

Assistance for Trade Reform

A Training Plan for the Central Department for International Trade Policy

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ATR Training Plan for the CD/ITP

Several discussions were held with CD/ITP officials regarding what the CD/ITP needed with respect to Advanced Subsidies Training, Safeguards Training, Antidumping Injury Analysis, Causality of Injury in Dumping Cases and Accounting Training. As a general matter it was recommended that given the officials advanced stage of understanding of these issues, it was essential that all future training programs be designed as workshops.

The officials should identify the issues of concern to them and provide data from their actual cases (doctored as necessary to keep the information confidential). The expert facilitating the session can then discuss the key issues and concepts using actual cases and data the TAS has had to deal with. Such an approach would help to ensure that the workshop is most useful to participants. In designing the programs, the officials from the department should be directly involved in writing the terms of reference for the expert/consultant. It seems that what the officials are looking for in most of these training programs is an opportunity to refresh and update their knowledge of the key cases, issues and methodologies that bear on their ongoing investigations and reviews.

With respect to Advanced Subsidies Training, we discussed that it was difficult to learn subsidies without a real case. One idea that was suggested is that additional subsidies training be provided through the new EU Program to allow the CD/ITP the benefit of being exposed to a different approach to the subject area. Also, a couple of days relating to subsidy cases might be included on the U.S. study tour, depending on who the participants will be.

U.S. Study Tour: With respect to the U.S. Trade Remedies Study Tour, extensive discussion revealed that the CD/ITP is looking to better understand certain sophistications of trade remedies, including sunset reviews, the use of lawyers in the investigation and review process, review of administrative decisions by courts and other technical issues. Again, it was discussed with Mr. Mofawk that for the tour to be useful the participating officials must be very specific as to what they want to learn from such a visit. Otherwise, the program is likely to be very general and not very helpful.

Specifically, it appears that the CD/ITP wants to learn the following from a U.S. Study Tour:

- To better understand how the ITC (injury) and the DOC (dumping) teams work together during the course of an investigation (dumping).
- To visit other U.S. agencies or departments that support the ITC and DOC by providing data for investigations, e.g. Customs.
- Participate in a round-table discussion with DOC and/or ITC officials regarding the latest positions on standing, affiliated parties, best information available, etc. Again, I suggested it would be good to go with examples of specific fact situations the CD/ITP wanted to discuss so as to get the DOC/ITC approach to actual situations.
- A round-table discussion on major legal or methodological changes to AD, CVD and Safeguards rules and regulations over the last two years.
- A meeting with the ITC to discuss the process of sunset reviews, administrative and substantive.
- Meetings with lawyers in the General Counsel's Office of the ITC and Commerce to understand how lawyers are used in investigations and reviews in AD, CVD and Safeguards cases. And also to understand their role in review of administrative decisions to the Court of International Trade.

- Meeting with the Court of International Trade in New York City to understand the review process in trade remedy cases, how dockets are prepared, standard of review etc. Possibly sitting in on a hearing.

A study trip to the U.S. would be useful if the program is very carefully tailored and the officials go with very specific questions to be answered. Otherwise, it will be disappointing. It should probably be scheduled for 5-7 days depending on the final itinerary. Time should be scheduled in Washington for programs with the ITC and DOC, and perhaps other agencies, and time in NYC with the U.S. Court of International Trade.

TAS/Legal Affairs Development Strategy - Lawyers Training Needs Summary

Introduction

This Training Needs Summary is a result of the Skills and Training Needs Assessment Workshop conducted with the TAS lawyers in September-October 2004. It follows from and builds on the consultancy conducted in April-May 2004 which developed a strategy for the TAS to build in-house capacity to address legal issues arising within the work of the sector, including dispute settlement cases.¹ That strategy identified training and development of TAS lawyers as one of the critical elements to be addressed in an effort to build TAS legal capacity.

The Skills and Training Needs Assessment Workshop consisted of a multi-session program (3 hours per day for 11 days) surveying and evaluating skill level and knowledge of trade lawyers in various areas, reviewing examples of written work product of each lawyer, as well as assessing prior training received, self-motivation and commitment to learning and the TAS. The areas covered in the workshop included English drafting/writing, spoken English (presentation skills), analysis of a legal problem and preparation of research plan, trade law terminology and case analysis and briefing. The workshop was held as a combination of teaching modules and exercises/assignments. The purpose was to introduce new tasks and activities – thereby teaching – through which the skills above could be assessed. Some of the exercises were basic and non-legal (i.e., writing about what issues/tasks the lawyer is currently working on) and others were legal in nature (i.e., prepare a case brief of a court decision or analyze a situation according to a series of precedents and fact situations). Attendance was kept. All assignments were reviewed. At the end of the program one-on-one discussions were held with each of the lawyers to discuss performance in the program and recommended training needs.

As is discussed in subsequent sections, it is recommended that the lawyers in the group would benefit considerably from a mix of in-house and outside teaching and learning programs. It is strongly suggested that much of this teaching be provided within the TAS, integrated into the sector's work program and that the lawyers performance in these programs be a selection process for participation in any other outside programs. It is crucial, however, that the senior officials in the office fully support the training program by ensuring that legal issues arising within the TAS are incorporated into training program activities. It is also essential that senior officials within the TAS identify legal questions within the sector and assign work to the lawyers that will use and continue to develop the new knowledge and skills developed throughout these professional development activities.

Objectives of a Lawyer Development Program

As discussed in detail in the strategy paper referred to above, the purpose of designing a training program for lawyers in TAS is to develop capacity within the sector to deal with

¹ The proposed strategy is discussed in the report by Lisa M. Yarmoshuk, *Dispute Settlement/Legal Affairs Unit Strategy Development: Functions, Organization, Development & Training, June 9, 2004.*

dispute settlement cases (WTO and others) as well as the analytical ability to analyze and assess the Government’s legal interests related to trade negotiations and policy positions.

The lawyers in the TAS vary greatly in their tenure with the sector, past experience, analytical ability, core legal skills, English language skills and likely ability to learn and develop. By streaming the lawyers in the group and providing them with specialized training relating to working in a legal capacity, it is expected that a handful will develop to an extent that they will build the foundations necessary to form a key legal team for the TAS by the time the ATR concludes – recognizing that truly developing lawyers who can function within a “General Counsel” office is a very long term effort and will not be achieved within a two year period and will require more than just legal training (as discussed in the strategy paper, success will also depend on TAS organizational issues, mentoring, etc). Some may take longer to develop than others and it may ultimately be concluded that some are more suited to non-legal work.

Streaming Groups

As discussed with ATR and each of the lawyers individually, the lawyers in TAS are at different stages of development – with different skills, work experience and English language abilities. Based on the results of the Assessment Program, it is recommended they be divided into three groups for purposes of further training. This will allow for more tailored programs to be conducted geared to the needs of a particular group. These groupings can also help identify candidates for participation in outside professional development programs. A detailed summary and ranking of each lawyer in the TAS was prepared at the end of the Assessment Program. The evaluation of each lawyer was discussed in detail with the individual on a one-on-one basis, with explanations and recommendations. The detailed summary report was provided to ATR but for confidentiality reasons is not included with this report, which is public.

The groups are presented below. Group 1 is the strongest both in legal skills, work experience and English language skills. Understandably, these aspects are self-enforcing. Group 2 is the middle group composed of lawyers who can work in English but with difficulty, and who have at least basic analytical skills but require further development before proceeding to more advanced legal training conducted in English. The third group represents those individuals who struggle to work in English. Due to their level of written and spoken English it is difficult to assess their legal skills and analytical abilities.² Although there may be programs designed where it is felt all lawyers can participate, for the most part it is recommended that separate programs be designed for each group.

GROUP	LAWYERS
1	Mohamed El-Shahat El –Yamany Montasser Fothy Ahmed Rania Abd El Aziz El Nady Ahmed Mahmoud El Said El Tantawi Hossam Gramon

² Because all my work with the lawyers is conducted in English it is difficult to fully assess each individual’s legal and analytical abilities. However, given that as a lawyer in the TAS it is important to work comfortably in English it is felt that the assessments made are nevertheless valid.

	Mohamed Adel Hafez Ahmed Rabie Ahmed
2	Taha Mohamed Ahmed Hala Mohamed El Dakrouny Shahinaz M. Abd El Wahab
3	Abdallah Mohamed Reda Nesreen Safwat Abd El Fatah Amal Atia Wael Khalil

Components of a Training Program

The lawyers in the TAS will benefit greatly from as much directed in-house training as can be provided. As discussed in the strategy paper and as outlined again below, the lawyers need to be exposed to skill training in a variety of areas (e.g. research, writing, case analysis, oral presentation, etc). Although these subject areas are presented as individual course components, resources permitted, the group would benefit from several modules within a given subject area (i.e., in the case of legal research and writing there might be 6 modules within 2005 -- a module might be held in January and then again in February, with the same group in order to build on skill development.)

Some of the lawyers would also benefit from outside programs. These include both LL.Ms, legal internship and other organized training programs that may be available. The opportunity to be exposed to other highly motivated lawyers, to different work cultures and different work and teaching styles would be of benefit to all the lawyers. However, this benefit is maximized only where the individual has a level of English that allows them to work effectively in English and where the individual is self motivated. Additional comments on participation in such opportunities are also discussed below.

Streaming Groups

Group	Lawyers	Recommended Program 2005 – 2006
1	<ul style="list-style-type: none"> • Mohamed El-Shahat El – Yamany • Montasser Fothy 	<ul style="list-style-type: none"> • English Language Course – 2005 • Advanced Legal Research and Writing Course (multiple modules) • Advanced Case Analysis and Case Briefing Course

	<ul style="list-style-type: none"> • Ahmed • Rania Abd El Aziz El Nady • Ahmed Mahmoud El Said El Tantawi • Hossam Gramon • Mohamed Adel Hafez • Ahmed Rabie Ahmed 	<p>(multiple modules)</p> <ul style="list-style-type: none"> • Dispute Settlement/WTO Case Study Course (multiple modules) • Moot Court Course/Team Building Course (multiple modules) • LL.M. Program (for some – on competitive basis) • Foreign Legal Internship (based on performance in Ministry course program and as integrated appropriately into the training and Ministry work program)
2	<ul style="list-style-type: none"> • Taha Mohamed Ahmed • Hala Mohamed El Dakrouny • Shahinaz M. Abd El Wahab 	<ul style="list-style-type: none"> • English Language Course – 2005 • Level II Course on Case Analysis and Case Briefing (multiple modules) • Introductory Research Skills Course (multiple modules) • Level II Writing Course (multiple modules) • Trade, Economic and Legal Terminology Course • International Trade Law Course • Computer Training Courses <p>Note: Graduate to Group 1 Program when ready</p>
3	<ul style="list-style-type: none"> • Abdallah Mohamed Reda • Nesreen Safwat Abd El Fatah • Amal Atia • Wael Khalil 	<ul style="list-style-type: none"> • Focus on Basic English Language Program -2005 • Introductory course on Case Analysis and Case Briefing (multiple modules) • Introductory Writing Course (multiple modules) • Computer Training Courses <p>Note: Graduate to Group 2 Program when ready</p>

Recommended Courses:

It is recommended that the proposed courses be offered in-house at the TAS to the extent that resources permit. To the extent possible, courses should integrate ongoing work of the sector so that the program is self-reinforcing and contributing to the results being delivered by the TAS. Certain courses, such as English courses should be offered outside the TAS.

- **English Language Course** – All lawyers should continue to work actively on their English language skills – writing, reading and oral expression, and enroll in an

appropriate course. A survey of the lawyers conducted in October 2004 indicated that virtually all of the lawyers are enrolled in English language courses starting late 2004.

- **Trade, Economic and Legal Terminology Course** - Design course around teaching trade, economic and legal terms. For example, translate and distribute to the lawyers Nathan Associates' glossary of trade and economic terms. Develop short training sessions to review these terms and legal terms by issue or category.
- **Basic Economic Principles and Trade Theory Course** – To the extent they have not already been exposed, the lawyers dealing with WTO issues would benefit from a course which teaches basic micro and macroeconomics, elements of trade theory such as tariffs, subsidies, trade creation, trade diversion, FTAs, customs union to be facile in dealing with these concepts in the course of their work.
- **International Trade Law Course** -- To the extent they have not had such a course the lawyers – and particularly new hires – would benefit from an international trade course that addresses WTO basic principles, obligations, tariff schedules, WTO agreements and regional trade agreements.
- **Legal Research & Writing Courses** - Design courses to develop skills for legal research, drafting legal documents and presenting written legal arguments. This should be offered at different levels for the different groups, in modules on an ongoing basis over the years. Such modules could address: how to do legal research; sources; drafting opinion memoranda; drafting legal briefs/submissions; drafting Notices, Requests for Consultations and other documents; research work relating to and customized to work in the TAS. It is suggested that such a program be offered as a multi-session course over an extended period, with teaching sessions, short assignments and major projects/papers – mix of intensive session and self-directed work.
- **Case Analysis Course** – Introduction to Common Law Case approach teaching how to analyze cases, including how to read cases; analyze ratio; summarize facts and arguments and write case briefs.
- **Dispute Settlement/WTO Case Study Course** – In-depth seminar focusing on real and/or simulated cases of importance to Egypt; actual involvement in a dispute as a third party or “shadowing” an ongoing dispute. The work would be done at the TAS with the instructing lawyer/consultant, in coordination with White & Case providing oversight. Several modules can be designed and carried out.
- **Moot Court Course** – Seminar program to teach how to develop and argue a case before an expert panel. The lawyers in the group need to be able to articulate their views on legal issues, present oral argument in the context of a dispute, etc. This course would also develop team-building skills. Such a program might address public speaking training to build confidence for oral argument, negotiations, consultations, etc., design a trade law problem, divide lawyers into team to prepare a submission for their side, respond to arguments of the other side, prepare oral arguments, present arguments before a mock “expert” panel.

- **Team Building Course** – Workshops to help lawyers work together more effectively. Perhaps prepare one in cooperation with CD/BMA group. Design a variety of team building exercises that teach the group to work together and collaborate. The moot court course is one such activity. Others could be negotiation workshops. Also, non-law/non-trade activities.
- **Computer Skills Courses** – Enroll lawyers in courses that build computer skills, including typing, Power Point and Word in order to improve work efficiency of the lawyers.

AUC LL.M. Program

It is recommended that ATR seriously consider sponsoring some of the lawyers for the February 2005 intake of the recently inaugurated AUC LL.M. Program.³ The course content appears to be rigorous and the teaching approach based on the North American Socratic method (i.e., very interactive). The first class of students appears to be quite strong and highly motivated. It is felt that the TAS lawyers would grow professionally through participation in such a program and that the competition created within the class would challenge the lawyers to perform at a higher level. It is also believed that regular interaction with a highly motivated group of peers will also stimulate the TAS lawyers and motivate them in their work.

Successful participation in this LL.M. program will require a significant time commitment and an advanced level English (reading, writing and spoken). The application process is rigorous requiring (1) an application form, (2) minimum performance in the undergraduate law program, (3) successful performance on a TOEFL exam and (4) an interview with the admissions committee. It is recommended that all Group 1 lawyers interested in enrolling in this degree program be invited to apply.⁴ Due to the significant cost of the LL.M. program, it is suggested that those lawyers funded to take part in the program, if any, be individuals whom it is believed are committed to working in the TAS over the long term and they should be required to sign a commitment to work in the TAS for at least 2 years after completing the LL.M. program.

Foreign Legal Internships

In 2004, two of the lawyers in the TAS spent 3 months each in Geneva on an internship with the law firm of White & Case. During the internship they worked on a variety of research and writing assignments on WTO issues. This experience was professionally and personally enriching for both of them. Both found the work experience extremely challenging and both developed their legal and English skills considerably. Unfortunately, since returning to the TAS each has struggled to apply and build on this experience. The sector is aware of the need to integrate these lawyers into legal work in the sector, however identifying this work and assigning lawyers to do the work is a learning process. Awareness is there and progress is being made.

³ The consultant audited the Comparative Legal Theory Course in October. She also had extensive discussion with the Director of the Program, the Legal Research & Writing Instructor, the English Language tutor and others. The merits of this program were discussed in detail with USAID during a meeting at the end of October 2004 during which the work being done with the TAS lawyers and recommendations was fully discussed.

⁴ ATR might consider requiring individuals interested in applying for this program to contribute to or bear the entire cost of the application process as indication of their serious interest.

Two lengthy telephone conversations with the contact lawyer at White & Case, Daniel Crosby, provided additional insights into the experiences with the TAS lawyers and recommendations for future cooperation and internships. First, it is felt that future interns must have a more developed oral and written ability in English in order to more fully benefit from the internship. Both lawyers struggled considerably during the first third/half of the internship to be understood and on point in their written work. Furthermore, neither was initially comfortable nor able to express and defend their position orally on legal points. Although both developed and improved quickly, there was a very steep learning curve.

It was agreed that the legal training program in the TAS would work with White & Case to structure and supervise a distance work and learning program. Significant work on research, writing and oral presentation skills is needed before spending time in Geneva. White & Case is also willing to identify potential disputes in the WTO pipeline that might provide a real or “shadow” dispute settlement work experience for the TAS lawyers. Once identified, the lawyers would participate in a dispute by writing submissions as if in a real dispute (in the case of a “shadow case”) and later as a third party. They could be guided both by the TAS legal consultant and by White & Case. In the case of the two lawyers who completed the initial internship, a follow-up visit might be recommended but only in the context of a dispute settlement case (as a third party) requiring the lawyers in the natural course of events to be in Geneva for the development of arguments and oral hearings. Egypt has interests in ongoing dispute settlement cases, if only as a third party, but it seems that the TAS does not currently have confidence that it can defend those interests. Constructing “shadow” exercises or preparing third party submissions would provide practice in defending interests and would build confidence amongst the lawyers and within the TAS. The lawyers in the TAS have ability, but they need to be mentored and trained.

It is recommended that other lawyers be given an opportunity to benefit from the internship program but that readiness to go to Geneva be based on performance in in-house training programs to ensure maximum benefit.

Conclusion

The lawyers in the TAS, in the main, are eager to develop their legal and professional skills. They are interesting in learning, desire mentoring and seek new and challenging professional experiences. Given the interest of TAS to develop a capacity for dispute settlement and core legal analysis, there is an opportunity to invest in the lawyers of the TAS with every expectation that this will yield long term benefits for the TAS. Numerous opportunities exist to offer in-house training and White & Case is willing to continue to volunteer its time and expertise to work with the lawyers at a distance and in Geneva, as appropriate.

In order to be successful, however, the in-house and outside training and professional opportunities offered to the TAS lawyers must be complemented by a commitment by TAS senior officials to use and reinforce the new skills and experiences of the lawyers in the course of the day to day work of the sector. This requires constant vigilance, monitoring and mentoring. It is a long term effort, but one that it is believed will pay dividends for both the sector and Egypt. The TAS must be certain to assign the lawyers work that will use and

further develop their legal and analytical skills. Without active support from the highest levels of TAS any programs and efforts of ATR and the lawyers will be unsuccessful.

**Trade Agreements Sector Legal Team Assessment & Development
Program:**

Part I – Skills and Training Needs Assessment Workshop

September - October 2004

Background: The TAS is embarking on a program to develop its capacity to address legal questions and issues arising from the work of the Sector. In April all lawyers in the TAS were interviewed to collect information on their background, training and experience. This was a preliminary first step to assess the legal skills of staff with law degrees and determine what training and development is necessary so that they may handle the variety of legal matters that relate to the work of the Sector.

Purpose: This workshop has been designed to conduct skills and training needs assessment for the TAS trade lawyers. The purpose of the program is to assess the current skill level of each of the lawyers in a variety of areas of importance to working as a lawyer in the TAS. The exercises and information collected during this workshop will be used to assess each lawyer's training needs. Training programs will be designed according the needs of each of the lawyers.

Program: The workshop will consist of 10 sessions – approximately 3 hours each. The program has been designed to be a practical learning workshop through which to survey and evaluate the skill level and knowledge of all trade lawyers in various areas. Written and oral assignments and exercises will be given. The assignments and exercises will be accompanied by teaching instruction related to the assignment. The work product from these assignments and exercises will be evaluated. Prior training received will also be reviewed during the workshop. A customized training program for the Sector's lawyers will be designed based on the results of the workshop

Dates: *Session 1* will be held September 6-7, *Sessions 2-6* September 19-23, *Sessions 7-9* October 3-5 and *Session 10* October 10. Independent research and writing work will be assigned for the period September 26- 30.

Time: 9:00 am – 12 noon

Location: Conference Room

Attendance: Attendance is mandatory. All participants will be required to sign in each session.

Program Schedule and Outline:

Session 1: September 6 & 7

- Introduction
- Outline of the Workshop

- Legal Systems and Key Sources of Law
- Short Writing Exercise on Current Work Topic (half page)
- Short Oral Exercise Describing Current Work (3 minutes)
- Questions

Session 2: September 19

- Discussion of Major World Legal Systems
 - Writing exercise
- Legal and Trade Terminology
 - Documents and sources
 - Question and Answer exercise

Session 3: September 20

- Legal Case Analysis
- Writing Legal Case Briefs

Session 4: September 21

- Legal Case Brief Writing Exercises

Session 5: September 22

- Analysis of Legal Problems
- Legal Research
 - Process
 - Sources

Session 6: September 23

- Legal Writing
 - Organizing thoughts and creating outlines
 - Drafting documents
- Assign Legal Research and Writing Project

Independent Work: September 26 – 30

- Legal Research and Writing Assignment

Session 7: October 3

- Legal Writing (continued)
- Legal Writing Exercise (continued)

Session 8: October 4

- Oral Presentations
- Preparing Oral Presentations

Session 9: October 5

- Oral Presentation Exercise

Session 10: October 10

- Questions and Answer Session
- Discussion of Future Training Program
- Conclusion

**Legal Team Assessment & Development Program:
Part I – Skills and Training Needs Assessment Workshop - Assignments**

	Name	CV	What I did today?	Egyptian Legal System	Terms	SPS Work Assignment Plan	Case Brief	Research Process Assignment	Law School in Egypt	Exam	Self Training Plan
1	Mohamed El-Shahat El - Yamany	X	x	x	x	x	x	x	x	x	Yes
2	Taha Mohamed Ahmed	X	x	x	x	x	x	x	x	x	Yes
3	Montasser Fothy Ahmed	X	x	x	x	x	x	x	x	x	Yes
4	Hala Mohamed El Dakrouny	X		x	x	x	x	x	x	x	Yes – well done
5	Rania Abd El Aziz El Nady	X	x	x	x		x		x	x	Yes
6	Ahmed Mahmoud El Said El Tantawi	X	x	x	x	x		x	x	x	Yes
7	Abdallah Mohamed Reda	X		x	x	x					No
8	Hossam Gramon	X	x			x	x		x	x	Yes
9	Mohamed Adel Hafez	X	x	x	x		x	x	x	x	Yes
10	Nesreen Safwat Abd El Fatah		x	x		x	x		x		No

	Name	CV	What I did today?	Egyptian Legal System	Terms	SPS Work Assignment Plan	Case Brief	Research Process Assignment	Law School in Egypt	Exam	Self Training Plan
11	Shahinaz M. Abd El Wahab		x	x	x	x	x	x	x	x	Yes
12	Amal Atia		x	x	x	x					No
13	Ahmed Rabie Ahmed	X	x	x	x	x	x	x	x	x	Yes
14	Wael Khalil**	X		x	x	x		x		x	Yes

TAS Legal Team Assessment and Development Program – Part 1: Sept/Oct 2004-10-07 -- Program Assignments Submitted

*** All assignments were late, delivered to me by a friend 3 days after the program ended. No explanation for absences. Many assignments were done with assistance of friends.*

**TAS Legal Team Assessment & Development Program:
Part I – Skills and Training Needs Assessment Workshop - Attendance**

	Name	6-9	7-9	19-9	20-9	21-9	22-9	23-9	3-10	4-10	5-10	10-10
1	Mohamed El-Shahat El -Yamany	x	x	x	x	x	x	x	x	x	x	x
2	Taha Mohamed Ahmed	x	x	x	x	x	x	x	x	x	x	x
3	Montasser Fothy Ahmed	x	x	x	x	x	x	x	x	x	x	x
4	Hala Mohamed El Dakrouny	x		x	x	x	x	x	x	x	x	x
5	Rania Abd El Aziz El Nady	x	x	x	x	x		x	x	x	x	x
6	Ahmed Mahmoud El Said El Tantawi	x	x	x	x		x			x		x
7	Abdallah Mohamed Reda	x		x	x	x	x	x				
8	Hossam Gramon	x	x		x	x	x	x		x	x	x
9	Mohamed Adel Hafez	x	x	x	x			x		x	x	x
10	Nesreen Safwat Abd El Fatah	x	x	x	x	x	x	x	x	x		x
11	Shahinaz M. Abd El Wahab	x	x	x	x	x	x		x	x	x	x
12	Amal Atia		x	x	x	x	x	x				x
13	Ahmed Rabie Ahmed		x	x	x	x	x	x	x	x	x	x
14	Wael Khalil			x			x					

TAS Legal Team Assessment and Development Program – Part 1 Sept/Oct 2004-10-07 -- Program Attendance

TAS Legal Staff Assessment – Part I

	Name	Attendance	Apparent Interest	Completion of Assignments	Analytical Performance	Overall Performance on Assignments	Ability to Learn	Effort Made in Course	English Level W/S	Seniority, Time at Ministry	Overall Ranking
1	Mohamed El-Shahat El-Yamany	Excellent (perfect)	Very Interested, Focused	Excellent (9/9)	Fair-Good, Inconsistent, where original thinking is required is weak	Good	High – although concern about independent thinking ability	Good	G/F but still needs much work	Senior (10yrs)	Group 1
2	Taha Mohamed Ahmed	Excellent (perfect)	Very Interested, Focused	Excellent (9/9)	Weak. He is organized and structured but didn't demonstrate ability to analyze issues	Fair-weak	Not certain	Good. Tries hard	F/F but still needs much work	Senior (10yrs)	Group 2
3	Montasser Fothy Ahmed	Excellent (perfect)	Very Interested, Focused	Excellent (9/9)	Good. Organized, thoughtful, identifies key issues and can discuss them	Very Good	High	Very Good, Self Motivated	G/G but still need much work	Senior (10+ years)	Group 1
4	Hala Mohamed El Dakrouny	Excellent (10/11)	Very Interested, Focused	Good (8/9)	Inconsistent. But overall weak, think some of it is linguistic challenge.	Fair - weak	Fair – High, but not certain	Very Good. Tries hard	F-W/F-W	Senior (9 years)	Group 2

	Name	Attendance	Apparent Interest	Completion of Assignments	Analytical Performance	Overall Performance on Assignments	Ability to Learn	Effort Made in Course	English Level W/S	Seniority, Time at Ministry	Overall Ranking
5	Rania Abd El Aziz El Nady	Excellent (10/11)	Very Interested, Focused	Good (8/9)	Good. Organized, thoughtful, identifies key issues. However, doesn't think "out of the box", toes the line.	Good – Very Good	High	Very Good	G/G – but still need much improvement	6 years	Group 1
6	Ahmed Mahmou d El Said El Tantawi	Fair (7/11)	Didn't appear very interested	Good (8/9)	Good. Identifies issues and discusses them.	Good-Very good	High I think. He is quiet, hard to judge, but clearly smart	Good but in a passive fashion	G/F – but still needs much improvement	3 years	Group 1
7	Abdallah Mohamed Reda	Neutral (6/11)	Not sure of interest, difficult to judge, linguistic barriers	Poor (4/9)	Can't assess... English very weak	Poor... English language barrier	Can't assess... language barrier	Poor attendance apparently due to language problem although he didn't tell me this himself I was told by another after the course finished	W/W	Less than a year	Group 3

	Name	Attendance	Apparent Interest	Completion of Assignments	Analytical Performance	Overall Performance on Assignments	Ability to Learn	Effort Made in Course	English Level W/S	Seniority, Time at Ministry	Overall Ranking
8	Hossam Gramon	Good (9/11)	Difficult to judge, seems to view it as a means to an end; or maybe just depressed	Neutral (6/9)	Sometimes very good sometimes inconsistent. I've been told by several people that he was very good when he started but has become unmotivated.	Good when completed	High I think, but needs to be in environment that motivates him	Inconsistent, when he attended and did the work effort was decent, although he seems depressed	W/G...he can write well but much of the time chose to write with difficult vocabulary that he didn't use properly	Less than a year	Group 1
9	Mohamed Adel Hafez	Good (8/11)	Seems interested, but inconsistent	Good (8/9)	Good	Good – Very Good	High	Very good when he attended	G/G but still needs improvement	Just over a year	Group 1
10	Nesreen Safwat Abd El Fatah	Excellent (10/11)	Seems interested, a bit hard to judge due to shyness and linguistic issues	Neutral (6/9)	Poor. Language barrier but also just lack of experience and exposure	Poor. Language barrier but also just lack of experience and exposure	Can not assess due to language barrier, but get sense she would learn a lot if given the chance	Good.. tried hard, good attendance, became less shy, asked questions	W/W	Less than a year	Group 3

	Name	Attendance	Apparent Interest	Completion of Assignments	Analytical Performance	Overall Performance on Assignments	Ability to Learn	Effort Made in Course	English Level W/S	Seniority, Time at Ministry	Overall Ranking
1 1	Shahinaz M. Abd El Wahab	Excellent (10/11)	Seems very interested	Excellent (9/9)	Weak.. some of this is due to language ability but it is also due to undeveloped analytical skills	Weak quality of work product, but she tries hard	Difficult to assess... she wants to learn but I am not sure about inherent academic ability	Very good. She tries hard.	W/W	8 years	Group 2
1 2	Amal Atia	Fair (7/11)	Seems interested when there, but language difficulties	Poor (4/9)	Can not assess due to language barrier	Weak, in part due to language barrier. Many assignments not completed	Can not properly assess based on experience with this individual	Fair but I expect this had to do with language barrier and completing responsibilities	W/W	Senior (not sure of number of years)	Group 3
1 3	Ahmed Rabie Ahmed	Excellent (10/11)	Interested, focused.	Excellent (9/9)	Good	Good-Very Good	High	Very good	G/G but still needs work	4 years	Group 1
1 4	Wael Khalil**	Poor (2/11)	Does not seem interested	Poor (0/9)	Can not assess	Can not assess	No idea	None	Can not assess but I think very weak	2 years	Group 3

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- 1- Poor (P)
- 2-Neutral (N)
- 3-Fair (F)
- 4-Good (G)
- 5-Excellent (E)

*** 3 days after the program ended a friend of his brought 6 assignments to me. I was told that he had various colleagues assist him with them. Under the circumstances, it is impossible for me to assess what work is his.*

The contents of this report reflect the opinions of the author(s) and do not necessarily reflect the opinions of the United States Agency for International Development