

FOURTH ANNUAL REPORT FROM THE DEAN
1966-67 (1959 E.C.)

James C.N. Paul, Professor and Dean Faculty of Law,
Haile Sellassie I University

This is my last Report as Dean of the Law School.

It is written in haste because other burdens weigh heavily. It is written with feeling because the joint venture which is the Law School has been, for many purposes, my life, for four busy years. I will miss it.

Today the Law School:

has over 120 students enrolled as degree candidates over a 4 year program and will have close to 170 next year with the inauguration of a new evening class in addition to the regular day classes;

is about to have an "alumni" of 30 LL.B graduates and 80 Diploma graduates and has previously awarded about 300 law certificates (signifying completion of a basic familiarization course designed primarily for working lawyers, judges and parliamentarians).

has about 300 students enrolled as candidates for the Diploma, studying either in English or Amharic and about 250 students studying for the Certificate in Law (in Amharic); these students are nearly all judges, members of parliament, government lawyers, police officers or licensed private advocates; we have nearly 50 judges, over 100 Members of Parliament, and over 85 police officers enrolled in these part-time program;

has initiated extension law courses for judges, lawyers and police in Asmara and Harar and will soon start a similar course in Jimma; about 70 judges, prosecutors and advocates will receive certificates or diplomas at a graduation scheduled to be held in Asmara in July;

has a full time Faculty of 18 and a part time Faculty of 11;

has a library of 10,000 books; and is developing within the library, the *Ethiopian Legal Archives*, a collection of unpublished materials which, hopefully will be a valuable resource for future scholars;

has initiated a *Center for the Documentation of African Legal Development*;

has prepared, in bound form, mimeographed text and source materials for the teaching of eleven regular law courses;

has published 6 issues of the Journal of Ethiopian Law containing over 100 significant Court judgments and many significant articles on Ethiopian law;

has printed and published eight monographs or source books on Ethiopian Law; two more are now at the printer;

has undertaken: publication of the *Consolidated Laws of Ethiopia* (in cooperation with the Prime Ministers Office); preparation of an *Amharic-English-French Law Lexicon*; translation and publication in mimeographed form of *The Digest of Old Ethiopian Judgments* (a compilation of pre-war judgments reflecting pre-code law); translation and publication in English of the *Fetha Negast*, the source of so much of Ethiopia's juridical tradition;

has raised \$82,000 in private contributions towards the construction of a hostel, "Law House", to provide decent living facilities for at least some of our students whose housing needs are critical;

has a Law Student's Association which has actively sponsored many successful extra-curricular programs, including the highly successful TV program *You are the Judge*; is organizing, I hope, a Law Alumni Association which, hopefully, will help to maintain the spirit of the Law School and will help to press the development of law, legal education and the legal profession in Ethiopia.

The above steps reflect the planning, work and corporate esprit of my faculty colleagues, a faculty which has made the Dean's role easy, enjoyable and enriched. These steps also reflect the efforts of many students who have contributed to the shaping of traditions in the Law School, to the editing of the *Journal*, to the translation of much valuable material, to the activities of the Law Student's Association, to the development and maintenance of our Honour Code and, again, to the enrichment of life here.

Finally, the above steps were aided, financially, by many outside sources. I express our very deep appreciation to the Ford Foundation for the financial assistance it has provided in the sectors of staffing, publication of the *Journal* and teaching materials, and library development. We have been helped by various assistance programs of Canada, Belgium, German, Great Britain, U.S.A. and France in the fields of staffing or books — or both. All told, this help has been significant and indispensable.

Curriculum Review — Academic Standards: It is to be expected that a lively, concerned faculty, in our situation, will worry considerably about the question: what should we teach? In 14 years of law teaching, I have never seen a year go by where new ideas, some revolutionary, some perennial, were not put forward. But the problem of curriculum development in Ethiopia is, to me, far more interesting, challenging than I have ever found it in the U.S.A. Here we have a unique legal system. We have unique pedagogical problems. We are confronted with the fact that professional lawyers, as a manpower resource, are in exceedingly short supply, are needed urgently in the administration of justice and in many, many government agencies. The Minister of Justice (in a stimulating discussion at my house one evening, with members of the senior and junior classes) stated flatly and forcefully that his Ministry and the judicial branch could use every qualified graduate of the Law School for many years to come. Other agencies and ministries have also indicated their needs to us, and it seems clear that as certain areas of public administration continue to develop — e.g. land reform, local government, development banking, trade union activity — the deployment of our graduates will be interesting, diverse and significant. While it may be of a lesser priority in terms of the public interest, the private sector demands already loom large. And the task of supplying adequate legal services to the ordinary citizen is a problem which will need imaginative attention in the future.

One must consider the possible "roles" of the lawyer and the rationale of legal education in framing a curriculum. But in my view it is not enough simply to speculate over statistics or estimates reflecting and projecting various sorts of vacancies for lawyers in the civil service, judiciary and elsewhere. Of course it is relevant to know what many of our graduates will be "doing". But one must also

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try to assess the more imponderable elements of the lawyer's role. In a paper prepared for a University faculty seminar earlier this year, I tried to express the thought:

Unless the lawyer is motivated to lead in the creation of new institutions — the development of parliaments, rational, realistic planning and reform, local government, co-operatives, public corporations, the weeding out of corruption in government, the strengthening of courts, and so on; unless he is taught to think in a clear, realistic way about the kinds of revolutionary changes, the alternatives which are possible in his society and *how* change can be systematically developed without exacting heavy human costs; unless this can be done, I think we fall short of the requirements confronting us.

I also believe that, while development objectives must be concerned with economic targets, in the long run it is the total quality of life which counts and an underlying concern must be with underlying values: the elements of goodness, justice, and freedom as well as the elements of a more abundant society.

I also believe that "law" is under attack all over the world — but especially in places where younger generations are angry and discontented, where law serves no useful end, or so it seems. I believe the recreation of those societies which do not now enjoy much of the material benefits which men are theoretically capable of enjoying everywhere, is a task which must quickly entail a far greater amount of concerned attention — and doing — than it yet has, despite all the platitudinous, panacea talk and generalizing literature on the subject. A sense of urgency may generate the sense of hope and confidence and dedication which the cause requires. I believe a university in a developing country must be making "revolutionary-minded" citizens — *not*, of course, in the bomb throwing sense or even the agitational, demonstrating, sign carrying sense (for it will really be too difficult to fill that role), but in the much more difficult, much more challenging role of a creator of a new society. The university must help prepare men not only with a sense of mission, but with a sense of *how to carry out* that mission despite heavy odds. I doubt whether many universities in developing countries are now succeeding very well in these tasks. I suspect they are failing — partly because they yet lack the manpower resources, experience or academic leadership to generate the intellectual discipline and climate and vigour which the job requires.

In effect, I think we are confronted with a sort of dual task, a paradoxical mission. On the one hand it is clear that we must stick closely within a tight discipline working at *professional* lawyer training, judges, counsellors, advocates and draftsman are needed here now, and few of our graduates will have opportunity to go through the kind of "apprentice" training which is taken for granted, elsewhere, as a part of the process of an individual's "professionalization." They will be on their own — they will establish the new standards of competence, if new standards are to be generated. These facts call for a heavy "professional" orientation and experience — which means: lots of writing confined to narrow manageable problems, drill on verbal discipline, emphasis on procedure, preparation of simulated legal documents, and putting students under pressure in these exercises. This task is *hard* — hard for faculty until they become familiar with the educational background and needs of students, hard for students because it is usually *a totally new experience*, because by prior educational experience they are more used to a more rote-learning situation. because generalizations, slogan-type

thoughts and abstractions come far more easily than concrete solutions to concrete problems, because (I believe) their prior education may not have often forced them to grapple with practicality.

But it is not enough, I think, simply to emphasize the “professional skills” aspect. The University graduate today — particularly in a developing country — can certainly become an “elite” in his society. The question is whether — and how — he will use the advantages and resources of his education to help recreate many aspects of his community and nation, to contribute by thinking, by his ideals, by his sacrifice to that task. And that question may turn on whether his education has really been oriented towards this task or whether it has only dealt with the real work to be done in a superficial way. We, like any other faculty, must therefore provide something more than just specialized, disciplined training. The tools of professional training are useless without ideas, perspectives and ideals.

The curriculum of the Faculty was reorganized this year to accomplish the following general objects:

- 1) provision of an integrated 5 year experience (after 1 “general” year of University study); the 5 years will include a year of legal service to the government as an E.U.S. student, prior to the last year of academic study;
- 2) provision for instruction in the social sciences and history;
- 3) provision for emphasis on legal method and disciplined problem analysis as well as substance in the first year;
- 4) provision for French as a required subject, the goal being an ability to read, translate and use French legal materials while in Law School;
- 5) provision for the basic foundation courses in private, penal, constitutional and commercial law;
- 6) provision for continuous writing assignments individually reviewed, re-written and graded strictly all the way through, including submission of a senior research paper which must be of acceptable competence;
- 7) provision for drafting and practice instruction in the litigation process;
- 8) provision for a number of courses or components of courses which focus on problems of development — in new or as yet undeveloped areas of the law. Thus problems of future constitutional development, of political theory, of economic theories of growth, of planning, of urban and rural change, land development and so on. This is particularly the emphasis in the senior year.

The question of “academic standards” is of obvious importance. In my view there is a great deal of loose talk about “standards” in African Universities without pinpointing the referent. Standards should be a function of expectations — *our* expectations, not someone else’s. If standards drop, they drop because teachers lower their demands, become lazy, disengaged — and allow students to do likewise. The critical problem is for *this Faculty* to set high expectations — the highest reasonable, and to continue to review them and measures against them. This process can and should be greatly facilitated by bringing in imaginative outside consultants or evaluators once a year to examine aspects of the program, (e.g. specific course areas) or the program as a whole. This review has included *not* simply reading examination scripts, but attending classes, talking to students as well as to staff, reviewing teaching materials, and the preparation of a report to the Dean and Academic Vice President. The Law School has been fortunate so far

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in having able consultative help from: former Prof. L.B.C. Gower of London University (L.S.E.); Prof. William Twining of Queen's University Belfast (formerly of the Faculty of Law, Dar-Es-Salaam); Prof. Roger Fisher of Harvard; Prof. Murray Schwartz of UCLA; Prof. Xavier Blanc-Jouvain of the University of Aix-En-Provence.

Review of the Part-Time Program. The rationale of our Diploma and Certificate programs is to provide basic, practical instruction to persons engaged in legal work. Most of this instruction must be provided in Amharic although some English sections have been organized. Many of the men enrolled in the classes have had much practical experience, little formal education. There is a serious dearth of legal material in Amharic suitable for instructional purposes. There are limitations of time on many members of the class, and some have less facility at formal juridical expression. There is a danger of proliferating certificates or diplomas in law, in a way which would do disservice.

These and other problems were considered at several staff meetings this year, and several decisions were taken: (1) that the certificate and diploma programs be integrated, in the sense that the certificate program would be a preliminary — and screening — program for nearly all entrants into the Diploma; it would last for two years and would cover in that time only basic subjects — a step-by-step passage through the important parts of the codes. At the end of 2 years, the upper 50% (maximum) of the class would be eligible to enter the more rigorous 3 year Diploma program. The Diploma course would *assume* familiarity with the code material covered, would be more directed at practical problem solving in those areas and would allow more electives to accommodate the various needs for specialization of different students. E.g., we have some 25 advocates from the Ministry of Finance who are more concerned, of course, with taxation than penal procedure; but with police officers it is vice-versa. Along with specialization and smaller group instruction would come an effort to require more written work, in the final stages of the course. It will take time to implement these objectives, just as it will take time to develop useful instructional material. But the immediate importance of this work is obvious.

Faculty of Law Publications. The *Journal of Ethiopian Law* now has a domestic circulation of well over 1,000 — and over 250 judges and lawyers are patrons who pay \$25 for subscriptions to support the enterprise.

This year, the third in the life of the *Journal of Ethiopian Law*, saw the first products of Student Editor work. A number of the second and third year student Editors worked on their own research project for future publication in the *Journal*. Most of the work concerns analysis and comment on difficult legal concepts from the Code or critical discussion of High or Supreme Imperial Court decisions.

The Faculty of Law has now published the following books which are distributed internationally through Oxford University Press:

- Lowenstein, *Materials for the Study of Penal Law* (now in its second printing).
- Graven, *An Introduction to Ethiopian Penal Law*
- Sedler, *Conflicts of Laws in Ethiopia*.
- Redden, *An Ethiopian Legal Formbook*
- Vanderlinden, *An Introduction to the Sources of Ethiopian Law*
- Huntingford, *Land Charters in Northern Ethiopia*
- Mann, *Land Tenure in Choro (Shoa): A Pilot Field Study*

Redden, *The Law Making Process in Ethiopia*

Pankhurst, *State and Land in Ethiopia*

Sedler, *Ethiopian Civil Procedure*

Paul and Clapham, *Ethiopian Constitutional Law and Development: Text and Legal Materials* (publication date is October 1967).

The Consolidated Laws of Ethiopia, the project to consolidate the law of Ethiopia, is bringing together all the presently effective laws of the Empire, to publish them organised logically according to subject matter and incorporating all amendments to date. Although much of the law of the Empire has been codified in the Civil Code, Penal Code, and other Codes, a great amount of the law is presently accessible only as it was published chronologically in the official *Negarit Gazeta*. Falling in this category are laws covering a wide range of subjects, from the Charter of the Haile Sellassie I University to the Customs Regulations, and from the Ministers (Definition of Powers) Order to the Public Holidays and Sunday Observance Proclamation.

Although a great step forward was taken when His Imperial Majesty inaugurated the *Negarit Gazeta* in 1942, so that the laws were published officially for the first time, the accumulation of legislation since that day has made it increasingly difficult to find the presently effective law on any particular subject. The Customs Revised Import and Export Regulations are an example. These regulations were first published in 1951. They have since been amended more than twenty-five times. Any person wishing to know today's tariff rates on various items must examine the original schedule and each amendment. Since no list of amendments exists, he must examine every issue of the *Negarit Gazeta* since 1951 in order to be sure he will find all the amendments. This of course is only an example of problems confronting those who must track down the law.

To remedy these problems, the Institute of Public Administration and the Prime Minister's Office began work several years ago on a "consolidation" of the laws to be published in Amharic and English. In the fall of 1966 this project came to the Faculty of Law, where it is being carried out in cooperation with the Prime Minister's Office.

In addition to presenting the laws organised logically, incorporating all amendments and eliminating all repealed laws and articles, the *Consolidated Laws* will contain a comprehensive word index and finding tables so that anyone who wants to look up a particular subject or to trace the history of a law can do so easily. Furthermore, notes will be made of the source of each amendment to existing law, so that someone can trace the history of a law backwards as well as forwards.

At present work on the English version of the *Consolidated Laws* is nearing completion. Work on the Amharic version is underway, and will be pursued rapidly this summer by students of the Faculty of Law, led by a high-ranking member of next year's senior class. As a by-product of the *Consolidated Laws*, which will include all laws national in scope, a pamphlet containing the laws and regulations applicable solely to Addis Ababa will soon go to press. In addition to being valuable in itself to residents of the Empire's capital city, the publication of this pamphlet will serve as a test to discover printing and other problems which may be encountered by the much larger *Consolidated Laws*. The problems thus discovered can thus be minimized or even avoided entirely before the major project goes to press.

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Visiting Lecturers and other Distinguished Guests: During the current year, at our invitation, we had a number of guests who visited us for periods of a week or longer. Each of our distinguished guests gave one or more lectures and participated in various classes while here. They included:

Prof. Norman Anderson, Director of the Institute of Advanced Legal Studies, London University, who lectured on Islamic Law.

Prof. Jerzy Wroblewski, Vice Rector of the University of Lodz, Poland, who lectured on aspects of socialist law and Polish legal education.

Prof. Xavier Blanc-Jouvain, University of Aix en Provence, who lectured on aspects of codification and land reform in Francophonic Africa.

Mr. Yash P. Ghai, Associate Dean, Faculty of Law of University of East Africa, Dar-Es-Salaam, who lectured on constitutional development in Tanzania.

Prof. J. Tixier, University of Poitiers, who lectured on taxation in developing countries.

In addition **Prof. Quintin Johnstone** of Yale University, my successor as Dean, visited us for about 2 weeks. **Prof. Richard Maxwell**, Dean of UCLA's Law School, with whom we enjoy fine ties, visited us for a week.

Ethiopian University Service: this year marks the first participation by law students in the program of Ethiopian University Service. Six law students have served during this academic year, all as employees of the Ministry of Justice. The students have served, *inter alia*, as advisors to the Attorney-General of Ethiopia, as Assistant Prosecutors in provincial High Courts, and as teachers in the law Extension program in Asmara. Next year a large number of law students will again be assigned to the Ministry of Justice, although we anticipate that a few law students will serve in other Ministries, e.g. the Ministry of Law Reform and Administration, the Inland Revenue department of the Ministry of Finance. One student will work with the Confederation of Ethiopian Trade Unions.

One important decision has been taken with regard to the timing of EUS for law students. At present, law students go on Service after completion of all classroom work. At the request of the Faculty Council's Standing Committee on EUS, the Faculty has reviewed this practice and the policy underlying it and has decided that law students, like all other students in the University who break their classroom work to go on Service, would benefit from Service preceding the final year of classroom work. In the future, following a period of transition, law students will perform their Service during the year immediately preceding the final year of the LL.B. course.

The Library: its present situation.

Size of the collection:

A. Volumes:	9718
B. Current Serials:	207
C. Archives:	123 books, 364 non-book items;
D. Volumes added since August 1966:	1307
E. Periodical Exchanges:	22
F. Gifts:	

Misc. volumes:	26
Smithsonian:	est 120
Free Subscription:	2
Grant for books from the French Embassy:	1000F.

Staff

- 1 Librarian
- 1 Half-time cataloguer
- 1 Secretary
- 2 Library Assistants
- 2 Library check-out clerks

Library extensions:

The library is growing rapidly, and there is need for more space for readers and more space for books. It should be stressed that the law Library is not only serving the students and faculty of the Law School. It is also providing a service to students and teachers from other faculties who wish to use the materials at the Law Library. The Library is also serving officials from government ministries, from foreign embassies and international agencies. The rate of addition of books can be expected to increase over the next few years; and it is our hope that major donations of sets of legislation, law reports and runs of periodicals will be forthcoming from many of the governments who have embassies in Addis Ababa.

Currently negotiations are in progress to arrange the transfer of sets of legislation from the E.C.A. Library to the Law Library. This in itself will create a severe pressure on existing shelving. As the *Center for Documentation of African Legal Development* gets under way more space will be needed to house its collection and the readers using it. Minor extensions can be made to the existing plant by walling the area under the colonnades and at the back entrance. But this will give only a relatively small increase in usable space. Another possibility is to utilize the flat roof of the Law Faculty building, and to erect there a study room. If the structure is sufficiently strong a limited number of books can be shelved there. The long-term solution to the library's space problems lies in constructing a new library at a site close to the present building. This new building will release the existing library space for use as classrooms and offices. This project must rank high on next year's agenda.

Law House: The previous report described in detail our urgent need for a professional facility and student hostel called "Law House." We announced our plan to raise Eth. \$80,000 from private sources to pay for the construction of the project. This we have done. His Imperial Majesty graciously became our first Patron. Donations were thereafter made by other members of the Royal Family, various Embassies, business enterprises, every branch of the legal profession, students and professors, and friends abroad. This self-help project, which is unique in Africa, was initiated and successfully consummated by students in the Faculty of Law. Our Law Student Association is to be congratulated for their brilliant leadership in this regard. We hope their example will inspire students in other Faculties to undertake similar projects. Construction will be undertaken by the Building College and completed, we hope, early in 1968. Unfortunately, rising material costs plague us, along with some difficulty in clearing the site. The drive for additional funds goes on, but the goal is in sight. Law House will stand next year.

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The academic year was also filled with student programs; the Law Students Association presented lectures given by many of the distinguished foreign visitors at the Faculty; the topics ranged from Islamic law to the Constitutional Law reform of Tanzania. An attempt was made to bring certain of Ethiopia's dignitaries to give "University lectures" under cosponsorship with the Public Relations Office of the University, but this has not yet worked out. I hope it will.

The fourth annual law day was held with Ato Teferra Deguefe, General Manager of the Commercial Bank, as guest speaker; the students also presented a full labour dispute, including a Labour Board hearing and an appellate argument. This year's audience included many members of the legal community; it was the largest group of people that have so far assembled for any Law Faculty function. It was fine program, a great credit to LSA.

Prospect

Prof. Quintin Johnstone, our new Dean, will arrive in July. He has taught for many years at Yale University — and elsewhere including Africa. I know he will bring vigour, integrity and intellectual commitment to the Law School.

We have traveled some distance since the day when His Imperial Majesty formally opened what was, then, a nearly empty "Law Building" in September, 1963.

But there is much to be done.

Some major problems confronting us are: 1) build-up of the budget — we must (and will, I trust) soon come to have annual University appropriation of \$500,000 with additional supplements to pay for the high costs of recruiting and transporting foreign staff. We will continue to need outside assistance for a number of years, but of course it must be on a diminishing basis. 2) *Staff* is both the major expense of any good academic institution and, with students, the major component of excellence. While our staff averages on the youthful side, I would be pleased to match it with a great many institutions on any continent; I think we have now an excellent staff. The problems of *retraining* and *replacing*, especially my more senior colleagues, are difficult. These problems can only be met by developing liberal policies for research leaves, teaching loads and other *valid* incentives to make tours of service here stimulating and important. More will have to be done next year to develop these policies, and more liberal, intelligent outside help will simply have to be forthcoming. "Ethiopianization" is, of course, crucial. But the standards and procedures fixed for recruitment of permanent staff are obviously of critical importance. It is also my view that the career teacher of law in Ethiopia must have enjoyed some practical experience in a responsible legal job before he turns *full time* to teaching. The Law School cannot afford to relax on its intensive program. Rather the pressure on both staff and students must increase. 3) *Physical plant* now looms as problem, particularly because of our library needs. Serious attention will have to be put a development plan next year.

A formative stage has been passed.

But the drive towards excellence — and towards expanding our international contacts, and developing as an international center in Africa's international capital, this will have to go into high gear. Legal education in Ethiopia is an intellectually exciting venture, of critical importance to the nation, of interest in many other places.

May this Law School prosper and progress.

**Graduating Students of the Law Faculty,
Haile Sellassie I University, June 1967.
L.L.B. DEGREE**

Ato Ababiya Abajobir
H.E. Ato Aberra Jembere
Ato Abiyu Geleta
Ato Assefa Tsegaye
Lt. Berhanu Bayih
H.E. Ato Buicha Demeksa
Ato Girma Taddese
Lt. Hailu Makonnen
Ato Ijjigu Demissie
Ato Kassa Beyene
Ato Kebede Gebre-Mariam
Lt. Mammo Mezemer
Ato Mebrahanu Yohannes
Ato Mengesha Workneh
Capt. Mesfin Gebre-Kal
Ato Nabiyelul Kifle

Ato Nega Fanta
Ato Seifu Felleke
Capt. Shimelis Metaferia
(with Distinction)
Ato Shimellis Houssein
Major Tadesse Abdi
Ato Teklou Makonnen
Capt. Wondayen Meheretu
Ato Worku Tafara
Ato Yacob Haile-Mariam
Capt. Yilma Ghizaw
Ato Yohannes Heroui
Ato Zerabruk Aberra
Capt. Zeray Habte Sellassie
Ato Zemene Kassegn

Law Diploma

Lt. Abera Gobena
Ato Abraham Tsegaye
Ato Aklilu Atlabachew
Ato Aklilu Bete Mariam
Ato Assefa Bekele
Lt. Assefa Hailemariam
Mr. Arakel P. Sakadjian
Ato Berhanu Sahle Giorgis
Ato Birhanu Kifetew
Capt. Damtew Minlikie
Ato Demisse Bekele
Lt. Erdaw-Darge
Ato Gebreyesus Haile-Mariam
Ato Germay Zewalde
Capt. Getahun Bekele
Ato Gudeta Berou
Ato Haile Wolde Mariam
Ato Jemaneh Mekasha
Mr. Joachim Matovu
Ato Kassaye Adam

Capt. Kassaye Mandefro
Ato Makonnen Desta
Ato Mesfin Fanta
Ato Minassie Degu
Ato Mulatu Likasa
Lt. Negash T. Mariam
Ato Samuel Worqneh
Ato Sayifu Fayisa
Ato Seifu Yeteshawork
Ato Seyfu Anage
Capt. Tamru Haile Gabriel
Capt. Taye Wolde Giorgis
Ato Taye Wondemagegnehu
Ato Tesfaye Alemu
Ato Tesfaye Sahile
Lt. Teshome Beyene
Ato Teshome G. Sellassie
Ato Tsodeke Tekle
Capt. Welde Hawariat G. Mariam
Hon. Shasherasha Zewde Otoro

Law Diploma

(Asmara)

Ato Afewerki Giorgis	Ato Mawail Mebrahtu
Ato Araia Ghebresellasié	Ato Mohammed Hankil
Ato Barachi Kelkel	Ato Mohammed Ibrahim Hangalay
Ato Beiene Ghebresellasié	Ato Mohamed Nur Kusmalla
Ato Berhane Kiflemariam	Ato Mohamid Ali Omar
Ato Beyene Asfaha	Ato Mohamid Idris Omar
Ato Chiros Ghebrehewot	Ato Ogbazghi Adcheme
Ato Ghebremicael Besserat	Ato Said Khalifa
Ato Ghebresellasié Gherensae	Ato Saleh Shifa
Ato Ghebretensae Woldesellasié	Ato Scium Ehdego
Ato Hamid Osman Idris	Ato Seyoum Fessahazion
Ato Haptemariam Debbas	Ato Solomon Khasai
Ato Hussein Farah	Ato Techie Ghebrecristos
Ato Issaias Haptesellasié	Ato Tesfazion Eyasu
Ato Kabsai Asfaha	Ato Tesfit Zemicael
Ato Kasahun Derres	Ato Tzebaye Johannes
Capt. Kebreab Berhane	Ato Woldu Berhe

Law Certificate

(Asmara)

Ato Abduselam Musa	Ato Kifle Tzhaie
Ato Abraham Desta	Ato Mohamed Nur Ahmed
Ato Adam Mohamed Saleh	Ato Negash Desta
Ato Amdeberhan Ghebresellasié	Ato Resene Tesfai
Graz. Araya Hagos	Ato Russom Ghebremariam
Ato Berhe Woldemicael	Ato Saleh Karrar
Ato Beyene Ghiorghis	Ato Seyoum Negassi
Ato Debesay Tesfagabir	Ato Teclahaimanot Berhe
Ato Ephraim Ogbagabriel	Ato Yemane Teclé
Ato Fasil Demsas	Ato Yimesgun Hailegiorgis
Ato Kidane Berhane	Ato Yohannes Haile
Ato Kifle Kidane	