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## Report Mid-term Review SLEEI Project

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**KIT** Royal  
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**SLEEI**  
Strengthening Legal Education  
in Eastern Indonesia

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meet the world

# Report Mid-Term Review

**Project IDN-103486**



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**Van Vollenhoven Institute**  
for Law, Governance & Society

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## **Introduction**

The Strengthening Legal Education in Eastern Indonesia (SLEEI) project is a two-and-a-half year project supported by the NUFFIC Orange Knowledge programme and runs from June 2019 to December 2021. In October – November 2020, the project undertook a Mid-Term Review to critically review what the project has done and achieved till date and to formulate recommendations for the final 1,5 year of the project.

This report documents the findings of this SLEEI Mid-Term Review (MTR).

## **Background to SLEEI**

The Strengthening Legal Education in Eastern Indonesia (SLEEI) project addresses the challenge how to make legal education in Indonesia more relevant in supporting the rule of law and providing effectively legal services that common citizens need.

Legal education is key to promoting the rule of law. Graduates from law faculties need to have developed the capacity to solve legal problems in a way that promotes legal certainty and justice. Apart from being well informed on relevant law theories and insights, graduates also need have the legal skills required in their profession and be able to integrate gender, ethics and understanding of the local context in their work. In Eastern Indonesia, universities are struggling to provide legal education that meets this challenge. SLEEI is thus supporting universities in Eastern Indonesia to implement changes in what they teach to law students and how it is taught.

The universities in Eastern Indonesia involved are the University of Mataram, Wira Wacana Christian University in Waingapu, Artha Wacana Christian University in Kupang and the Pattimura University in Ambon. Expertise and coaching are provided by the Van Vollenhoven Institute of Leiden University (VVI) and the Royal Tropical Institute (KIT) in the Netherlands in collaboration with Jentera Law School in Jakarta and the Law Faculty of Gadjah Mada University in Yogyakarta.

SLEEI focusses on Eastern Indonesia where only few law faculties have had an opportunity for international cooperation. The need for support in strengthening legal education is higher in this region compared to other parts of the country as confirmed by a survey at the start of the project. Areas of improvement proposed include course content updates, higher responsiveness to local context, and greater attention to improving legal analysis and writing skills. Results of the survey also indicated strong interest in more interactive teaching methods.

SLEEI fits well with the policy framework of the Indonesian Ministry of Education which encourages innovation in legal education. Recent ministry guidelines are very much in line with the objectives of SLEEI.

## **Project logic and expected outcome**

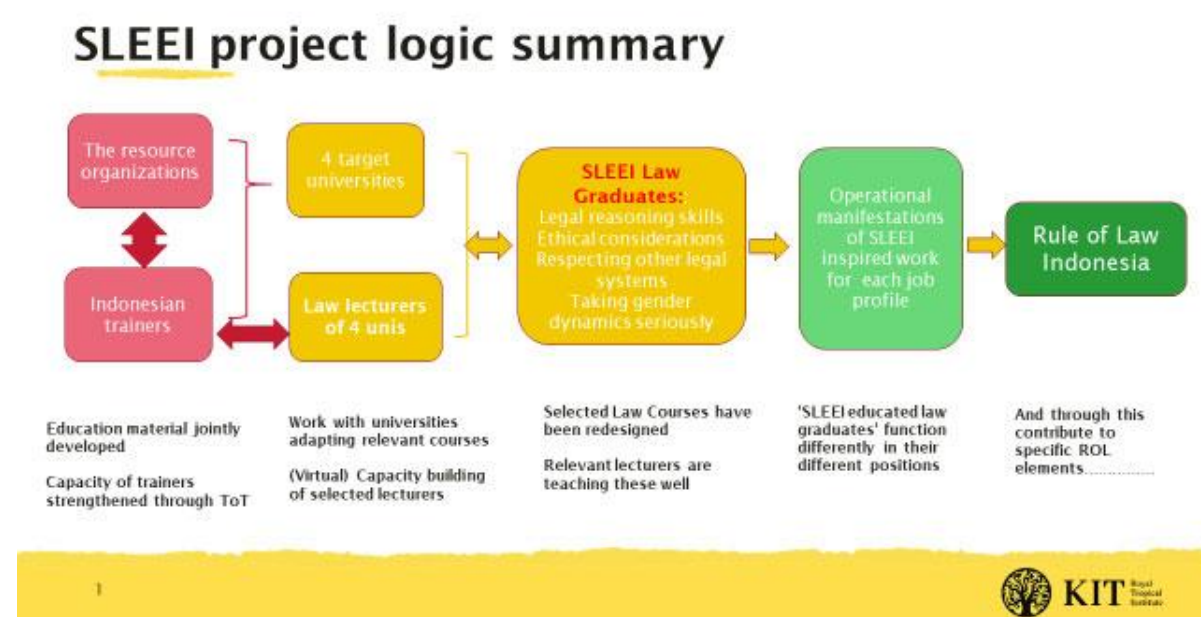
SLEEI has been created to directly contribute to the overall aim of NUFFIC of promoting just, peaceful and inclusive societies through the strengthening of individuals as well as organizations in the field of Higher Education focusing on strengthening the rule of law (RoL) and provision of effectively legal services that common citizens need.

The project works to achieve that four universities in Eastern Indonesia perform better in their legal education so that law graduates are well equipped to play their roles as required by society and contribute to strengthening the RoL in Indonesia. Through this, organisations employing law school graduates such as the judiciary, regional or provincial governments or civil society organisations become better equipped in their specific tasks.

SLEEI builds on existing partnerships between Netherlands-based and Indonesian universities and knowledge institutes and – to a certain extent – among Indonesian universities but has the ambition to strengthen and expand these into an inclusive and sustainable network among Law Schools in Indonesia and beyond to continue to work on strengthening legal education and related research and other activities after the project ends.

The central outcome expected from SLEEI is that the four universities in Eastern Indonesia, but also the universities in Java and the one in the Netherlands supporting them, improve their performance in the area of legal education, firmly embedded in their environment, in line with the demands of society.

The project design and its contribution to the NUFFIC Theory of Change can be summarised as in the diagram below.



## SLEEI and the COVID-19 pandemic

The COVID-19 pandemic is by far the single most significant development influencing project implementation that took place since the proposal was approved. Fortunately two major international project activities – the inception workshop and the central training of trainers – could be completed before serious lockdowns proved necessary. This created a strong basis for continuing project work virtually. As a result SLEEI's planned outputs and outcomes can remain by and large as in the proposal. The pandemic has caused only some delay in project activities, particularly in case of the first round of

local training for university lecturers in Eastern Indonesia. And of course it led to a major shift towards more online communication and capacity building (see [blog 1](#)).<sup>1</sup>

The impact of the COVID crisis locally – in particular the impact of the measures to prevent the spread of the virus – emphasized the vulnerability of the universities in Eastern Indonesia, their teachers and students. Many students from poor families lack facilities for working from home. The fact that many students and lecturers do not possess smart phones and laptops, have relatively bad Internet connections, face high user cost for online interaction and have to cope with strict travel restrictions all made the shift to online teaching complicated and challenging (see [blog 2](#)).<sup>2</sup>

The shift to online training is more difficult in areas with weak internet connections (or even no electricity). In Mataram, Kupang and Waingapu, the universities decided to have a hybrid of live/online training. Participating lecturers gathered in a class room with good wifi facilities (at sufficient social distance) while the trainers attended through online connections. UNKRISWINA in Sumba bought some hardware (TV screen, camera etc) for teleconferencing from the SLEEI budget; all four EI universities opened a ZOOM account for the online meetings, financed from the SLEEI budget.

## The MTR approach and methodology

The MTR of the SLEEI project has been an *internal* review. Given its vast experience with project evaluations and reviews, SLEEI partner KIT has been tasked to organize and coordinate the effort.

The project's Steering Committee, composed of Law Faculty Deans/ senior staff / directors of the eight project partners, played a key role in the MTR and in formulating its conclusions and recommendations. Its meeting of 18<sup>th</sup> November 2020 took the form of a mini-workshop in which the Steering Committee discussed major aspects of project progress and formulated recommendations for the second part of the project. To allow an equal playing field between all partners, this meeting was facilitated by an Indonesian law expert based in one of the two Indonesian partner organisations that is member of the 'Dutch' support consortium. For this occasion, SC members were accompanied by the SLEEI project coordinator within their organisation.

Two sets of data collection activities formed the basis of the MTR as part of the preparations for the SC mini-workshop:

- 1) KIT and VVI collected key information on actual progress from recent project narrative reports and summarized it for the SC to review. Information on most recent activities has been added to this as mobilized by direct interaction with each partner.
- 2) In addition each partner undertook a critical analysis of project progress on key components. To this end an analysis framework cum questionnaire was developed that formulated firm statements (positive or negative) on the progress on each component for agreement or disagreement by partners and asked for reasons and recommendations.

The eight partners undertook their analysis as institution involving their SLEEI teams and the SC member. KIT organised a virtual meeting with the SLEEI coordinators of all partners to advise them

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<sup>1</sup> <https://www.kit.nl/local-ownership-creates-project-resilience/>

<sup>2</sup> <https://leidenlawblog.nl/articles/corona-crisis-related-inequality-in-access-to-university-education-in-eastern-indonesia>

how to facilitate the analysis at their level and use the framework. A total number of 33 staff members across the eight partners was involved in this part of the MTR analysis, almost 50% of which were women.

The results of these two information mobilization and analysis activities have been reviewed and discussed in the SC meeting of 18<sup>th</sup> November 2020, and the conclusions of that meeting as well as its recommendations are included in this report.

## Project achievements

### General

Overall the SLEEI project is in full progress, with active participation of all partners. During the first year considerable time was invested in building the partnership, developing collaboration mechanisms and generally creating strong ownership of the project and its agenda at the level of the partners. This has been based on a shared vision and an agreement on the SLEEI agenda with enough flexibility to develop solutions tailor-made to the context of each partner.

A second major area of attention and work has been preparation of all the content materials on the SLEEI themes in the form of training and teaching materials. This was done in close interaction between the Dutch resource organisations, the Indonesian trainers' team and the four target universities. During a major one-week training of trainers in Ambon, these materials were used and reviewed allowing further adaptation to the local contexts.

Generally project activities are on schedule following the planning confirmed during the inception workshop and reported in Report 0. As the only exception, the local training workshops for lecturers of the four target universities took place in July and August 2020, 1 to 3 months later than foreseen originally.

A number of activities are taking shape in addition to what was mentioned in the project proposal confirming project ownership by partners. UGM, for example, has created a SLEEI website in Bahasa Indonesia with contributions from all partners. This is to become a place where Indonesian law schools not involved in the project and others can find news, reports on activities, and content materials (<https://sleei.law.ugm.ac.id/>).

### Achievements per output

#### Output 1: Improved modules for legal education developed and implemented

##### ***Guided self-assessments - the project's baseline study***

The self-assessments were done in July-August 2019 through an online application survey targeting lecturers and student of the East-Indonesia universities (Report available on request). Results were discussed during the inception workshop and formed the basis for operational planning of work. The report serves as the project base-line. The assessments showed important differences between the

four target universities in terms of human resources, available budget, and accreditation level. This confirmed the need for a tailor-made approach in SLEEI implementation.

### ***Manual for legal education development with specific attention to legal skills, ethics, gender and interactive teaching***

This output refers to the preparation of all forms of training and teaching materials on the five main SLEEI themes that ultimately will form the basis of what is called the SLEEI ‘manual’ or resource book. The manual is a living document that is adapted throughout the project to be finalized at the writeshop planned for September 2021. Progress to date:

- Development of a tentative table of contents providing overall direction to this work (Annex 1)
- Preparation of five short thematic papers on the five SLEEI themes: legal skills, ethics, gender, local context/legal pluralism and interactive teaching. The papers are available in [English](#) and [Bahasa](#).
- Development of operational training modules for the local workshops by the four trainers based on these thematic notes.
- Further collection of additional material like case studies, examples of course outlines, and audio-visuals. These include materials from SLEEI partners UGM and the Jentera Law School.

### ***New course elements adapted and implemented by each of the universities***

Following the training workshops for lecturers in July August 2020 as discussed below, a total of 27 law courses have been selected across the four universities to be improved by strengthening attention to the five SLEEI themes. SLEEI has chosen to achieve this by adapting the current syllabus (known as ‘RPS’ in Indonesia) of the courses. Till date adaptation of the RPS of five courses has been finalised and the improved versions will be used in the first teaching semester, starting in September 2020. The RPS of the other courses still need to receive final review and approval as part of the faculty’s internal mandatory procedures.

The MTR analysis and discussions that were part of it confirm the appropriateness of this approach. But it is also noted that to realize effective changes of the RPS to the level that the courses are given as hoped for, SLEEI needs to organise further support, at least at 3 levels: Coaching support and guidance to the lecturers working on adapting their RPS, provision of focused teaching materials per SLEEI theme and additional capacity building to lecturers in handling their enriched courses.

In the meantime anecdotal evidence shows that law lecturers who participated in the local training workshops are already integrating SLEEI elements in their courses informally because of personal interest. In one case a university applied the learning when it needed to adapt the format and requirements for bachelor thesis writing to the new COVID-19 realities confirming that within the existing curriculum and courses lecturers can innovate and improve the quality of legal education.

### ***University based small grants program for innovative legal student research and practical work (5%)***

This component is to create additional incentives for students to work on SLEEI themes outside regular classes. It could also be initiated only after the first round of training workshops with university lecturers. Planning of student activities that are possible under given lock-down conditions is underway. Activities shortlisted include virtual presentations or debate competitions, paper writing and simulated court sessions (‘Moot courts’). Two of the four universities have completed first activities under this

program including a debate among teams of students at the university Unkriswina in Sumba on the relevance of the SLEEI themes for law students and a presentation competition on gender and law at the University UKAW in Kupang.



### ***Supportive institutional environment promoted to integrate educational innovations within the four EI universities***

This is a cross-cutting area of work that aims to identify and address institutional issues at the level of the four target universities that may impede the sustainable implementation of education innovations developed under SLEEI. Progress summarised below shows that SLEEI general is on track in this:

- Regular interaction with and close involvement in key project activities of the deans of the law faculties, particularly through their involvement in the inception workshop and the training of trainers. Support for SLEEI is now good to very good in most if not all target universities. Encouraging each university hosting an international project event to also organise a seminar for its own network has contributed to the buy-in.
- Through operational planning of project activities with and by the four target law schools matching specific local contexts and needs, university specific factors supporting or hindering introduction of innovations are being identified as a basis for finding campus specific solutions.
- Through above, partners have agreed that the best strategy towards reaching the SLEEI objectives and introducing its innovations in legal education – requiring a minimum of institutional changes - would be through adaptation of current RPS (course syllabus) as discussed above.

## **Output 2: Staff capacity built**

### **Training of trainers**

The international Training of Trainers (ToT) took place as planned in February 2020, hosted by the Law Faculty of Pattimura University Ambon. While planning foresaw 12 participants (including 4 international resource persons) the ToT ended-up with 23 participants including the resource persons, the main Indonesian trainers, and staff of the universities including those targeted as local co-trainers (quite a few attending from universities' own budget).

The ToT participants discussed in great detail the five SLEEI themes, practiced how to train lecturers in the themes, and strategized and planned how to integrate the new elements in the law courses of the universities. The ToT enabled, empowered and inspired the four Indonesian trainers and the target university-based co-trainers. After the ToT they were able to successfully plan and organize the local training workshops at the four target universities, online and in accordance with COVID-19 protocols.



### ***Training workshops on legal education with focus on legal skills, gender and ethics***

The SLEEI program foresees two rounds of intensive interactive workshops for lecturers of the four target universities to build their capacity in the five SLEEI themes and support them in integrating these into their courses. Because of the emergence of corona, these workshops needed to be re-planned and changed into a format that allowed the trainers to join on-line. The table below gives details of the workshops as implemented. In three cases participants were able to meet and discuss as a group with the trainers contributing on-line (blended form), whereas in one case all joined individually on-line.

	UKAW Kupang	UNKRISWINA Waingapu	UnPatti Ambon	UNRAM Mataram	Total
Date of training	6,8,10 July 20	1,3,4 August 20	15-17 July 20	10-12 August 20	
No of participants	18	5	18	21	62
% of total number law lecturers	100%	100%	20%	19%	
Male	16	3	8	15	42
Female	2	2	10	6	20
Form of training	Hybrid - blended	Hybrid - blended	Online only	Hybrid - blended	

The total number of staff trained – 62 - is just above planning. The number of participants and the percentage of law faculty staff trained varies considerably depending on the local context. The number of female participants is slightly below the target of 40% caused by the current staff composition of the law schools, particularly in Kupang. The choice for changing the workshops into virtual ones had positive implications as it allowed all members of the Indonesian trainers' team to contribute as

compared to one trainer flying-in for a workshop. On the other hand it reduced the level of interactivity and therefore probably the level of learning even though the trainers did use different techniques to actively involve participants in the training.

As extra – that is beyond what was included in the project proposal - activity, triggered by the COVID-19 pandemic, the Eastern Indonesian universities also organised open webinars on the SLEEI themes for their staff, students as well as others. These involved external experts from or accessed through the SLEEI network. Four of such webinars were organised till date as detailed in the table below:


Time	Title of the event	SLEEI representative(s)	Organized by
20 May 2020	Online discussion “Etika, Moral, dan Integritas Pilkada 2020”	Reveny Rugebregt (FH Unpatti) Herlambang Wiratraman (FH Unair)	Bawaslu Provinsi Maluku and Fakultas Hukum Universitas Pattimura
4 June 2020	National Webinar “Etika Profesi Hakim dan Anatomi Pengadilan”	Widodo Dwi Putro (FH Unram) Rambu Santi (Unkriswina)	SLEEI, Unkriswina, Unram, Komisi Yudisial Republik Indonesia, Asosiasi Filsafat Hukum Indonesia
17 October 2020	Webinar “Pilkada 2020 tanpa Kekerasan Perempuan dan Bersih dari Eksploitasi Anak” ( <a href="#">law webinar</a> ).	Reveny Rugebregt (FH Unpatti)	SLEEI, Bawaslu Provinsi Maluku, Kementrian Pemberdayaan Perempuan dan Perlindungan Anak
12 November 2020	Webinar “Lingkungan Hidup dan Pengelolaan SDA serta Pemanfaatannya bagi Keadilan Sosial Masyarakat	Reveny Rugebregt (FH Unpatti)	SLEEI, FH Universitas Borneo Tarakan

The MTR analysis and discussions that were part of it indicate that there is certainly a need to continue and intensify the project’s capacity building efforts. The SC suggested that the project should focus in this on capacity building directly linked and supportive to the process of RPS improvement. A second priority issue would be capacity building of lecturers in giving their SLEEI enriched courses on-line, particularly when internet access is limited or weak.

#### **Staff participation in international conferences**

A final from of capacity building is the participation of law lecturers of Eastern Indonesian universities in international conferences in Indonesia. Before the COVID-10 lock-down university staff joined two of these events, in Jakarta and Yogyakarta respectively.

Due to the COVID crisis there have been no international conferences in Indonesia anymore since March 2020. SLEEI participants could and did access many international or national webinars organised in Indonesia by others. Through the SLEEI network itself at least 16 of such webinars were announced and joined by SLEEI participants. Four of them discussed issues directly linked to the SLEEI themes and featured SLEEI resources persons as in the table below.

Time	Title of the event	SLEEI representative(s)	Organized by
20 June 2020	Workshop Writing Research Articles for Publication in Scopus Journal “Unravelling Comparative Law and Socio-Legal Studies”	Herlambang Wiratraman (FH Unair)	Fakultas Hukum Universitas Brawijaya
26 June 2020	Obrolan Peneliti “Etika, Metode dan Publikasi Penelitian Hukum dan HAM di Era New Normal”	Herlambang Wiratraman (FH Unair)	Balitbang Hukum dan HAM
15 October 2020	Serial Diskusi Hukum “Pergulatan Antara Kepastian Hukum dan Keadilan: Dilema dalam Mengatasi Disparitas Putusan Pidana dan Gagasan Alternatif dalam Pemidanaan Korporasi”	Adriaan Bedner (VVI)	LBH “Pengayoman” Universitas Parahyangan
19 October 2020	FGD “Perubahan Paradigma Pendidikan Hukum Berbasis Socio-legal dalam Mewujudkan Merdeka Belajar – Kampus Merdeka pada Prodi Ilmu Hukum” 	Herlambang Wiratraman (FH Unair) Adriaan Bedner (VVI)	Universitas Muhammadiyah Surabaya

### Output 3: Experiences and lessons learnt documented, analysed and shared

#### **M&E for learning framework**

In addition to regular project M&E SLEEI has the ambition to monitor and document its experiences in strengthening legal education as a basis for learning. This gives the project an action-research dynamic. To guide this work a separate internal ‘monitoring for learning’ framework has been developed. This focuses on 3 key learning questions:

- Whether the SLEEI approach to course improvement works well and is effective;
- Which education forms addressing the SLEEI themes work best under local conditions; and
- How and to what extent improving legal education contributes to strengthening the rule of law.

The development of this framework met with some delay as project implementation demands required higher priority and KIT staff tasked to lead this work became unavailable due to long term illness. Per 1 November the draft learning framework has been developed, and it is urgent that this will be finalised soon to further focus and guide the project monitoring for learning.

## ***Writeshop***

This activity is foreseen for September 2021. During the writeshop, law lecturers and resource persons will analyse and document findings on the learning agenda resulting in the production of the consolidated version of the manual for legal education course development, a project brief with main findings and possibly a number of papers presenting SLEEI findings for academic audiences.

## ***University level and national final seminars / conference***

Activities foreseen to share the results and the learning from SLEEI both regionally around the four Eastern Indonesia universities and nationally are scheduled to take place in the final quarter of 2021.

## **Output 4: Sustainable partnership / network of Indonesian Law Schools and lecturers**

Because of the importance given in the SLEEI approach to local ownership of the project and its agenda considerable time and effort was given to develop the project partnership. Well-facilitated interactive partner workshops and SC meetings are the main vehicle to achieve this.

Feedback obtained as part of the MTR shows that all partners feel that the SLEEI partnership functions well and that they have adequate information on how the project develops and can sufficiently influence decision making regarding project implementation and budgets. Several minor suggestions were made to further improve the partnership mechanisms which have already been followed-up by the project.

**Partnership agreement:** Coordinated by KIT, a SLEEI consortium agreement was developed and signed by all partners.

## ***Partner workshops and project Steering Committee meetings realised***

The SLEEI Steering Committee (SC) has been formed as a place for overall governance of the project. Two face to face meetings were foreseen back to back with two wider SLEEI partner workshops (inception and mid-term review workshops). During the inception workshop in August 2019, the creation of the SC was confirmed, its general Terms of Reference agreed upon and members and chair identified. The first full SLEEI SC meeting had to be done virtually, due to the COVID-19 travel restrictions, and took place 20<sup>th</sup> May 2020. The second SC meeting had to be done virtually again and took place 18<sup>th</sup> November 2020. As mentioned this meeting a/o concluded the internal MTR process and finalised its findings.

## ***Network for legal education improvement in Indonesia***

In the design of the SLEEI project an important role is foreseen for information exchange and mutual support among mostly Indonesian Law Schools. To this end SLEEI created links among Eastern Indonesian Universities and between those and experienced Law Schools in Java and the Netherlands. This is particularly relevant for universities in Eastern Indonesia that are relatively isolated from institutions, information and resources available elsewhere in Indonesia and beyond.

Interactive face to face meetings of university staff with Indonesian and Dutch resource persons and trainers as part of SLEEI have helped to build the personal relationships that now form the basis of the networking. A key networking tool for sharing relevant information, materials, calls etc. has become the SLEEI WhatsApp group hosted by one of the target universities with currently 18 participants. This tool is used intensively by all involved in SLEEI as show in the table below.

Background of person posting	Total no of WA posts		Unique content-info posts		Social and other posts	
	Jan-June 2020	July - Sept 2020	Jan-June 2020	July -Sept 2020	Jan-June 2020	July - Sept 2020
Eastern Indonesia university	351	80	24	7	55	26
Indonesian trainer	220	144	34	19	32	54
International resource persons	104	77	28	8	14	28
<b>Total</b>	<b>675</b>	<b>301</b>	<b>86</b>	<b>34</b>	<b>101</b>	<b>108</b>

Posts called “content-info” are those in which issues relevant for SLEEI are raised and information is shared about events and activities, calls for proposals, new publications. The other posts include all usual more informal chats that form part of the lubricant of any active network.

The various forms of Webinars currently taking place with active involvement of more than 1 SLEEI partner as mentioned above are also evidence of the networking taking place benefitting the universities. Till date there are two examples of joint efforts by partners including the Indonesian trainers to raise funds for (capacity building) activities that will involve collaboration with other partners.

Current networking activities are well appreciated by partners and useful for their work but at least five of the eight partners feel there is scope to expand and strengthen the horizontal exchange, learning and support. Suggestions made include more attention to information and networking needs of the target universities and space for content discussions. Additional networking activities could be sharing between lecturers teaching the same course and the joint organisation of (more) webinars on current relevant (legal) issues.

For the process of legal education improvement to continue post project it seems important that the links and exchange and support mechanism between universities and individuals created by SLEEI will continue to function after the end of the project. The MTR showed that there is not yet full consensus among the partners of SLEEI as to 1) the extent and level of formality with which the network should continue after project ends; and 2) the best way for the network to organise itself sustainably. The project thus needs to organise a follow-up to the discussions on this that were part of the MTR, including the discussions within the SC meeting, as basis for further decision making.

## Output 5: Project management

The SLEEI proposal included project management as a fifth and final output to allow for proper planning and reporting on this important part of the work.

### ***Project planning and reporting***

SLEEI applies the mechanisms for planning and reporting as required by NUFFIC. Having given considerable room to manoeuvre to the four target universities to adapt project activities to local needs and contexts requires VVI and KIT to be in touch with them regularly. This often happens individually but at least four times a virtual meeting with all SLEEI coordinators was held to help partners match planning of work with the overall project framework. The COVID-19 pandemic put extra demands on all for re-planning of work, particularly regarding the local training workshops.

Progress reporting to NUFFIC using the Akvo platform proved to be problematic initially as the standard time-frame in Akvo (calendar year) does not match with the project reporting schedule (July till June). Akvo was used to develop a reporting framework for all partners which was translated into Bahasa.

Generally partners indicate that planning and reporting mechanism are fine. The NL-based partners note though that the work involved in reporting requires more time than foreseen, a/o because of the effort needed to work with the Akvo formats and related requirements. One partner noted the challenge caused by the mismatch between the SLEEI planning and reporting time frames and those of the own university, an issue that cannot be solved at this stage.

SLEEI has started preparations for the impact evaluation to take place 1 and/or 3 years after project closure. This is directly linked to SLEEI's third impact related learning question as discussed above. The framework for assessing impact on the rule of law is being finalised. An Indonesian MSc student at Leiden University has been identified to further develop and operationalise this as part of her studies. Linking the impact evaluation to a PhD trajectory is an option being considered.

### ***Financial management***

*Financial management* involves distributing resources, decentralised management and reporting by each of the eight partners feeding into overall financial management and reporting. KIT has assisted in putting the required management mechanisms in place, including the formats for budgeting and reporting, and coached the universities in handling these. Developing these mechanisms and translating all related documents into Bahasa took some time and they became thus available only at the time of the TOT, February 2020. Though most activities at university level were also foreseen to start only after the ToT, this required the universities to pre-finance a small part of the work. Financial reporting for year one was done successfully. SLEEI uses the SURFdrive platform for partners to upload their financial reports with all the supporting documents which makes review of the reports and checking of the evidence relatively easy.

Co-financing by project partners is as yet above planning. The four target universities themselves invest considerably in the project though not always linked to the project activities where co-funding was foreseen in the proposal. A major part of the co-funding of the universities is to allow more staff to participate in key joint international project workshops. Co-funding by the NL-based partners from own resources is also above target. This is made possible by the important alignment of the project with the partners' own mandate.

Most partners feel that financial management mechanisms are now well in place. At least two indicated that initially the formats and systems developed by KIT were complex and difficult to handle at their level. Thus a serious effort was needed to clarify and make things work.

## Cross cutting issues

SLEEI tries to contribute to increased *gender equality* both by making gender and law an explicit area of attention in strengthening legal education and by integrating gender concerns into design and realisation of project activities. More specifically SLEEI has contributed in the following ways:

- Realisation of a gender balance in participation in workshops at project as well as target university level. This has been achieved to a certain extent with the inception workshop (36 % female), the Training of Trainers (45 %) and the first round university workshops (32%);
- Include in the ToT and the university level workshops explicit training on integration of gender issues in legal education; and in training on legal pluralism and local context sensitizing participants about social, class and gender differentiation, and on use of local cases concerning injustices experienced by women, children and other vulnerable groups (like indigenous people communities).
- Address problems linked with social, class and gender differentiation in training and teaching materials being developed.

Though the above shows some progress it is also fair to note that it is not yet clear with what level of quality gender issues will be integrated in the teaching of law courses. SLEEI will need to step-up its monitoring efforts and also use the second round of workshops with lecturers to share and review actual changes made in the courses.

In terms of addressing *labour market needs and entrepreneurship development* SLEEI's overall design is based on the analysis that the labour market needs graduates who not only have theoretical legal knowledge, but who can actually apply such knowledge in activities as drafting of decrees and regulations, real case analysis, making legal judgments, etc. and who understand the social effects their work produces. All SLEEI activities would contribute to changes in this direction, but it is too early to measure the results.

*Alignment with relevant other projects* is taking place mostly through the many contacts of the SLEEI project lead at VVI. The Dutch partners and the Indonesian trainers are thus often involved in international collaboration and frequently invited as speakers in related national and international webinars. In addition the Director KITLV-Jakarta & Permanent Representative of Leiden University in Indonesia regularly updates the partners in Leiden about events and programs in Indonesia.

Twice SLEEI has initiated interactions with LEAP - the second project in Indonesia supported by NUFFIC in the area of legal education - to share materials and lessons and explore linking of activities where relevant.

SLEEI (Stijn van Huis (BINUS/VVI) and Rikardo Simarmata (UGM)) joined hands with other Dutch legal cooperation projects in Indonesia for the "International Legal Symposium Indonesia – The Netherlands Scientific Cooperation" organized by UGM on 11-3-2020, as part of the Dutch Royal Visit to Indonesia.

In practice very few international projects on the Rule of Law reach out to Eastern Indonesia and the universities SLEEI works with.

## Sustainability

Sustainability of its results in improving the quality of legal education, both in terms of educational methods and in content, hinges on the extent the Eastern Indonesian universities take ownership of the project and integrate its innovations into the regular education systems. As mentioned to this end SLEEI:

- Works directly with senior management of the law schools involving them in key project activities and the SC;
- Has created a decentralised planning and management framework encouraging the Eastern Indonesian universities to plan activities matching their own needs and possibilities, manage its budget component accordingly and in such a way that can take investments forward post project;
- Focuses on improving education within the existing curriculum rather than proposing changes of the curriculum itself, as universities are required to work in accordance with the national curriculum provided by the Ministry of Education.

For Eastern Indonesian universities it is very important to realise higher levels of accreditation from the Indonesian Ministry of Education and this creates an extra motivation for taking-up the SLEEI agenda and institutionalize SLEEI's innovations. Higher accreditation levels attract more students and can imply more funding from the ministry. SLEEI is well aware of these accreditation realities and supports the partners in this whenever possible.

The emerging, still rather informal, SLEEI network is supported to continue to function as a platform for mutual support and sharing on legal education post-project. As discussed earlier, SLEEI partners are currently already strategizing on what needs to be done now to ensure continued functioning of the network in the future.

In terms of sustainability it is also important to note that the target universities invest substantially in the success of the project, for example by encouraging more staff members than foreseen to attend key SLEEI events using the universities' own budget. This applied for 27 percent of the EI universities' participants at the inception workshop in Yogyakarta, and 64 percent at the training of trainers in Ambon.

Responding to the emergencies caused by the COVID-19 pandemic SLEEI has also started to support the four universities in developing their online teaching capacities. This included some investment in hardware, funding for a professional Zoom account and sharing of information to stimulate that on-line teaching quality will get beyond just delivering lectures through Zoom.

## Recommendations

To support the project's strategy to integrate its five main themes in the law courses of the target universities through ***adaptation of the RPS*** it is recommended that:

1. The four target universities with support of their main trainer organise further coaching and guidance to the lecturers who have participated in the SLEEI workshops and have agreed to adapt the RPS of the courses they teach. This could be done by organizing meeting (s) attended virtually by the trainer(s) to review progress and provide further support. Sharing of experiences among EI campus and with UGM and STH Jentera as mentioned below could support this.
2. The four senior SLEEI trainers with support from the international resource persons to prepare more detailed and operational teaching materials in the form of 'modules'. Further interaction with the four target universities is recommended in order to provide teaching materials that meet their requirements.

To further focus and step-up SLEEI's **staff capacity** building efforts it is recommended that

3. Further capacity building would first of all focus on and support the work on the improving the RPS of selected courses. To this end the four target universities in collaboration with the senior trainers' team should organize a follow-up workshop for all those lecturers trained in the first round. This workshop would serve to share, review and improve RPS adaptations made so far and deepen insights in the SLEEI themes.
4. In addition individual target universities are encouraged to organize focused capacity building activities and or webinars for their staff to deepen insight where needed in one or more of the SLEEI themes, e.g. in interactive teaching, ethics or in integrating gender in courses.
5. The SLEEI project organises capacity building for lecturers of all target universities in on-line teaching and doing this interactively; taking into consideration the conditions in Eastern-Indonesia where internet facilities are often limited.

To further expand and strengthen **the horizontal exchange, learning and support** within the project it is recommended that:

6. The SLEEI resource organizations and trainers continue to interact with the four target universities to better know and focus activities on what they need in terms of information and networking.
7. SLEEI expands its networking and horizontal collaboration, e.g. by facilitating sharing between (lecturers of) universities teaching similar courses of their RPS examples and how they have managed to integrate the SLEEI themes into these. And by encouraging joint activities of partners, such as webinars, that can now be easily organized on-line. Where possible exchanges could move beyond information sharing towards discussions on content issues.

While there seems little doubt on the usefulness of the SLEEI networking to be able to continue after the project ends SLEEI has as yet no clear strategy on how to realise this. Important issues have been raised and suggestions done as part of the MTR process. It is recommended that:

8. SLEEI processes the results of the discussions on this as part of the MTR and follows-up on the various suggestions made. The result of this should be discussed again with all partners, a/o in a next SC meeting. KIT is perhaps best positioned to act as initial convener of a small internal working group for this.

## References and sources

SLEEI Annual Report 2019 – 2020 (See AKVO)

Internal summary report on project outputs July – September 2020

Review of Current Legal Education Offer at Four Universities in Eastern Indonesia. SLEEI Baseline Report, by Jacqueline Vel, Stijn van Huis and Adama Bah (January 2020).

Internal project reports including reports of the Inception Workshop August 2019, the Training of Trainers February 2020, minutes of planning and coordination meetings, minutes of the SLEEI Steering Committee 20 November 2020.

Blog 1: Veldhuizen L. van, 2020. Local ownership creates project resilience. Strengthening universities' legal education in remote areas in times of COVID-19. Blog KIT Royal Tropical Institute, NL.

Blog 2: Vel J., 2020. Corona crisis-related inequality in access to university education in Eastern Indonesia. Blog Leiden University, NL

SLEEI website (BI): <https://sleei.law.ugm.ac.id>

KIT, 2020. SLEEI Mid Term Review: Discussion paper summarizing feedback from partners. Internal SLEEI document

## **Annexes**

## Annex 1: Draft outline of SLEEI manual / resource book

Topic / title	Covering	Notes
Introductory parts	Context ROL and legal education in Indonesia The SLEEI project The background and purpose of the manual	
Part I Legal education course improvement process	Gives guidelines to universities (teaching coordinators, teachers) how to review current courses on SLEEI topics and plan and implement course improvements	Based partly on SLEEI's own process with the 4 uni's over the project period.  Project M&E and learning approach important for knowing what works and what does not.  Includes probably basics of course design logic
Part II Materials for Legal Education on SLEEI themes	Separate sections on: <ul style="list-style-type: none"> <li>• Deepening legal skills education</li> <li>• Strengthening discussion of ethics</li> <li>• Integrating gender in LE</li> <li>• Making LE context specific</li> <li>• Interactive teaching</li> </ul>	Draft text and materials to be available before the TOT  Materials will be used, improved, expanded during the support to 4 Uni's  Again project M&E and learning work will enrich this
Part 3 Addressing the institutional environment		