



Rwanda Millennium Challenge Corporation Threshold Program **JUSTICE STRENGTHENING PROJECT**

ANNUAL REPORT: AUGUST 24 – DECEMBER 31, 2009

KIGALI, RWANDA

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Acronyms

CCOAIB	Consultative Council for Grass Roots Organizations
CLE	Continuing Legal Education
CSO	Civil Society Organization
ICT	Information and Communication Technology
ILPD	Institute for Legal Practice and Development
IOJT	International Organization of Judicial Training
KBA	Kigali Bar Association
LDU	Legislative Drafting Unit
LRC	Law Reform Commission
MCC	Millennium Challenge Corporation
Minecofin	Rwandan Ministry of Finance and Economic Planning
Minijust	Rwandan Ministry of Justice
M&E Monitoring	and Evaluation
Nuffic	Netherlands Organization for International Cooperation in Higher Education
JSP	Millennium Challenge Corporation Threshold Program: Rwanda Justice Strengthening Project
TNA	Training Needs Assessment
TOT Training	of Trainers
USAID	United States Agency for International Development

Executive Summary

The principle goal of the Rwanda Millennium Challenge Corporation Threshold Program: Justice Strengthening Project (JSP) is to positively impact the Millennium Challenge Corporation's (MCC) Ruling Justly Indicators, specifically *Political Rights*, *Voice and Accountability*, and *Civil Liberties*.

The 1994 genocide left scars on the Rwandan justice system as well as its people. Courthouses were destroyed, justice sector personnel were killed, and citizens lost trust in the government's ability to resolve conflict and maintain order. Rebuilding the rule of law has been a significant challenge for many reasons, including the lack of qualified, experienced individuals to fill critical justice sector positions. Today, justice sector professionals lack training in vital skills needed to perform job functions. Other needs include enhancing the process by which legislation is available to the public and ensuring Parliament receives civil society feedback on that legislation; creating clear and concise bills in the three official languages; and identifying the remaining laws that need to be amended, revoked, or added, and establishing the body tasked with this responsibility.

Rwanda JSP will address these critical needs through the lens of the MCC Ruling Justly Indicators.

1. *Political Rights* will be addressed by enhancing the balance of powers between the judicial, legislative, and executive branches of government and in particular by enhancing the capability and independence of the judiciary.
2. *Voice and Accountability* will be addressed by increasing the stability of democratic institutions and the degree to which the judicial branch of government oversees the actions of the other branches of government.
3. *Civil Liberties* will be addressed by enhancing the independence of the judiciary and the rule of law.

Rwanda JSP began in early September 2009. Within the first thirty days of project-launch, the project conducted a targeted assessment of human resource capacity and training needs of the justice sector in Rwanda. This Justice Sector Training Needs Assessment was conducted in conjunction with the local partner, the Institute of Legal Practice and Development in Kigali. The assessment workshop brought together relevant stakeholders from Rwandan government ministries, the international donor community, and Rwandan justice sector practitioners.

During the second quarter the JSP moved forward with the Training Needs Assessment (TNA), submitting a final draft, conducting a validation workshop to solicit comments, suggestions, and revisions from justice sector stakeholders, and finally conducting a justice sector curriculum workshop where technical experts from the judiciary, prosecution and bar association (KBA) created continuing education proposals based upon the TNA and Institute of Legal Practice and Development (ILPD) diploma program. The proposals generated from this workshop were submitted to ILPD for consideration by their steering committee and advisory committees which are expected to result in a continuing legal education program for 2010.

Simultaneously, JSP and ILPD identified and began implementation of a training program for ILPD staff and faculty, including information and communications technology (ICT), curriculum development, and training of trainers. The 2010 training plan includes additional ICT training for all ILPD staff and faculty, training of trainers for ICT and library staff, and additional curriculum development and training of trainers for academic staff and faculty. The Supreme Court, prosecutors, and the Kigali Bar Association have been asked to dedicate 8-10 experienced individuals who will participate in curriculum development, adult teaching methodology, and ICT trainings that are

designed to create a pool from which ILPD can recruit faculty to teach in both the diploma and continuing legal education programs. Faculty training during the third quarter will include curriculum development based upon ILPD policies and procedures, as well as the use of adult teaching strategies in the classroom.

During the second quarter, the Legislative Drafting Diploma Advisory Committee developed an initial draft of the Diploma Course that will be finalized during the third quarter. The preparatory work for the assessment of the library and ICT needs of the JSP stakeholder partners was completed. The assessments themselves will be completed during the third and fourth quarters.

Consultants included:

Name	Profession	Dates	Gender	Tasks
Eric Chetwynd, Jr. PhD	M&E Consultant, Retired USAID	October 22 – November 1, 2009	M	Monitoring and Evaluation Plan
Robert Lochary, JD	Justice Sector Consultant, former Deputy District Attorney, Colorado	September 19- October 8, 2009	M	Training Needs Assessment Team Leader
Jean Marie Katmatali, JD, PhD	Assistant Director LL.M program in Democratic Governance and Rule of Law; Visiting Assistant Professor of Law, Ohio Northern University	September 20- October 8, 2009 and November 18- December 16, 2009	M	Training Needs Assessment Validation, Curriculum Development Justice Sector, TOT ILPD Staff
Bajeneza Kevin	NICI Project Manager, Rwanda Information Technology Authority	October/November 2009	F	ICT training for ILPD Staff, TOT for ILPD ICT and Librarians
Ze Emanuel Hailu	Chemonics Trainer	October 18- November 28, 2009	M	Training of field office account

Section I: Project Mobilization

Chemonics home office staff arrived in early September 2009 and initiated the mobilization process. Within days of this, Chief of Party Patricia Noonan and Senior Legal Reform Advisor John Bosley were fielded. Additionally, Justice Sector Training Specialist George Kalisa was hired and began work. Given the need to swiftly launch the Justice Sector Training Needs Assessment in late September, the Training Needs Assessment Team, including Robert Lochary and Jean-Marie Kamatali, was also fielded.

On September 23, 2009 a work planning workshop was held with stakeholders, key counterparts, and United States Agency for International Development (USAID) mission staff. Those in attendance included:

NAMES	POSITION
Mirembe Alphonsine	Justice Sector Coordination Officer/MINIJUST
Butare Emmanuel	Principal state Attorney/MINIJUST
Mutesi Betty	MCC Liaison Officer/MINECOFIN
Habarurema Anicet	Secretary General/Chamber of Deputies
Sosthène Cyatire	Secretary General/Senate
Vastina Rukimirana	Rector/ILPD
Roelof Haveman	Vice Rector ILPD
Guillaume Bucyana	USAID Governance Specialist
Gatete Benoit	Commercial High Court President

The agenda for the workshop began with a description of the consultative process that generated the proposal and a focus on the history of the Millennium Challenge Corporation (MCC) Program and its components. Participants were then led through project activities proposed for Project Year One and Project Year Two, and comments, suggestions, and revisions were discussed. Of particular interest to ILPD was developing information technology skills for its staff. Generally, ILPD requested that project activities are executed within the context of the existing curricula framework, improving and expanding the impact. A judicial representative indicated that the judges were too busy to participate in bi-monthly armchair meetings, but would welcome a more limited schedule. The feedback received during the stakeholder work plan workshop was integrated into the initial draft work plan submitted to USAID.

The draft work plan was accepted by USAID and distributed to Rwandan stakeholders who have requested that the work plan include a cost analysis based upon individual activities. Ongoing discussions between USAID, Millennium Challenge Corporation (MCC) projects and the government of Rwanda have not yet produced a framework for this cost analysis, but it is anticipated that this issue will be resolved in the third quarter.

During the second quarter JSP fielded a monitoring and evaluation (M&E) consultant who worked with project M&E specialist and staff on a comprehensive performance monitoring plan that was submitted to USAID. Feedback was incorporated into this M&E plan, but there is a remaining issue regarding the composition of expert panels set forth in the plan. JSP will meet with USAID to discuss the composition of these expert panels, and the final work plan will be submitted pending the outcome of that meeting.

The knowledge, skills, and abilities of JSP finance and accounting officer were strengthened through training provided by Chemonics home office finance and accounting compliance team manager. Areas of training included the use of ABAC US accounting software, creation of databases, developing accounting files, cash management, and inventory management, and Chemonics FACT Manual.

The knowledge, skills, and abilities of JSP M&E specialist were also strengthened through training provided by Dr. Eric Chetwynd, Jr. who was a short-term consultant with extensive monitoring and evaluation experience. Dr. Chetwynd has retired from service with USAID.

Milestones: Work plan with M&E plan submitted and feedback from USAID incorporated.

Section II: Component 1 - Strengthen the professionalism, impartiality, effectiveness and independence of the judiciary by building its institutional capacity

KRA 1.1: Knowledge of justice sector training and skills needs improved

Activity 1: Justice Sector Training Needs Assessment (TNA). The Training Needs Assessment Team completed their literature review and developed methodology and tools to assess the training needs of justice sector actors in seven categories (judges, prosecutors, lawyers, court staff, paralegals, trainers, legislative drafters) as well as to identify the competencies for these groups. Key stakeholders attended a kick-off workshop where the stakeholder input was accumulated on training needs as well as commitments to cooperation in the assessment process. During their fieldwork, the Training Needs Assessment Team collected and analyzed relevant data and submitted a draft report to USAID prior to their departure.

During the second quarter, the TNA team submitted its final report to USAID. On November 25, 2009, the JSP in partnership with the ILPD held a one-day justice sector TNA validation workshop. Justice sector institutions were represented by high-profile individuals as well as technical advisors. Justice Sam Rugege, deputy chief justice of Rwanda, chaired the event. Development partners and stakeholders were also well represented.

Participants were, in general, in agreement with the results of the TNA. Limited comments and recommendations were proposed and integrated into the final report that was submitted to USAID. Justice sector institutions are looking forward to implementing the recommendations of the final report. The JSP and ILPD will be working with key stakeholders to develop priorities for purposes of future planning and implementation. (Annex A: Report TNA Validation Workshop)

Those who attended the validation workshop included:

Names	Position/Institution
Sam Rugege	Vice President Supreme Court/Deputy Chief Justice
Jean Damascene Habimana	Permanent Secretary, National Public Prosecution Authority
Butare Emmanuel	Principal state Attorney/Minijust
Mutesi Betty	MCC Liaison Officer/Minecofin
Kayitare Jean Pierre	Assistant Attorney General
Vastina Nsaze	Rector/ILPD
Roelof Haveman	Vice Rector (Academic & Research) ILPD
Tye Ferrel	Democracy and Governance Team Leader/USAID
Guillaume Bucyana	Governance Specialist/USAID
Felix A. Majyambere	Translation coordinator Minijust
Uwicyeza Bernadette	MINIJUST Consultant
Me Mucyo Donatien	Kigali Bar Association /Lawyer
Emmanuel Ugirashebuja	UNR/Law School Dean
Ulrich Llist	STA JRLOS Minijust
Didas M. Kayihura	NUR/Lecturer
Rosa Jansen	ILDPS/SSR

Alpha Mirembe	JSCS
C. Ron Soanen	GTZ
Esperance Nyirasafari	Permanent Secretary /Minijust
C. Blanker Rocter	GTZ
Lawrie Hurey	British Embassy
Herbert Rubasha	Kigali Bar Association –Advocate
Anne Gahongayire	Permanent Secretary, Supreme Court
Hatiyaremye Alphonse	Deputy Prosecutor General – NPPA
Andrew Kananga	Legal Aid Fund Coordinator
Serugo Jean Baptiste	Acting Head of Law, ULK Gisenyi Campus
Aguma K. Charles	Legislative translator (Parliament)
Ndizeye Emmanuel	Lecturer, ILPD
Malaala Aimable	Minijust
Merat Zarir	Avocat Sans Frontière /Head of Mission
Turyahebwa Robert	ILPD board member & Dean of Law INLAK
Rukundakuvuga	Inspector General , Supreme Court

Milestones Achieved: Methodology and data collection tools approved; kick-off workshop held; and data collected. Final Training Needs Assessment submitted and validated

KRA 1.2: Capacity of the justice sector institutions strengthened

Activity 2 : African judicial institute conference . Planning began for this conference, including sending the rector of ILPD to the International Organization of Judicial Training (IOJT) Institute conference in Sydney, Australia where leaders from judicial institutes throughout Africa met and discussed the viability of this conference. A letter of application was submitted to the Lenfest Foundation for a grant to cover the costs of registration, and the grant was awarded. (Annex C: Report IOJT Conference) Follow on planning with ILPD and their African counterparts will occur in the third quarter. Implementation of the conference will be delayed until year two based on the realities of the time necessary to ensure a successful activity.

Activity 3: Curriculum development workshop. In an effort to implement the recommendations of the TNA a one-day curriculum development workshop sponsored by ILPD and JSP was held on November 4, 2009. The workshop brought together 21 representatives from Minijust, Supreme Court, National Prosecution Authority, and the Kigali Bar Association. ILPD was represented by the Vice Rector for academic affairs and research.

The purpose of the workshop was to examine the training needs identified in the assessment along with the current ILPD diploma program in order to develop priority-learning tracks for curriculum development and harmonize some of the identified training needs with what is already offered by ILPD. This will ensure orderly planning and avoid duplication. Training priorities for judges, prosecutors, and lawyers were identified and ILPD will provide the information to its steering committee that will articulate the 2010-2011 continuing legal education curriculum. Because the steering committee and all but one of the advisory committees have not been established, the training plan recommendations from the workshop have not been adopted or implemented by ILPD. (Annex B: Report Justice Sector Curriculum Development Workshop)

Those who participated in the justice sector curriculum development workshop and contributed to the training plans are included in the table below.

Names	Position
Ndizeye Emmanuel	Lecturer ILPD
Ntete Jules. Marius	Inspector General, Prosecution
Hitimana J.M.V.	Judge High Court Musanze Northern Region
Mutayoba Alphonse	National Public Prosecution Authority
Kagoyire Alice	Technical Personnel Legislation (MINIJUST)
Emmanuel Ugirashebuja	Dean Law School National University of Rwanda
Usanzabandi Clementine	Technical Personnel Legislation(MINIJUST)
Rukundakuvuga F.Regis	Inspector General, Supreme Court
Kadigwa Gashongore	Judge, Commercial High Court
Roelof Haveman	Vice Rector (Academic & Research) ILPD
Felix A. Majyambere	Translation coordinator (Minijust)
Gatera Raymond	Technical personnel (Minijust)
Herbert Rubasha	Advocate/Kigali Bar Association
Didas M.Kayihura	Lecturer, National University of Rwanda & ILPD
Butera Oscar	Prosecutor, National Public Prosecution Authority
Bwiza Blanche	Judge/ High Court
Kabera Johnson	Kigali Bar Association - Advocate
Kamota Amidée	Kigali Bar Association - Advocate
Mugeni Anita	Kigali Bar Association - Advocate
Ngoga Gakuba Thierry	CEO/Kigali Bar Association
Alpha Mirembe	Justice Sector Coordination Officer/MINIJUST

Milestone: Workshop participants and agenda finalized; workshop held; training plans for judges, prosecutors and lawyers submitted to ILPD for review and implementation.

Activity 4: Training of trainers (TOT) . In cooperation with ILPD, JSP conducted a curriculum development workshop for ILPD academic staff November 17-18, 2009. The training was attended by the six permanent academic staff, and was co-taught by Dr. Roelof Haveman, the vice rector of ILPD, and George Kalisa, the JSP judicial strengthening training specialist.

The goals of the training were to strengthen the capacity of ILPD as a justice sector training institution and to revise the ILPD Short Course Handbook. Specifically, it was intended to establish the staff's levels of knowledge, skills, and abilities, give them basic knowledge on how to organize training since most of them were newly recruited, and introduce them to the draft handbook for organizing short courses at ILPD. The training also enabled them to contribute to the handbook so they can eventually use it for their work and are able to instruct their peers, ILPD staff, and faculty in how to use the handbook in their work (Annex D: Report Curriculum Development Workshop ILPD Staff; and Annex H: ILPD Short Course Handbook).

December 9 to 11, 2009 JSP conducted a second training for the ILPD academic staff, which was taught by Dr. Jean Marie Kamatali. The goal of the training was to strengthen the capacity of ILPD as a justice sector training institution and to enhance the skills of ILPD academic staff to organize and monitor training. The training was designed to ensure the development of better syllabi, training methodology, and training materials as well as improved monitoring and evaluation of training. The program intends to expand this training to cover ILPD faculty as well as other identified trainers in the justice sector (Annex E: Report ILPD Academic Staff Training of Trainers).

Participants in the training included:

Names of Trainees	Position at ILPD
Jean Damascene Munderere	Lecturer/ Head of Modules
Tite Niyibizi	Lecturer
Oswald Tuyizere	Officer in Charge of Continuous Legal education
Emmanuel Ndizeye	Lecturer
Sibo Gahizi Yves	Lecturer/Head of Module
Jeanne d'Arc Musana	Officer in Charge, Post-Graduate Program

A calendar of capacity building training for ILPD staff and faculty was submitted and approved by ILPD. (Annex I: ILPD Staff and Faculty Training Proposal October 2009- December 2010)

Training of ILPD faculty will include:

- ICT training in power point
- Curriculum development using ILPD procedures and forms
- TOT in adult teaching methodologies

Training of ILPD staff will include:

- ICT training
- Ongoing curriculum development and course implementation
- TOT in adult teaching methodologies

Milestones: Trainers identified, two training modules developed and delivered, trainees practiced their new skills.

Activity 5: Individual courses developed. ILPD initiated the process to establish a steering committee and academic advisory committees that will participate in the development of a calendar of continuing legal education courses for 2010 -2011. Justice sector institutions have designated personnel who will be assigned to the steering committee and the advisory committee on legislative drafting has already commenced its work. Other committees have also been identified and it is anticipated that they will start working during the third quarter. The delay in implementing both the steering committee and several of the advisory committees impeded the ability of JSP to work collaboratively in the design and implementation for training programs for the third quarter as there was no mechanism to include sector input into the continuing legal education calendar.

JSP provided a local expert, Kevin Bajeneza, who developed an information and communications technology (ICT) course for ILPD staff, including training modules and materials. Eleven days of training were conducted that included 15 staff, many of whom were not able to attend all of the sessions because they were called away to their regular work. A follow-on plan for continued training submitted to ILPD includes training of trainers for ILPD ICT and library staff as well as

developing an ICT curriculum module for diploma students. JSP will recommend that all further ILPD staff training take place in Kigali, removed from the daily demands of work. ICT training in particular requires regular attendance in order to absorb the material. (Annex F: Report ICT Training ILPD Staff ; and Annex G: ICT Recommendations for Follow-On Training ILPD Staff)

Milestones: Local expert identified; training modules and materials developed; ICT course delivered.

Activity 6: ILPD self-assessment strategy. JSP has identified a consultant to work with ILPD in the development of the self assessment strategy, and has submitted his CV for their consideration.

Activity 7: Coordination of justice sector training institutions. During this quarter JSP has coordinated with the Supreme Court, Kigali Bar Association, and prosecutors, but no preparation has begun for the annual seminar.

Activity 8: Library and ICT. JSP has identified both international and local consultants who will collaborate on the ICT needs assessment. The search continues for a consultant to conduct the library needs assessment.

KRA 1.3: Skills of justice sector actors enhanced

Activity 9: Armchair meetings for Supreme and High Court Justices . During the work plan workshop participants indicated that there was very little time in judges' schedules for arm chair meetings and suggested one meeting per year as a goal. Subsequent meetings with the judiciary revealed that there may be a possibility to increase the number of armchair meetings, but their time commitment will be limited. JSP has submitted to ILPD recommendations for three arm chair meetings based upon the availability of international consultants and the interests of the Supreme Court. The first armchair meeting has been scheduled for January 28, 2010.

Activity 10: Learning by doing. The proposed judgment writing course that will be implemented in the third quarter will include learning-by-doing opportunities.

Activity 11: Exchange opportunities . The project sponsored the participation of the rector of the ILPD at the IOJT bi-annual conference in Sydney, Australia. (Annex C: Report IOJT Conference)

Milestone Achieved : Exchange opportunity identified; participant identified; and exchange opportunity completed.

Challenges and Opportunities

The TNA submitted during the second quarter analyzes many of the challenges and opportunities under Component 1. Currently, the challenges identified include:

- limited time available to ILPD staff and justice sector actors to participate in planning and training activities;
- ILPD academic staff do not currently have all of the required knowledge, skills, abilities or professional experience to train judges, lawyers or prosecutors;
- inadequately trained and dedicated pool of faculty available to ILPD to conduct diploma or CLE training that reflects ILPD curriculum development guidelines and adult teaching methodologies;

- training needs of the justice sector are extensive and beyond the current resources of ILPD;
- ILPD has limited human and budget resources; and
- delay in the implementation of ILPD steering and advisory committees.

Additional challenges include the perception expressed by ILPD that the JSP project has failed to communicate adequately in the design and proposed implementation of a judgment writing course requested by the Rwandan Supreme Court. Moving forward there are opportunities to improve the institutional partnership not only between ILPD and JSP, but also between ILPD and the Supreme Court, including increased participation of USAID in partnership meetings.

Currently identified opportunities include the enthusiasm and commitment of the Rwandan Ministry of Justice (Minijust), the Supreme Court, prosecutors, KBA, ILPD academic staff, as well as the well informed and focused support from USAID.

Planned Activities for Next Quarter

Planned activities for the third quarter include:

- ILPD steering committee and advisory committees identify continuing legal education calendar 2010-2011;
- curriculum development, training of trainers, and ICT training for ILPD staff and faculty;
- judgment writing training for Supreme Court & High Court Judges and curriculum development for primary and intermediate courts;
- armchair meeting for the judiciary;
- ICT needs assessment conducted;
- planning for African Judicial Education Conference continues;
- work plan cost analysis submitted; and
- M&E expert panels identified.

Section III: Component 2 - Legislative reforms strengthened and expanded.

KRA 2.2: Minijust Legislative Drafting Unit Performance Strengthened

Activity 17: Support legislative drafting courses and degrees. During the planning consultations, a decision was taken to develop a diploma program in legislative drafting before offering specific modules or further *ad hoc* training. Scopes of work for a Diploma Course Advisory Committee were drafted. The Diploma Course Advisory Committee was formed and met three times. An initial draft of the program was submitted to the committee and members suggested changes that are being incorporated into the program design.

Milestones Achieved: Advisory Committee was formed and the draft of a Diploma Course developed.

Activity 19: Summer Internships. The recruitment process has started. Two likely candidates have been identified.

Activity 20: Provide information technology. Scope of work for the needs assessment has been drafted. Five potential local partners have been identified and a process to select one has started.

Activity 21: Provide resources to the library at Minijust. Scope of work for the needs assessment has been developed. An appropriate consultant remains to be identified.

KRA 2.3: Capacity of the Parliamentary Legislative Drafting Units (LDU) to provide quality legal content, policy analysis and research improved

Activity 23: Support the establishment of the LDUs. Meetings were held with the secretaries-general of the Senate and the Chamber of Deputies -- on all aspects of activities proposed that relate to Parliament. Changes made as a result: a decision was made to do an assessment of Parliament's website before attempting to add a 'bill-tracker' to the website. Meetings were then held with the Speaker of the Senate and the two Deputy Speakers of the Chamber of Deputies – on all aspects of activities proposed that relate to Parliament. The Speaker of the Senate assigned the Deputy Clerk to be the focal point of contact for this project – she is now an active member of the Diploma Course Advisory Committee.

Activity 24 : Support public input processes. Changes were made during the planning and a decision was taken to do an assessment of Parliament's website before attempting to add a 'bill-tracker' to the website. The scope of work for the needs assessment has been drafted; five potential local partners have been identified and a process to select one has started.

Activity 25: Provide equipment and resources to the library and the LDUs at Parliament. Scopes of work for the two needs assessments have been developed. The process of selecting the ICT consultant has started. The library consultant remains to be identified.

KRA 2.4: Citizen Advocacy and participation in Rwanda's evolving legal framework and justice system strengthened

Activity 28: Working with civil society partners. A series of meetings with civil society organizations (CSOs) was started to assess how participatory the legislative process is. Meetings were held initially with the Consultative Council for Grass Roots Organizations (CCOAIB) and with the Civil Society Platform. Activities (and indicators) will be adjusted to reflect the perception by civil society that the process is open and inclusive in Parliament and not so open and inclusive at the stage of development of legislative proposals by the line ministries. Meetings were also held with;

1. Deputy Director of Community HIV/AIDS Mobilization Program; Mr. MUNYURA Pierre , 0788301762
2. Executive Secretary of the Collectif des Associations et Lignes de Droit de l'Homme au Rwanda; Maître SAFARI Emmanuel Cladho@rwanda1.com ; manusafari@yahoo.fr ; Mobil 0788488022 ; in charge of budget process law
3. President of the Legislative Initiative Task Force; Mr. MWANGA SEMADWINGA Flavie; 0788352025
4. National Executive Secretary of Profemme Twese Hamwe (Umbrella of womens' organizations; Miss BENINYA IZABIRIZA; E mail : profemme@rwanda1.cm ; izabirben@yahoo.com ; website www.profemme.org.rw ; p.o box 2758 Kigali Rwanda
5. Chair of Campaign Action for Peace (sub of ProFemmes); Mme Suzanne Ruboneka 0788-41-09-33
6. Haguruka Elie NZEYIMANA Program manager; e-mail:haguruka2009@yahoo.com

Activity 29: Development of a Legislative Menu. An initial meeting was held with the MCC coordinator at Ministry of Finance and Economic Planning (Minecofin) – who volunteered to help coordinate the development of the list. Two further meetings were held with the Executive Secretary (ES) of the Governance Council and with the MCC coordinator. The Civil Society Advisor drafted a proposal to consult civil society with regard to what should be in the Menu for 2010-2011 – i.e., what the ‘8 laws’ that are called for in the MCC indicator should cover. That proposal was submitted to the ES – who indicated that the Executive would develop the Menu and would then consult on the drafted bills in the usual manner.

Challenges and Opportunities

Currently, the challenges identified include:

- There are no bill drafters in-place yet at Parliament;
- The bill drafters in Ministry have been ‘suspended’ – pending an upgrade in the job classification;
- The law establishing the LRC is not yet passed; given the short time frame of the JSP Project, the planned support for the capacity and work of the LRC can only happen effectively if the GOR completes the process of finalizing the law very soon. The delay has a direct implication related to meeting the MCC indicator (“8 laws adopted”); the indications are that the GOR expects the LRC to play a role – and perhaps the lead role – in identifying what laws and/or amendments will be proposed.
- The MCC Civic Participation Project has not started; and
- The candidate selected as the local Legislative Strengthening Specialist declined our offer.

Currently identified opportunities include the strong desire on the part of Ministry and Parliament to improve the quality of the legislation adopted (at least technically) and the willingness of the two parliamentary projects (United Nations Development Programme and the World Bank/Canadian Parliamentary Centre) to work cooperatively to train the bill drafters.

Planned Activities for Next Quarter

Planned activities for the next quarter include:

- Plan and implement the Seminar on comparative law for the newly appointed commissioners of the Legal Reform Commission (LRC);
- Get buy-in from the commissioners for the rest of the activities planned for the LRC;
- Design of diploma program completed;
- Assist Ministry to develop the Drafting Manual and to harmonize it with the manual developed for Parliament by the United Nations Development Programme project;
- Finalize recruitment of three law student interns;
- ICT and library needs assessments completed;
- Planning of research training for the bill drafters by the Parliamentary Centre initiated;
- Meet with MCC Civic Participation Project; and
- Process to define Legislative Menu identified and implemented.

Section IV: Expenditure Report and Monitoring & Evaluation

Monitoring & Evaluation

The monitoring and evaluation table is presented below. Please note that for the disaggregations column, only gender disaggregation is being reported in this M&E quarterly report but other disaggregations are being tracked by the project and will be shown in the third quarterly report. The exception will be to KRA 3.0 for which complete disaggregations will be reported in a separate table from the third quarter.

M&E Annual Reporting Table – August 24 – December 31, 2009

Project Intermediate Result (Objective) 1.0: Professionalism, impartiality, effectiveness, and independence of judiciary strengthened

Indicator	Reporting Period	Unit of Measure	Gender Disaggregation (Total/Male/Female)	Baseline Value	Year 1 Target	Quarter Oct-Dec 09 Progress	Comments
1.0.1 The quality of court decisions is improved based on international standards (<i>MCC</i> Indicator)	Annually (End of Project)	Score by Panel of Experts	N/A	TBD by Panel in Q 4	Target Score TBD	See comments	A panel of experts in quarter 4 will set baseline score. Baseline score will be based on panel scoring of random sample of ten decisions in the pre-project period of 2008-2009.
1.0.2 Number of laws, amendments, regulations, and procedures related to judicial independence supported with USG assistance	Quarterly	Number	N/A	0	2	See comments	JSP anticipates one law per quarter once impact of project is felt, e.g., beginning in quarter 3. Progress made: JSP has subscribed to GOR official gazette for year 2010. By quarter three, JSP's staff will start reviewing GOR official gazette published on weekly basis and establish a baseline.
KRA 1.1: Knowledge of justice sector training and skills needs improved							
1.1.1 Justice sector training needs assessment completed - milestone indicator	Quarterly (once in 1 st quarter)	Milestone	T:32 M:23 F:9	0	1	Milestone achieved (See comments)	Activity1: Justice sector training needs assessment: Final Training Needs Assessment submitted and validated so one target of this indicator was accomplished and achieved. The validation report workshop of Training Needs Assessment was attended by 32 participants among them 23 were men and 9 women
KRA 1.2 Capacity of the ILPD strengthened							
1.2.1 Continuing legal education (CLE) curriculum developed by ILPD (milestones indicator)	Quarterly	Milestone	T:37 M:21 F:16	0	3	1 milestone achieved (See comments)	ILPD handbook of short-term courses was developed and finalized, this is the first milestone achieved out of three to be achieved in year one. Progress so far accomplished: Activity 3: Curriculum development workshop: Curriculum Development Workshop held and training topics for judges, prosecutors and lawyers identified and submitted to ILPD for implementation. 16 men and 5 women attended this workshop.

							<p>Activity 4: Training of Trainers module: Trainers identified, two training modules developed and delivered, trainees practiced their new skills. Six (6) ILPD Trainers attended TOT training, among those one (1) was a women.</p> <p>Activity 5: Individual courses developed: ICT course for ILPD staff: local expert identified; training modules and materials developed; training modules delivered. ICT training attended by 15 participants, among those six (6) were women</p>
KRA 1.3: Skills of justice sector actors enhanced							
1.3.1 Improvement in practical skills scores based on pre and post-training assessments of participants completing ILPD project assisted CLE courses.	Quarterly	Average of score difference	N/A	0	Target TBD Q3	See comments	Baseline and targets to be determined once the first intake joins CLE courses at ILPD in quarter 3
Project Intermediate Result (Objective) 2.0: Legislative reforms strengthened and expanded							
2.0.1 Parliament passes 8 laws or amendments to existing laws, that significantly improve civil liberties, political rights and voice and accountability. (MCC Indicator)	Quarterly (starting by year 2)	Number	N/A	0	0	See comments	Baseline to be determined in year two of the project where JSP anticipates 2 targets in each quarter of year 2
KRA 2.1: Law Reform Commission's capacity for effective legal review established							
2.1.1 Manual of operating procedures adopted by LRC	Quarterly	Number	N/A	0	1	See comments	We anticipate 1 target to be achieved in 3 rd quarter but as a challenge « the Law establishing the LRC is not yet passed »

(milestone indicator)							
2.1.2 Percent of LRC recommendations judged to have the potential to impact positively on the functioning of the legal system.	Annually (once quarter 7 in year 2)	Percent	N/A	0	0	See comments	We anticipate 1 target to be achieved in 7 th quarter of year 2 but as a challenge « the Law establishing the LRC is not yet passed »
KRA 2.2: Minijust Legislative Drafting Unit performance strengthened							
2.2.1 Percent of bill drafters (Minijust and Parliament) who have completed some or all of the modules leading to the Diploma in Legislative Drafting created at ILPD.	Semi-annually	Percent	N/A	0	25%	See comments	Target of 25% to be accomplished in 3 rd quarter of year 1 Progress so far accomplished: Activity 17: Support legislative drafting courses and degrees: Advisory Committee formed; draft of a Diploma Course developed Activity 19: Summer interns: Recruitment process has started Activity 20: Provide information technology: Scope of work for the needs assessment has been drafted; five potential local partners have been identified and a process to select one has started Activity 21: Provide resources: Scope of work for the needs assessment has been developed; consultant has been identified
2.2.2 Percent of bills that are internally consistent, policy evident and potentially implementable	Annually	Percent	N/A	0	50%	See comments	Baseline will be established through an assessment of a random sample of 10 laws from the GOR Gazette analyzed by the panel of experts. Target of 50% is projected in 3 rd quarter of year one. Progress so far accomplished: JSP has subscribed to GOR official gazette for year 2010.
KRA 2.3: Capacity of the Parliamentary Legislative Drafting Units to provide quality legal content, policy analysis and research improved							

2.3.1 Percentage of Amendments and Laws passed that are internally consistent, policy evident and potentially implementable	Annually	Percent	N/A	0	50%	See comments	<p>Target of 50% is projected during 3rd quarter in year one by a panel of expert. But Third quarter may be too early to assess this target</p> <p>Progress accomplished:</p> <p>Activity 23: Support the establishment of the LDU: Meetings were held with the Speaker of the Senate and the two Deputy Speakers of the Chamber of Deputies - on all aspects of activities proposed that relate to Parliament. The Speaker of the senate assigned the Deputy clerk to be the focal point of contact for this project – she is now an active member of the Diploma Course Advisory Committee.</p> <p>Activity 24: Support public input processes: Scope of work for the needs assessment has been drafted; five potential local partners have been identified and a process to select one has started</p> <p>Activity 25: Provide equipment and resources to the library and the LDU at Parliament: Scope of work for the two needs assessments has been developed; the process of selecting the ICT consultant has started; the library consultant has been identified</p>
KRA 2.4: Citizen Advocacy and participation in Rwanda’s evolving legal framework and justice system strengthened							
2.4.1 Percentage of bills for which the GOR seeks public input at Stage One of the process (policy consideration at the line Ministries)	Semi-annually	Percent	N/A	0	25%	See comments	Baseline to be set by Minijust in 3 rd quarter of year 1
2.4.2 Percent of bills at Parliament that receive public input	Semi-annually	Percent	T:8 M:4 F:4	0		See comments	<p>Baseline to be set by parliament in 3rd quarter of year 1</p> <p>Progress so far accomplished:</p> <p>Activity 28: Working with civil society partners:</p> <p>JSP is working with civil society partners, so far six meetings were held with Civil Society Organizations (CSOs) representatives. 4 men and 2 women attended those meetings</p> <p>Activity 29: Development of a Legislative</p>

							<p>Menu: Two meetings were held with the Executive Secretary of the Governance Council and with the MCC coordinator at Minecofin; the Civil Society Advisor drafted a proposal to consult civil society - which is under consideration.</p>
KRA 3.0: Crosscutting-Gender and Institution capacity building							
3.0.1 Number of justice sector personnel that received USG training	Quarterly	Number	N/A	0	Target TBD Q 3	See comments	<p>Targets will be set during the second quarter</p> <p>Progress so far accomplished: Training topics for each category of justice sector finalized and submitted to ILPD for implementation. Training calendar for 2010 to be accomplished in 3rd quarter and target number to be set. This training calendar will provide an accurate picture of people to train in each category of justice sector personnel and provide a set of targets.</p>



ANNEX A: TNA VALIDATION WORKSHOP ANALYSIS

RWANDA JUSTICE STRENGTHENING PROJECT

Workshop Title: Justice Sector Training Needs Assessment Validation Report Workshop

Dates: 25 November 2009

Venue: Laico Hotel/ Umubano, Kigali

Summary analysis of the post-workshop evaluation tools

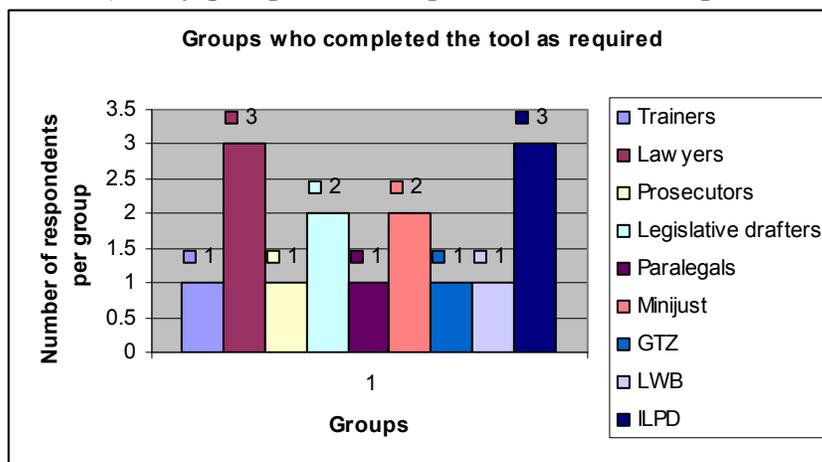
I. Introduction

Chemonics International through the Justice Strengthening Project (JSP) in partnership with ILPD held a one-day workshop with 32 key actors of the Justice Sector in Rwanda. The aim of the workshop was to share views and comments on the assessment report in order to get the needed buy-in and inputs of participants that will help the implementation process of the assessment findings.

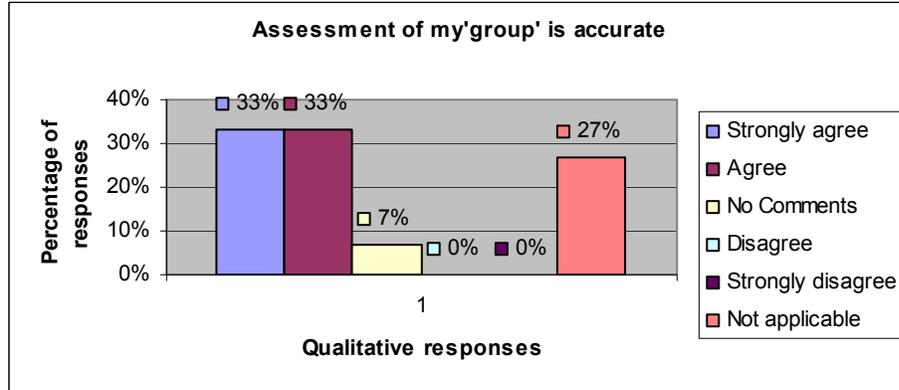
At the end of the workshop, JSP administered the post-workshop evaluation tool that measured the assessment report outcome as expressed by the participants. Out of 32 participants present at the workshop, 20 completed the tool and among them only 15 completed the tool as required whereas 5 completed one part of the tool. Consequently, the current summary only considered those 15 forms that were completed as required.

II. Summary analysis of post-workshop evaluation forms

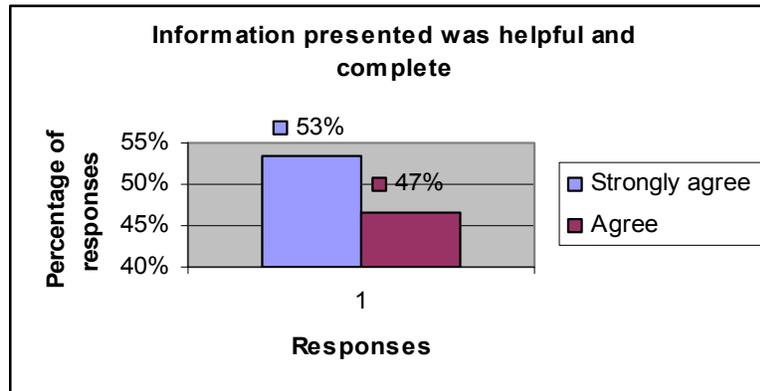
a) Key groups who completed the tool as required:



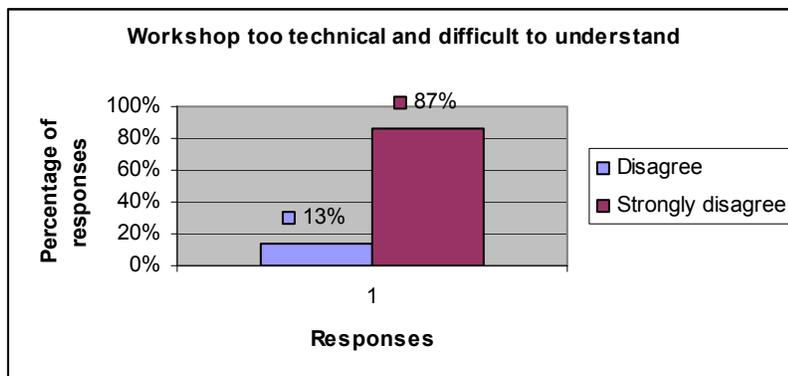
- b) **The assessment of my 'group' is accurate:** The responses for this statement, are represented by the chart below:



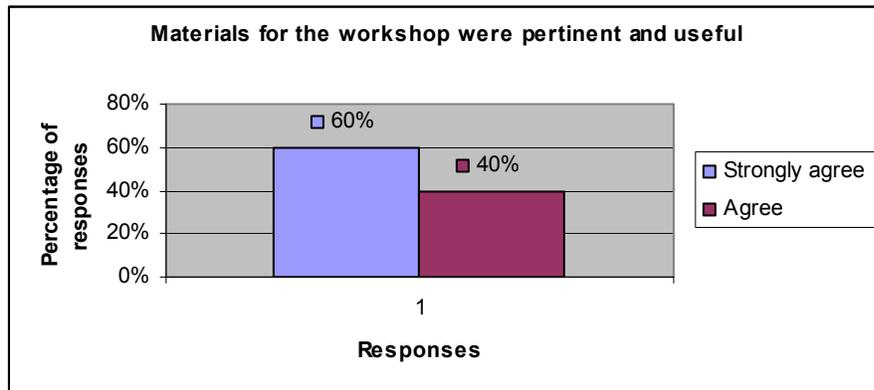
- c) **The presentation of the information was helpful and complete:** 8 participants who represent 53 % of all respondents, strongly agreed with the statement, while 7 who represent 47% agreed with the statement. The chart below explains the responses as follows:



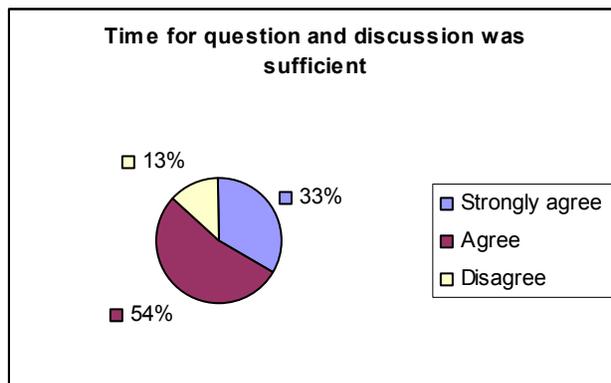
- d) **Workshop too technical and difficult to understand :** 13 participants representing 87% of respondents strongly disagreed with the statement while 2 participants representing 13% disagreed with the statement



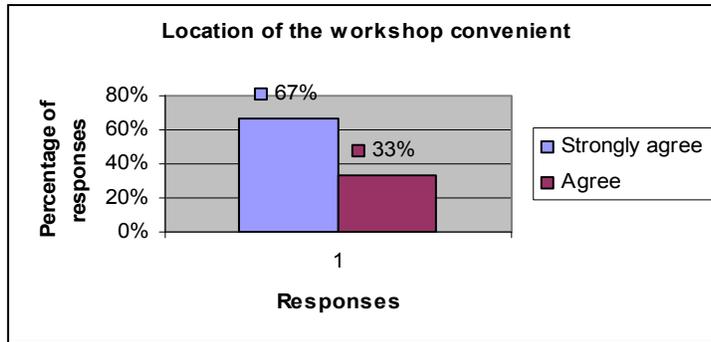
- e) **Materials for the workshop were pertinent and useful:** Responses for this statement indicated that 9 respondents representing 60% strongly agreed the statement while 6 responders representing 40% agreed the statement as represented by the chart below :



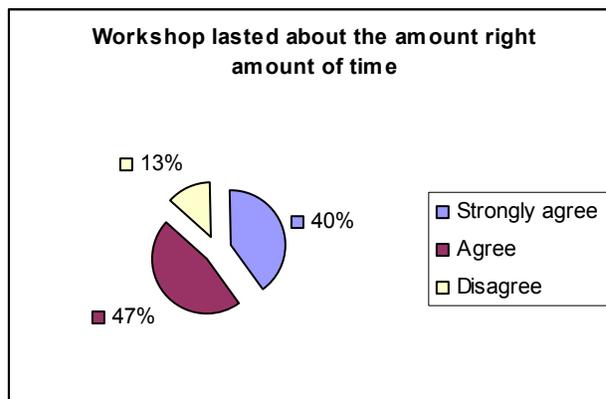
- f) **The time for questions and discussion was sufficient:** 8 participants representing 54% strongly agreed with the statement while 5 respondents agreed with the statement. Only 2 participants representing 13% disagreed with the statement. The responses are represented by the chart below:



- g) **The location for the workshop was convenient:** On this statement, 10 participants representing 67% strongly agreed it while 5 participants representing 33% agreed the statement. The responses are represented by the chart below:



h) The workshop lasted about the right amount of time: Regarding this statement, 6 participants representing 40% strongly agreed it while 7 participants representing 47% agreed the statement. Only 2 participants representing 13% disagreed with the statement. The responses are represented by the chart below



- i) Key suggestions from the participants:** Most of suggestions or comments look alike that is why we grouped the main ones after sorting them out as follows:
- Assessment report should cover the dilemmas of ILPD and propositions of the institutions and stakeholders;
 - Collaboration with police academy in regard to training needs for investigation and evidence;
 - Collaboration with local universities and other organizations to fill the knowledge gap;
 - MoU with outside institutions to send a certain small number of experienced experts each year to serve as trainers at ILPD;
 - Develop a methodology for coordination and quality control;
 - For Bar, to develop 'mixed' training for 1-2 weeks at ILPD, then again a few weeks for daily work with only weekend lectures;
 - ILPD to set tight requirements admission to make sure that new intakes have needed basic knowledge;

- The assessment report should be discussed with each particular group covered by the assessment to supplement the findings;



ANNEX B: REPORT JUSTICE SECTOR CURRICULUM DEVELOPMENT WORKSHOP

Overview:

Date:

Friday, December 4th, 2009

Venue:

Ex BCDI building

Participants:

Participants were members of the steering committee on training, plus the technical sub-committees on each of the justice sector categories identified in the needs assessment (minus the paralegals and the court and prosecutor staff).

Objectives:

The objective of the workshop was to receive inputs from members of the justice sector in the development/revision of the curriculum for each category (judges, lawyers, etc.); and assist in prioritizing the CLEs and in scheduling them. The TNA report and ILPD syllabi were distributed to participants as working documents.

Methodology:

Presentation, Group Discussions, Plenary Sessions

1. The workshop began with two presentations:

1. A presentation by Jean-Marie Kamatali on identified training needs for each category
2. A presentation by Dr Roelof Haveman on the progress made so far in the development of ILPD curriculum.

II. Groups discussions

After presentations, participants were divided into four groups: Judges, Prosecutors, Lawyers, Legislative drafters. In each group there shall be a professor from the Law School at the NUR, ULK or INLAK. Each group examined the TNA list in their domain and the existing ILPD curriculum and then developed a list and content of courses that respond to its own category needs, and further prioritize CLE courses in their own domain. Each group designated a rapporteur.

III. Plenary session

In the afternoon, each rapporteur presented the results of his/her group in the plenary session for discussions.

Output

- Detailed draft proposals for curriculum for each justice sector category
- Prioritize the CLE courses for each sector category

Follow up:

The ideas and recommendations collected during this workshop shall assist the JSP and the ILPD in developing a curriculum adapted to the needs of each category identified in the TNA. More particularly the conclusions from this workshop shall be used in drafting the ILPD Curriculum Development Handbook and in drafting ILPD continuing Legal Education Curriculum 2010.

Narrative

Background

This activity is a further follow up to the Training Needs Assessment done by the Justice Strengthening Project. It was found that a lot of needs had been identified yet it was not possible to address all of them during the life time of the project. Consultations were made about the possibility of further prioritizing the training needs and ensuring that the target personnel are involved in this final process. The Chief of Party, the Justice Sector Training Specialist and Dr. Jean-Marie Kamatali decided to further engage the ILPD and the Sector Institutions to do a one brainstorming workshop on Curriculum development. Dr. Jean Marie Kamatali and the Justice Sector Training Specialist traveled to Nyanza on November 30th to meet the Rector and the Vice-Rector for academic and Research Affairs at ILPD to consult with them and agree on the modality of organizing a curriculum development workshop. It was generally agreed:

- To hold the Curriculum Development Workshop on December 4th, 2009 in Kigali. This workshop was to build on the conclusions of the consultations and meetings held during the Training needs assessment process as well as the existing ILPD training program. The workshop was to bring together members of the steering committee on training, plus the smaller technical sub-committees on each of the justice sector categories identified in the needs assessment. Because all members of the steering committee and those of technical-sub-committees had not yet been formally nominated, Jean-Marie Kamatali and Justice Sector Training Specialist consulted with the leadership in each category covered by the TNA Report in identifying potential members of these sub-committees to participate in the curriculum development workshop.

The Workshop

On November 4, 2009, at the Project conference room in Kigali, the one-day workshop on curriculum development was held. The workshop brought together twenty one (21) participants. The workshop began with a brief presentation by Professor Jean Marie Kamatali about key training priorities of the seven categories targeted by the justice sector training needs assessment report.

Dr. Roelof Haveman (The ILPD vice Rector – Academic & Research Affairs) gave an update on ILPD current progress on training curriculum development and indicated that as of now ILPD has been able to do the following:

- ✓ 2008-2009: ILPD has responded to incidental training needs of the Supreme Court and the National Public Prosecution Authority (NPPA)
- ✓ ILPD is developing a concise training plan for 2010-2012
- ✓ ILPD is introducing the concept of thinking «out of the box» that is Leave what you have done until now and think of new opportunities.
- ✓ ILPD developed tool One: Assessment report with list of priorities based upon professional profiles
- ✓ ILPD developed tool Two: Course structure that takes in consideration the following: - Think in fields of how first, then detail. This leads to groups of courses or **Learning tracks** including **Current affairs courses** which update knowledge on topical issues. **Crash courses** - very short courses, intensive on incidental topical issues. **Comprehensive courses**: short courses that do not fit in a wider program but still important
- ✓ ILPD prefers: bigger programs e.g. groups of several modules on a topic; individual courses preferably fitting into a bigger program.

The Participants

The participants worked in four (4) groups to identify and present their list of needed courses in each specific category of the justice sector. The groups were made up of representatives of: judges, prosecutors, advocates and legislative drafters of the Ministry of Justice.



Kigali Bar Association members identifying and discussing the courses addressing advocates training needs

TRAINING PRIORITIES OF THE GROUP OF THE JUDGES

Group 1

Methodology

- ✚ Identify the broad topics taking into consideration the needs established in the assessment report addressed to judges.

- ✚ Establish sub-topics and place them in order of priority while identifying their recipients

Learning tracks

First Topic: Court Management

- ✚ Administrative hierarchy within a court, its functioning, responsibilities and collaboration
- ✚ Staff management: determining every one's duties and monitoring their implementation as well as promoting a conducive environment among the personnel
- ✚ Logistics management: putting in place management procedures and monitoring their implementation
- ✚ Devising strategies that would promote the smooth running of the service
- ✚ Case flow management
- ✚ Cooperation with other institutions

Second Topic: Judging /conducting court proceedings

Saisine (Initiation & Commencement of proceedings)	themes	beneficiaries	Timing (Priority)
	<ul style="list-style-type: none"> • Fixing hearing dates • Role in serving and examining summons; 	Judges	
Preparation of the trial	<ul style="list-style-type: none"> • Understand and apply the law, including civil and criminal procedure, the law regarding evidence, and other codes; • Role in serving and examining summons • Warrants, searches, and seizures; • Rules related to the appearance of parties; • How to guide debates during a hearing; • How to keep order in court; • Verify a mandate /authority of or legal representation and its validity in court; • How to proceed where it appears a crime has been committed but the prosecution does not file a case; • Applications for review; • Understand and apply special procedures for certain crimes (e.g., crimes committed by juveniles, 	Judges	

	<p>Rwandans accused of committing crimes in an other country, foreigners who commit crimes in Rwanda, and fugitives from justice);</p> <ul style="list-style-type: none"> • Suspend sentences where appropriate; • Understand and master the constitutive elements of crimes in the penal code 		
<p>Trial Procedure</p>	<ul style="list-style-type: none"> • Understand the meaning of judicial independence in the discharge of judicial duties and act accordingly; • Exercise appropriate discretion in assessing cases and making decisions • Understand and apply the law, including civil and criminal procedure, the law regarding evidence, and other codes; • Role in serving and examining summons • Warrants, searches, and seizures; • Rules related to the appearance of parties; • How to guide debates during a hearing; • How to keep order in court; • Verify a mandate for legal representation and its continuation in court; • How to conduct proceedings and rule on opposition; • How to examine and rule on an appeal; • Understand and enforce the right to counsel; • Understand and apply the principle of presumption of innocence; • How to use investigation techniques to supplement criminal investigations; • How to appoint experts and set their fees; • Use of the authority to order that detained persons be brought before the court and order the release of unlawfully detained persons and, where appropriate, the punishment of the detaining officers; • Appropriately order detention preceding trial, following time and notice requirements; • Apply provisions for release on bail, set conditions for pre-trial release, and modify those conditions; • How to proceed where it appears a crime has been committed but the prosecution does not file a case; • Determine cases that require expedited procedure and when to require the personal appearance of parties; • Appropriately factor in doubts that may arise in a case; 	<p>Judges</p>	

	<ul style="list-style-type: none"> • Applications for review; • Determine when <i>in camera</i> hearings are appropriate; • Understand and apply special procedures for certain crimes (e.g., crimes committed by juveniles, Rwandans accused of committing crimes in an other country, foreigners who commit crimes in Rwanda, and fugitives from justice); • Suspend sentences where appropriate/suspension d'audience (adjournment) • Understand and master the constitutive elements of crimes in the penal code • Self-confidence 		
Trial & Post trial procedure	<ul style="list-style-type: none"> • Understand the meaning of judicial independence in the discharge of judicial duties and act accordingly; • Exercise appropriate discretion in assessing cases and making decisions • Understand and apply the law, including civil and criminal procedure, the law regarding evidence, and other codes; • Role in serving and examining summons • Warrants, searches, and seizures; • The rules and process of deliberation; • How to deliver a judgment; • Apply appropriate and lawful sentences; • Know how to determine and order damages; • Follow the procedure for trials <i>in absentia</i>; • Understand and apply special procedures for certain crimes (e.g., crimes committed by juveniles, Rwandans accused of committing crimes in an other country, foreigners who commit crimes in Rwanda, and fugitives from justice); • How to ensure the execution of decisions rendered; 	Judges	
Drafting	<ul style="list-style-type: none"> • How to write a judgment/good techniques of drafting, • Parts of a judgment • Fitting of the reasons • Legal reasoning • How to make the true decision compared to the 	Judges	

	reasons		
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COMPREHENSIVE COURSES FOR JUDGES (Medium or low priority)

1. Criminal Law

- ✚ Economic and financial crimes
- ✚ The place/status of the victim in the criminal justice system in Rwandan law and in international law
- ✚ The procedure in a hearing involving a guilty plea
- ✚ Cyber crime and evidence based on science and technology.
- ✚ Crimes related to violation of rules of the road/traffic accidents
- ✚ Environmental crime
- ✚ How to deal with the cases in which the accused is a minor
- ✚ Genocide, those denying genocide, revisionism, negationism, sectarianism
- ✚ Criminal responsibility of journalists
- ✚ The Habeas corpus procedure
- ✚ Rape and domestic violence
- ✚ Contempt of court and default

2. CIVIL MATTERS

- ✚ Cases related to divorce, parental responsibilities, guardianship, child custody, visitation rights and sharing assets
- ✚ Inheritance for girl-children and their descendants
- ✚ Law relating to medical malpractice
- ✚ Cases related to land
- ✚ Liability for the damages (Civil liability)
- ✚ Urbanization Law
- ✚ Seizure procedures/Execution
- ✚ Specific contracts, contracts of adhesion, custodianship
- ✚ Actions for compensation by victims of crime

3. COMMERCIAL LAW

- ✚ Insurance related cases (Insurance Law)
- ✚ Tax Law - Customs and Excise (Fiscal and Customs Law)
- ✚ Company Law
- ✚ Commercial contracts & related cases
- ✚ Negotiable Instruments

- ✚ Law of banking
- ✚ Transport Law
- ✚ Law of arbitration
- ✚ International trade
- ✚ Intellectual property
- ✚ E-commerce law

4. LABOUR RELATED CASES

- ✚ Unlawful dismissal
- ✚ Social Security
- ✚

5. ADMINISTRATIVE RELATED CASES

- ✚ The administrative acts and other legal transactions related cases
- ✚ Public Service Law
- ✚ Public tender Law
- ✚ Expropriation due to public necessity

6. CASES RELATED TO INTERNATIONAL LAW

- ✚ International Criminal Law
- ✚ International arrest warrants
- ✚ Universal Jurisdiction of the States
- ✚ International cooperation between countries as regards criminal prosecution
- ✚ Law related to persons, families, nationality and assets in the international law
- ✚ International contracts
- ✚ International transport and carriage of goods contracts
- ✚

7. TRAINING ON INFORMATION TECHNOLOGY

- ✚ Basic knowledge on the functioning and use of computers
(Include Teaching some trouble shooting skills)
- ✚ How to use some basic word processing programs such as (Word, Excel, Power point, database, outlook, and the internet research

CURRENT AFFAIRS

- ✚ To organize specific workshops in connection with the most recent legislations to law professionals

TRAINING PRIORITIES FOR PROSECUTORS

Group 2

Training priorities for prosecutors were divided into two: Training for beginners and that for practicing prosecutors. The later can be in form of Continuous Legal Education (CLE). For the first category (Beginners), and inline with the practice of a prosecutor, the training can be divided again into three phases.

1. Beginners

Phase one:

- a) Techniques for conducting criminal investigations; the role of a prosecutor and the police in the whole process;
- b) Preparation of a criminal file;
- c) Rules and admissibility of evidence in criminal trial;
- d) Constitutive elements of a crime;
- e) Rules of detention, habeas corpus, the right to representation and other rights of defence
- f) Charging decisions and preparation of indictments

Phase two:

- a) Rules relating to Court appearance & procedure;
- b) Preparation for pleading before court;
- c) Pleading before court
- d) Examination and cross-examination of witnesses
- e) Rules and techniques of interpretation of laws and court rulings

Phase three:

- a) Time management, Organization, and prioritizing tasks and duties;
- b) Professional Ethics for prosecutors;
- c) Witness protection methods and skills
- d) Investigation and prosecution of specialized crimes such as economic crimes, domestic violence, sexual assaults, cyber crimes, corruption, cross-boarder/trans-national crimes, etc
- e) Collection and preservation of evidences (including scientific evidences);
- f) Information and Communications Technology (ICT) training;
- g) Languages training (English, French and Swahili);
- h) Basic training in General Psychology and applied Psychology to criminal law

2. Practicing/ Serving Prosecutors/Senior Prosecutors

The contents of what should be taught to prosecutors who are already in service and most of who are senior prosecutors is almost similar to what is referred to as Continuous Legal Education (CLE) course / topics. These include:

- a) Basic accounting and finance;
- b) Leadership skills;
- c) Alternative Dispute Resolution;
- d) The role of a prosecutor in the Common Law tradition;
- e) The use of precedents in the criminal cases;
- f) Comparative criminal law of the East African Community;
- g) Comparative Business Law of East African Community;
- h) Investigating and prosecuting Economic crimes;
- i) Investigating and prosecuting Sexual Assault crimes;
- j) Investigating and prosecuting Environmental Crimes;
- k) Investigating and prosecuting Corruption & related crimes
- l) Investigating and prosecuting trans-national crimes (Money laundering, human trafficking, terrorism, etc)
- m) International Criminal and procedural Law;
- n) Public relations for prosecutors;
- o) Listening and communication skills
- p) Witness protection methods and skills

I. TRAINING PRIORITIES FOR LAWYERS (KBA)

Group 3

Recommendations of the Kigali Bar Association (KBA) on how to do the ILPD Diploma course

- ✚ KBA & ILDP should agree on the modalities of undergoing postgraduate program for advocates in Kigali (this may entail evening & weekend programs);
- ✚ Considerations should be made for similar courses offered by KBA that are in the modules of ILPD;
- ✚ Arrangements should be made to exempt some advocates especially the most experienced on some courses;

Proposals on curriculum development

The principle is that all practitioners in the justice sector should benefit from similar and standard courses. Members noted that this would particularly apply to all postgraduate programs. In addition, it was noted that such arrangement would benefit all practitioners in the justice sector to allow them be at equal terms.

For Advocates, it was agreed that priorities would be designed to fit the present needs and demands of the profession. The following are the details of what we consider both high and medium priority.

Advocates' Training Priorities

High priorities:

- Professional ethics;
- How to organize and manage a law office;
- Best practices in the courtroom;
- Drafting skills related to drafting all legal documents;
- Training in new laws and amendments;
- Skills related to communicating with clients;
- The law of evidence;
- How to read, interpret and use laws and court decisions;
- How the right to counsel applies when prosecutors and the police question witnesses and the accused;
- Legal provisions related to bail and bond and how to secure conditional pre-trial release from custody;
- Training in comparative law of countries of the East African Community;
- Training in the English language;
- Capital markets and securities exchange law;
- Training on how to use common law principles;
- IT training and use of electronic legal data bases;
- Mentorship and internship planning and supervision;
- Training in criminal defense skills;
- Training of the secretariat staff of the Bar
- Training in international criminal law
- International criminal procedure, commercial law, banking and international business transaction for advocates

Medium to low priorities

- Training in Alternative Dispute Resolution
- Managerial and bookkeeping skills
- Civil and criminal procedural law
- How to prepare and file a claim
- Making and supporting objections (e.g. regarding jurisdiction, preliminary objections of nullity, nullity arising from irregularities in substance, to disqualifying a judge, etc)
- Use of experts
- Negotiation skills

- Public speaking and persuasion
- Human rights law

TRAINING PRIORITIES FOR LEGISLATIVE DRAFTERS

Ministry of Justice

Group 4

Basic Knowledge:

Apart from the degree in law, a legislative drafter must follow a basic training or introduction to legislative drafting techniques for the newly appointed legislative drafters and an advanced training in legislative drafting techniques for the existing drafters.

With regard to different categories of training needs, the following are the proposed courses not limited to Learning Tracks

The legislative drafting team should be specialized in different legal fields, if possible with an LL.M, such as:

- Commercial law
- Criminal law
- Administrative law
- International law
- Law of contracts
- Law on domestic relations
- International economic law
- Constitutional law

Crash Courses:

- Course on legal terminology (Kinyarwanda , English and French) followed by a course on translation techniques
- IT course (creation and use of database and security of documents and files)
- Electronic legal research (collaboration with other states and subscription to online libraries, law journals/reviews,) and other legal research techniques such as interviews, investigations, field trips, data collection,
- Applied comparative law (work visits to EAC countries, Mauritius, Canada,)
- Constitutional law

- Training on primary and secondary legislation
- Health law (biomedical research, DNA use,
- Translating policy into legislation
- Translating a treaty into national legislation
- Codification of laws
- Legal opinion drafting (on contracts, draft laws, treaties, ...)
- Management of the legislative process (initiation of legislation, different phases of the draft up to the production of the final copy)

Current Affairs

- Analysis of impact of new legislation (*a priori* and *a posteriori*)
- Skills in consultations for purposes of legislation
- Use of experts in legislative process
- Interpretation (oral or simultaneous) for purposes of law-related conferences, etc

Comprehensive Courses

- All fields mentioned above in learning tracks
- Modalities of training in jurilinguistics (specialists of the language applied to law)
- Intellectual property law
- Land law
- Property law
- Secured transactions
- Drafting of contracts (including civil litigation and legal advisory services of MINIJUST)
- Administrative law (including civil litigation and legal advisory services of MINIJUST)

List of attendance

Full Names	Position	Check Gender		Contact details
		Female	Male	(E-mail& Phone#)
Ndizeye Emmanuel	Lecturer ILPD		X	██████████ ██████████████████
Ntete Jules. Marius	Inspector General, NPPA		X	██████████████████
Hitimana J.M.V.	Judge High Court Musanze Nothern		X	██████████

	Region			rusjamari@yahoo.fr
Mutayoba Alphonse	NPPA		X	[REDACTED]
Kagoyire Alice	TP Legislation MINIJUST	X		[REDACTED]
Emmanuel Ugirashebuja	Dean Law School NUR		X	[REDACTED]
Usanzabandi Clementine	TP Legislation MINIJUST	X		[REDACTED]
Rukundakuvuga F.Regis	Inspector General Supreme Court		X	[REDACTED]
Kadigwa Gashongore	Judge, Commercial High Cour		X	[REDACTED]
Roelof Haveman	ILPD, Vice Rector		X	[REDACTED]
Felix A. Majyambere	Legislative drafter/Minijust		X	[REDACTED]
Gatera Raymond	Legislative drafter Minijust		X	[REDACTED]
Herbert Rubasha	Advocate/Kigali Bar Association		X	[REDACTED]
Didas M.Kayihura	Lecturer/NUR/ ILPD		X	[REDACTED]
Butera Oscar	Prosecutor/NPPA		X	[REDACTED]
Bwiza Blanche	Judge/ High Court	X		[REDACTED]
Kabera Johnson	KBA/Advocate		X	[REDACTED]

				[REDACTED]
Kamota Amidée	KBA/Advocate		X	[REDACTED]
Mugeni Anita	KBA/Advocate	X		[REDACTED]
Ngoga Gakuba Thierry	CEO/KBA		X	[REDACTED]
Alpha Mirembe	Justice Sector Coordination Officer/MINIJUST	X		[REDACTED] [REDACTED]



WORKSHOP

Workshop Program

- 9:00 – 9:15: Registration & Welcome remarks
- 9:15 – 9:30: Presentation by Jean Marie Kamatali
- 9:30 – 9:45: Intervention by Dr. Roelof Haveman
- 9:45 – 10:00: Breaking into groups & Coffee break
- 10:00 – 1:00: Group Discussions
- 1:00 – 2:00: Lunch Break
- 2:00 – 3:00: Group presentations & Discussions
- 3:00 : Closing



Report on IOJT Conference Sydney 25-29 October, 2009

Vastina R.Nsanze

Nyanza, 17th November, 2009



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1. Introduction

I travelled from Kigali on 24th October at 3.00 am, changed planes in Nairobi and later in Johannesburg, reaching Sydney on the evening of 25th October, just in time for the opening ceremony. The delegates were welcomed by Dr. Shlomo Levin, President of the International Organization for Judicial Training (IOJT) and the Attorney General of Australia while the Chief Justice of Australia, who is chair of the Council of the National Judicial College of Australia, chaired the welcome ceremony.

The venue of the conference was the Hilton Hotel where most of the delegates were staying. I stayed at the Castlereagh Hotel which is a few blocks away from the Hilton.

2. Objective

The theme of this fourth international conference for IOJT was **'Justice through judicial professional development'**.

The conference covered two major topics, namely:

- a) education methodologies; and
- b) managing the work of a judge.

3. Delegates

The conference was attended by leaders and representatives of judicial training institutions from 43 countries. Both old and new judicial institutions were represented. Of particular interest for the ILPD was the unexpected big number of delegates from African countries, with whom we would like to form an African network.

4. Sessions

The conference had plenary sessions and concurrent sessions. The topics addressed at the plenary and concurrent sessions for the four days of the conference were all topical for judicial training institutions and covered a wide range of issues. Everyday had a different interesting topic for the plenary session, followed by equally interesting, sometimes more interesting, concurrent sessions. By dividing the concurrent sessions between me and the



vice rector academic we tried to cover as many sessions of interest for the institute as possible.

I attended all the plenary sessions and the following concurrent sessions:

- Initial Training for judges
- Models for judging focused (skills-based) Judicial Education
- Managing Judicial Leadership
- Effective and Engaging Technology Training for Judges
- How to Teach Judges Alternative Dispute Resolution
- Teaching the art of Listening, Reading and Judging within a judge’s panel
- Evaluation of Judicial Education Programmes.

The sessions were arranged in such a way that under the umbrella topic of the plenary session, several concurrent sessions followed on sub topics of the main topic.

For example the plenary session on 26th October was on “**Judicial Training as a means to strengthen judicial independence.**” The concurrent sessions included papers on the following topics:

- **Initial Training for judges.**
- **The Education and Training of longer Serving Judges.**
- **Interactive Skills Training for Judges.**
- **Distance Learning.**

On 27th October the topic for the plenary session was “**Educational Methodologies, Dealing with the “How”.**” Presentations on concurrent sessions included the following:

- **Developments in judicial education around the world.**
- **Transition from old methodologies of judicial education to new formats.**

“**Managing the Work of a Judge** “was another topic for the plenary session on that day. It was continued for the next two days of the conference. Concurrent sessions included:

- **Case management.**
- **Time management and case management.**
- **Managing the work of a judge.**
- **Judicial Leadership.**
- **Effective and engaging technology training for judges; etc.**



On 28th October the topic for the plenary session was **“Organising pan-continental legal training-building connections to share learning.”** The concurrent sessions were conducted under the following titles:

- **Online learning among countries.**
- **Institutionalizing judicial training in a developing country context.**
- **Evaluation of judicial education programmes.**

On 29th October the plenary session was on **“Enhancing Judicial Performance.”** The topics for concurrent sessions were:

- **360 Degree Feedback Programs.**
- **Evaluating Judicial Performance.**

It is clear from the above description of the papers presented that many key issues for training that results in efficient functioning of a judicial system were addressed.

The presentation by a representative of the training school for magistrates in Senegal and another by a judge from the National Judicial Academy of Nepal were of particular interest to me. They explained the challenges of judicial training institutions in developing countries. Although both institutions have been in place for more than five years, I could relate to their experiences as I reflected on our own experience at ILPD. I was encouraged to observe that our challenges are not peculiar to Rwanda or indeed the region.

5. Aim Of Attending The Conference And Expected outcome

It will be recalled that when I requested for financial support to attend the conference the main aim was to establish a network with other judicial training institutions in Africa and elsewhere in the world. The network would serve as a point of reflection for the ILPD regarding its training programme, quality standards, and assessment strategy and in the development and delivery of training. It was envisaged that the conference would provide an opportunity to discuss training programmes for the region, in particular, a regional legislative drafting diploma course. The conference would enable us to gather information



on selected topics for a regional conference to be held in Rwanda within the framework of the MCC. Another reason was to learn from other judicial institutions the best way to prepare an academic policy plan.

The expected outcome of attending the conference was, among other things, to exchange experiences and perspectives with delegates from judicial training institutions on methodologies of delivery of judicial training and other issues relating to the delivery of judicial training

6. Outcome

6.1 Introduction

The question to be asked is whether the aim for establishing a network with other judicial training institutions was fulfilled and whether the expected outcome was attained. On networking with delegates generally, I discussed the issues mentioned in paragraph 5 with most of the delegates from Africa as well as delegates from other countries e.g. Australia, Nepal, Vietnam, USA and Canada. The time for meaningful networking was however limited since I could only do so during coffee break or lunch break. This is because most of the delegates were accommodated at the Hilton Hotel, the venue for the conference. I needed to walk back to my hotel after the evening session. Nevertheless the individuals I contacted on the networking expressed interest in the idea of developing and delivering training programmes for African members of IOJT, e.g. Ghana, Nigeria, the Seychelles, Chad, Benin, Senegal and Uganda. The following paragraphs explain the experience in an effort to fulfil that aim and attain the outcome.

6.2 Discussions with regional delegates.

I discussed the problem of scarcity of experienced trainers in Rwanda with a judge of the Supreme Court of Uganda and the Executive Director of the Judicial Studies Institute, Uganda and they both agreed that if formally requested, the Judiciary in Uganda would be willing to send their judges as trainers to Rwanda. They also said that harmonization of judicial training programmes in the East African region is one of the strategies of the EAC. We therefore will pursue this aspect under the auspices of the East African Community Judicial Education Committee.

6.3 Regional Conference.

Regarding organising a regional or pan-African conference in Rwanda, the delegates from the region supported the proposal. However, they said the timing would have to be later in the year (2010) as they already have planned for other important meetings early next year. The chairman of the East African Judicial Education Committee who heads the Committee for Judicial Education for Kenya, Tanzania, Burundi, Rwanda and Uganda informed me it would be difficult to request their governments to sponsor them for the conference if it were to be held before June 2010. This is because there is an upcoming regional conference for judicial training institutions in March 2010. We agreed to continue the discussion and identify the topics for the regional conference in the next few months.

6.4 Legislative Drafting Diploma.

There was not much enthusiasm for the legislative drafting diploma. This is understandable since for most of the institutions that train only new or serving judges without including lawyers who participate in the legislative process (Ministry of Justice, other ministries, Parliament), this is a topic that is not usually taught at those institutions.

6.5 Discussion with the chair of the Commonwealth Judicial Education Institute.

We discussed with Judge Sandra Oxner, the chair of the Commonwealth Judicial Education Institute, the possibility of collaborating with that institute and she was welcoming. She agreed to our request to include/ link the ILPD website to the impressive website of the Commonwealth Judicial Education Institute. This requires us to improve the current state of the ILPD website before sending it to her.

6.6 Discussion with the Executive Director of the Federal Judicial Center, USA.

We also discussed with Judge Barbara Rothstein, the Director of the Federal Judicial Centre, Washington, D.C., and with the course development staff of the Canadian National Judicial Institute the development of new teaching tools through video scripts similar to those demonstrated by the Canadian National Judicial Institute at the conference in which judges would participate. We discussed the possibility of sharing the tool with judicial training institutes in the region. We started a discussion through email about this topic with the relevant NJI officers.



We also followed up the discussion we had had last September with Judge Barbara Rothstein concerning fellowships to Rwandan judges to conduct research at the center and the reminder recently made by the Chief Justice of Rwanda for assistance in training Rwandan judges in research methods.

We agreed with Judge Barbara Rothstein that the Chief Justice of Ghana and that of Rwanda would both be invited to visit the center next year at the same time when the judges would go for the research training. I was requested to inquire from the Chief Justice of Rwanda the dates convenient to her next year.

6.7 The General Assembly: Election of IOJT officers.

At the general assembly on 27th October, seven members of the Executive Committee, five regional deputy presidents representing Africa and the Middle East, Europe, South America, Asia and the Pacific and North, Central America and the Caribbean respectively, were elected. In addition ten governors were elected. These were delegates from Austria, Bulgaria, China, Dominican Republic, Ghana, India, Senegal, Uganda, Ukraine and the United Kingdom.

6.8 Dinner for delegates from Africa.

A special dinner for delegates from Africa on 27th October was sponsored by the Lenfest Foundation. Delegates agreed to exchange programmes and ideas on judicial training in their institutions when they get back to their countries.

7. Conclusion

The conference was indeed a learning experience for me. I met many leaders of judicial training institutions, exchanged experiences with them and agreed to keep discussing with them matters relating to judicial education. The discussions described in paragraph 6 show that some useful contacts were made. We will continue the collaboration. I left Sydney on the 29th October, the day of the closure of the conference and arrived back in Kigali on 30th October.

I appreciate the financial support from Chemonics for giving me the opportunity to attend the conference.

ANNEX D: Report Curriculum Development Workshop ILPD Academic Staff

ILPD ACADEMIC STAFF TRAINING 17 – 18 NOVEMBER 2009

This was the first training organized for the ILPD academic staff. The training took place at the project's training room and there was full attendance for the two days of the training.

The main objective of the training was **“To strengthen the capacity of ILPD as a Justice Sector Training Institution”**

The specific objectives were:

- (a) To assess the levels of Knowledge, Skills & abilities (KSA) of the ILPD academic staff
- (b) To provide ILPD academic staff with applied skills in the organization of training
- (c) To support ILPD in the development of a handbook on the organization of short courses.
- (d) To develop a training of trainers program by existing staff for new ILPD staff in the future

The training was delivered by Roelof Haveman- vice Rector Academic & Research at ILPD and George Muwanguzi Kalisa – Justice Sector Training Specialist for Rwanda MCC Threshold Program – Justice Strengthening Project.

A general introduction of the Justice Strengthening Project was given by Hon. John Bosley – the Senior Law Reform Advisor of the Project

The trainees were six (6) in number and three of them were recruited just a month ago. It was therefore a good time for them to get training that also acted as an induction into their new jobs. It was also an opportunity for them to build a team and know one another as they move into a new academic year. The quick analysis of the evaluation forms also reveal that the evaluation of the training was quite positive.

They took part in practical exercises related to organizing training at ILPD. These exercises related to but not limited to working with development partners, third parties, government agencies and administrative procedures relating to organizing training. It was also an opportunity for them to go step by step through the manual for organizing short course at ILPD and learn how to use it electronically. Their contributions to the content also made them own and feel part of the development process of the handbook. The emphasis on using the knowledge and skills gained from the training at the work place as well as sharing their knowledge, skills and experience with their peers ran through the two day sessions

The Justice Sector Training Specialist will be working with the Vice Rector for Academic & Research affairs to finalize the handbook. This training coupled with the earlier training on Information Technology; provide a good background for our next level of training on different but related topics.

ANNEX E: ILPD ACADEMIC STAFF TRAINING of TRAINERS

December 9-11, 2009

FACULTY: Jean Marie Kamatali

MAIN OBJECTIVES

“Strengthen the Capacity of ILPD as a Justice Sector Training Institution”

SPECIFIC OBJECTIVES

- To assess the levels of knowledge, Skills and Ability of the ILPD academic staff;
- Provide ILPD academic staff with applied skills on how to prepare training, how to deliver training and how to evaluate training;
- To support ILPD in development of a handbook on teaching legal skills and knowledge;
- To develop a training of trainers program by existing staff for new ILPD staff in the future.

DELIVERABLES

- A baseline for Knowledge, Skills and Abilities for ILPD academic staff will be established in order to develop more relevant training for them;
- Trainers know how to develop a course objectives;
- Every trainer has developed course objectives of courses he/she teaches;
- Trainers know how to identify their reading materials and exercises;
- Every trainer has a draft of his/her syllabus;
- Trainers have learned and practiced different teaching methodologies;
- Trainers have learned and practiced different evaluation tools;
- Trainers have made comments on the ILPD teaching handbook.

EXPECTED LONG TERM OUTPUTS

- The Knowledge, Skills and Abilities gap for ILPD academic staff will be known to enable the prescription of appropriate intervention;
- After the training, the capacity of ILPD as a sector training institution will have been strengthened due to acquired new knowledge, skills, abilities

- After the training, the knowledge skills and abilities of the ILPD academic staff will be improved to enable them do their work better and to be able to pass on the knowledge to their peers;
- The Teaching handbook will be available for use by staff and short term trainers.

ORGANIZATION OF THE TOT

The training is for 3 days: the first day will cover the steps and methodologies of preparing training, the second day will cover steps and methodologies of delivering training, and the third day will cover steps and methodologies of evaluation of the training, the trainer and the trainees. Every training day shall begin by a pre-training evaluation on the topic of that day. The training will be interactive. During the training, trainees shall be guided through the process of developing their teaching philosophy, course description, identification of reading materials and exercises, and syllabi. They will also be trained and will practice lecturing, group discussions, role-playing techniques and Socratic Method of training.

DETAILED SCHEDULE

Wednesday December 9th: Steps and methodologies of preparing training.

9:00 AM -10:00 AM: Pre-training evaluation: how the ILPD training is different from university training? Do you have a teaching philosophy? Write your own course description; which reading and exercises materials do you use and how do you identify them? Do you have a syllabus? If yes please give us a copy, if not write down what is a syllabus and which elements it should contain.

10:00 AM-12:00PM: Feedback on the evaluation; discussions on steps and methodology of preparing training; how to develop a course description; how to identify readings, exercises and simulation materials; how to write a Syllabus.

2:00PM- 4:00PM: Work with trainers on writing their course description, identifying readings and exercises, writing their syllabi.

Thursday 10th: Steps and methodologies of delivering training.

9:30AM: 10:00AM: Pre-training evaluation: what are the different methods of teaching/training you know? Which ones have you used in your training? List benefits and disadvantages of using each in the context of ILPD training?

10:00AM-12:00PM: Feedback on the evaluation, discussions on steps and methodology of delivering training: lecture, group discussions, role-playing techniques, Socratic Method of teaching.

2:00PM-4:00PM: Practice on lecturing, group discussions, role playing techniques, Socratic Method of teaching.

Friday 11th: Steps and methodologies of evaluation of the training, the trainer and the trainees

9:30AM - 10:00AM: Pre-training evaluation: why an evaluation? What to evaluate in an evaluation? Write 10 key questions you think are the most relevant in evaluating a trainer? Write 10 key questions you think are the most relevant in a training evaluation? Give us 4 most important exam questions you are likely to ask your students in the specific class you teach. Please give us a copy of the exam questions you gave to your students for your most recent exam.

10: 15AM - 12:00PM: feedback on the evaluation, discussions on steps and methodology of evaluation of training, trainer and trainees.

1:00PM- 2:30PM: Prepare an evaluation form for trainers and training.

2:30 PM- 3:30 PM: Presentation and comments on the ILPD draft handbook on training, by Dr Roelof Haveman.

3:30 PM-4:00PM: Evaluation of the workshop

ANNEX F: Report ICT Training ILPD Staff

Training report

Training on computer basic skills done at: Institute of legal practice and development-NYANZA, 30th October 2009

Done by: BAJENEZA Kevin, IT-SpecialistTrainer

Background

The training was mainly provided to the Staff of ILPD (Institute of Legal Practice and Development)-Nyanza on Computer basic skills, the training course focused on the computer applications such as Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Access, the training was organized to provide the basic computer skills to the ILPD-staff based on their daily duties and different applications they require to perform their Job better.

Methodology

- The Trainer delivered the course manually and through teaching in the class and different demonstration by using a projector, after every topic of the day, students were given practical test- part of the theory covered, the course also involved the hands on practice meaning that the students were requested to perform all the actions using their own computers in the class
- The Training was planned to cover the Microsoft Word, Excel and PowerPoint and now all the trainees are able to use one of these applications perfectly depending on their daily work requirements.
- The trainees were provided with notes and given test every after 3days of training, and at the end of the course they did an Examination test, some of the staff were not able to do this examination due to the urgent assignments they had, and it was therefore agreed that the trainer will provide another examination for the people who did not turn-up on the agreed date.

The trainees were given a test at the beginning of the course to evaluate them and get to understand their potentials and where there is a need to emphasize, it was noted that the group that were trained had not been examined before, and it was reported by IT-Officer at ILPD that only 2people did the test and no one else in the group I had were examined before. And I did not get the records of the scores of those tests.

Also, on this report there is an attachment of the training materials which were given to the staff at ILPD and left in the office of IT-Officer to be used in future for computer skills development of ILPD-staff.

The report shows the training plan on daily basis, trainee's scores at the beginning, mid-Test and after training

Observation

The training that delivered was very useful to the staff and they are now confident to use any of the computer applications mentioned above. As the Trainer I observed that the staffs are willing and committed to the training despite of some staff that was not regular due to the busy time they had during the student's examination period.

Comments & Recommendation

Due to the time allocated for this training,we were not able to go through Microsoft Access and Internet in detail,i would therefore suggest to have another one week training with the trainees to cover this applications.As the request from Finance people they need to have a special support that can be delivered on one to one training on Advanced Excel as part of their daily work.

I would like also to recommend the trainings of this kind to be delivered at ILPD from time to time as they all requires these skills and most of the time they all use computers in their daily work, and more to this I just want to mention that even the students at ILPD may have a lesson on computer basics as part of their syllabus so that it will be delivered normally in the class to the benefit of their students

I would also propose that being a newly starting Institution; they need to have ICT-programs that complies with new technology such as E-Learning programs so that they will be able to build-up linkages with other International Legal Institutions worldwide.

There is also a need to improve on the IT-Infrastructure as the requirement to be able to have all the programs mentioned.

Comments

I would like to comment /suggest on this training that, The Chemonics would make a training assessment as a pre-requisite before the training starts at ILPD, meaning that conducting a kind of meeting at ILPD and have some views of the staff and their senior leaders so that they will be able to have same understanding and much emphasis for that training, also having proper communication as part of awareness to the staff to ensure that the staffs are well prepared and made available for the training.

Another thing is to propose conducting these trainings during the holiday (if possible)-when their students are not around to avoid missing up of classes for some staffs

Training timetable

1st week	2.30am – 10.30am	11am -1pm
Monday 9am – 11am	Pre-Test1,Introduction to Microsoft WORD	Fist look at Excel
Tuesday 9am – 11am	Ms-Excel Applications	Ms-Word Application
Wednesday 9am – 11am	Ms-Word practice	Ms Excel - practice
Thursday 9am – 11am	Ms Word -Functions	Introduction to Ms-PowerPoint
Friday 9am – 11am	Ms-PowerPoint application	Ms-Excel formulas and functions

2nd Week

Monday 9am – 11am	Ms-Word +Excel practical test	Ms-PowerPoint –Manipulating slides
Tuesday 9am – 11am	Ms Word-Templates, tables, columns, graphics	Ms-Excel Data, Range manipulation
Wednesday 9am – 11am	Ms-Excel –Display techniques	Ms-Power point Themes, textboxes, copying, moving, resizing
Thursday 9am – 11am	Ms-PowerPoint practical test	Review Ms Word, Excel, PowerPoint
Friday 9am – 11am	Final test(Examination)	

S/n	NAMES	Pre-Training Test 1	Test 2	Final Exam+ practice (100%)	COMMENTS
1.	RURANGIRWA Fred	65	78	88	He has a back ground on computer basics before and he was regular to the class
2.	MBABAZI Peace	66	70	85	Has a background on computer basics before and she was regular to the class
3.	UWIRINGIYIMANA Yvette	59	65	85	Has a background on computer basics before and she uses Excel on most of her duties
4.	GASENGAYIRE Dative	55	68	80	Before she had little background on computer basics and she has improved
5.	MUGISHA Richard	68	78	80	Has a background on computer basics before and he uses these computer applications in his office work.
6.	NYANGEZI Gael	65	72	80	Has a background on computer basics before and he requires more advanced skills in excel as part of his duties requirement
7.	NGARAMBE Vincent	60	68	78	Has a background on computer basics before and he requires more practice on computer skills.
8.	NTEZIMANA Reverie	64	70	78	Has a background on computer basics before and he was regular to the class
	NTAGANDA Venuste	59	68	78	Has a background on computer basics before but busy during the tranining,requires more practices.

9.	MUSANA Jean D'Arc	60	65	75	Has a background on computer basics before and she was busy during the training, she requires more practices on all the modules
10.	NYIRAMUGISHA Diane	57	70	75	Has a background on computer basics before and she was regular to the class, need to do more practices
11.	BENURUGO Alice	58	68	75	Has a background on computer basics before and she requires more practices
12.	NDIZEYE Emmanuel	69	67	75	Has a background on computer basics before and he was irregular to the class, requires to do more practices
13.	MUNDERERE J. Damascene	58	67	absent	The two staff stopped in the middle of training due to preparation of Exams-They need more help on all the modules
14.	SIBO Gahizi	59	69	absent	

ANNEX G: ICT RECOMMENDATIONS FOR FOLLOW ON TRAINING ILPD STAFF

Training of the staff at ILPD

1. TEACH the IT staff and the librarians how to teach the ILPD staff that missed the recent training (Module 1). Work to be done here in Kigali as much as possible.
 - a. Estimate of LOE: **60 hrs**

Deliver training: Lesson 1

- Prepare and Review the training materials for the training 6 hrs for 3days
- (2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00 - 6 hrs /day
- (3 hrs theory, 5 hrs practical) on Saturday from 9:00 am-10:30 pm- 8 hrs /day

Lesson 2

- Prepare and Review the training materials for the training 6 hrs for 3days
- (2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00 - 6 hrs /day
- (3 hrs theory, 5 hrs practical) on Saturday from 9:00 am-10:30 pm- 8hrs /day

Lesson 3

- Prepare and Review the training materials - 6 hrs for 3days
- (2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00 pm- 6 hrs /day
- (3 hrs theory, 5 hrs practical) on Saturday from 9:00 am-10:30pm - 8hrs /day

2. DESIGN – in collaboration with the IT head at ILPD – further training for the staff at ILPD (Module 2). Estimate of LOE: **54 hrs**

a. Designing and developing training content

This requires the review and design of training content for trainers with user guide option which will help them after the training to keep on practicing.

These materials will be developed with standards of ICDL.

- This will be done within a period of 5 days prior the commencement of the training
- The training will be delivered to trainers in total of 12 hrs per module
- Every trainer will be given a bound hard copy with self guide notes for further reference
- The main part of the designing will be looked at based on the total time spent on the designing and developing of the modules and put them together, before the commencement of the training.
- Prepare and Design the training materials for the training 12hrs for 5days
- (2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00pm - 6 hrs /day
- (3 hrs theory, 5 hrs practical) on Saturday from 9:00 am-10:30 pm- 8 hrs /day

3. TEACH the IT staff and the librarians how to teach the Module 2 to all the ILPD staff
 - a. Estimate of LOE: **42 hrs**
Prepare and Review the training materials for the training 12hrs for 5days
(2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00 - 6 hrs /day
(3 hrs theory, 5 hrs practical) on Saturday from 9:00 am-10:30 pm- 8 hrs /day

Training in ICT for the students of ILPD

4. DESIGN – in collaboration with the IT head at ILPD – a module (Module 3) on ICT to be incorporated into the existing diploma program. Work to be done here in Kigali as much as possible.
 - a. Estimate of LOE: 90 hrs in total
 - Meet and discuss with the IT-head ILPD and revise the syllabus for students 2010-program and see how to include the ICT lesson - 6hrs-1day
 - Start designing the lessons (18hrs)
5. TEACH the IT staff and the Librarians how to deliver the module. Work to be done here in Kigali as much as possible.
Estimate of LOE: **42 hrs**
 - Prepare and Review the training materials for the training 6 hrs for 3days
(2 hrs theory, 4 hrs practical) on Friday from 2:00 pm- 6:00 pm 6 hrs /day
(2 hrs theory, 4 hrs practical) on Friday from 8:00 am-2:30 8 hrs /day

Training for the Rector and the CoP

6. TEACH the Rector in private training sessions at the Chemonics offices – as time and scheduling permits.
 - Estimate of LOE: 2days= **10 hrs**
 - 2 hrs everyday from 4 :30pm -6:30pm (Monday to Friday)

Training for the Judges who will lead the judicial writing training.

7. (8-10) Judges will be training their peers how to write judgments. TEACH the 8-10 how to use Power Point. Work to be done here in Kigali as much as possible.
 - a. Estimate of LOE: 10 hrs/
2 hrs everyday from 4 :30pm -6:30pm (Monday to Friday)

Planned Activities - Calendar

period	Time/Days	Activity	Total Time Allocated
1.Module 1: TEACH the IT staff and the librarians how to teach the ILPD staff			
11 th -13 th Jan ,2010	6hrs/Day for 3days	Prepare and Review the training materials	18hrs
Training of trainers			
15 th -16 th Jan 2010	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson 1(Micro soft word)	14 hrs
22 nd -23 rd Jan	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson 2(Microsoft excel)	14 hrs
29 th -30 th Jan	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson3(PowerPoint)	14 hrs
It is expected that the trainers will be conducting training 2 hours of 3 days of the week in working days			

2. DESIGN – further training for the staff at ILPD (Module 2).			
1 st -11 th Feb	6hrs for 9days	Designing and developing training materials	54 hrs
3.TEACH the IT staff and the librarians how to teach the Module 2 to ILDP staff			
12 th -13 th Feb 2009	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson 1	14 hrs
19 th -20 th Feb	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson 2	14 hrs
26 th -27 th Feb	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson3	14 hrs
4. Design and integrate ICT into the diploma student syllabus			
Dates to be confirmed	6 hrs/15days	Designing and developing training materials	90 hrs
5.TEACH the IT staff and the Librarians how to deliver the module			
Dates to be confirmed	2:00 pm- 6:00pm Friday	Lesson 1	14 hrs

	9:00 am-10:30pm Saturday 1pm – 2pm(break)		
Dates to be confirmed	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson 2	14 hrs
Dates to confirmed	2:00 pm- 6:00pm Friday 9:00 am-10:30pm Saturday 1pm – 2pm(break)	Lesson3	14 hrs
6.Training for the Rector			
Dates to be confirmed	2 hrs every day in 5 days from 4:30 pm -6:30 pm	Training on basic computer skills	10 hrs
7.Training for the Judges			
Date to be confirmed	TBD	Training on power point skills	10 hrs



ILPD-HANDBOOK
for the
organisation
of
SHORT COURSES

Version 6
Nyanza, December 2009



ACRONYMS

CLE	Continuing Legal education
DAF	Director, Finance & Administration
DTR	Director for Training & Research
HoM	Head of Modules
ILPD	Institute of Legal Practice & Development
SC	Supreme Court
VRAC	Vice Rector, Academic & Research
VRAF	Vice Rector, Finance & Administration



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Introduction

This handbook aims at detailing all steps that have to be taken in order to organise a short course in an effective way. This includes for instance the identification of all actions to be undertaken and by whom, the identification of persons responsible for the various tasks, etcetera.

This handbook has been prepared in digital form. That means that all standard forms – intake forms, budget, invitation letters etcetera – are all linked to this document and can be approached by clicking on the relevant link.

This Handbook for the Organisation of Short Courses is meant for all staff involved in the organisation of training, such as the In Charge of the Organisation of Short Courses, the Heads of Modules and the Administrative Assistants.

Part of the Handbook deals with financial issues, and directly involves the financial unit of the ILPD.

1. Starting the Course Development Process

When a third party (“client”) approaches ILPD to organise a course, the DTR, in close consultation with the Heads of Modules, assigns a particular Head of Module for this particular training.

As from that moment the Head of Module and the In-Charge of CLE for the course form a team that is responsible for the organisation of the course.

The In-Charge CLE opens a dossier, in which all information regarding the course is stored.

The In-Charge opens a *Check-Form* in order to check the progress in a quick glance.

The check-Form should always be on top of the dossier.

2. Intake Form

The In-Charge of CLE opens an *Intake Form* in which the content of the course has to be identified as precise as possible, as well as some other basic information such as:

- title & short description
- teaching objectives
- target group & number of participants
- length & period
- venue
- international and Rwandan lecturers

The In Charge together with the HoM (the “team”) visit the client to discuss the details. Have this intake form with you when discussing the training with the client.

Finalise the intake form by adding to this document other important basic information that is gathered in the course of developing and organising the course.

Send the finalised *Intake Form* immediately to VRAC and DTR, sending a copy to the Assistant to VRAC.

3. Course Code

The In-Charge gives the course a 'code': year/month /annual number (e.g. 2008/05/08 for the eighth course of 2008 that has been opened in May 2008; if a specific course is delivered several times, add a, b, c etcetera (so 2008/05/08/b for the second time that this course is offered). Register with the assistant to VRAC, who keeps the list of course codes.

4. Budget

The In-Charge makes a provisional budget on the basis of the information gathered so far. Use the *Budget Format*. You will have to make a rough estimation of the days needed for the development, and of the trainers needed (national, international).

Check the accuracy with the DAF.

The budget is NOT negotiable, except in extraordinary circumstances, to be decided by VRAC.

Always indicate to the client that this draft budget is a rough indication of the costs. No rights can be derived from it.

Seek the signatures of DAF and VRAC for the draft budget.

5. Official Confirmation by Third Party

The In-Charge sends an *official letter* to the third party requesting an official 'Letter Confirming the Request for Training', together with the filled out Intake Form and Provisional Budget. Seek the signature of VRAC or his/her replacement if necessary.

The development and organisation of the training starts upon reception of the official confirmation of the request by the third party. This is necessary to avoid incurring costs before it is certain that the training will indeed be organised.

In cases of urgency ILPD can start with the development of the course before the clients' letter has reached ILPD. The cases of urgency are determined on a case by case basis and are authorized by VRAC.

6. Venue

The In-Charge checks the availability of the facilities in Nyanza with the assistant to the VRAC.



If Nyanza is available: make a reservation for this period with the assistant to the VRAC.

If Nyanza is not available: ask the assistant to the VRAC, who has a *list of all venues* in Rwanda including prices, to arrange another venue, in close consultation with the partner.

7. Interpretation facilities

The “team” checks with the partner whether interpretation facilities have to be arranged:

- simultaneous, or
- consecutive

If so: check whether the interpretation facilities are available for this period and make a tentative reservation.

8. Go/No-Go decision 1

Go/No-go decision I

The reception of the “Letter Confirming the Request for Training” from the client, to which the intake form and the draft budget is an annex, is the first moment to decide whether to continue with the actual development of the training or not: the first go/no-go decision.

9. Identify developers and trainers

Identify, in close consultation with the partner if so indicated, the developers/trainers for the course.

The first choice is for Rwandan developers/trainers. Check the *List of Rwandan Trainers*, and discuss within the team the possible candidates.

In case:

- there is no capacity in Rwanda to develop and/or deliver the course, or
- when international involvement is indicated considering the topic of the course,

international developers/trainers can be approached. Check the *List of Foreign Trainers*. You may send a tender to all international trainers, asking them to show their interest in being involved in this training programme. Add the *Intake Form*, plus other relevant material.

N.B.: use the *correct way of approaching* international trainers in your letters.

Note: Judges to be recruited as trainers must always first be discussed with the Supreme



Court, either directly with deputy Chief Justice Sam Rugege, or with Inspector General. Regis Rukundakuvuga: fregis68@yahoo.fr

When agreement has been reached with the SC about a judge to recruit, letters requesting the release of this judge for the training have to be written to the President of the Supreme Court and have always to be signed by the Rector.

Note: Prosecutors to be recruited a trainers must always first be discussed with the ONPJ/NPPA, in particular Secretary General Jean Damascène Habimana: habidam@yahoo.fr

When agreement has been reached with the NPPA about a prosecutor to recruit, letters requesting the release of this judge for the training have to be written to the Prosecutor General and have always to be signed by the rector.

10. Fix the training date

Fix the date for the training. In case the client has indicated a preferred date: discuss with the developer/trainer whether this is realistic. In case no date has been fixed by the client, fix a date in consultation with the developer/trainer.

Note that ILPD needs at least four weeks, preferably more, to organise a course. Only in extraordinary circumstances ILPD can agree with a fast track organisation.

Consult the Assistant to VRAC on the annual training schedule. Inform the Assistant VRAC in order to have it included in the annual training schedule.

11. Discuss content and developing with developers/trainers

Having identified the developers/trainers, discuss in broad lines the contents of this training. Add this to the *Intake Form*.

Open a folder "*Processing of Contract*" that follows the steps to be taken for concluding a contract and at the end should contain all documents needed to take a decision on the contract.

The number of development days has to be negotiated with the trainers as follows:

Ask the trainers to prepare a short document, detailing:

- learning objectives: what will the students know at the end of the course;
- what materials have to be prepared to achieve the learning objectives;
- what product students and ILPD will receive: reader (number of pages) before the course starts; conference notes at the end of the course; other materials;
- how many days the trainer estimates it will take him/her to prepare all these materials; this should be well justified, in detail (do not accept a general statement that a particular number of days are necessary for the development. The estimation



should be closely linked to the learning objectives, materials to be prepared and the product students will receive).

If the course has already been developed on an earlier occasion, ask the trainer to detail:

- what materials have to be prepared on top of what already exists and why;
- what this means in terms of hard or soft copy materials;
- how many days the trainer estimates it will take him/her to prepare the materials, well justified in detail (again: do not accept a general statement that a particular number of days is needed).

On the basis of this document prepared by the trainer, HoM starts **negotiating** with the trainer/developer. The result of this negotiation is a clear and detailed document, stating exactly what the deliverables will be, and the number of days needed for development (if necessary) and delivery of the training. **This document will become part of the contract.**

The number of development days has to be expressly accorded by VRAC.

The Head of Module then prepares the contract; see next paragraph.

Course materials:

We expect of trainers to deliver **before** the start of a training course materials in a **reader**. This can for instance be:

- written articles by the trainer;
- scientific articles;
- (parts of) laws;
- Cases;
- Court decisions;
- Questions with which the student can test whether (s)he understands the contents;

At the end of the training, the trainer should provide the students with lecture notes (if available), power point slides, and other materials that turned out to be necessary during the training.

Note: lecture notes are not the same as the basic training materials that have to be assembled in a reader. Lecture notes are only short notes supporting the lecturer when delivering her/his lecture, and which may be distributed among students afterwards.

NOTE:

For a new course that has to be developed from zero, the rule is that never shall the developer get more days than the number of days of training, if possible less. In extraordinary circumstances more days are possible for development, to be decided by VRAC, and again: very well justified in detail.

For an existing course the number of days for updating/developing is very much dependent on the particular topic. Again, it is very important that the trainer justifies in detail the number of days she/he says are needed. Upon completion of negotiations between ILPD and the trainer an agreement is concluded.



12. Contract

Having negotiated the tasks and deliveries and the number of development days, with the trainer/developer, and having found authorisation from VRAF, the Head of Module prepares the contract. Use the standard contract (male or female), and fill out:

- Full name of the trainer;
- Exact tasks;
- Detailed deliverables (see para 11);
- Number of days of training;
- number of days for development of the course (if necessary; see para 11);
- number of days of training;
- remuneration according to the *standard ILPD-remuneration*. The prices are not negotiable, except in extraordinary circumstances, to be decided by VRAC.

NOTE 1: If the consultants wish to deviate from the standard prices and contract, this should always expressly be discussed with VRAC or, in his absence, with the VRAF.

Seek the financial authorization of the DAF after agreement on the contract with the developer/trainer (three copies).

NOTE 2: If a contract deviates from the standard contract, this should always expressly be stated when offering the draft for approval and signature.

NOTE 3: With the SC and the NPPA it has been agreed that judges and prosecutors who train at the ILPD do not receive a travel and lodging remuneration, as this will be paid to the trainer by the SC and NPPA.

Seek the signature of the rector, by sending her the full dossier containing all documents, enabling the rector to check whether all procedures have been respected.

Send the three copies to the developer/trainer to be signed by the developer/trainer.

In some cases a third partner will be responsible for the development of the course. In that case the following procedure has to be followed:

Outline

Four weeks before the intended course date, the partner provides ILPD with a rough outline of the course, including an indication of the course material.

NB: It is important to make clear to the partner that the training methodology focuses on interaction between the trainers and the trainees, i.e. that the training material includes cases, invites discussion and critical thinking.

Details, including materials

At least two weeks before the intended course date, the partner provides ILPD with a more detailed outline of the course, including course material to be used.

NB: It is important to check whether the training methodology focuses on interaction between the trainers and the trainees, i.e. that the training material includes cases, invites discussion and critical thinking.

13. Go/No-Go decision 2

Go/No-go decision 2

Two weeks before the intended course date is the second and final moment to decide whether to continue with the organisation of the training or to cancel the whole training: the second and final go/no-go decision.

In case of *cancellation of training*:

If the decision is taken to definitively cancel the intended training, the target groups who informed the ILPD that they would send participants to the training have to be informed immediately about the cancellation by official *cancellation letter*, as soon as possible by email, followed by snail mail if deemed necessary.

If possible a new intended date for the same training has to be mentioned.

14. Invitation letters to participants

As soon as it has been decided to continue with the organisation of the course, and the date has been fixed, invitation letters have to be sent out to the target groups as indicated by the partner (except in case the third party chooses the participants itself).

Do this **at least 4 weeks** before the intended course date.

- prepare this *invitation letter*.
- Seek the signature of VRAC
- add a summary (max one page) of the training programme
- add a list of foreseen training programmes for the rest of the year (available with the assistant to VRAC)
- send, first by email, to the target groups
- send then by snail mail (paper version)

Refresh the memories of the target groups after a week, by telephone and if necessary also by snail mail.

15. Invitation - Visa letter for International Trainers

In case an international trainer needs a visa to enter Rwanda (not necessary all foreigners need a visa), prepare a *letter of invitation*, have it signed then scanned and send to the trainer by email.



16. Banners/Banderolles

If the client deems it necessary: order banners/banderolles. Use the [format banner-text](#).

17. Confirmation and preparation of rooms

Confirm whether the training room and the guests rooms are booked, whether in Nyanza or elsewhere.

If in Nyanza: inform the relevant staff to prepare the guest rooms for the training.

18. Individual invitation and information letters

Prepare the list of participants, including their email, telephone and addresses.

Send 4 days before the start of the training to each participant by email a letter:

- reminding them of the start of the training,
- mentioning date and time they can arrive,
- Asking whether they have special needs (diet, children etc),
- Containing the course programme,
- Containing course material (if necessary).

19. Catering

Check whether the catering has been arranged.

20. Prepare attendance schedule

Prepare the schedule of which ILPD staff member is approachable during the training. In principle the In Charge CLE is the final responsible person, but others – for instance a lecturer – can replace the In Charge.

The In Charge (or replacement) is always at the training venue at the start of the course, in order to see whether everything has been arranged satisfactorily.

It is not always necessary that an LPD staff member is attending the training full time (some clients demand this of ILPD). Sign for each training a representative of students who can contact ILPD staff if necessary, in case of questions, problems ton be solved.

21. Certificates

Prepare certificates. Use the *standard certificate - English or French*. Make sure the names are properly spelt on the certificates and the certificates duly signed and sealed or stamped.

22. Evaluation Form

Prepare an evaluation form; use the format evaluation form in *English* and/or *French*.

Do not forget to adapt the form to the specific training!

23. Costs during the training

a. We write on purchase orders that apart from the items mentioned on the purchase order, the service provider (hotel, training centre etc) must provide any other facility requested by ILPD training officer for the smooth running of the training. This facilitates the work of the head of module (or replacement) as in the case of an emergency you can purchase what is needed.

b. However, requests for any thing extra to what is on the purchase order must be justified: why do you find it necessary? If time allows you, request advice from concerned ILPD authorities: in particular DAF. In case of extra purchases, approve additional expenses after the training by signing both of you (hotel manager and training officer) a note of those extra services. This written note of extra services should be attached to the invoice as supporting document.

c. When back from supervising, apart from the training report we submit to our partner, make a report of a page or half page explaining how the training was but mainly focusing on extra service requested. This will help us to get an explanation of the difference between the figure that is on purchase order and the invoice given.

d. In case a supervisor stays at the site of the training, ILPD pays his/her board and lodging, and everything else that is necessary to ensure the training takes place as planned. Otherwise we send a staff member to distribute training materials and arrange the smooth start of the training, after which he/she will come back to work the same day.

e. Since the remuneration we give to the trainer includes lodging, food etc, normally the trainer is supposed to pay his/her own expenses. However, some of our trainers prefer that we pay their expenses and deduct them from their salary. Therefore we request you that wherever such a case appears, try to consult the hotel manager to make an invoice which has two sub- totals:

- Total of expenses for trainees, and
- Total expenses for trainers.

This will help us to deduct this money from the trainers' remuneration such that it can even be showed to them when they are claiming their payments.

24. Evaluation Report

At the end of each training programme a *Training Evaluation Report* has to be drafted and presented.

A training evaluation report consists of:

1) an academic part by the responsible head of module, regarding at least (but not limited to):

- the academic quality of the training
- the academic quality of the course materials
- the quality of delivery of the training
- the teaching methodology
- the evaluation by the participants

2) an organisational/logistical part by the 'in charge', regarding at least (but not limited to):

- the rooms
- the meals and drinks
- the internet facilities
- the evening programme
- suggestions for amelioration

24. Alumni list

Give the list of participants to the assistant VRAC in order to let her add the names plus the addresses of all participants to the alumni list.

25. Payment of the Consultant

To avoid misunderstandings and irregularities with payments, the following procedures have to be followed. Please give the right information to our trainers:

a. Submit an invoice or request for payment signed by the consultant him/herself accompanied by a copy of the contract and final report (in case of a consultant), Memorandum of understanding (in case of a third party/organisation), to the central secretariat for reception which in turn transmits the documents to the accounting unit.

b. Before processing the payment, the accounting unit must collect all supporting documents as mentioned above).

c. For a transaction which involves much calculation, in order to avoid wasting of cheques or payment order, the accounting unit must fill the transaction route slip, then transmits it to DAF's office for verification and then the cheque/payment order get filled after verification. This will help us prevent the cancellation of many cheques or payment orders.

d. When the cheque is signed and given to the beneficiary, the beneficiary must sign on the copy of the cheque, which copy is kept for record purposes.

e. In any contract made with a consultant or supplier there must be a clause or article explaining that the total amount payable is subject to applicable tax; this has already been included in the format contract for national and international consultants. In extraordinary cases a consultant may be exempted from paying tax; do never promise this before having consulted DAF. A contract is only legal if it is in accordance with the law.

f. No contract should say that payment will be done immediately because the accounting unit needs time to analyse the transaction and collect all supporting documents. This has been included in the standard contract; never change this provision in the contract. This does not mean that no payment can be done immediately but this should not be included in the contract because there are many factors that influence the decision to honour a request for immediate payment.

g. Any invoice which has all required documents should not spend more than two days without being processed unless there is a technical problem; if so the accounting unit must submit the issue to DAF in good time.

h. If a trainer does not have money for hotel he/she should request for advance and pay the hotel and transport by the day he/she starts the job. Of course any request for advance must be accompanied by a copy of the contract. Please help them to get information they need, facilitate them where necessary and also help the accounting unit to follow the procedures. In case of international trainers it can be arranged that ILPD pays for food and lodging.

ANNEX I: TRAINING PROPOSAL ILPD STAFF AND FACULTY

TRAINING PROPOSAL ILPD STAFF and FACULTY October 2009 – December 2010 Submitted by Rwanda JSP

Goal: Strengthen the Capacity of ILPD as a Justice Sector Training Institution

Curriculum:

- **ICT training for ILPD full time staff and faculty**
 - **Curriculum development and staff training**
 - **Training ILPD ICT and Librarians to train staff and students**
 - **Design of ICT module for diploma program**
 - **Train ILPD faculty in power point and basic skills as needed**
- **Curriculum development for ILPD full time staff and faculty**
 - **How to prepare, deliver and evaluate training**
 - **Preparation of handbooks**
- **Training of Trainers: ILPD full time academic staff and faculty**
 - **Curriculum development**
 - **Adult teaching methodologies**
 - **Judgment writing**
 - **Practical skills for lawyers**

Training	Dates	Faculty	Objectives	Participants	JSP/ILPD Cost & Human Resource Support Support	Output
2009						
ICT	Oct. 19-30, 2009 (11 days)	Kevin Bajeneza	1. Assess current knowledge, skills, and abilities (KSA) of ILPD staff 2. Upgrade staff skills	See Attachment A	JSP: Trainer, including transport to Nyanza, curric. dev. and materials ILPD: Staff participants released from work to participate in training	Delivered to ILPD: Training materials, evaluations, proposal for future training of ILPD staff
Curriculum Development ILPD Academic Staff	Nov. 17 &18, 2009 (2 days)	Roelof Haveman & George Kalisa	1. Assess KSAs of academic staff 2. Provide academic staff with KSA to organize trainings 3. Handbook	ILPD Academic Staff See - Attachment B	JSP: Trainer, site, travel, food & beverage, admin. support, material preparation and reproduction ILPD: None	Delivered to ILPD: Syllabus including objectives, training materials, revised handbook on short course organization Pending: Report on training

			<p>on organizing short courses</p> <p>4. Develop TOT program by existing staff for future new staff</p>			
TOT ILPD Academic Staff: Introduction	Dec. 9-11, 2009 (3 days)	Jean Marie Kamatali & George Kalisa	<p>1. Assess KSA of ILPD academic staff</p> <p>2. Applied skills on how to prepare, deliver and evaluate training</p> <p>3. Support handbook on ILPD teaching legal skills and knowledge</p> <p>4. Develop TOT program by existing staff for future new staff</p>	ILPD Academic Staff - See Attachment B	<p>JSP: Provided trainer, site, travel, food & beverage, admin. support, material preparation and reproduction</p> <p>ILPD: None</p>	<p>Delivered to ILPD: Syllabus, including objectives, training materials</p> <p>Pending: Draft handbook with Vice Rector; training report</p>
2010						
ICT TOT	TBD:	Kevin	ILPD ICT and	ILPD ICT	JSP: Trainer;	Delivered to ILPD:

(Module 1)	Detailed schedule awaiting ILPD review (Proposed schedule Jan. – Feb. 2010)	Bajeneza	librarians acquire KSAs necessary to train ILPD staff who missed Oct. 2009 training Module 1: Microsoft Work, Excel, Power Point	staff and librarians	training space in Kigali; attendant travel/lodging/per diem costs ILPD: ICT and librarian staff time to participate	Detailed course outline and schedule
ICT Curriculum Development and TOT (Module 2)	TBD: Detailed Schedule awaiting ILPD review (Proposed schedule Jan. – Feb. 2010)	Kevin Bajeneza	1. With ILPD ICT design training content for Module 2 that builds upon the skills included in Module 1 2. ICT and librarians teach Module 2 to ILPD staff	ILPD ICT staff and librarians	JSP: Trainer; training space in Kigali; attendant travel/lodging/per diem costs ILPD: ICT and librarian staff time to participate	Delivered to ILPD: Detailed course outline and schedule
ICT Curriculum development and TOT for Diploma Program (Module 3)	TBD: Detailed Schedule awaiting ILPD review (Proposed	Kevin Bajeneza	In cooperation with ILPD design ICT curriculum to be incorporated into diploma program; train	ILPD ICT, librarians and academic staff	JSP: Trainer, training space in Kigali; attendant travel/lodging/per diem costs ILPD: ICT,	Delivered to ILPD: Detailed course outline and schedule

TBD	schedule Jan. – Feb. 2010)		ILPD IT staff and librarians to teach the curriculum		librarians and academic staff time to participate	
ICT: Personalized training for Rector TBD	TBD (To be conducted in Kigali at Rector’s convenience)	Kevin Bajeneza	Improved ICT skills		JSP: Trainer and training space in Kigali with computer ILPD: Attendance of Rector	
ICT Faculty Training: Power Point	TBD (To be conducted at the convenience of ILPD faculty)	Kevin Bajeneza	KSAs to create and use power point presentations	The judiciary and prosecutors have nominated participants for the ILPD faculty pool. Nominations from the KBA and ILPD still pending. (See attachment A for list of names)	JSP: Trainer; training space in Kigali; attendant travel/lodging/per diem costs ILPD: Approve faculty nominations by judiciary and prosecutors, submit ILPD nominations, encourage KBA to submit nominations.	Delivered to ILPD: Power point lesson (Module 1, lesson 3) Additional lessons developed based upon the needs of faculty
Judgment Writing &	(3 days TOT) Saturday,	Prof. James	1. Participants acquire KSAs to	Judge participants	JSP: Trainer, training space in	Delivered to ILPD and SC:

TOT: Supreme Court and High Court Judges This course requested by the Supreme Court (SC)	January 30, Feb. 2 & 3 Feb. 4 & 5 (2 days judgment writing) TOT participants teach their peers	Raymond; Assisted by ILPD academic staff and judge trainers	teach an introductory judgment writing course to their peers 2. TOT participants teach their peers	selected – See Attachment C	Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	Writing program course outline, SOW, daily schedule. SC has approved both TOT and course proposal
TOT ILPD Academic Staff: Second session	(2 days) during the period March 1-5, 2010	Jean Marie Kamatali & George Kalisa	ILPD academic staff knowledge, skills and abilities improved building upon the first session	Full time ILPD Academic Staff.	JSP: Trainers, curriculum, materials, transport to ILPD, food and beverage ILPD: Training space, ILPD staff attendance and participation	
TOT ILPD Faculty	Two sessions, 2.5 days each: March 8-12	Jean Marie Kamatali & George Kalisa assisted by ILPD academic staff	Applied skills on how to prepare, deliver and evaluate training	Judges and Prosecutors have nominated participants See Attachment C	JSP: Trainer, training space in Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	Based upon curriculum for TOT delivered to ILPD academic staff Dec. 2009
Adult	March 4-20	Prof.	Participants	Each session	JSP: Trainer,	Delivered to ILPD:

Teaching Methodology TOT (Practical Skills for Lawyers)		David Chavkin; Assisted by ILPD academic staff and judge trainers	acquire KSAs to teach a practical skills for lawyers to their peers	will include 10 ILPD faculty who are lawyers or prosecutors. See Attachment C for list of prosecutors nominated to be participate	training space in Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	Proposed daily course activities; SOW; CV Chavkin
Judgment Writing & TOT II: Supreme Court and High Court Judges	March 15-27	Prof. James Raymond; Assisted by ILPD academic staff and judge trainers	TBD: Building upon the first course taught in Jan/Feb	See attachment A	JSP: Trainer, training space in Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	TBD based upon the first course developed and delivered in Jan/Feb
Adult Teaching Methodology TOT : (Practical Skills for Lawyers) Second Session	April 24-May 8	Prof. David Chavkin; Assisted by ILPD academic staff and judge trainers	Participants acquire KSAs to teach a practical skills for lawyers to their peers	Lawyer and prosecutor ILPD faculty not able to participate in March courses See Attachment	JSP: Trainer, training space in Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	Delivered to ILPD: Proposed daily course activities; SOW; CV Chavkin

				C		
TOT ILPD Academic Staff: Third Session (2 days) during the period June 7-25, 2010	(2 days) During the period June 7-25, 2010	Jean Marie Kamatali & George Kalisa	ILPD academic staff knowledge, skills and abilities improved building upon the second session	Full time ILPD academic staff	JSP: Trainers, curriculum, materials, transport to ILPD, food and beverage ILPD: Training space, ILPD staff attendance and participation	
TOT ILPD Faculty	Two sessions, 2.5 days each: During the period June 7-25	Jean Marie Kamatali & George Kalisa assisted by ILPD academic staff	Applied skills on how to prepare, deliver and evaluate training	Each session will include 10 ILPD faculty who did not previous participate in this training	JSP: Trainer, training space in Kigali; attendant travel/lodging/per diem costs ILPD: Academic staff available to assist	Based upon curriculum for TOT delivered to ILPD academic staff Dec. 2009
TOT ILPD Academic Staff: Fourth Session (2 days) during the period Nov. 1-30, 2010	(2 days) During the period Nov. 1-30, 2010	Jean Marie Kamatali & George Kalisa	ILPD academic staff KSAz improved building upon the third session; teaching materials and handbook	Full time ILPD academic staff	JSP: Trainers, curriculum, materials, transport to ILPD, food and beverage ILPD: Training space, ILPD staff attendance and participation	

ATTACHMENT A
Participants in ILPD ICT Training

- 1. Alice Benurugo - Ag. Logistics officer**
- 2. Dative Gasengayire - Legal Aid (MAJ)**
- 3. Peace Mbabazi - Admin Assistant –Vice Rector Academic affairs (VRAC)**
- 4. Richard Mugisha - Director of the Library**
- 5. Jean Damascene Munderere - Head of Module/ Lecturer**
- 6. Emmanuel Ndizeye - Lecturer**
- 7. Venuste Ntaganda – Coordinator Legal Aid (MAJ)**
- 8. Reverien Ntezimana - Librarian**
- 9. Gael Nyangezi - Ag.Budget Officer& Admin. Assistant - Rector**
- 10. Diane Nyiramugisha - Librarian**
- 11. Fred Rurangirwa - Admin Assistant –Vice Rector Admin. & Finance**
- 12. Yvette Uwilingiyimana - Ag. Accountant**
- 13. Sibon Gahizi Yves - Head of Modules/Lecturer**
- 14. Vincent Ngarambe - Procurement Officer**
- 15. Jeanne d'Arc Musana - Post-Graduate Program Officer**

ATTACHMENT B
Participants in ILPD Curriculum Development Workshops
November 18-19 and December 9-11, 2009

1. **Munderere Jean Damascene - Lecturer**
2. **Tuyizere Oswald - In charge Continuing Legal education**
3. **Ndizeye Emmanuel - Lecturer**
4. **Niyibizi Tite - Lecturer**
5. **Musana Jean d'Arc - Postgraduate program officer**
6. **Sibo Gahizi Yves - Lecturer**

ATTACHMENT C
Faculty Designated by Institutions

PROSECUTORS

1. **Kaliwabo Denis – National Prosecutor**
2. **Mutayoba Alphonse – National Prosecutor**
3. **Mukuralinda Alain – National Prosecutor**
4. **Budengeri Boniface – Chief Prosecutor at Intermediate Level**
5. **Ntagengwa Vital - Chief Prosecutor at Intermediate Level**
6. **Ruberwa Bonaventure – National Prosecutor**
7. **Nkusi Augustin – National Prosecutor**
8. **Habyarimana Angélique - Inspector**
9. **Gatambiye Sylvère - Chief Prosecutor at Intermediate Level**

JUDGES (TOT Judgment Writing)

High Court

1. **Justin Gakwaya – President High Court Chamber of Rwamagana**
2. **Jean Marie Vianney Hitimana President - High Court Chamber of Musanze**
3. **Stanislas Kabalira - Inspector**
4. **Charles Kaliwabo - Inspector**
5. **Jean Luc Kibuka – Judge, Commercial High Court**

6. Antoine Muhima – President High Court Chamber of Nyanza

7. Angeline Rutazana – judge of the High Court, Kigali.

Supreme Court

8. Louis Marie Mugenzi - Judge

9. Jean Baptiste Mutashya - Judge

10. Sam Rugege – Vice President