



IMPACT ASSESSMENT REPORT ON THE JUDICIAL MENTORSHIP PROGRAMME

MARCH, 2025

PREFACE

The Mentorship Programme was developed as a key initiative by the Judiciary of Tanzania (JoT) in collaboration with the Institute of Judicial Administration Lushoto (IJA) and with the support of Building Sustainable Anti-Corruption Action in Tanzania (BSAAT). The programme was designed to support judicial officers, particularly those who preside over or are likely to preside over complex cases including grand corruption cases. The primary goal of the programme is to enhance judicial competence, professional development, and leadership skills in the Judiciary of Tanzania.

The role of the judiciary in upholding professionalism, accountability and integrity among its judicial officers is to put in place systems and programmes which will foster its core values. One of the programmes developed is the mentorship programme which provides an opportunity for a mentor who is rich in legal knowledge and working experience to mentor a mentee who is a junior judicial officer on how to handle complex cases including grand corruption cases. In doing so, the judiciary complements the national efforts in the fight against corruption. Recognizing the importance of this role, the JoT, in collaboration with IJA under the funding from the BSAAT, developed the mentorship programme to equip judicial officers with the necessary skills and expertise required to handle complex cases.

The impact assessment presented in this report evaluates the effectiveness of the mentorship programme in achieving its objectives. The assessment report identifies the strengths and weaknesses of the programme based on feedback and data collected from mentors, mentees, and judicial supervisors. The findings of this assessment are intended to guide the judiciary in its future efforts on how to handle judicial training and mentorship, ensuring that lessons learned from this initiative contributes to the continuous improvement of the mentorship programme in Tanzania's judiciary.

Justice Dr. Paul F. Kihwelo, JA

Principal

ACKNOWLEDGEMENT

The completion of this Impact Assessment Report on the Mentorship Programme would not have been possible without the support, dedication, and contributions of various individuals and institutions.

First, we extend our sincere gratitude to the JoT for its continuous commitment towards strengthening the capacity, integrity and professionalism of judicial officers. The IJA also plays a critical role in implementing the mentorship programme, ensuring its success and sustainability. Their leadership and dedication have helped to shape the professional growth of judicial officers across the country.

We also acknowledge the invaluable support of the British High Commission through the BSAAT. Their technical and financial support in facilitating the impact assessment evaluation has been essential in evaluating the effectiveness of the mentorship programme. Their financial support has enormously ensured that the programme aligns with global judiciary standards in integrity and professional development.

A special gratitude goes to the mentors and mentees who participated in this assessment. Their willingness and readiness to share their experiences, successes, and challenges has provided valuable insights and contributions into the strengths and identification of the weaknesses of the programme. Their immense feedback has laid a foundation for improving the mentorship structure and expanding its impact in the judiciary.

Furthermore, we express our appreciation to the judiciary supervisors who played a key role in overseeing the mentorship process. Their observations and recommendations have provided a broader perspective on how mentorship influences judicial officers' performance and ethical conduct and enhancement of judiciary image in building public trust and confidence.

Finally, we extend our heartfelt thanks to the mentorship assessment team, including interviewers, data analysts, and report writers. Their hard work and dedication in collecting, processing, analyzing and interpreting the data while ensuring accuracy and meaningful findings is highly valued.

Hon. Dr. Patricia Anthony Kisinda, PRM

Director Judicial Training

EXECUTIVE SUMMARY

The JoT in collaboration with the IJA and with support from BSAAT, implemented the Mentorship Programme to strengthen the professional skills, leadership abilities, and ethical standard in decision-making of judicial officers. This impact assessment was conducted to evaluate the program's effectiveness, identify challenges, and provide recommendations for improvement.

The impact assessment used a mixed-methods approach, combining questionnaires and interviews to gather insights from mentors, mentees, and judicial supervisors. Data was collected from 54 participants, and findings indicate that the programme has significantly contributed to the professional growth of mentees. Mentees reported improvements in legal reasoning, case management, and ethical decision-making, while mentors observed increased confidence and leadership skills in their mentees. Judicial supervisors also noted a reduction in unethical conduct among mentees post-mentorship.

Despite its successes, the programme faced challenges such as time constraints, limited structured feedback mechanisms, and gaps in mentor-mentee matching. Some mentees also highlighted the need for more specialized training, particularly in corruption case management.

To address these challenges, the report recommends establishing a structured feedback system, improving mentor selection criteria, expanding specialized training opportunities, and formalizing the transition from mentee to mentor. With these improvements, the program can continue to foster judicial excellence and long-term professional development.

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CHAPTER ONE

1.0 INTRODUCTION

The Judiciary of Tanzania (JoT) plays a crucial role in upholding justice, ensuring the rule of law, and maintaining public trust in the administration of justice. To effectively fulfill these responsibilities, judicial officers need continuous professional development, mentorship, and specialized training. Recognizing this need, the JoT, in collaboration with the IJA and with support from the BSAAT developed the Mentorship Programme. According to the Judiciary Training Policy 2019, mentorship is among the programmes required to be offered to employees of the judiciary. Therefore, the initiative to develop mentorship programme was to comply with the training policy.

The primary goal of this mentorship programme is to help judicial officers acquire practical knowledge, reinforce professional ethics, and develop leadership skills that are essential for judicial excellence. By promoting a culture of mentorship, the programme aims to strengthen judicial competence, integrity, improve decision-making, and enhance the efficiency of handling complex cases, particularly those involving complex legal matters such as corruption. The programme specifically targeted judicial officers who preside over grand corruption cases or those who are likely to do so in the foreseeable future. This focus aims to build the capacity of the judicial officers to handle such high-level cases effectively, promoting transparency and accountability in the process.

This impact assessment evaluates the effectiveness of the Mentorship Programme by analyzing how well it has contributed to the professional growth of judicial officers, promoted ethical decision-making, and developed leadership capabilities. The assessment also explores the mentor-mentee dynamism in identifying both the successes and challenges faced throughout the programme.

Finally, this report underscores the importance of formal mentorship as opposed to informal mentorship in the judiciary. By investing in the professional development of judicial officers, the Judiciary of Tanzania ensures that its judicial officers are well-equipped to uphold justice, accountability, integrity with a view to maintain public trust. The continued success of the mentorship programme will help secure the long-term

development of a judiciary that is ethical, competent, and capable of meeting the challenges of an evolving legal field.

1.1 OBJECTIVES OF THE IMPACT ASSESSMENT

The general objective of this impact assessment was to evaluate the effectiveness of the Mentorship Programme in enhancing judicial officers' professional development, integrity, ethical decision-making, and leadership skills.

To achieve this broad goal, the assessment focused on the following specific objectives;

- 1.1.1 To assess the impact of the mentorship programme on mentors / mentees' judicial skills and knowledge.
- 1.1.2 To examine the effectiveness of mentor-mentee relationships.
- 1.1.3 To identify key challenges faced by mentors and mentees.
- 1.1.4 To determine how mentorship has influenced ethical decision-making and integrity among judicial officers.
- 1.1.5 To assess improvements in judicial officers' leadership capabilities.
- 1.1.6 To analyze feedback from judicial supervisors on the overall performance of mentees.
- 1.1.7 To provide recommendations for strengthening and sustaining the mentorship programme.

1.2 SCOPE

A total of 54 participants were involved in the assessment as a sample size. This included 20 mentors, 28 mentees who participated in the mentorship program and 6 judicial supervisors who offered external observations on the programme's impact.

The assessment was conducted within a three-week period from 10th to 28th March 2025 where a mixed-methods approach were utilized. This approach involved the use of survey questionnaires to gather structured feedback from participants, in-depth interviews to obtain qualitative insights into their experiences, and case studies to analyze the judicial performance of mentees both before and after participating in the mentorship programme.

CHAPTER TWO

2.0 METHODOLOGY

2.1 Introduction

The research methodology used by the team comprised of several key elements of the research methodology including; research design in which the overall plan for conducting the survey through qualitative and quantitative methods was employed, data collection methods in which the techniques used to gather data was employed as well whereby surveys, interviews and questionnaires were used, sampling techniques in which the team had to use methods for selecting participants through sampling, Data analysis to express the findings through statistical data and validity and reliability to allow the team measure accuracy and consistency in findings.

This chapter therefore, outlines the methodology used in the assessment, focusing on data collection methods, questionnaire structure, interview approaches, and demographic details of participants.

2.2 Methods of Data Collection

To ensure an objective evaluation, a combination of qualitative and quantitative research methods was applied.

2.2.1 Questionnaire

Forty-eight (48) participants were given structured questionnaires to assess their experiences in the programme. The questionnaires contained multiple choice questions, closed-ended and open-ended questions to capture both statistical data and personal insights.

2.2.2 Interview

Interviews were also conducted to nine (9) mentors, thirteen (13) mentees and six (6) judicial supervisors. The interviews were semi-structured, allowing flexibility in discussions while maintaining focus on key areas. Judicial performance of selected mentors and mentees was analyzed before and after mentorship to assess skill development and ethical decision-making improvements.

2.3 Participation

The demographic analysis of the participants in the mentorship programme reveals important insights into their gender, age, and professional backgrounds before joining the mentorship programme. In terms of gender distribution, the majority of participants were female, making up 65% of the total, while 35% of the participants were male. The age distribution of the participants was as follows; 8% were between the ages of 31 and 40, 83% were between 41 and 50 years old, and 9% were in the 51 to 60-year age group range.

Regarding professional backgrounds before joining the program, most participants were Resident Magistrates, accounting for 55% of the total sample size. Additionally, 25% were Deputy Registrars, and 20% were High Court Judges. This diversity in professional backgrounds provided a well-rounded perspective on the program's impact.

CHAPTER THREE

3.0 KEY FINDINGS

This chapter presents the key findings gathered from questionnaires and interviews with mentors, mentees, and judicial supervisors. The findings are categorized into four themes; effectiveness of the program, mentor-mentee relationships, challenges identified, and suggestions for improvement.

3.1 Effectiveness of the Program

The assessment revealed that, all respondents favor for the mentorship programme to be effective. The majority of mentees had realistic expectations before joining the programme, such as improving ruling and judgment writing, leadership skills, and decision-making abilities. These expectations were largely met, as mentees reported gaining practical guidance, handling complex cases more effectively without fear, and improved their overall skills and competence. Majority of the mentees noted that mentorship enhanced their ruling and judgment writing skills and developed them to structure legal arguments more clearly and in an understandable manner.

The mentorship programme significantly contributed to the career growth of mentees. Mentors provided valuable support in ruling and judgment writing, decision-making, case backlog management, and handling ethical dilemmas. Mentees reported that their mentors assisted them to approach cases with more confidence. The programme was particularly beneficial in guiding mentees on how to handle complex legal cases, especially those related to corruption, serious economic crimes, family law, and other cases with public interest.

Leadership development was another key area of improvement. Majority of the mentees expressed increased confidence in their judicial roles, stating that the program had enhanced their ability to manage court proceedings, interact with colleagues, improve their ethical standards and communicate with clients more effectively. Relatively mentors observed that mentees became more self-reliant and proactive in their responsibilities. In addition, the mentorship programme contributed to strengthening professional ethics and accountability with mentees reporting that they became more aware of ethical dilemmas and how to handle them appropriately.

Judicial supervisors observed a notable decrease in unethical conducts in reference to the Judicial Ethics and Conduct for Judicial Officers of 2020.

3.2 Mentor-Mentee Relationship

The quality of the mentor-mentee relationship played a significant role in determining the success of the programme. The survey found that communication between mentors and mentees was generally positive, with majority of the mentees expressing satisfaction with the level of engagement and support provided by their mentors. Open communication was encouraged, allowing mentees to freely share their challenges and seek guidance without fear. Mutual trust developed between mentee and mentor was a key factor in the success of mentorship relationships, with mentees stating that their mentors provided a safe space for discussions on sensitive professional issues.

~~Most~~ Majority of mentorship sessions took place through a combination of face-to-face meetings and virtual communication. About 38% of mentor-mentee meetings were conducted face-to-face, while 57% occurred through virtual platforms such as WhatsApp, Zoom, and phone calls. The remaining 5% followed a hybrid model, combining both face-to-face and online interactions. This flexibility allowed mentees and mentors to maintain mentorship engagement despite of the tight schedules and geographical distances.

In another sphere, some mentees expressed concerns about the mentor selection process. While majority had positive experiences, a few felt that they were not well-matched with their mentors. Some mentees were assigned mentors with similar levels of working experience hence limiting the learning opportunities. Others felt that they should have had the option to select their mentors based on compatibility and specialization. Despite all these concerns, the majority of mentees reported that their mentors were accessible, supportive, and provided valuable guidance throughout the program.

3.3 Challenges Identified

Although the mentorship programme was largely successful, several challenges were identified that affected its implementation and effectiveness.

3.3.1 Time constraints

Both mentors and mentees had demanding workloads, making it difficult to schedule regular mentorship sessions. Some mentees felt that the six months duration of the programme was too short to fully utilize and benefit from the mentorship program.

3.3.2 Mentor-mentee matching process

Some mentees were paired with mentors who had similar level of experience, limiting the potential for career growth. In other cases, mentees were not given the option to choose their mentors, which affected the level of mutual trust and engagement in the mentorship programme.

3.3.3 Judicial transfers

When either a mentor or mentee is transferred to another working station, it disrupts the mentorship process. The survey revealed that, while some pairs continued their engagement through virtual communication, others struggled to maintain contact, affecting the overall performance and effectiveness of the program.

3.3.4 Lack of formal feedback mechanisms

Some mentees reported that they never received sufficient feedback from their mentors, making it difficult to track their progress.

3.3.5 Lack of formal system to evaluate mentees' progress

Some respondents reported that there was absence of a formal system in place to evaluate mentees' career growth or assess their readiness to be bequeathed with greater responsibilities upon completion of the mentorship programme.

3.3.6 Lack of formal recognition for programme participants

Mentees felt that the programme should provide award of certificates upon completion of the programme as a way to acknowledge their dedication, commitment and participation.

3.4 Suggestions for Improvement

To address the challenges identified, several recommendations were made available with a view to enhance the mentorship programme's effectiveness;

3.4.1 Improving the mentor selection process

Mentees should be paired with mentors based on their legal areas of specialization, working experience level, and professional needs.

3.4.2 Flexibility in mentor-mentee matching process

Mentees should be given more flexibility in selecting their mentors to ensure better compatibility and mutual trust in the mentorship relationship.

3.4.3 Introduction of continuous training and follow-up programmes

Many participants suggested that mentees should have the opportunity to attend refresher training sessions even after completing the programme. This would allow them to reinforce their learning, stay updated and focused on judicial best practices with capacity to handle mentorship roles in the future.

3.4.4 Formal feedback and evaluation system

Mentors should provide regular feedback on mentees' progress, and there should be an official process for assessing mentees' career growth throughout the established system like the AI assessment tool.

3.4.5 Designating specific days for mentorship activities.

Some participants suggested that judicial officers should be given official time separately allocated for mentorship process as opposed to regular duties to engage in mentorship sessions. This would help to reduce random scheduling conflicts and ensure that mentors and mentees can fully participate in the programme without any constraints from the current workloads.

3.4.6 Establishing mentees' register

Some participants suggested establishment of mentees' register with a view to establish mentees' mentorship participation records for the future mentorship roles or promotion consideration issues.

3.4.7 Expansion of the mentorship program

Many respondents emphasized that mentorship should be available at all levels of the judiciary, from junior judicial officers to senior judicial officers as well as non-judicial officers.

3.4.8 Establishment of mentorship hubs

The participants suggested that mentorship hubs should be established in regional and zonal levels so as to make the programme more accessible and sustainable for the future generation of the judiciary.

CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

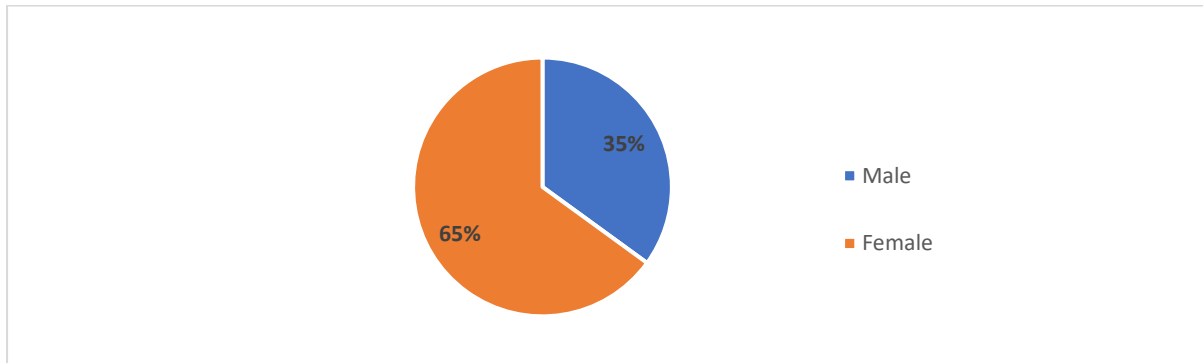
4.1 Introduction

This chapter provides both quantitative and qualitative analysis of the data collected in respect of the mentorship programme, presenting a comprehensive view of its impact. The findings are presented through a variety of data visualizations, such as bar graphs, and pie charts to illustrate the effects of the programme more clearly and effectively.

4.2 Analysis and Interpretation

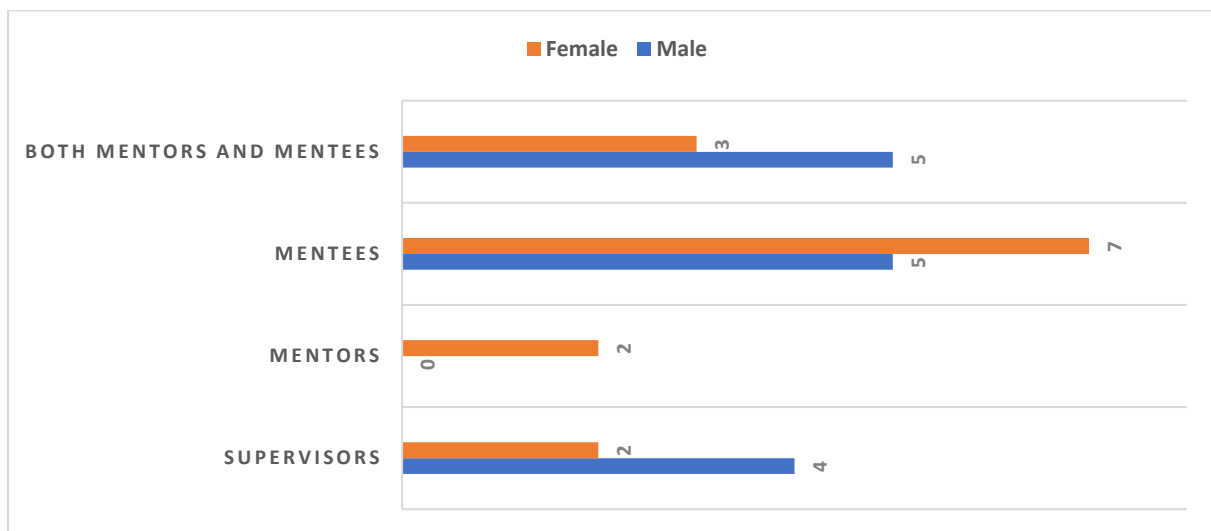
4.2.1 Gender Distribution of Participants of the Assessment

Out of the 59 who participated in the mentorship program, only 48 participants managed to fill in the survey questionnaire. From the 48 participants who filled in the questionnaire, 31 (65%) were female participants and 17 (35%) were male participants as shown in the pie chart below.



The data presented above indicates that over 81% of the program participants completed the questionnaire. Among those who responded, females accounted for approximately two-thirds of the total responses, while males represented about one-third. This highlights the success of the questionnaire as a method for gathering feedback, as it was able to capture responses from more than 81% of the programme's participants. Additionally, the higher number of female respondents reflects a broader trend seen within the programme itself, where female participants outnumbered their male counterparts. This pattern in terms of interpretation suggests a greater level of engagement from female participants both in the survey and in the programme overall.

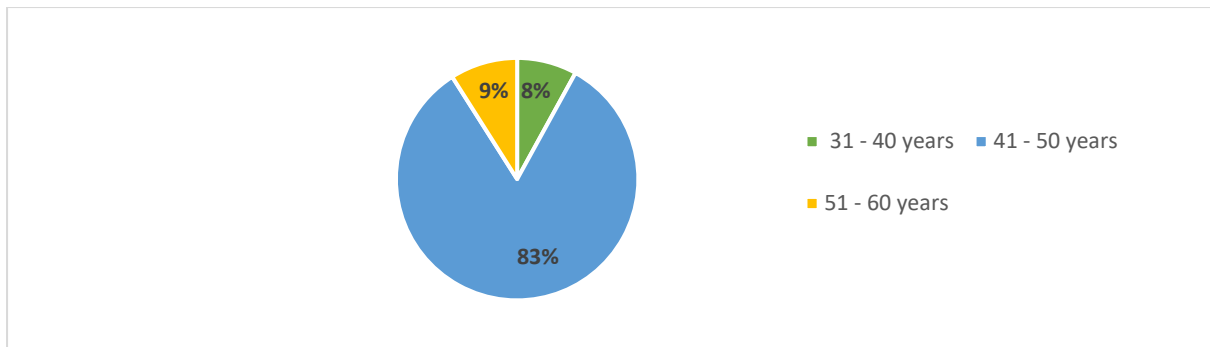
On the other hand, in the interviews conducted, the survey involved 28 participants including mentors, mentees, and judicial supervisors. Out of the 28 interviewed participants, 8 participants were both mentees and mentors (3 female and 5 male), 12 participants were mentees (7 female and 5 male), there were 2 mentors both of whom were female and 6 were judicial supervisors (2 female and 4 male) as shown in the bar graph below.



The data presented above by interpretation indicates that, there was a gender balance among the total respondents, with each gender represented by 14 interviewees, which constitutes 50% of the total sample. However, it is important to note that, despite this overall balance, there were discrepancies within the individual categories, leading to some imbalances in specific areas.

4.2.2 Age Range of Participants

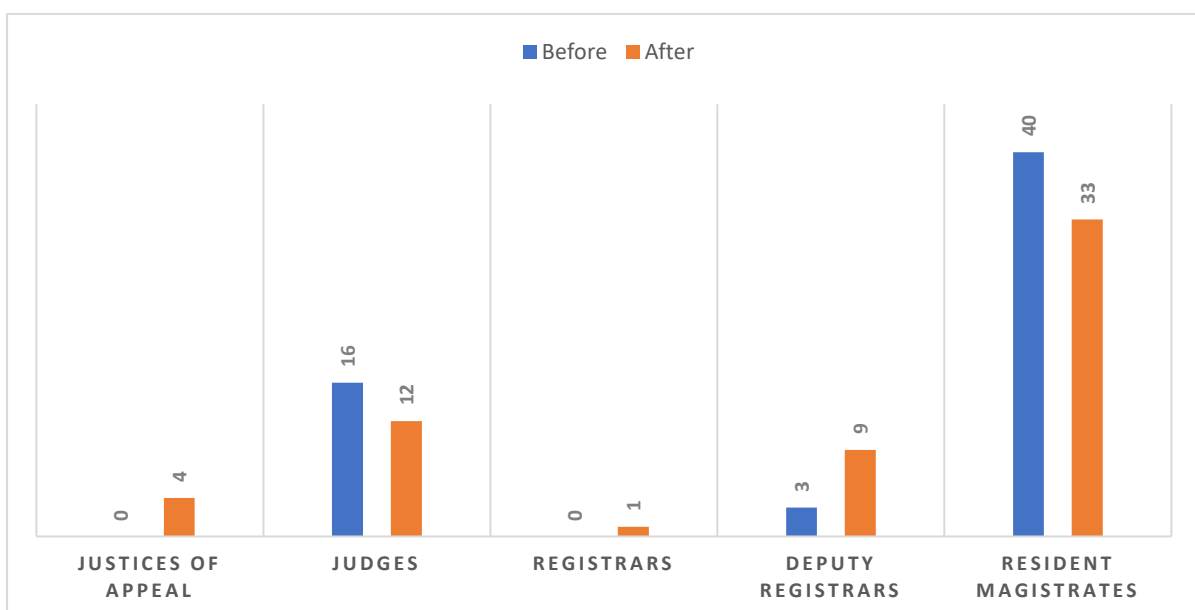
The assessment also revealed the age difference of the participants were, 4 participants (8%) ranged from 31 – 40 years, 39 participants (83%) ranged from 41 – 50 years and 5 participants (9%) ranged from 51 – 60 years as it is shown in the pie chart below.



The data above reveals that the 41-50 years age group was the most actively engaged in the mentorship programme, demonstrating a significant level of participation and interest. From interpretation point of view, this group stands out as the most involved and committed to the programme, reflecting their strong engagement and responsiveness.

4.2.3 Positions held before and after the Mentorship Programme

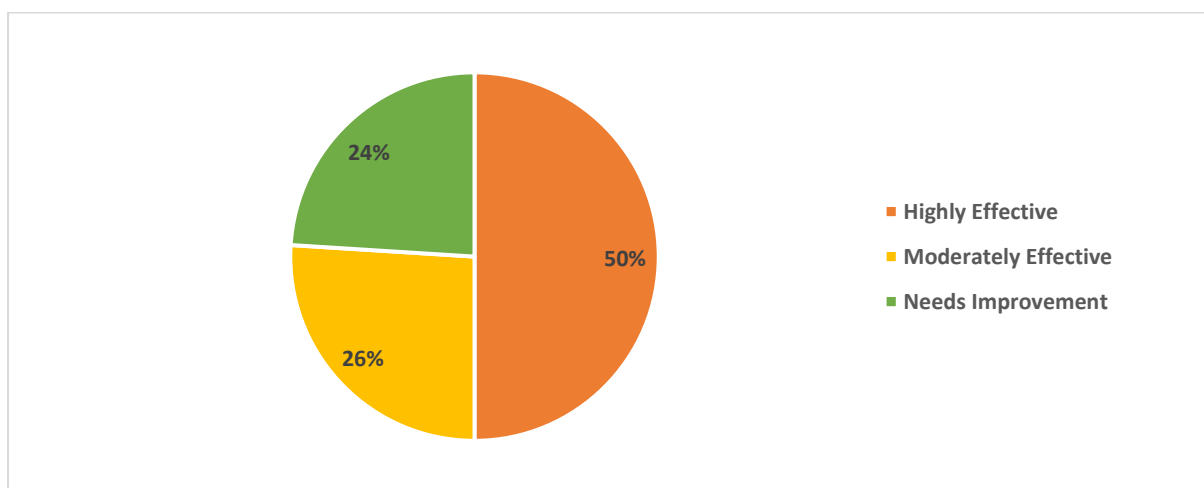
The study assessed the positions held by the participants before and after joining the mentorship programme. Some (which number and %?) of the participants were judges of the High Court, 25% were Deputy Registrars and 55% were Resident Magistrates. It has been clearly indicated that after the mentorship programme, some of the participants were elevated to be Justices of Appeal while others became Registrars and some Resident Magistrates became Deputy Registrars. The bar graph below indicated the positions held before and after the mentorship program.



By interpretation, the bar graph above illustrates the positive impact of the mentorship programme on the career advancement of some mentees and mentors highlighting how it has contributed to their elevation to higher judicial positions. It goes further to imply that, the mentees and mentors' involvement in the program has played a significant role in their professional career growth, enabling them to earn vertical promotions and reach higher levels of judicial positions within the judicial system. The data further implies that, the mentorship programme has been a catalyst for career development, helping participants to enhance their skills and qualifications, leading to these advancements.

4.2.4 Effectiveness of mentor-mentee matching process

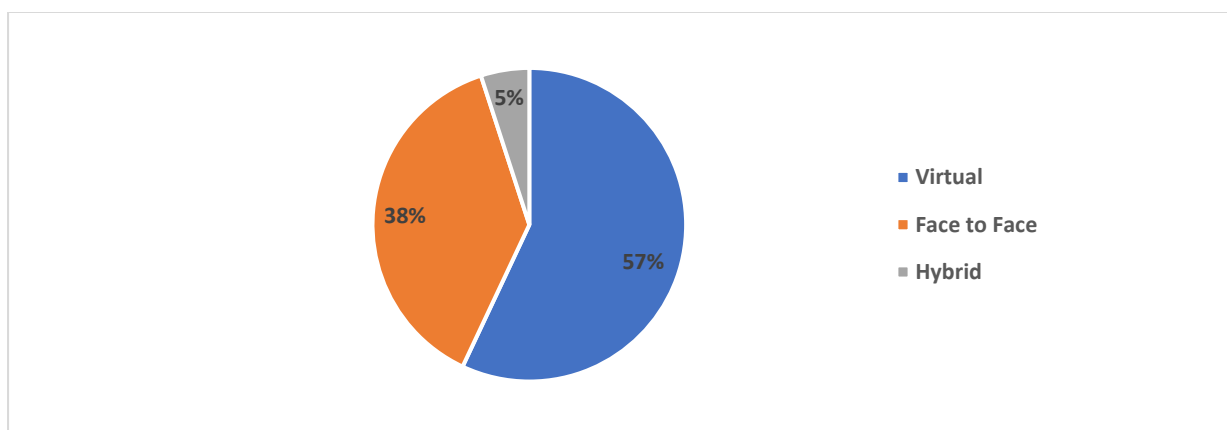
The effectiveness of the mentor-mentee matching process was evaluated by participants, with the majority expressing positive feedback. According to the findings, 50% of mentors and mentees found the matching process to be highly effective, indicating that the pairing of mentors with mentees was well-suited to their professional needs and fostered productive relationships. On the other hand, 26% of participants rated the matching process as moderately effective, suggesting that while the pairing was generally beneficial, there were some areas for improvement in aligning mentors and mentees. Other 24% of respondents felt that the matching process needed improvements, indicating that some pairings did not fully meet expectations, potentially affecting the overall effectiveness of the mentorship. These findings as shown in the pie chart below highlights the importance of refining the matching process to ensure better alignment and maximizing the impact of future mentorship initiatives and approaches.



This data by interpretation further indicates that, to a large extent, the mentor-mentee matching process was effective, with 76% of respondents expressing satisfaction across various levels. While respondents did identify some challenges in this area, these issues were relatively minimal when compared to the overall effectiveness of the process. The general interpretation of this phenomenon is that, despite some areas for improvement, the matching process was largely successful, though further refinements would enhance its impact even more.

4.2.5 Preferred communication methods

The communication preferences between mentors and mentees were carefully assessed during the programme. Among the various methods available, including face to face, virtual, and hybrid (both) communication, virtual communication emerged as the most commonly used method. Virtual communication seemed more convenient and accessible to overcome geographical and time-related barriers. While face to face was also utilized, the flexibility of virtual communication provided a more efficient and effective means for mentors and mentees to maintain regular contact, exchange ideas, and discuss ongoing cases as shown in the pie chart below.

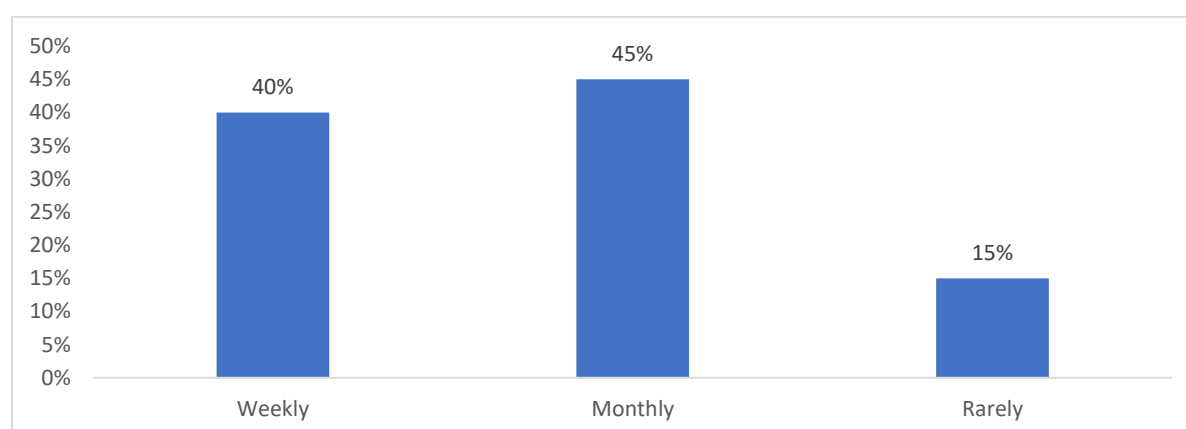


The data analysis above indicates that virtual communication was the most preferred mode of interaction within the program, surpassing both face-to-face and hybrid communication methods. By interpretation, the widespread use of virtual communication reflects the importance of technology in professional training and mentorship, especially in enhancing easy accessibility to for judicial officers in different regions.

4.2.6 Mentee's frequency of meetings with mentors

The frequency of meetings between mentees and their mentors varied, with most participants engaging on a monthly basis. A smaller group of mentees met with their mentors on a weekly basis. However, very few participants had infrequent meetings, meeting rarely due to tight schedule or other logistical challenges. Despite this, the majority of mentees were able to maintain a steady connection with their mentors.

The graph below illustrates the percentage of the mentee's frequency of meetings with mentors.

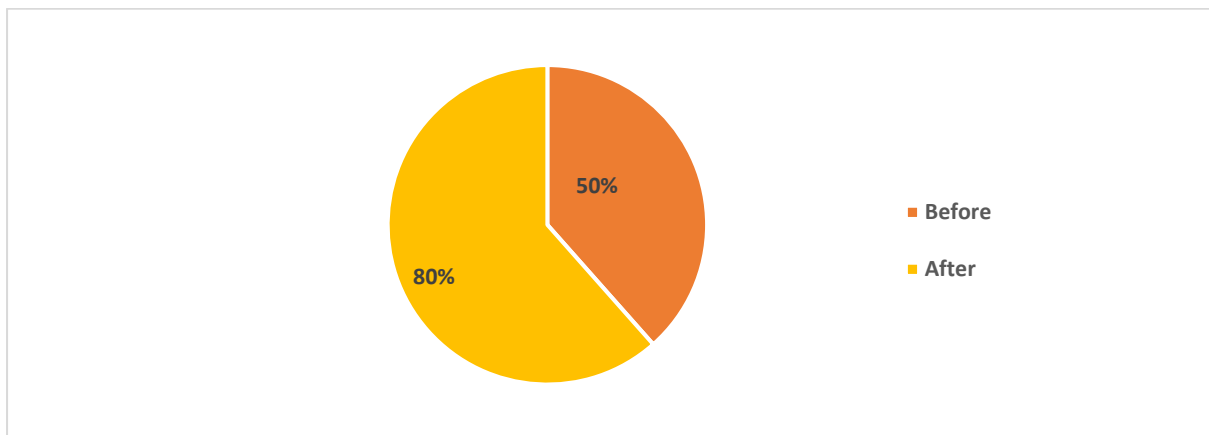


The data above demonstrates that the majority of mentors and mentees were meeting regularly, with only 15% of respondents indicating otherwise. While there is room for improvement in this area, this percentage is relatively small and does not significantly affect the overall effectiveness of the programme. Thus, despite the need for some adjustments, the regularity of meetings among most participants highlights the programme's success in fostering consistent engagement. The information above by interpretation is that, irrespective of the time constraints and transfers of the mentees and mentors, the mentorship programme was not negatively affected as the participants opted other friendly means of communication to overcome the limitation.

4.2.7 Impact of mentorship on handling corruption cases

The impact of the mentorship programme on participants' ability to handle corruption cases was significant, many mentees reported improved confidence in their judicial decision-making. Before participating in the mentorship, a number of mentees expressed uncertainty in dealing with complex corruption cases due to the challenges associated with such high-profile cases. However, after their engagement in the programme, the confidence and integrity levels of mentees increased, with a high

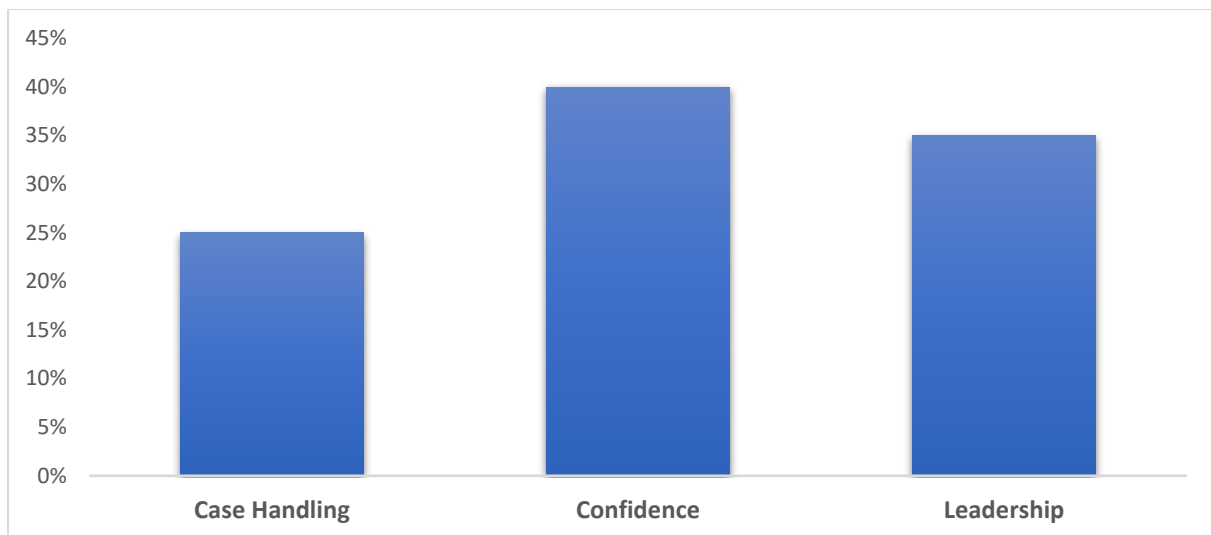
percentage feeling more equipped to manage these cases independently and effectively. The pie chart below indicates the percentage of confidence increased in handling corruption cases.



This data demonstrates that the programme has significantly assisted participants enhance both their ability and confidence in handling high-profile and complex cases, including corruption cases. Notably, participants' confidence levels increased from 50% to 80%, reflecting a substantial 30% improvement. The above data by interpretation, demonstrates the programme's effectiveness in boosting participants' self-assurance and readiness to tackle challenging legal matters.

4.2.8 Mentors' observations on mentees' growth

Mentors observed notable growth in their mentees' abilities, particularly in handling complex cases. According to their observations, 25% of mentors reported significant improvements in mentees' confidence in their judicial roles, indicating a stronger sense of self-assurance when addressing legal matters. 40% of mentors highlighted increased confidence and competence in complex case handling, reflecting mentees' growing ability to manage challenging cases, particularly in areas like corruption. 35% of mentors noted improvements in mentees' leadership skills, with many demonstrating stronger decision-making abilities, improved communication, and a greater capacity to lead within the judicial system.



The above data analysis suggests two key interpretations. First, it indicates that, mentors were attentive and proactive in tracking the progress of their mentees, and that is why they were able to respond effectively to this aspect. Second, the data reveals that, mentees were able to achieve professional growth in all the areas intended by the programme, highlighting its overall effectiveness. These observations underscore the positive impact of the mentorship programme in promoting the professional development of mentees in enhancing various aspects of their roles.

4.2.9 Mentees' reported skill improvements

Mentees reported notable improvements in various key areas of their professional development as a result of the mentorship programme. The highest reported improvement was in legal reasoning with 85% of mentees acknowledging a significant enhancement in their ability to analyze and apply legal principles effectively. 78% of mentees reported improvements in case management, reflecting their increased ability to organize, prioritize, and efficiently handle legal proceedings. Ethical decision-making also saw substantial growth with 70% of mentees indicating a stronger understanding and application of ethical standards in their work. Finally, 68% of mentees reported improvements in their leadership skills, demonstrating a greater capacity to lead within the judiciary system and make informed, confident decisions. These results as indicated in the bar graph below by interpretation, underscores the positive impact of the mentorship programme in equipping mentees with the essential skills needed to excel in their judicial roles.



The above data reveals that participants' skills were significantly developed across various areas, with improvement percentages ranging from 68% to 85%. The combination of advancements in all these areas demonstrates that participants experienced overall growth in their ability to perform judicial duties, adhere to ethical standards, and enhance their leadership skills. It further reflects a comprehensive enhancement of their professional capabilities within the programme.

4.3 SELECTED PARTICIPANTS' VOICES

To gain deeper insights into the participants' experiences and the impact of the mentorship programme, several direct quotes from both mentors and mentees were gathered during interviews. Selected few quotes below provides a personal perspective on the effectiveness of the programme and the skills developed throughout the mentorship programme.

"The mentorship program gave me the confidence to handle complex corruption cases independently. I feel much more prepared to make decisions with clarity and confidence."

"I think not everyone can become a mentor, this is very crucial based on each one's character and other reasons. So, the appointing authority of mentors must be advised on who can be a mentor and who can't be or remain as a mentee."

“It’s been rewarding to see my mentee grow in both legal reasoning and leadership. The improvements in their ability to manage cases are evident, and they are now more confident in their decisions.”

“Mentees should be allowed to choose their mentors based on the fact that some selections do not match well. So, selection of mentors should not base on the seniority.”

“Before the mentorship, I struggled with managing my caseload effectively. But now, after working with my mentor, I’ve learned how to prioritize better and handle cases more efficiently.”

“The relationship between my mentee and I, have been truly collaborative. It’s been fulfilling to guide them through difficult legal scenarios, and I’ve noticed a significant shift in their approach to legal issues.”

“My mentor really helped me understand the importance of maintaining ethical standards, especially in high-profile cases. I now approach my decisions with a stronger ethical foundation.”

CHAPTER FIVE

5.0 RECOMMENDATIONS AND CONCLUSION

5.1 RECOMMENDATIONS

After the impact assessment evaluation in respect of the mentorship programme, the team came up with several recommendations so as to enhance the effectiveness of the Mentorship Programme which will create a more formal and impactful mentorship process that will promote the continuous career development of judicial officers hence strengthening the programme's long-term effectiveness. The recommendations include;

- 5.1.1 To maximize knowledge transfer, mentees should be paired with senior judicial officers who have extensive working experience in their areas of specialization. Mentees should have some flexibility in selecting mentors based on compatibility and professional interests.
- 5.1.2 A standardized mentorship framework should be introduced where mentors provide periodic evaluations on their mentees' progress. Performance tracking tools, such as mentorship progress reports, self-assessment forms, and peer evaluations, should be incorporated to ensure continuous improvement. Using data analytics, the judiciary can assess mentee growth, engagement levels, and the overall impact of the programme, making it easier to refine mentorship strategies based on empirical findings. In complementing this, the Mentorship Guidelines for Judicial Officers, 2025 be effectively utilized and complied with.
- 5.1.3 Establishment of the mentorship calendar. There should be specific days allocated within the judiciary calendar for mentorship activities. Such initiative will make the mentorship programme valuable for mentors and mentees to dedicate sufficient time for mentorship activities.
- 5.1.4 Introduction of peer mentorship models, where experienced mentees guide new mentees, thereby reducing pressure on senior mentors while fostering a culture of continuous learning.
- 5.1.5 Developing a mentorship portal or mobile application system which could provide mentees with easy access to resources, progress tracking tools, and mentor-mentee communication platforms.

- 5.1.6 Encouragement of virtual mentorship sessions through video conferencing tools to enhance accessibility, particularly for mentees and mentors stationed in different regions.
- 5.1.7 Formal recognition for participants should also be introduced to motivate engagement and commitment to the programme. Issuing certificates of completion to mentees who successfully complete the programme would serve as official recognition of their participation in the mentorship programme.
- 5.1.8 Establishment of a mentorship alumni network can encourage past mentees to transition into mentorship roles, creating a continuous cycle of knowledge transfer.
- 5.1.9 Inclusive mentorship coverage. The programme should be made available to all levels of the judiciary including non-judicial officers across different career stages ensuring that they benefit from formal mentorship. The programme should engage retired judges and magistrates as mentors to bring a wealth of experience into the programme, allowing mentees to learn from their extensive judicial service. Additionally, collaborating with legal institutions and judicial training bodies could help integrate mentorship into formal judicial education programmes.

5.2 CONCLUSION

The Mentorship Programme has proven to be a valuable initiative in strengthening judicial officers' professional skills, integrity, ethical decision-making, and leadership capabilities. By providing mentees with formal guidance from experienced mentors, the programme has successfully enhanced judicial competence, helping judicial officers navigate complex legal issues, improve their case management skills, and uphold ethical standards in their work.

The findings from this impact assessment indicate that the program has led to significant improvements in mentees' ability to handle judicial responsibilities as well as their capability on how to handle complex cases. Mentees have reported greater confidence, improved ruling and judgment writing, and enhanced leadership skills, while mentors have observed increased professionalism and ethical awareness among their mentees. The mentor-mentee relationships established through the

programme have fostered collaborative learning platform, mutual trust, and professional support, reinforcing the importance of mentorship in judicial development.

Despite these successes, the impact assessment identified several challenges that need to be addressed to maximize the program's effectiveness. Time constraints, mentor-mentee mismatches, lack of formal feedback mechanisms, and limited formal recognition were among the key issues raised by participants. Addressing these challenges through strategic reforms will ensure the sustenance of the mentorship programme continues to evolve and remain relevant in supporting the career growth of judicial officers.

The recommendations outlined in this report provide a clear roadmap for improving and expanding the mentorship programme initiatives. By strengthening mentor selection, implementing formal evaluation systems, addressing time constraints, leveraging technology, and providing formal recognition, the mentorship programme remains a cornerstone of judicial training, career development and succession plan within the JoT.

To sustain the positive impact of mentorship, the judiciary should commit to ongoing mentorship training, increased resource allocation, and programme expansion to increase the scope in coverage. By implementing these reforms, the mentorship programme will continue to empower judicial officers, and other non-judicial officers with a view to enhance the quality of justice delivery in the administration of justice.

APPENDICES

A. Mentorship Program Questionnaire

This questionnaire aims to assess the impact of the Judicial Mentorship Program held in 2023 and 2024. Your responses will help the IJA and JoT enhance the program's effectiveness in strengthening the skills, integrity, and professionalism of judicial officers.

1.Name

2. Gender - Mark only one.

- i. Male
- ii. Female

3.Age Range - Mark only one.

- i. 31 - 40 years
- ii. 41 - 50 years
- iii. 51 - 60 years

4.Position - Mark only one.

- i. Justice of Appeal
- ii. Judge of the High Court
- iii. Deputy Registrar
- iv. Resident Magistrate

5. When did you attend the training for the mentorship program? (If you attended more than once, please indicate.)

6. What position did you hold before the mentorship program? (If you still hold the same position, please indicate.)

7. What were your initial expectations of the mentorship program?

8. How was the mentor-mentee matching process? Did you feel it was effective?

9. What was your role? Mark only one.

- i. Mentor
- ii. Mentee
- iii. Started as a mentee and later become a mentor

10. Who was your mentor and I or mentee? (If you were never matched, please indicate.)

11. Mentees - How often did you meet with your mentor and what was the mode of communication?

12. Mentors - How did you approach guiding and supporting your mentee?
13. Mentees - Did your mentor provide guidance on handling corruption cases? If so, in what ways?
14. Mentor - Have you noticed any improvements in your mentee's performance and confidence?
15. Mentors - Do you feel the program provided sufficient resources and training for mentors?
16. What challenges did you face during the mentorship program as a mentor and I or a mentee?
17. Would you recommend this program for other judicial officers? Why or why not?
18. What are your recommendations I suggestions to improve the mentorship program?

B. Interview Questions.

CATEGORY A

Interview Questions for those who were Mentors

1. How did you approach building a professional relationship with your mentee?
2. What methods did you find most effective in guiding your mentee?
3. Were there any unexpected challenges in mentoring, and how did you overcome them?
4. How did you assess the progress of your mentee throughout the program?
5. Do you feel the program structure supported your role as a mentor? Why or why not?
6. Have you observed any lasting changes in your mentee's confidence or decision-making skills?
7. What role did mentorship play in preparing judicial officers to handle corruption cases more effectively?
8. What additional resources or training do you think would improve the mentorship experience?

9. If given another opportunity, what would you do differently as a mentor?
10. What recommendations do you have for improving the mentorship program?

CATEGORY B

Interview Questions for those who were Mentees

1. What were your expectations before joining the mentorship program? Were they met?
2. How did your mentor support you in improving your professional skills and decision-making?
3. Can you describe a specific moment when mentorship helped you handle a complex case better?
4. What was the most valuable lesson or skill you gained from this program?
5. How has your approach to corruption cases changed since participating in the program?
6. Did the mentorship help you navigate ethical dilemmas in judicial work? If so, how?
7. Were there any gaps in the mentorship that you think should be addressed in future programs?
8. How did the mentorship impact your confidence in performing judicial duties?
9. Would you consider becoming a mentor in the future? Why or why not?
10. What recommendations do you have for improving the mentorship program?

CATEGORY C

Interview Questions for those who were both Mentor and Mentees

1. What were the most valuable lessons you learned from your mentor?
2. In what ways did the mentorship program prepare you to take on leadership roles in the judiciary?

3. What inspired you to become a mentor after completing the program as a mentee?
4. How did your experience as a mentee shape your approach to mentoring others?
5. Were there any mentorship strategies or techniques from your own mentor that you applied in your mentoring role?
6. What differences did you notice between being mentored and being a mentor?
7. How did your own experience as a mentee help you relate to and support your mentee?
8. Did your perspective on ethical challenges and decision-making change as you transitioned from mentee to mentor?
9. In what ways do you think the mentorship program strengthens judicial integrity and professionalism?
10. What challenges did you face in both roles, and how did you overcome them?
11. How can the transition from mentee to mentor be made smoother for future participants?
12. What changes would you suggest to improve the mentorship program for both mentees and mentors?
13. Would you recommend more judicial officers to go through this cycle of being mentees and then becoming mentors? Why or why not?
14. If given another opportunity, how would you improve your mentoring approach based on your past experiences?

CATEGORY D

Interview Questions for Judicial Supervisors of the Mentees

1. What changes, if any, have you noticed in judicial officers who participated in the mentorship program?
2. Do you think the mentorship program has contributed to higher ethical standards among judicial officers?
3. In what ways have mentees demonstrated better leadership or decision-making skills after the program?

4. Have you observed any improvements in how mentees handle case backlogs or complex legal issues?
5. Were there any noticeable differences in how mentored officers interact with colleagues or court users?
6. Do you believe the program should be expanded to include more judicial officers? Why or why not?
7. What areas of training or professional development do you think still need attention after mentorship?
8. How can the mentorship program be better integrated into the overall professional development of judicial officers?
9. What advice would you give to future mentors and mentees to maximize the benefits of this program?