independent insights and help ensure reforms serve both public and institutional interests (Reiner, 2010). Rather than being punitive, M&E should be seen as a tool for learning and improving performance. However, Ethiopia lacks strong independent oversight mechanisms, which contributes to impunity and political interference in policing (Human Rights Watch, 2017). Without formal systems for public complaints or evaluations, transparency remains limited. Drawing from international experiences, establishing independent review boards and standardized evaluation processes is essential to build trust and uphold human rights (Goldsmith, 2000).

#### **4.5 Institutionalization and Adoption of Standard Operating Procedures within Ethiopia's Police Force**

SOPs are formal instructions, which are specifically intended to standardize law enforcement practice and minimize discretionary decision-making to promote uniformity and impartiality in police conduct (Bittner, 1970). The chapter critically analyzes the presence and usage of SOPs based on qualitative data collected through Key Informant Interviews (KIIs), Focus Group Discussions (FGDs), and field observations across various police units.

The results indicate that while SOPs are officially implemented in some specialist units like those responsible for investigating crime, forensics, economic crime, and crimes against humanity, their usage is uneven within the force. These specialized units show a relatively high level of procedural compliance, particularly when conducting complex or

high-profile operations. For example, one officer tasked with conflict-related duties reported, The SOPs were really useful during the conflict; they helped us to guide our conduct and ensure that we acted within the law. This speaks of the way SOPs provided regularized instruction throughout the conflict in Tigray, providing for deployment, operational strategies, and withdrawal procedures, and hence ensuring consistency and legality (Key Informant Interview, 2024).

In support of such an observation, the former president of the Ethiopian Police University indicated the institutional progress that has been made in developing SOPs, observing that they are in place and being utilized as such in various departments. He explained that during the war in Tigray, SOPs were employed to guide officers' deployment, operations, and withdrawal in order to have a legal and systematic handover of duty. He also indicated internal advancements in the university institution, including SOPs on the drafting, amendment, and approval of curriculum, as well as collaborative protocols with prosecutors and courts on topics such as forensics and organized crime (Former Police University Academic President, 2025).

Despite all these advances, their use in everyday policing contexts is restricted. Officers engaged in routine operations, and those engaged in crowd work, community policing, and rural beat work, are not typically cognizant of and trained to implement SOPs. In one participant's experience with a regional training center, SOPs exist for specialist units, but for the average policeman, especially those working in the community, they're not as embedded in everyday activity. This unequal application results in disparity in policing standards and erodes public confidence in the professionalism and impartiality of law enforcers (FGD 1 March 27, 2025).

One of the key problems identified in the study is the long-standing issue of political interference in police operations, which has a propensity to weaken the efficient application of Standard Operating Procedures (SOPs). This has been particularly true for situations deemed to be politically sensitive, where external pressures have supposedly led to the bending of established protocols and compromising the professional and neutral character of police conduct (KII 2, March 31, 2025). Such practices subvert public

perceptions of prejudice and add to the mistrust in the institutions of law enforcement. In addition, the observation from a former president of the Ethiopian Police University revealed that despite the current reforms, tangible changes have only been felt in the capital and select regional towns. Uniform and national compliance with SOPs remains low. He emphasized the requirement of police autonomy and made it clear that the police need to serve all communities fairly and be protected from political manipulation (KII 1 March 31, 2025).

Empirical evidence from above discussed interviews and focus groups implies that Ethiopia has progressed a great deal in the creation and application of SOPs, particularly in specialized policing units. The Ethiopian Police University has been at the forefront of developing and disseminating SOPs tailored to crime investigation, economic crimes, terrorism, and organized crime.

*SOPs are present and implemented across departments from crime investigation to economic crimes and crimes against humanity. During the Tigray war, for example, there was a clear SOP that governed deployment, operations, and withdrawal. This allowed for a legal and systematic passing of responsibility ( KII 1 March 31,2025).*

This systematic process demonstrates that policing institutions within Ethiopia recognize the necessity of procedural governance. Evidence collected from KIIs, FGDs, and field observations depicts an uneven and layered trend in the policing landscape of Ethiopia towards instituting SOPs. On one end, it ranges with the specialized units: crime investigation, forensic, economic crimes, and crimes against humanity, which generally have relatively good procedural compliance. This practice is especially evident during the course of complex operations, such as those in the situation for the war in Tigray, where SOPs were reported to play a vital role in determining deployment, engagement, and withdrawal (KII, march, 272024). This observation attests to the value of SOPs not just as guidance but as operational documents that enhance legality, transparency, and consistency in the context of high-risk interventions.

However, qualitative data also refers to the critical shortfall in more widespread incorporation of SOPs into fundamental policing work. Those officers who served on regular policing—street patrols, crowd control, and rural patrols—indicated either limited exposure to SOPs or inadequate training to effectively implement them (FGD 1, March 27, 2025). This division suggests SOP application is balkanized and not ubiquitously integrated into institutional culture or practice. As Bittner (1970) originally maintained, SOPs aim to constrain discretion and enforce impartiality. In the Ethiopian environment, this proposed standardization has not yet come operational in frontline units in any meaningful way, thereby eroding uniform conduct and eroding public trust.

Adding to this is the problem of political interference. Chief informants described how SOP implementation is politically driven diluted in sensitive politically sensitive cases, where procedure is manipulated so as to yield to extraneous pressure (KII 2, March 31, 2025). This undermines the neutrality of law enforcers and raises impressions of discrimination, ultimately weakening the push for professionalization and accountability.

Further, institutional information from the former president of the Ethiopian Police University (KII 1, March 31, 2025) reveals that innovations in SOP development primarily in aspects like curriculum and cooperation between agencies are largely confined within the capital city and other urban cities. A lack of national level consistency in embracing SOPs denotes a structural limitation in diffusion of reforms. This gap destabilizes the principle of equal protection and procedural justice across territorial areas, undermining police legitimacy and citizen trust.

Overall, while Ethiopia has made tremendous progress in designing SOPs for specialized operations, the data points out that complete integration into routine policing is still unfinished. This uneven institutionalization limits the potential of SOPs as instruments of democratic governance, legal accountability, and uniform public service. In the future, reform efforts must prioritize the mainstreaming of SOPs into all aspects of operations in conjunction with capacity building, decentralized training, as well as protecting institutional autonomy to insulate the police from political interference.

#### **4.5.1 Inconsistent Implementation in General Policing**

Even with commendable efforts by Ethiopia to institutionalize police organizations via the development of police standards, operational orders, a code of police doctrine, and harmonization with the constitution, there is a wide policy-practice gap. These documents, i.e., the Ethiopian Constitution, the Federal Police Proclamation, and internal orders, are intended to guide police conduct, encourage accountability, and institutionalize operations at the unit level. But the application of such frameworks on a daily basis in police work is still hit-or-miss and helter-skelter. Nevertheless, whereas SOPs for professional activity such as criminal investigations exist, their application in relation to general policing tasks such as crime prevention, patrolling, maintenance of public order, and community policing is uneven. Among the top police instructors, one confessed that though very detailed SOPs for investigation units do exist, incident-based SOPs for patrol units and crime prevention units are yet to be developed. Decisions at the incidence scene assume the form of improvisation rather than occurring in accordance with stipulated procedures. It is an indication of a systemic failure in operationalizing doctrine at policing levels. These concerns came to light in a Focus Group Discussion (FGD) among police officers, where some of the respondents echoed that SOPs are acquired through formal training but not reinforced through constant professional development and regular supervision. As one officer recounted, in practice itself, SOPs are not actually followed, especially in emergencies or politically sensitive cases. Sometimes we are given word-of-mouth instructions which supersede what the SOP says. This sort of post facto advice not only undermines institutional consistency but also subjects officers to legal and ethical risk when impulsive action in the moment varies from procedures established.

This shortfall between conception and practice of the model is an indicator of deeper issues in the lack of operational integration and internalization of SOPs by the police force. Policing is a matter of writing rules for Bayley (2006), instead requiring an institutional dedication to professionalization, constant training, and performance accountability. Without SOPs making meaning through on-going supervision,

performance evaluations, and systems of discipline, discretionary and arbitrary enforcement would remain at risk.

Moreover, the implementation gap can erode public confidence, particularly where police reactions are perceived to be politically based or indeterminate. Ethiopian police institutions need to bridge this implementation gap by guaranteeing that SOPs are not just disseminated but also comprehensible, practiced, and institutionalized in all units and ranks. This may include the integration of scenario training, establishing monitoring and evaluation mechanisms, and instilling a culture of compliance with legal frameworks even during crisis situations (Goldsmith & Lewis, 2000).

#### **4.5.2 Political Interference and Operational Independence**

Standard Operating Procedures (SOPs) in policing are essential since they serve as a manual to ensure uniformity, professionalism, and justice in police work. A clearly defined SOP structure shields policing from outside influence by positioning enforcement of procedures within firm, clearly stated guidelines. Political influence remains an overarching issue that keeps destabilizing SOP adherence in Ethiopia and often devastates the profession and impartiality of law enforcers. Despite the emphasis of the Ethiopian Police Doctrine on demilitarization, decentralization, democratization, and DE politicization (Interpeace, 2023), police officers still assert that political pressure forces them to deviate from what they are expected to do, particularly when they handle politically sensitive cases (FGD 1 March 27, 2025).

This persistent issue is an indicator that there is no independent check and balance mechanism, which has translated into discretionary abuse and procedural anomalies. Evidence is that well-integrated institutionalized arrangements such as Canada and South Africa anchor police performance on civilian review boards to regulate police conduct and ensure SOP compliance (Afrobarometer, 2025). There is none in Ethiopia, and therefore procedural accountability becomes difficult to enact (ISS Africa, 2023). This is further exacerbated by a dearth of training on how to implement SOPs in such a manner that the officers are not provided with any form of formal training to execute standardized policing measures. In the absence of regular refresher training, officers fall back on

discretion, and this contributes to inconsistency in policing and susceptibility to political manipulation (Goldsmith & Lewis, 2000). Political interference is most pronounced in protest police and election police. There has been evidence that police are generally coerced to suppress demonstrations or be politically aligned with certain political forces, not neutral as expected by SOP standards (Human Rights Watch, 2017). Public trust is undermined, and it continues with beliefs that police are just an appendage of political power and not an independent agency whose function is to uphold the law (Kidanemariam, 2021). Second, officers are in the dilemma of trying to balance enforcement procedures and political directives, and this also leads to institutional illegitimacy. With indeterminate mechanisms for compliance assurance, the effectiveness of SOPs is compromised in practice. In order to address these requirements, Ethiopia needs to institutionalize SOP training and build independent monitoring institutions to ensure procedural compliance. The addition of SOP training in police schools would equip officers with the information needed to uphold standard procedures, reducing the exercise of discretion on sensitive cases (ISS Africa, 2023). The addition of civilian oversight boards also has the potential to enhance accountability through examination of law enforcement practices and inquiries into misconduct claims (Afrobarometer, 2025). Furthermore, technological advances such as electronic reporting systems and real-time monitoring systems would facilitate easier enforcement of SOPs to limit political intrusion in operational-level decision-making (Goldsmith & Lewis, 2000).

Finally, while Ethiopia's police reform efforts are aimed at depolitization of the police and procedural accountability, political intrusion remains a major drawback. Institutional capacity building, strengthened professional development, and the integration of independent supervision are all absolutely crucial steps towards ensuring SOP compliance and maintaining police neutrality. Placing such reforms at the forefront of its agenda, Ethiopia can progress towards having a rule-of-law-resistant policing system, fostering public trust, and maintaining its operational integrity within politically charged settings.

## **4.6 Progressive Reforms and Curriculum Expansion**

The past decade has seen dramatic advances in Ethiopia towards incorporating human rights education into police training programs, reflecting an increased systemic commitment to democratic policing and institution accountability. Perhaps most symbolic of the reforms has been the closure of infamous Maekelawi prison, where abuses of human rights were rampant, and its remaking as a museum. This action is not just a question of historical responsibility but also a sensible step toward integrating values of rights into the country's policing bodies (Human Rights Watch, 2019). Through this action of owning its own errors in the past, Ethiopia shows that it is dedicated to building transparency and accountability in policing. Perhaps, apart from symbolic efforts, the Ethiopian police curricula for training have broadened immensely, and major issues like gender rights, children rights, conservation of nature, and rule of law values have been dealt with, which coincide with broadly acceptable international policing standards of ACHPR (2015) and UNOHCHR (1990). Policemen are now clearly instructed what abuse of power, misconduct, and procedural justice are, which reinforces the moral basis of policing (Interpeace, 2023). One of the best police trainers emphasized that the officers should be absolutely clear in their understanding of the boundaries of legality and dignity of people, where all of the officers are clearly made aware of what is abuse of authority or ill-treatment (KII 2, March 27, 2025). Legal protection is likewise the most vital support of police training, with physical training guaranteeing protection of human rights. A Federal Police Commission official claimed that officers are now instructed that evidence gained through unfair means, such as through coercion or illegal search and seizure, has been rejected by the courts. The policy acts as a vice deterrent, imposing the exclusionary rule that has become trendy in police reforms in Kenya and South Africa (Bruce & Neild, 2005; Osse & Cano, 2017). Through the incorporation of legal responsibility into policing structures, Ethiopia aims to reduce arbitrariness and improve procedural integrity. Despite these efforts, unchanging application remains a challenge across all police units, particularly in the rural areas where access to uniform training and oversight mechanisms remains lacking (ISS Africa, 2023). Although Ethiopia has officially incorporated human rights education into law enforcement training, monitoring,

evaluation, and compliance enforcement gaps have tempered the complete realization of such reforms. Strengthening independent oversight bodies and civilian review institutions will be most important to the process of ensuring that human rights principles not only taught but inevitably followed in practice. Finally, Ethiopia's pledge to increase police training curriculums and integrating human rights protection is a significant action towards democratic policing.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

This final chapter consolidates the major findings of the study and presents evidence-based recommendations and reflections derived from both empirical data and theoretical insights. The study aimed to assess the role of integrating technology, human rights education, and skill-based training into police training curricula in Ethiopia, with the broader goal of contributing to ongoing police reform efforts that enhance accountability, operational effectiveness, and public trust in law enforcement. Through a qualitative case study approach, data were gathered from key stakeholders including police instructors, trainees, policymakers, and human rights advocates via Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and a review of relevant literature and policy documents. The findings revealed deep-seated challenges in the existing police training framework, including outdated pedagogical approaches, limited use of modern technology, insufficient emphasis on skill-based learning, and a fragmented or superficial understanding of human rights principles within law enforcement. These challenges are compounded by structural and institutional barriers, such as inadequate infrastructure, low trainer capacity, limited political will, and persistent cultural narratives that position human rights as a threat rather than a tool for effective policing. Nonetheless, the research also uncovered growing recognition among stakeholders of the need to modernize training programs and embed rights-based and skills-oriented approaches that align with international best practices and Ethiopia's constitutional commitments.

#### **Recommendation**

To attain maximum professionalism, accountability, and effectiveness of operations of Ethiopia's police service, there might be an embracing of a comprehensive, long-term strategy that highlights institutionalization of human rights education, technology-based training, skill-based learning method, effective monitoring and evaluation process, and

international cooperation. These pillars might not be voluntary supplements to policing but might be inserted in each module of police education and codified as a part of the normal curriculum at all levels of police education, from basic training to advanced in-service training.

## **1. Institutionalizing Human Rights Education Across All Training Modules**

The principle given to any contemporary and democratic police force is the safeguarding of human rights. Therefore, human rights education might be woven throughout the entire police training curriculum, not as a standalone module, but as a cross-cutting topic. Each module of training be it criminal investigation, crowd management, or arrest techniques might specifically address human rights matters relevant to that topic. Forced human rights education might be institutionalized in police training schools so that each cadet acquires a sound base in the principles of human dignity, due process, right to life, and freedom from torture and arbitrary arrest (UNOHCHR, 1990; ACHPR, 2015). In addition to theoretical instruction, the course should employ case-based models of learning where students analyze actual policing scenarios through the lens of international human rights norms. This method fills the gap between knowing and doing, allowing officers to arrive at legally appropriate and ethically sound decisions in high-stakes situations. Standardized training guides, written in partnership with human rights practitioners and in accordance with international best practice, might be employed as the minimum baseline for instruction. These guides might also be systematically checked and revised to remain current with developments in domestic law and abroad (Bruce & Neild, 2005; Osse & Cano, 2017). By embedding rights-based thinking into police practice on a daily basis, Ethiopia can establish a police culture of procedural justice, equality, and respect for the rule of law.

## 2. Mainstreaming Technology in Police Operations and Training

Policing in the digital age requires digital literacy. Hence, technology use and digital literacy might be essential components of all police training modules. The officers might be trained in not only traditional detective skills but also cyber forensics, digital evidence preservation, data protection legislations, and ethical application of surveillance technologies. Training schools should be equipped with state-of-the-art simulation rooms, virtual reality (VR) facilities, and e-learning software that allow officers to practice difficult, real-world policing situations in a safe and controlled setting. These technologies are geared towards improving cognitive decision-making, stress management, and scenario-based judgment, thereby producing field-ready officers (ITU, 2020). Furthermore, police modernization initiatives might also close the urban-rural digital gap. Rural police personnel are deprived of access to even basic communication technologies. Therefore, solar-powered digital equipment mobile training units, portable computers, and satellite communication systems might be deployed to under-served areas. Offline training modules might be provided and available in local languages, so that no officer is excluded due to a geographical or linguistic handicap.

## 3. Institutionalizing Scenario-Based, Skill-Driven Training

In order to move away from traditional force-preponderant models of policing, the Ethiopian Police Service might institutionalize all ranks with skill-based and scenario-based training. Traditional lecture-training does not render officers competent in practical decision-making, negotiation, and conflict resolution skills they are required to use in ever-changing field situations. Modern policing requires critical thought, emotional intelligence, and situational context awareness, all of which are best imparted using active learning techniques such as simulated situations, interactive de-escalation exercises, and role-playing training (Lum et al., 2019). Such learning tools enable officers to rehearse best responses in response to violent confrontations, mental health crises, or civil disturbances, enhancing behavioral responses to minimize harm and establish trust in the community. Furthermore, police training curriculum might include continuing professional development (CPD) courses as a component of career growth. Officers

should be made to undergo periodic refresher training in new use-of-force methodologies, investigative best practices, community engagement strategies, and the moral use of emerging technology. The presence of regional skill-development centers will geographically decentralize access to advanced training and provide region-specific instruction based on region-specific crime trends and security issues.

#### 4. Integrating Monitoring, Evaluation, and Accountability in Police Training

Accountability is a part of professional policing. Therefore, internal control mechanism modules, civilian oversight, and performance monitoring modules should be compulsory in all police training modules. Serving officers as well as cadets might learn the mechanisms which hold them accountable and the consequences of not following legal and ethical approaches. Police officers training to work in an open manner with such bodies might be followed by the establishment of autonomous oversight structures, such as ombudsman offices and civilian review panels. Police academies might integrate coursework in whistleblower protection, complaint handling mechanisms, and procedures for documentation of misconduct. In addition, introduction of electronic accountability tools at an early training stage e.g., body cameras, incident reporting platforms, and automated reporting systems should familiarize officers with transparency aids they will use on the streets (Goldsmith & Lewis, 2000). A well-delineated and uniformly applied framework of discipline should also be taught. Internal codes of discipline, the juridical consequences of rights violations, and ethical behavior should be covered in every module for training. This is intended to instill a zero-tolerance culture towards the abuse of authority and thus re-enforce public confidence in the police.

#### 5. Incorporating International and Cross-Sector Cooperation into Police Training

Ethiopia's police institution cannot operate in isolation. Police officers have to be equipped with skills that are relevant on the international scene and tasked with applying international best practices as they navigate an increasingly globalized environment. Training at all levels of the police institution, therefore, should include exposure to international legal standards, comparative policing models, and cross-border crime

control strategies. Institutional partnerships with national universities, research institutes, human rights organizations, and civil society institutions will enable the co-designing of training curriculum that shall be evidence-based as well as contextually appropriate. The partnerships will also ensure increased academic exchange to facilitate police trainers and officers to be exposed to new developments in criminology, sociology, and human rights law. Moreover, Ethiopian police organizations need to pursue active membership in international and regional policing networks to access knowledge-sharing forums and cooperative training opportunities. International donors' grants and technical support can similarly be utilized to build training facilities, introduce new technologies, and launch reform pilots that can be rolled out at the national level (OECD, 2020). In general a national imperative for sustainable reform For turning Ethiopia's police force into a rights-enforcing, professionalized, and people-centered organization, conscious infusing of all these strategic imperatives into every aspect of police training and business is non-negotiable. Human rights, technology, competency-based training, accountability, and international partnership cannot remain secondary or marginal they might become the foundational pillar stones of Ethiopia's national police curriculum. We strongly suggest that the Ministry of Justice, Federal Police Commission, and state and regional law enforcement institutions implement this multi-dimensional reform plan collectively as a mandatory element of the national training and working system. In this way, it will not only professionalize the police but also enhance public confidence, institutional legitimacy, and align the law enforcement system of Ethiopia with democratic governance standards. Long-term political commitment, ample funding, and coordination among stakeholders will be needed to make this vision a reality. But the long-term dividend in terms of safer communities, reduced police abuse, and a stronger rule-of-law culture will well be worth the cost. If they are implemented systematically and backed by unyielding determination, these proposals will position Ethiopia's police force to effectively respond to the advanced challenges of modern policing while keeping tabs on the ideals of justice, human rights, and national cohesion.

## **Conclusion**

This study aimed to investigate whether the inclusion of technology, human rights education, and skills-based training within Ethiopia's police training curricula could enhance accountability, professionalism, and operational efficiency. According to qualitative data obtained from focus group discussions, key informant interviews, and an extensive literature review, the study established that there were critical shortcomings in the current model of training. Ethiopia's police training schools remain committed to old, force-based pedagogical models focused on theoretical academics over pragmatic skills necessary for democratic policing. Nationally, there have been promises of reform, but practical implementation of these ideals is spotty and under-funded.

The findings present that salient elements of new policing digital competence, rights-informed participation, and scenario-training functional preparedness are absent or cursorily addressed. Training in human rights, where offered, is often theoretical and not related to real-world applications. Similarly, use of technology in training is extremely minimal, hampered by infrastructural shortcomings and unavailability of digital facilities like simulation laboratories, safe data platforms, and e-learning centers. Added to these are the limited capacity of trainers, whose majority do not possess updated pedagogical competencies or exposure to current international standards. Further, institutional opposition to reform, based on the belief that human rights impede instead of increase effective policing, also continues to hinder significant progress. This study offers a forward-looking vision for police reform in Ethiopia by identifying key gaps and proposing practical, evidence-based solutions. Grounded in both empirical findings and professional insights, it emphasizes the value of immersive, scenario-based training that integrates human rights principles and digital tools. Such approaches have been shown to improve officer competence, accountability, and public trust (DCAF, 2024; OHCHR, 2004). Also it contributes to broader discussions on democratic policing by aligning reform strategies with operational realities and international standards (OSCE/DCAF, 2009). It advocates for modernizing police education through human rights instruction, technology integration, and skill-based learning elements essential for building a responsive and ethical police force. For these reforms to succeed, they require strong

political will, adequate resources, and inclusive collaboration across sectors. Structural changes—such as independent oversight, standardized training, and transparent evaluation—are also critical to institutionalizing accountability and professionalism (Afrobarometer, 2025; Human Rights Watch, 2017). In sum, it provides a practical roadmap for transforming Ethiopian policing in line with democratic values and global best practices. In doing so, they can foster a more legitimate, trustworthy, and effective policing institution one capable of upholding the rule of law and protecting the rights and dignity of all citizens. field, the research identifies how experiential, practically focused training founded on moral values and technology integration can be employed to drive radical improvements in police performance. Police subjected to scenario-based training and human rights paradigms have proven to be more competent, accountable, and responsive to the public, indicating a reality where well-crafted changes are not only preferable but possible.

The academic contribution of this research is that it offers an evidence-informed, contextually grounded conceptual framework for Ethiopian police reform. It expands the conversation on security sector change in fragile and post-conflict states, offering practical recommendations that cross global best practice with local context. Through its call for the modernization of training curricula through institutionalizing human rights education, the integration of digital technology, and skill-based instruction as a priority, this study sets forth an actionable and comprehensive reform agenda.

For context to develop these reforms, they might be supported with committed political will, adequate resource allocation, and multi-sector partnership. Reform might also transcend curriculum reform but might support structural reform, including the establishment of robust monitoring and evaluation mechanisms, the development of professional standards for training, and the promotion of a culture of innovation, ethics, and service-oriented policing. The effectiveness of reforms depends on several factors. It is only by and through such a concerted and concerted effort that Ethiopia can build a police service that not only is operationally effective but also accountable, people-focused, and loyal to democratic governance norms. Lastly, this research adds a valuable contribution to the nascent scholarly literature on African police reform by presenting a

pragmatic and forward-looking model of reformation in police education and practice in Ethiopia. If implemented on a large scale, the recommendations put forward here can elevate the Ethiopian police to international levels and overcome the specific challenges of the local context. By so doing, they can create a more legitimate, credible, and capable policing institution one that can impose the rule of law and uphold the rights and dignity of all citizens.

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## **List of Annex**

### **Annex A: Interview Guide for KII**

Title of the Study: Police Reform in Ethiopia: Integrating Technology and Human Rights Education in Police Training Curricula for Enhancing Accountability and Operational Effectiveness

#### 1. Introduction

Ethical Considerations: This interview (KII) is conducted for academic research purposes. Participants' responses will remain confidential, and all information will be used solely for this thesis. Participation is voluntary, and you may choose to withdraw at any time without consequence. Informed consent will be obtained before the interview, and all efforts will be made to ensure that questions are respectful and that no harm is caused during the process.

Purpose of the Thesis: The purpose of this thesis is to explore how the integration of technology, human rights education, and Standard Operating Procedures (SOPs) into police training curricula, supported by Security Sector Reform (SSR) and police reform initiatives, can enhance accountability, efficiency, professionalism, and respect for citizens' rights within law enforcement practices in Ethiopia. This research aims to examine the impact of these reforms on police performance and public trust, identifying both challenges and opportunities for improving police training and practices.

Confidentiality and Consent:

- The participation is entirely voluntary.
- All responses will be kept confidential and used only for academic purposes.
- The researcher will inform them that they have the right to withdraw at any point during the discussion.

- The researcher will make sure participants confirm their consent to participate before proceeding.

Estimated Duration:

Approximately 45-60 minutes.

Instructions:

- The discussion will focus on your experiences, observations, and recommendations related to police training, technology integration, human rights education, and SOPs.
- Feel free to share examples and insights.
- There are no right or wrong answers; all perspectives are valuable.

### **Key Informant Interview (KII) Questions**

Objective 1: Examining the Current State of Police Training Curricula

1. How have Security Sector Reform (SSR) and police reform influenced the effectiveness of police training curricula in Ethiopia?
2. How are technology and human rights education currently incorporated into police training programs, and what are the challenges?
3. What are the key gaps in the police training curricula, particularly regarding technology and human rights integration?
4. How do the gaps in police training affect police performance, accountability, and public perception, especially regarding ethical decision-making?
5. How does the current police training address political independence, and is it effective in overcoming political influences in policing?

Objective 2: Assessing Challenges and Opportunities for Technology Integration

1. What challenges have you faced when trying to integrate technology into the police training curriculum?
2. How can police or Security Sector Reform (SSR) programs improve the integration of technology into police training?
3. What role can local communities, human rights organizations, and international bodies play in shaping police training in Ethiopia?
4. Can you provide examples of successful use of technology in police operations or training?
5. What has been the public's response to changes in police training, especially about technology and human rights, and has it impacted public trust?

#### Objective 3: Analyzing the Role of Human Rights Education

1. In what ways does human rights training contribute to better police accountability, professionalism, and ethical conduct?
2. What methods are used to assess how well police officers understand and apply human rights principles in their work?
3. Can you provide examples where human rights education influenced an officer's decisions or actions in the field?
4. What suggestions would you make to strengthen human rights education in police training?

#### Objective 4: Assessing the Presence and Effectiveness of SOPs (Standard Operating Procedures)

1. Are there clear Standard Operating Procedures (SOPs) for handling sensitive situations like protests, arrests, or investigations, and how are they communicated to officers?
2. What systems exist to regularly review and update SOPs in response to emerging challenges?

Lastly, Is there anything else you believe is important to consider or discuss regarding the integration of technology, human rights education, and Standard Operating Procedures (SOPs) in police training? Are there any other suggestions or insights you would like to share that could contribute to improving police reform and training in Ethiopia

## **Annex B: Focus Group Discussion Guide for EFPU instructors**

### **Focus Group Discussion (FGD) Questions**

Focus Group Discussion (FGD) Questions for Police Officers Who Have Received Training Purpose of the FGD: The purpose of this FGD is to gather insights on how the integration of technology, human rights education, and Standard Operating Procedures (SOPs) in your police training programs helps enhance accountability, professionalism, and respect for citizens' rights. The focus will be on how these reforms affect your daily work and decision-making as future officers.

#### Objective 1: Examining the Current State of Police Training Curricula

1. How do you feel about the impact of Security Sector Reform (SSR) and police reforms on the training you are receiving? Do you think it makes you more prepared for your future role?
2. How are technology and human rights education included in your training, and how relevant do you think these topics are for your work as a police officer?
3. Are there any areas in the training where you feel technology or human rights education could be improved or better included?
4. How do you think the current training affects your ability to make ethical decisions, treat citizens with respect, and perform your duties responsibly?
5. Do you think the training adequately addresses political independence in your future role as a police officer? How do you feel about the influence of politics on police work?

#### Objective 2: Assessing Challenges and Opportunities for Technology Integration

1. What challenges have you experienced in using technology during your training, if any? How could these be addressed?

2. Do you think there are enough resources or technology available in your training?  
How can more modern technology help you become a more effective police officer?
3. How do you feel about the role of technology in modern policing? What specific areas of police work do you think could benefit the most from technological improvements?
4. How do you think community members or other organizations can play a role in improving police training with technology and human rights education?

#### Objective 3: Analyzing the Role of Human Rights Education

1. How does human rights training affect the way you view your role as a police officer?
2. Do you feel confident in your ability to apply human rights principles in your daily work as a police officer?
3. Can you share an example where human rights education has influenced your actions or decisions during training or in practical exercises?
4. What would you like to see improved in the human rights education aspect of your training to make it more effective?

#### Objective 4: Assessing the Presence and Effectiveness of SOPs (Standard Operating Procedures)

1. Do you feel that SOPs are clearly explained to you during training, especially for handling sensitive situations like protests or arrests?
2. How do you feel about the way SOPs are enforced during your training? Are there any difficulties in applying these procedures?
3. What suggestions do you have for improving SOPs in training to better prepare you for real-world policing challenges

### **Annex C: Interview Guidelines**

The interviews for this research started with a succinct clarification of the aims of the study, making sure that participants were aware of the confidentiality of the information they would provide and the voluntary basis of their involvement. The participants were reminded of their rights, which included withdrawing from the study at any stage without

any penalty, thereby remaining consistent with moral research values (Kumar, 2014). Informed consent was obtained from all the participants before any interviews were conducted, informing them completely about the purpose of the study and their role in this study, thereby safeguarding their autonomy and preserving the integrity of the research process.

The researcher made a deliberate effort to ensure the setting was comfortable and professional to facilitate open and honest discussion, which is of primary importance in qualitative research to obtain sincere and meaningful responses. As Flick (2018) emphasizes, the establishment of rapport and trust is essential for enabling participants to answer spontaneously. Since the researcher has a law enforcement background, this environment was helpful in the sense that it helped to establish common knowledge and facilitated data collection, with more openness and freedom of communication. This background also helped to create a better rapport with interviewees, further promoting trust and openness throughout the process.

The interview guide was led by a definite methodology that allowed consistency while providing the freedom to follow emerging themes. The interviews were focused on overarching issues of relevance to the research questions, namely the integration of technology and human rights training in police training curricula. Interview data were subsequently triangulated with secondary data obtained through document analysis of official training manuals, policy documents, and reports of the Ethiopian Federal Police. A purposive sampling technique was used in choosing police officers from various ranks to ensure diversity in opinions, which ultimately led to a wider and denser knowledge of the issues examined in the study.

#### **Annex D: Focus Group Discussion Guidelines**

Along with this, institutional reforms that focus on human rights education, professional training, and ethics training must be implemented to produce a police force that is responsive to the rights of the people and adheres to the rule of law (Solis, 2008). Incorporating human rights principles into police training, along with technological advancements, can align officers' behavior with respect for the rights of the people,

reduce the misuse of power, and create more humane policing agencies (Walker, 2001). In Ethiopia, these reforms are not even underway yet, and much work will be required before they can be termed as being comprehensive and sustainable

In spite of all these issues, the absence of a combine or comprehensive system, independent oversight, police body cam and technology, and institutional reform or change still denies absolute accountability. Independent review and oversight is an important tool for accountability, particularly for civilian review agencies or boards, which effectively monitor police conduct, ensure transparency of oversight, and hold police officers accountable for their illegal conduct (Kidanemariam, 2021). In Ethiopia, independent oversight is politically conceptually underdeveloped and longstanding and, therefore, ineffective. Police officers keep misusing their powers as there is largely no recourse due to the lack of a viable public option to seek abuses (Kidanemariam, 2021).

Significantly, if technology is utilized by the police (such as body-worn cameras, third-party real-time monitoring, social media rape and abuse educational and reporting tools to document misconduct), then the deficit of accountability would be filled. Studies in police review and oversight nations (among others, like the United States and United Kingdom) have examined how technology, like body cam, is likely to add a layer of transparency and public trust in police accountability (Ariel et al., 2015; Reiner, 2010). Outside of technology, we occupy shards from the past, and that is using police technology properly, as well as using civilian oversight and review properly using technology. Technology facilitates the possibility of having a buildup of verifiable information like timelines to assess each police interaction with each citizen. Independent authorities would use the timelines of police-citizen interactions both for the police accountability and integrity process, as well as monitoring abuse complaints.

Furthermore, reform and institutional change offer another option to maintaining the whole record of misconduct, auditing up to items like human rights education, institutional capacity building/development, and local and appropriate ethical training (Solis, 2008). Human rights field training of police that combines technology with a police cultural agenda setting has the potential to modernize the police culture.

## Annex E: Research Participant

<b>Group / ID</b>	<b>Role / Rank</b>	<b>Affiliation</b>	<b>Type of Participation</b>	<b>Remarks</b>
FGD1-P1 to FGD1-P7	Inspectors and Chief Inspectors	Ethiopian Federal Police (Instructors)	Focus Group Discussion 1	Active instructors at the Ethiopian Federal Police College
FGD2-P1 to FGD2-P5	Chief Sergeant (1), Cadet Officers (4)	Ethiopian Police University (Students)	Focus Group Discussion 2	Second-year cadet training program participants
KII1–KII3	Assistant Commissioners (2), Chief Inspector (1)	Ethiopian Police University (Admin Staff)	Key Informant Interview	Administrative and curriculum leadership roles
KII4–KII5	Deputy Commissioners	Federal Police Strategic Leadership	Key Informant Interview	High-level insights; one is currently not in active service

## Declaration

This thesis titled, “**EFP Reform in Ethiopia: Integrating Technology and Human Rights Education in Police Training Curriculum**” is a new contribution of mine. The sources of all the information utilized in the thesis are properly cited, and it has not been presented for a degree at any other institution.

**Declared by:**

Name of the student: \_\_\_\_\_

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_

**Approved by:**

With my endorsement as a university adviser, this work has been submitted to Addis Ababa University's Institute for Peace and Security Studies (IPSS) for examination.

Name of Advisor: \_\_\_\_\_

Signature: \_\_\_\_\_

Date of submission: \_\_\_\_\_