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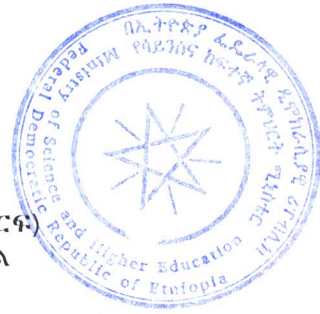
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Table 1:- Current status of law school/ college and department structures in public universities

S/N	HEIs	Current Organization -al Structure	Managed by	Number of Subordinate Heads/ Vice Dean	Accountable to	Remark
1	Addis-Ababa University	School*	Head	---	CLG	
2	Mekelle University	School*	Head	1VH, 2 Heads	CLG	
3	Bahirdar University	School	Dean		AVP	
4	Gonder University	School	Dean	8H	AVP	
5	Diredawa University	College	Dean	2D & 2H	AVP	
6	Haromaya University	College	Dean		AVP	
7	Jigjiga University	School	Dean	1VD&4C	AVP	
8	Semara University	School	Dean	1H&3C	AVP	
9	Debrebrhan University	College	Dean	4C	AVP	
10	Axum University	Department	Head	---	CSSL	
11	Ambo University	School	Dean	1VD, 2D, 1H	AVP	
12	Adigrat University	School	Dean	4H	AVP	
13	ESCU University	School*	Head	---	Not available	
14	Arsi University	School	Dean		AVP	
15	Hawassa University	School*	Head	8 Cs	CLG	
16	Metu University	College	Dean	1VD, 2D, 5Cs	AVP	
17	Madawelabu University	School	Dean	1H&2C	AVP	
18	Wollo University	School	Dean	2VD & 3H	AVP	
19	Wollega University	School	Dean	1VD & 5C	AVP	
20	Assosa University	School	Dean		AVP	
21	Oromia CS University	School	Dean		AVP	
22	Jimma University	School*	Head	6Cs	CLG	
23	Dilla University	School*	Head	4Cs	CLG	
24	Wolaytasodo University	School	Dean		AVP	
25	Arbaminch University	School	Dean	4C	AVP	
26	Mizantepi University	School	Dean		AVP	

**Denotes for the law schools organized as Schools but their accountability and administration lies on other shared College.*



2. Transforming the Existed Legal Education Entities to Autonomous Law Schools

The legal reform document has vividly emphasized that autonomous legal education institutions are backbone of any effective and efficient legal reform. Indeed, there are established conceptual, practical and commercial reasons that justify why the Law Schools in the country should be consistently upgraded into workable, transformative and autonomous Law School structure. Mainly, the legal education reform is part of the legal reform program.

2.1 Law as a Pervasive Discipline

It is always said that there is no aspect of life that law does not touch. That is the reason why law is said to be an instrument for social engineering. The law applies not only on matters that reach courts but it also applies in business, technology, industry, agriculture, medicine, and other social sectors. That is the reason why the legal reform studies made the legal education reform program as a sub-section of the justice and legal system reform program. Unlike other disciplines, legal education directly impacts the three organs of the government: the executive, the judiciary and the legislature. As member of the executive, member of the prosecutions are law graduates.

Similarly, the technical team of the legislature which adopts legislations with a national and international impact is also graduates of the law schools. The third organ of a government which is supposed to be independent is the judiciary, all the members of which are graduates of law schools. It is for this reason that the legal education is said to be pervasive and fundamental to the country. Unless the legal education ensures quality and brings the intended objectives, it is unlikely to have strong prosecution, legislature and judiciary. The transformative and autonomous structure of law schools is a pre-requisite to produce competent prosecution, legislature and judiciary. This is the practice in every country as far as autonomy of law schools is concerned.

Law is multi and interdisciplinary discipline. Currently, legal education is becoming highly specialized and integrated discipline to various fields of studies like Law and Development, Law and Economics, Law and Management, Law and Finance, Health Law, IT Law, Cyber Law and etc.



Thus, learning in law is geared towards refining and inculcating various thoughts with the maximum relevance to the subject matter.

2.2 The Focus of Growth and Transformation Plan for an Improved Legal Education

As indicated above, Justice is one of the biggest and unique governmental sectors. Judges, prosecutors, defense lawyers, and practicing lawyers emerge and grow up through legal education, popularly known as law schools. We work under an assumption that an improvement in the legal education enhances the quality of justice from the grass root level. It is from this promise that the Growth and transformation Plans (GTPs), in their Justice chapter drew a conscious strategy for continued improvements in the legal education. The GTPs vow to invest on legal reform and legal educations. It also sees the existing legal education with further improvements as a good opportunity in grounding good governance and democracy at federal and state governance. Our institutions are, therefore, accountable not only in view of their quality education but also with respect to their impact and contribution in improving and transforming the justice sector. This is an enormous responsibility, and we believe that such expectations cannot be met with the current inconsistent structure that has limited budget and limited potential to go out of its circle to influence government sectors as big as the justice sector.

2.3 Increasing Demands and Administrative Efficiency

With more postgraduate and clinical (including legal aid centers) units operating in different academic years, it is justified to assume increasing students' and staff size. More significantly, the law schools are opening centers such as the legal aid center, human rights centers, moot court arbitration center, environmental laws center, and other similar academic, research, and community service centers which are determinant to the quality of legal education and its role of social justice. As such, though the laws schools are alarmingly expanding in that they may not, in their current form, coordinate and follow up these unique, unlike other disciplines, teaching, research, and community service activities and administrative matters arising from the undergraduate programs and centers, clinical units and externship programs. Law schools have proven impactful engagements to maintain quality of the legal education and to gear towards the realization of the reform of the legal education through mainly national exit exam, externship and legal aid services.



Unlike many other disciplines, the reform of the legal education is being administered by the Federal Justice and Legal Research and Training Institute in collaboration with the Ethiopian Law Schools' Consortium.

So far there is no properly and explicitly mandated institution in the country saddled with the responsibility to ensure the quality of legal education at the national level. This, however, has been hampered by the lack of uniform structure as some who lacks such autonomy have not been able to acting as expected. Hence, there is strong practical reason to uniformly upgrade the legal education entities in to an autonomous school of laws and thereby empower the centers to handle research, community service, and administrative matters without kneeling on bureaucracy.

2.4 Maintaining and Reasserting Customer Friendly Institutional Structure

As mentioned earlier, the law schools will have a moderate disclosure to organs mainly with various local partner universities, public institutions, civil societies, embassies, and other funding institutions. Virtually all of our partners and correspondents shall inevitably address and prefer to establish strong partnership agreements as autonomous law schools than as structures below that. However, this cannot be an enduring self. In fact, some of them that will know that there exists law schools without autonomy would start to see such institutions in mediocre. Thus, we are of the opinion that for foreigners in particular, some of the current names and structures can give a wrong message that we are so small. Moreover, inconsistent law structures will have the potential to hamper promotional activities here, reducing the inspiration and competitiveness of students thereby leaving the institutions invisible in their own right.

2.5 Foreign Experiences

Undoubtedly, both the lofty and primitive institutions involved in the academic legal studies are addressed as School of Law/ Law School. For instance, at local level we have many Law Schools established autonomously. The prestigious universities abroad as well enjoy the same autonomy. These include Harvard University School of Law, Cambridge University School of Law, Yale University School of Law, Seoul University College of Law, Tokyo University School of Law, Amsterdam University School of Law etc. In view of the inbuilt traditions everywhere, Law Schools with no autonomy are becoming homesick to their students, staff, and community.



As such, as we will be part of a number of initiatives that will contribute for the improvement of legal educations in the country, it is very important to keep the name and work relentlessly to make our Law Schools more visible nationally and in international settings. We believe that the existing national context also requires enough attributes to be part of the School of Law. We are also confident that the existing and prospective centers will have sufficient resources and qualities even capable of leading and administering Post Graduate (PG) programs, in addition to their service as host for interns and for skill trainings. In this regard, we are glad to mention that there are rich local and foreign experiences that support our request for consistent autonomous Law Schools. In view of such rich experiences, and our achievements in the past, therefore, we kindly urge the Ministry of Science and Higher Education (MoSHE) to empower the existing Law Schools into an autonomous structure for their meaningful engagement in academics, research and community service activities.

2.6 Historical Perspectives

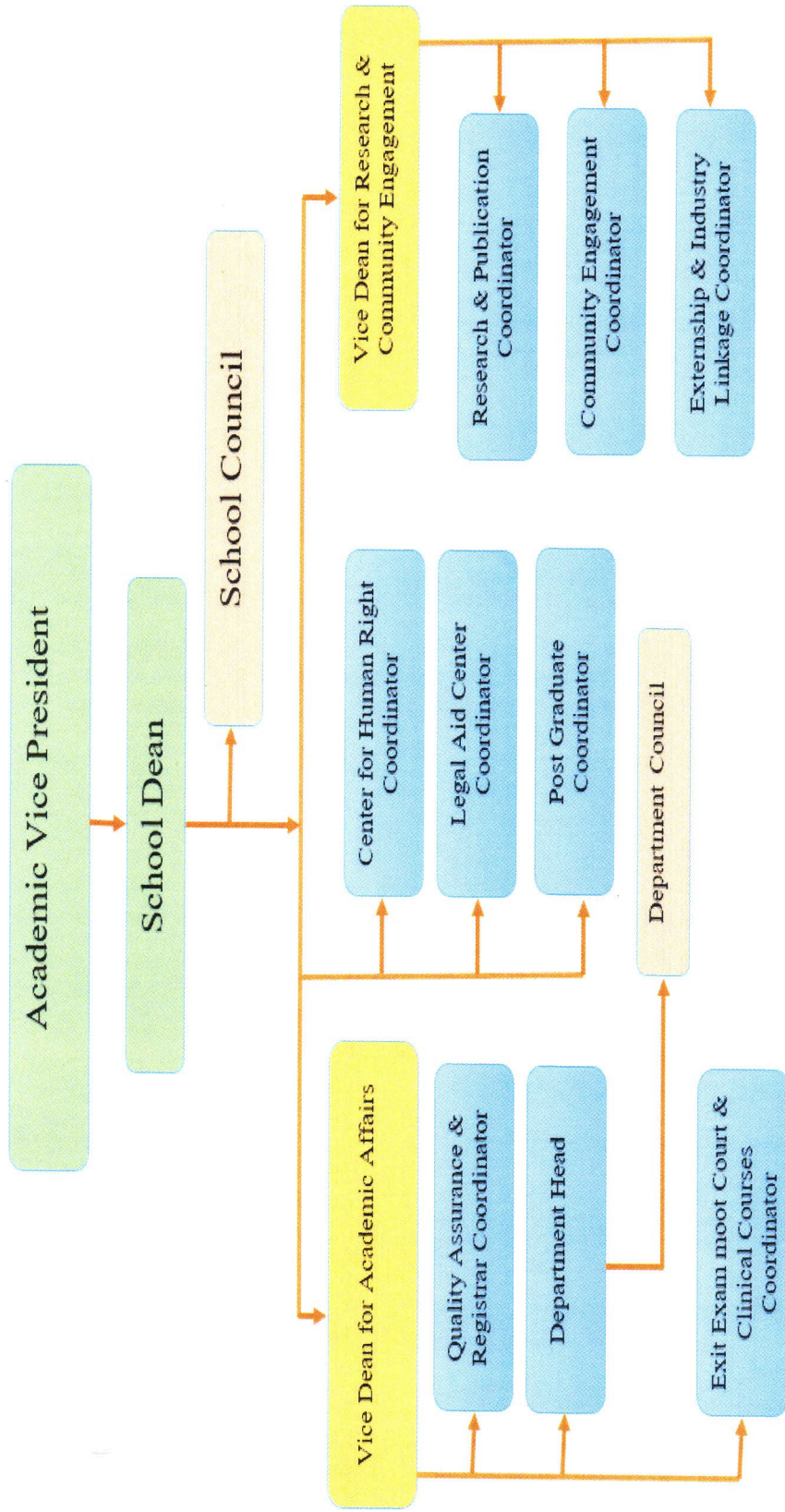
As far as the historical development of academic discipline is concerned, law and medicine assumed special places not because they are more relevant to the society but because the nature of the two disciplines is quite different. For them to pursue their special nature, they remained independent and more autonomous compared to other disciplines. Their impact to the society through their graduates and research/community services engagements has direct impact. It is through their institutional autonomy law and medical sciences are would achieve their intended objective.

3. Proposed Transformative and Autonomous Academic Structure of the Law Schools

Taking the experiences of the 19/26 (Nineteen out of Twenty Six) Public solo Law Schools, and the standardized reference of the Ministry of Education's Legal Education Reform Program Guideline academic structure of the Law Schools should at least, at the beginning look like the diagram depicted herewith below. Besides to the need to the proposed structure and considering the vast activities by the Law Schools such as National Exit Examination, Externship and the years of the study it takes, each Law School or School shall be a member to the respective Senate as there are some who are not members.



Organization Structure to Establish Autonomous



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Note:

- Universities are advised to design and implement a better structure that can provide enormous autonomy with accountability to Law Schools.
- Exceptionally and depending on the Law School's/Colleges' student size in the various programs and activities, Universities may deviate from the above structure without affecting the School's autonomy.

3.1 Description on the Status, Powers and Responsibilities

Ethiopian Law Schools of public universities may have the following structure to handle their roles and responsibilities. The School will have dean, two vice deans and nine coordinators. Quality assurance and registrar coordinator; department head and exit exam, moot court and clinical courses coordinator are responsible to vice dean for academic affairs. While research and publication; community engagement and externship and industry linkage coordinator are responsible to vice dean for research and community engagement. Human rights coordinator, legal aid coordinator and postgraduate coordinator are directly responsible to the school dean.

3.1.1 School Dean:

It is established based on standard 30 (1) of the Ethiopian Legal Education and Training Reform Program. The school dean shall be:

- Responsible for the functions of supervising all the academic and administrative activities of the School.
- Responsible and directly accountable to the academic vice president and be a member to the Senate.
- Prepare or cause to be prepared plans, programs and budgets for the activities of the department and closely supervise the implementation of approved plans, programs and budgets;
- Supervise the proper use of physical and human resources within the school;
- All powers, privileges and benefits of each Deans and deanship equivalent positions in the university shall be vested to the law school deans.

3.1.2 School Council:

- It is an advisory body of the school and responsible for the powers stipulated under each university's legislation.
- It examines and approve annual plans of the School, examine and approve half year and annual reports of the school,



- The council discusses on different issues/agendas as identified by the dean or other staff members and listens and recommend on reports of different offices of the school.

3.1.3 Vice Deans:

There are two vice deans that are responsible to lead and coordinate three offices as shown in the organizational structure. These are Vice Dean for Academic Affairs and Vice Dean for Research and Community Engagement. The vice deans are organs to be established as per to standard 34 (1) of the Ethiopian Legal Education and Training Reform Program. The vice deans shall;

- Responsible for supervising the day to day overall academic teaching and learning process
- Supervise curriculum development and revision, the teaching and delivery methods in the law School and evaluate the implementation of university level assessment methods
- Organize seminars, colloquiums and other teaching related activities in order to evaluate the state of education in the law school.
- Carry out the functions entrusted to vice deans in other Schools and accountable to the Dean.
- The vice dean for research and community engagement may subject to report to the research and technology transfer vice president.

3.1.4 Head of the Department

The head is responsible to the vice dean for academic affairs. The department head, in regular consultation with the school dean, shall:

- Develop the strategic and annual plan as well as report of the department;
- Direct and supervise the teaching and research activities of the department;
- Promote the enhancement of the quality and relevance of teaching and research in the department;
- Initiate proposals for deliberations by DC on matters within the jurisdiction of the latter;
- Follow up and implement the decisions and recommendations of the AUC and the DC;



- Seek to provide opportunities for educational and professional development of the staff and students of the department;
- Follow up the processing of appointments, promotions, salary increments and the benefits due to the staff of the department in accordance with the rules and regulations of the university;
- Create conducive environment for the expansion of academic and research efforts in the department;
- Assign an academic advisor to each student to help him/her in his education, and advisors and examiners for senior essays or projects;
- Ensure that the academic staff of the department submit periodic report on their teaching and research activities and, in consultation with the DAC, takes appropriate actions on issues raised in such reports;
- Conduct and coordinate performance evaluation of staffs at the end of each semester;
- Ensure the handling of proper academic records of students of the department;
- Design strategies to increase access to legal education through different modalities;
- Work on admission policy, on internal and external transfer from/to continuing education credit, non-credit and short-term training program;

3.1.5 Department Council:

The council is the governing and advisory body of the department head with the academic wing of the department, specifically mandated with supervising academic teaching learning process.

3.1.6 Centers

There may be many centers as established in universities based on the community need and the law school capacity to serve. But as a common way, each law school should have at least the following centers as a minimum requirement to serve the community. The center may include:

A. Legal Aid Center Coordinator:

- This is an academic and service provision center indebted with the vision, mission, and goals prepared by each School and specifically focuses on the



provision of free legal aid service to members of the community who are in need of access to justice; but couldn't afford lawyers fee.

- A need for the establishment of this organ based itself on a legal framework of the legal education reform guideline standard 35 (1).
- The benefits of the director shall commensurate to a department head provided under each university's legislation.

B. Human Rights Coordinator/ Director:

- This is another academic center to be established with an intention to act as a center of research and advocacy on human rights issues.
- The Human Rights Center will do and disseminate problem-solving researches and raising awareness on the human rights on the FDRE Constitution, and other comprehensive laws through research, training, community awareness campaigns and other methods.
- The center will be administered by a director, which is commensurate to a department head and will be accountable to the school dean.

3.1.7 Academic Quality Assurance and Registrar Coordinator:

This body is responsible to adopt and implement internal quality assessment mechanisms as per the Ethiopian legal education reform guideline standard 60 (1). The coordinator is also responsible for operations pertaining to student registration and academic records. The coordinator will be accountable to the school dean and will;

- Develop, maintain and implement admission procedures for school students;
- Process all applications for admission in accordance with university policies and procedures;
- Consolidate up-to-date statistics on admission, registration, and readmission based on reports from the school department and exam center;
- Assist and prepare all the necessary handbooks and other publications related to admission, placement, registration and academic records;
- Coordinate logistical needs for the activities of the office of the registrar such as registration, examinations, exemptions, readmission, withdrawal;



- Consolidate from the office of the university registrar complete documents on all new admissions and readmissions;
- Prepare annual plan and semester based reports for the university registrar and the school dean in his area of responsibility;
- Prepare annual work plans and activity schedules and ensure their timely implementation upon approval by the school dean;
- Ensure that up-to-date staff records are kept;
- Organize trainings for staff of the registrar;
- Establish an efficient working environment to monitor and oversee the activities of staffs of the office;
- As secretary to the School AUC, ensure that services provided by the office are professional, efficient and speedy;
- Prepare grade reports and determine students' status before the resumption of the next semester;
- Devise complaint hearing mechanisms regarding registration, exemption, readmission, and withdrawal, graduation, etc.;
- Ensure that decisions and recommendations of the school AUC are compatible with the university rules;
- Explore and implement ways and means of improving the office;
- Ensure that academic colanders are adhered to;
- Communicate educational policies, rules, and regulations to students and members of the school community through booklets and other means;
- Interpret and implement rules and regulations of the university within the school that are directly related with the functions of the office, in accordance with the senate legislation, policies and directives;
- The benefit and accountability scheme of the coordinator shall be commensurate to the department heads in each University

3.1.8 Community Service Coordinator:

The coordinator is to be assigned as per standard 49 (3) of the Ethiopian legal education reform guideline and will be responsible for the following activities;



- To play is to initiate and facilitate international links and collaborations.
- To participate in local, regional and national committees whenever called upon and other non-religious services relevant to the community;
- To conduct press, radio and/or TV programs for public education and outreach;
- To facilitate the determination of professional service (paid or unpaid) to the community, the contents and quality of the services;
- The benefit scheme will be similar with the department head and be accountable to the school dean.

3.1.9 Research & Publication Coordinator:

The coordinator will be accountable to the dean of the school of law. The major mandates of the coordinator are;

- To prepare strategic and annual plan & report, related to the conduct, management, and ethics of research and consultancy serves in the school;
- To set annual research agenda by identifying priority areas and weighing the societal relevance of research engagements;
- Document all research efforts in the school including approved or rejected proposals, undertaken researches, and report the progress of existed research works;
- To serve as a resource center and place where data bases are organized;
- To solicit research fund both from internal and external sources;
- To prepare (collaborative, long or short term) research projects and managing them when approved and funded;
- To provide training on research methods, writing for publishing, and consultancy skills;
- To assess research proposals, and research reports on the basis of pre-determined set of criteria, or facilitating the manner in which reports are assessed by internal and/or external assessors;
- Facilitate access to researchers to engage in research activities;
- To conduct research conferences and symposiums;
- To establish and maintain a cooperative relationship with stakeholders and donors;



- To promote research, publications and consultancy services by publishing magazines, abstracts, indexes, and by organizing award ceremonies and by creating forums;

3.1.10 Postgraduate Coordinator:

The coordinator will be responsible to lead and manage the postgraduate activities of the school, and be accountable to the School dean. The coordinator shall have the powers and responsibilities to;

- Prepare the annual plan and report of the coordination office;
- Take care of the administration of the programs of study and researches leading to LLM;
- Ensure the effective implementation of policies and decisions laid down by the University for the administration of graduate programs and the welfare of students;
- Take appropriate actions in consultation with the school dean and AUC on recommendations with regard to programs, candidates or other academic matters;
- Ensure record keeping in collaboration with assistant registrar;
- Submit grades through the assistant registrar, eligible candidates for awarding certificates in conformity with the rules and regulations of the university;
- Make recommendations for the strengthening and development of existing programs;
- Make recommendations for commencement of new programs and carry out any other task that fosters the development of graduate studies in the school;
- Study and recommend the initiation of inter-disciplinary and multi-disciplinary post graduate programs;
- This is only applicable for law schools that have postgraduate programs.

3.1.11 Exit Exam, Moot Court and Clinical Courses Coordinator:

Law Schools are responsible to prepare their students for national exit exam, enhance students' performance through organizing moot court and providing clinical courses with relevant field works. The coordinator is responsible to the vice dean and have the power to;

- Prepare their students to national Law Exit Exam,
- Prepare model exam and evaluate the level of students' awareness
- Create awareness to students about the whole process of law exit exam



- Coordinates special tutorial schemes for graduating students,
- Made students to be ready for Exit Exam (sitting and re-sitting)
- Organize moot court and mock trial competitions for students and forums and workshops for students, lawyers, judges, layperson on advocacy skills and dispute resolution.
- Organize moot court competition within the school, and among other law school students.
- Prepare students to participate in regional, continental and international moot court competitions.
- Coordinate advocacy skill, moot-court scheme and clinical exemplary and models
- Foster trial advocacy, and legal clinics which allows the indigent clients.

3.1.12 Externship and Industry Linkage Coordinator:

As Law School students, students are expected to participate in externship program and take experiences from legal organ as industry of the sector. The coordinator has the responsibility to facilitate the externship and industry linkage programs to foster the effectiveness of the school services. Thus, the coordinator will have the responsibility to;

- Facilitate the externship program as a mandatory graduation requirement;
- Coordinate preliminary preparation for externship program
- Provide clear linkage between the school and the community and assist with quality assurance;
- Search appropriate funding source for industry linkage activities;
- Establish strong school -industry/business sectors linkage;
- Disseminate study-based innovations, technology and knowledge to relevant industries and community;
- Evaluate the students stay of externship program
- Provide recommendations on how to enhance the externship program
- Communicate all the stakeholders to engage in externship programs that mainly focused on externees capacity building.

4. Effective Date

This law school structure will be implemented started from the date of its approval by the ministry of Science and Higher Education (MoSHE).

