



THE KENYA SCHOOL OF LAW

STRATEGIC PLAN

2014-2018



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Foreword by Chairperson



Prof. Patricia Kameri-Mbote, SC
Chairperson

Since attaining independence in 1963, Kenya has made significant strides in her economic, social and political agenda. In the process, the country has experienced some strain in that, often times, institutions have lagged behind in implementing government policies to the fullest.

One area that has been affected in this regard is legal education and training. Although there have been efforts to develop and reform legal education and training to consort with the country's economic, social and political agenda since the publication of the Denning Report in 1961, the outcome has been insignificant. This partly explains why, for example, more than thirteen years have lapsed since the Akiwumi Report on the Status and Management of the Kenya School of Law was published, its recommendations have not been fully implemented.

Perhaps the missing link between policy formulation and implementation has been the lack of sustained planning to take account of changing dynamics. Often, statutory mandates have been formulated without taking into account both the financial and human resource required to put them into effect.

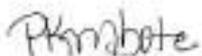
Guided by the 2007–2010 and 2009-2012 Strategic Plans, the Kenya School of Law (KSL or 'the School') has continued to re-align its Vision, Mission, Policies, and Strategic Objectives. This re-alignment has now been cascaded to the 2015-2018 period. Under the auspices of the Ministerial Task Force on the Development of a Policy and Legal Framework on Legal Education in Kenya, the School sought to take stock of the socio-political developments in the country and their attendant impact on expectations these developments have through the years imposed on legal education and training. This culminated in the separation of the regulation of legal education from post university legal training with the enactment and operationalization of both the Legal Education Act, 2012 and Kenya School of Law Act, 2012. The School has continued to review its programmes and curricula including holding of a mid-term review of its academic programmes in September 2011.

In terms of the implementation status of the Strategic Plan 2007-2010 about 60% of the strategic objectives were achieved, which was an above average achievement. The reason for this was that one objective was not met by the end of the Plan period; while another objective was behind schedule. However, in terms of the implementation status of the 2009-2012 Strategic Plan, about 95% of the strategic objectives were achieved.

In this plan, efforts have been made to re-align the resources available to the KSL with key Strategic Objectives and planned annual activities. As the road map for the next four years, this Plan has prioritised activities and programmes in terms of their contribution to the efficient and effective management of the School within the context of national policy frameworks. The anticipated outputs, being contributions to the delivery of legal services, are linked to their resultant costs within specified time frames.

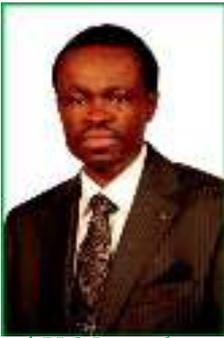
This Strategic Plan articulates the Vision, Mission, Core Values and Strategic Objectives; and also provides strategies and activities to be implemented in order to give the School an enhanced service delivery capacity over the next four years. To this end the School will continue to transform the overall quality of governance through cascading of responsibilities to operational units in order to achieve the best corporate management practices. This will ensure efficient service delivery to our students, staff and other stakeholders. In addition, the School will continue with its efforts towards gender and disability mainstreaming, prevention of drug and substance abuse and an attempt to cater for marginalized persons such as those with disabilities and those infected with HIV/AIDS.

It is our hope and expectation that this Plan will help in strengthening the School to become a viable institution that will provide sustainable programmes and training for the Kenya School of Law.



Prof. Patricia Kameri-Mbote, SC
CHAIRPERSON, KENYA SCHOOL OF LAW BOARD

Preamble by the Director



Prof. PLO Lumumba
Director/Chief Executive
& Secretary, Kenya
School of Law Board

Education and training are great engines for socio-economic change and transformation. Properly harnessed, the training of competent professionals can become the principal vehicle through which the Government can deliver quality services. In Kenya, the Council of Legal Education (Council)/Kenya School of Law (School) have until recently been charged with the responsibility of supervising and controlling all aspects of legal education and training on behalf of the Government of Kenya. These mandates have until recently been discharged only partially.

As expansive as these mandates may seem, the actual operations of the Council/School have been limited to the training of advocates for entry into the legal profession. In addition to the limited execution of its mandate, the anticipated transformation of the organization into a Semi-Autonomous Government Agency (SAGA) was in a large

measure stalled and little development took place on this front. The institution fell into neglect, had a very narrow financial base, a moribund training programme and no professional or managerial staff. Its activities were limited to students trained in foreign universities as those from Moi University and University of Nairobi were exempt from the training programme.

Exacerbating this situation was the added status, role and function of the Council as a regulator of legal education, on the one hand, and on the other, the traditional role which the School has hitherto played as the Government's training institution for post university vocational legal training. This situation was created when the Kenya School of Law was established under Schedule 2 of the Council of Legal Education Act as "an institution managed and controlled" by the Council without in turn creating its own management structures. But since the School had pre-dated the Council with its own financial life and operations, it quickly 'hijacked' the new Council as its 'tool' of management. This development greatly confused the role of the Council as a regulator of legal education in the country and that of the School as the training agency of the Government in vocational legal education.

Although an attempt was made to draw a comprehensive plan for the Council/School in 2003 these efforts did not bear fruits because of outstanding policy issues that made it impossible to draw a viable plan. To resolve these outstanding issues, a stakeholders' forum was held in October 2004 in Mombasa, which, among other recommendations, decided to appoint a Ministerial Task Force to undertake a comprehensive review of all policies pertaining to legal education and training in Kenya. In February 2005 the then Minister of Justice and Constitutional Affairs, Hon. Kiraitu Murungi, appointed a Ministerial Task Force on the Development of a Policy Legal Framework for Legal Education and Training in Kenya. The Terms of Reference of the Task Force were, among others, to: review the form, structure, role and functions of the Council of Legal Education as a regulator of all aspects of legal education in Kenya; the de-linking of the Kenya School Law from the Council of Legal Education and suggest its form, structure, role and functions as the training agency of Government in the legal sphere.

The Task Force Report, eponymously known as the 'Muigai Report on Legal Education and Training', was presented to the then Minister of Justice and Constitutional Affairs, Hon. Martha Karua, in January, 2006. Specific to the School, the Task Force re-designated its core functions/mandates as follows: the Advocates Training Programme; Para-legal training; Continuing Professional Development dealing with specialized professional legal training in the public service and projects, consultancies and research. These recommendations have largely been implemented and form core parts of this Strategic Plan.

With clarification of the policy issues, the Council/School of embarked on the development of a Strategic Plan for the training component of its activities in mid-2006 under the sponsorship of the GJLOS Reform Programme.

The Council/School published its first Strategic Plan which was the culmination of efforts by a wide variety of stakeholders and individuals. Subsequently the Council/School developed the second Strategic Plan for the second plan for the period 2009-2012 as aligned with the second Medium Term Plan (MTP) 2009-2012 of the National Vision 2030. The policy reform agenda eventually culminated in the separation of the regulation of legal education from post university legal training with the enactment and operationalization of both the Legal Education Act No. 27 of 2012 and Kenya School of Law Act No. 26 of 2012.

This being the third planning cycle, for the period 2015-2018, efforts has been made to re-align the resources available to the School with key strategic objectives and planned annual activities. As the road map for the next four years, this Plan has prioritized activities and programmes in terms of their contribution to the efficient and effective management of the School within the context of national policy frameworks. The anticipated outputs being contributions to the delivery of legal services are linked to their resultant costs within specified time frames.

This Strategic Plan articulates the Vision, Mission, Core Values and Strategic Objectives and also provides strategies and activities to be implemented in order to give the School an enhanced service delivery capacity over the next four years. To this end the School will continue to transform the overall quality of governance through cascading of responsibilities to operational units in order to achieve the best corporate management practices. This will ensure efficient service delivery to our students, staff and other stakeholders.

In conclusion, I particularly wish to thank the management staff and Board of Directors of the Kenya School of Law for their dedication and contribution in the formulation of this Strategic Plan.



Prof. PLO Lumumba, LLD, CPS (K), MKIM
**DIRECTOR/CHIEF EXECUTIVE &
SECRETARY, KENYA SCHOOL OF LAW BOARD**

LIST OF ABBREVIATIONS

AD/ATP/PS	Assistant Director, Advocates Training & Paralegal Studies
AD/CPD	Assistant Director, Continuing Professional Development, Projects & Research
AD/F & A	Assistant Director, Finance & Administration
ATP, PS	Advocates Training & Paralegal Studies Programme
BSC	Balanced Score Card
CDP	Capital Development Plan
CEO	Chief Executive Officer
CLE	Council of Legal Education
CPD, P & R	Continuing Professional Development, Projects & Research Department
CUE	Commission on University Education
DD	Deputy Director
EACC	Ethics and Anti-Corruption Commission
FAQs	Frequently Asked Questions
FLSTAP	Financial and Legal Sector Technical Assistance Programme
FM	Finance Manager
GJLOS	Government, Justice, Law and Order Sector
GoK	The Government of Kenya
HELB	Higher Education Loans Board
HIV/AIDS	Human Immunodeficiency Virus & Acquired Immune Deficiency Syndrome
HoD	Head of Department
HR & AM	Human Resource & Administration Manager
IA	Internal Audit
ICT	Information and Communication Technology
ICTM	ICT Manager
IEC	Information, education and communication
IPM	Integrated Performance Management (System)
KENWA	Kenya Network of Women with AIDS
KENAO	Kenya National Audit Office
KICOSHEP-KENYA	Kibera Community Self Help Programme, Kenya
KSL	The Kenya School of Law
LSK	Law Society of Kenya
M & E	Monitoring and Evaluation
MIS	Management Information Systems
MTP	Medium Development Plan
NACADA	National Authority for the Campaign Against Alcohol & Drug Abuse
NACC	National Aids Control Council
NEMA	National Environment Management Authority
NITA	National Institute for Trial Advocacy
PCs	Personal computers
PM	Procurement Manager
PPOA	Public Procurement Oversight Authority
SAGA	Semi-Autonomous Government Agency
SP	Strategic Plan
SRC	Salaries & Remuneration Commission
SWOT	Strengths, Weaknesses, Opportunities & Threats
VCT	Voluntary Counselling & Testing Centre

CHAPTER 1: INTRODUCTION

1.1 The Background and Mandate of the Kenya School of Law

The Kenya School of Law (KSL or “the School”) is a public institution that was previously a small department in the Office of the Attorney General for a long time, since 1963. The function of the School has from inception been to train lawyers for entry into the legal profession. In 1995, Parliament enacted the Council of Legal Education Act which provided for the setting up of the Kenya School of Law as an entity managed by the Council of Legal Education (CLE or “the Council”).

The mandate of the School under the Council of Legal Education Act has been the training of lawyers for entry into the Legal Profession, the training of paralegal personnel, and the provision of legal education and training at all levels of the legal profession including provision of training to persons engaged in the application, interpretation or enforcement of the law.

In the year 2005, the then Minister for Justice and Constitutional Affairs appointed a task force with terms of reference that included the following:

- To review the form, structure, role, and function of the Council as regulator of all aspects of legal education in Kenya;
- To look into ways of delinking the School from the Council by suggesting its form, structure, role, and functions as the training agency of Government in the legal sphere.

The Task Force carried out its mandate and in 2006, presented its report. The report included a number of recommendations. One of the recommendations of the Task Force was to institutionalise international best practices and segregate institutions carrying out regulatory-cum-supervisory functions from those carrying out training functions. The Task Force also proposed the expansion of the mandate of the School to not only provide for the advocates training, but also deal with paralegal training and continuing professional development - the provision of specialized professional legal training in public service and conducting of projects, consultancies and research (the CPD Programme).

In 2012, the Kenya School of Law Act, 2012, and the Legal Education Act, 2012, were enacted, separating the functions of training from supervisory functions of regulating and supervising legal education, and this left the School with the responsibility of legal training, including the Advocates and Para-legal training as well as the continuing professional development, and the Council now focuses on regulation and supervision of legal service providers.

1.2 Core Functions of the Kenya School of Law

The mandate of the School under the Act is to “be a public legal education provider responsible for the provision of professional legal training as an agent of the Government” and specifically, to perform the following broad functions:

- train persons to be advocates under the Advocates Act;
- ensure continuing professional development for all cadres of the legal profession;
- provide para-legal training;
- provide other specialized training in the legal sector;
- develop curricula, training manuals, conduct examinations and confer academic awards; and
- undertake projects, research and consultancies.

¹ Honourable Mr. Kiraitu Murungi.

² Task Force on the Development of a Policy Legal Framework for Legal Education and Training in Kenya (‘the Mutigai Task Force’).

³ Section 4 of the Act

1.3 Strategic Planning Process

The Strategic Plan (SP) (2015-2018) has been developed through a participatory and team-based process involving the School's Departmental and Section heads, with inputs from all staff. The process was facilitated by consultants engaged by the School. Information for the plan was sought through various means: as a preliminary step, the consultants conducted a review of all the strategic plans since the year 2007, after which they made an assessment of other management tools that the School uses to measure performance. These included the performance contracts, Service Charter and the Balanced Score Card. In-depth interviews and information gathering workshops were held with the staff of the two divisions of the School namely, the Academic and Support Divisions. Subsequently, the Divisional and Departmental heads conducted workshops with all their staff and returned written feedback to the consultants. Baseline data for the Strategic Plan were also received from the surveys conducted annually by the School.

The findings from the analysis of primary and secondary data were presented to the then Council. The Council's feedback was incorporated into the Strategic Plan, after which a two-day strategic planning workshop was held with the School's senior and middle level management staff. The Draft Strategic Plan was further interrogated by the Council and the School's stakeholders who provided invaluable insights into the Strategic Plan.

In short this Strategic Plan has been formulated in collaboration, engagement and involvement of all the staff of the School and its key stakeholders. The intention has been to enrich the Plan with as many perspectives as possible and to engender its ownership and buy-in with a view to facilitating ease of its implementation.

1.4 Organization of the Plan

The Strategic Plan consists of seven (7) chapters and three (3) appendices. Chapter 1 is this Introduction, which focuses on the historical background of the School. The chapter describes the mandate and functions of the School and provides information on the strategic planning process. Chapter 2 analyses the environment within which the School operates. Chapter 3 provides the strategic profile of the School in terms of vision, mission, values and distinctive competencies; while Chapter 4 describes the strategic issues, objectives and strategies. Chapter 5 examines the implementation arrangements for the achievement of the strategic objectives. Chapter 6 analyses the risks that may be attendant to the Plan and the relevant mitigation strategies. Chapter 7 discusses the monitoring, evaluation and reporting mechanism that will be used to track the progress being made as the Plan is being implemented and to document the lessons learnt, identified best practices and any frequently asked questions (FAQs).

The Appendices are: A. Results Framework, B. Implementation Matrix and C Monitoring and Reporting Framework.

³Section 4 of the Act

⁴Ms Helena Kithinji and Ms Gemma Mbaya.

CHAPTER 2: ENVIRONMENTAL ANALYSIS

The Strategic Plan 2015-2018 is the third one by the School since 2007; therefore, the environmental analysis is informed not only by the current environment, but also by a review of the other two strategic plans, in terms of their achievements and impact on the current plan.

2.1 Kenya's Development Agenda and the Vision 2030

Kenya's national development agenda is guided by the Vision 2030 which aims to create a “globally competitive and prosperous country with a high quality of life by 2030.” Kenya will be transformed into “a newly industrialized, middle income country, providing high quality of life to all its citizens in a clean and secure environment.” The Vision 2030 is anchored on three pillars namely, economic, social and political.

The legal sector impacts on all the three pillars. Economic development requires adherence to the rule of law, enhanced security and equitable access to, and efficient administration of justice. To maintain economic growth of at least 10% per year, the country will be required to attract considerable amount of new investments, which can only materialize if a country has, among others, a vibrant and dynamic legal sector. Consequently, the School is expected to participate in the realization of this objective through proper practical training and competency development for an efficient, affordable and effective legal system. There is also need for the School to engage in research in the type of laws that can impact on the other sectors of the Economic Pillar.

The Social Pillar seeks to create a just and cohesive society, enjoying equitable social development in a clean and secure environment. The School therefore needs to strengthen its current offering on legal clinics and provide legal aid as its contribution towards the Social Pillar. However, its major contribution remains under the Political Pillar, whose objective is the development and sustenance of “an issue-based, people-centred, result-oriented and accountable political system” operated on the Rule of Law and Constitutionalism.

2.2 The Constitution of Kenya, 2010

The Constitution of Kenya, 2010 raises high expectations on the part of Kenyans on the conduct of leaders and professionals. Legal practitioners are now to be subjected to a higher threshold of expected behaviour and ethical standards. The Constitution focuses on values of integrity, professionalism, efficiency and effectiveness in work performance as well as citizen centred and results focused service delivery. The School is expected to ensure these values underpin all its operations and are mainstreamed in their curricula. In addition, the School is expected to be proactive and take advantage of the two levels of government as per the Constitution, by ensuring that programmes which are developed by the School cater for both national and county levels of government.

2.3 Achievements Realized during the implementation of the 2009-2012 Strategic Plan:

During the implementation of the SP 2009-2012, the School was expected to achieve the following objectives:

- Improve the regulatory and supervisory role of the CLE and entrench training role of the School.
- Improve governance, coordination and collaboration activities.
- Improve legal training and promote best practices.
- Provide continuing legal education, and undertake professional development, consultancy and research.
- Build human resource capacity.

- Enhance financial sustainability and improve procurement management.
- Provide adequate physical infrastructure.
- To adopt and utilize modern information and communication technology (ICT).
- Improve library and information services.

2.4 Summary of Achievements and Challenges

The review of the SP 2009-2012 was done in two stages. The first stage was by an examination of the strategic objectives while the second stage was a review of key result areas.

2.4.1 Achievements by Strategic objective and strategy

Strategic Objective 1: To Improve the Regulatory and Supervisory Role of CLE and Entrench Training Role of KSL

Strategies	Achievements/Progress
Establish the Kenya School of Law as autonomous SAGA	Done in 2005
De-link the KSL from the CLE	Done in 2012
Develop and promulgate CLE Regulations	Done in 2009
Re-Establish the CLE Board	Done in 2009

Strategic Objective 2: To Improve Governance, Coordination and Collaboration Activities

Strategies	Achievements/Progress
Establish a liaison mechanism with Stakeholders	Liaison mechanism was established with stakeholders
Review organisational structures and organs of the School	Done in 2006 by Ernst and Young Consultants
Review and develop operational procedures/standards	Implemented in 2009
Develop a training and capacity building policy	Developed in 2009 and being implemented
Develop a career and remuneration policy	Policy development in progress.
Establish a monitoring and evaluation mechanism	Implemented from 2009 monthly, quarterly and annual reports and annual performance contracting evaluation.

Strategic Objective 3: To improve legal training and promote best practices

Strategies	Achievements/Progress
Ensure quality legal training	This is an on-going activity
Ensure curriculum review	Two ATP curriculum reviews have been conducted
Build capacity for the academic staff	This is an on-going activity
Set up a live legal aid clinic	·On-going, prison visits in various parts of the country undertaken ·Legal clinic not fully operationalised.
Establish linkages with other institutions	·Established linkages with the Law Society of Kenya (LSK) through pupil-master workshops carried out in 2009-2010 ·Established linkage with the Law Development Centre, Kampala with ATP lecturers visiting the institution in March, 2011

Strategies	Achievements/Progress
Establish centre based, distance and e-learning programmes	Was rolled over to the 2015-2018 Strategic Plan
Build and modernize library services	<ul style="list-style-type: none"> · Library Policy done · Centre based libraries – Support ATP & PS establish centre based, distance and e-learning, not done. · Automated Library – Implement a Library Information System

Strategic Objective 4: To Provide Continuing Legal Education and undertake professional development courses, consultancy and research

Strategies	Achievements/Progress
To build capacity for programme consultants	On-going
Implement approved training	<ul style="list-style-type: none"> · On-going · A total of fifty-two courses were conducted since inception of the CPD programme: seven (7) courses were conducted in 2009; eighteen (18) in 2010; fourteen (14) in 2011 and thirteen (13) in 2012.
Develop a Research Policy	<ul style="list-style-type: none"> · The research policy developed and validated (2011) · Policy implementation framework is outstanding
Undertake periodic review of CPD programmes	Mid-term review of the programme was undertaken in September 2011 (alongside the ATP Mid-Term Review)
Establish linkages with other institutions	<ul style="list-style-type: none"> · Partnership established with National Institute of Trial Advocacy (NITA), Public Procurement Oversight Authority (PPOA), Konrad Adenauer Stiftung; Kituo Cha Sheria, and Governance, Justice, Law and Order Sector (GJLOS), Financial and Legal Sector Technical Assistance Project (FLSTAP) and the LSK

Strategic Objective 5: To build human resource capacity

Strategies	Achievements/Progress
Enhance staff training and development	<ul style="list-style-type: none"> · The Training Policy was formulated and approved for implementation started in 2009 · Training and Development Committee formed in year 2010; committee has been meeting once per month · The Committee reviewed the Training Application Form so as to capture as much information as possible regarding the course applied for · The Committee has recommended sponsorship for various trainings and development programmes for staff. · Staff Training Needs Assessment was carried out in 2011
Increase staff levels	Current staff level lies at 136; since 2009 the School has employed 74 staff to various positions within the organisation.
Mainstream gender issues	<ul style="list-style-type: none"> · Gender Committee was formed in 2009 with 9 members; Committee membership was reviewed in 2010 and new Chair was appointed · The Committee has been carrying out awareness sessions to staff and during new staff induction · Draft Policy developed by committee and forwarded for review · Quarterly reports submitted to Ministry of Gender, Children and Social Development

Strategies	Achievements/Progress
Mainstream HIV/AIDS and related issues	<ul style="list-style-type: none"> ·Availed counselling and testing services to both students and staff at least twice annually ·Installed condom dispensers and promoted use of condoms by availing them in convenient places ·Enhanced linkages with the following psycho-social support groups for people living with AIDS: <ul style="list-style-type: none"> a) Ray Comprehensive Care Centre, Rongai b) KENWA c) KICOSHEP – KENYA d) Dream VCT Centre, Langata e) Gertrudes Children’s Hospital f) Amani Counselling Centre ·Three family Health and Fun Day’s held 14th May and 29th October, 2011 ·Participated in annual World AIDS day celebrations ·Promoted male circumcision by including the service in the medical insurance cover ·Various information, education and communication (IEC) materials distributed in form of brochures to staff; copies available in the library <ul style="list-style-type: none"> ·Sensitization trainings on the following topics was held on 27th - 28th October, 2011 <ul style="list-style-type: none"> a) Discordant partnerships b) Stigma and discrimination c) Prevention of mother-to-child transmission of HIV d) Blood and injection safety e) Behavioural change f) post exposure prophylaxis g) Occupational hazards ·The KSL HIV and AIDS Workplace Policy was developed in 2009 ·Implemented the National HIV and AIDS Strategic Plan III ·Submit quarter reports to NACC, Ministry of Planning, National Development and the Vision 2030 and the Performance Contracting Secretariat
Mainstream drug and alcohol dependence issues	<ul style="list-style-type: none"> ·Alcohol and Drug Abuse Committee was formed in 2009 ·Annual awareness sessions held in liaison with the medical service provider (UAP Insurance Company) in July, 2011 ·Quarterly reports were submitted to NACADA

Strategic Objective 6: To enhance financial sustainability and improve procurement management

Strategies	Achievements/Progress
Explore alternative sources of funds	<ul style="list-style-type: none"> ·During the year 2012 the School conducted 13 courses compared to 14 in 2011 ·During the year 2010 the School conducted 18 CPD Programme

Strategies	Achievements/Progress
	<ul style="list-style-type: none"> · courses as compared to 9 courses in 2009 · The number of paralegal students increased to 126 in 2012 compared to 74 in 2011 · The School disposed idle, unserviceable and surplus assets on an annual basis · The School partnered with FLSTAP and GJLOS for technical assistance · No proposals for funding were developed · Catering services were expanded to include packages for social occasions · Institutionalised internal audit function · Regular external audits by Kenya National Audit Office (KENAO); there was also the statutory Audit Committee of the CLE.
Enhance prudent financial management of resources	Continuous compliance with set budgets, reviewing the system of internal controls and conducting periodical market surveys to determine market prices undertaken
Market School services	Various public awareness activities were carried out including; participating in the public service week, the Nairobi International Trade Fair and holding of the School's Inaugural Open Day on 1 st July 2011

Strategic Objective 7: To provide adequate physical infrastructure

Strategies	Achievements/Progress
Expand existing infrastructure facilities	<ul style="list-style-type: none"> · Completed the construction of Phase I of the Tuition Block (Mutula Lecture Theatre) while construction of Phase II is virtually complete · Completed the construction of the access road to the School in 2013 · Partitioning of the Town campus was completed in March 2012 · Procurement of the PABX was done in 2011 · Telephone and cabling in Phase I Tuition Block was done · Completed construction of student hostel and kitchenette (2010) · The library was refurbished in 2011 · Expansion of the recreational centre done 2010 · Transport services have not been outsourced
Ensure buildings and facilities are usable by people with disability	Persons With Disability Policy has not been fully implemented, but temporary structures are in place
Comply with National Environment Management Authority (NEMA) Regulations	<ul style="list-style-type: none"> · Environment Committee was constituted to oversee environmental activities (2011) · An Environmental Management Plan was developed · Health checks for food handlers are done every six months · Emergency response team in place · Emergency assembly points identified and labelled · Emergency exit door for main lecture hall was created · Contract for maintenance of fire extinguishers by a contractor was drawn and is being implemented · Fire expert determined the adequacy and efficacy of existing fire equipment · Formal agreement with solid waste collectors is in place · Draft Environmental Policy was drawn and is awaiting approval

Strategic Objective 8: To adopt and utilize modern ICT

Strategies	Achievements/Progress
Finalize ICT policy	The ICT Policy was approved by the Council in 2011 and is being implemented
Establish Information Systems	<ul style="list-style-type: none"> · Acquired and installed ICT equipment and software in 2012 · Maintained ICT Equipment and Software · Replaced and disposed ICT equipment that had reached end of their useful life
Strengthen ICT infrastructure	<ul style="list-style-type: none"> · Acquisition of an Integrated Information System is outstanding · Maintenance of the Integrated Information System is outstanding
Strengthen utilization of existing ICT resources	<ul style="list-style-type: none"> · Trained staff on ICT utilization · Enhanced ICT user support · Supported ICT- based training programmes
Providing adequate telecommunication equipment	<ul style="list-style-type: none"> · Acquired and installed required telecommunication equipment in 2012 · Maintained telecommunication equipment · Replaced and disposed telecommunication equipment that reached end of their useful life

Strategic Objective 9: To improve library and information services

Strategies	Achievements/Progress
Update library resources	<p>Library materials have been bought on annual basis as follows;</p> <ul style="list-style-type: none"> · 2009/2010 - 322 books; 2 online database and 1 on trial · 2010/2011 – 643 books; 3 online databases; 2 hard copy journals · 2011/2012 – 217 books; 3 online databases
Implement a library security system	Not implemented
Strengthen Electronic / Audio Visual Resource Centre	<ul style="list-style-type: none"> · Acquired additional computers on an annual basis · Received 25 computers from FLSTAP · The School purchased 65 computers during the SP period
Establish Digital library and information services	<ul style="list-style-type: none"> · Subscribed to 3 online databases (Lexis Nexis, LLR and Emerald) · Digitized all the exam past papers · Digitized Subject files
Networking with other law libraries locally and internationally	Partially implemented having acquired Institutional Membership to the Kenya Library Association

2.4.2 Challenges experienced in the implementation of 2009-2012 Strategic Plan

During the implementation of the SP 2009-2012, various challenges were experienced which constrained full achievement of planned activities. Some of the major challenges were:

- Inadequate financial resources;
- Inability to attract and retain adequate full-time academic staff to improve on the effective running of academic programmes;
- Competition from institutions offering programmes similar to those offered by the School;
- Lengthy procurement processes;
- Unclear mandate between the Council and the School due to delay in de-linking the two institutions,
- Inadequate ICT skills among staff;
- Exponential increase in the number of students in the ATP Programme;
- Location of paralegal classes not in conducive surroundings;
- Inadequate utilisation of information technology, especially in teaching;
- Legal clinic not fully fledged due to the unfavourable location at the School's main campus;
- Inadequate library and information services;
- Inadequate marketing of the School programmes and activities;
- Lack lustre and inadequate support from development partners; and
- Significant budget cuts on Government subvention.

2.4.3 Lessons Learned during implementation of the Strategic Plan 2009-2012

A number of critical lessons were drawn from the implementing of the SP 2009-2012. These lessons have informed the formulation of the SP 2015-2018:

- The need for the staff and stakeholders to own the SP to ensure its successful implementation;
- The importance of leadership in driving the process of formulating and implementing the strategic plan;
- The need for effective prioritization of strategic objectives, strategies and activities;
- The need to ensure adequate human resource capacity is installed for effective implementation of the plan;
- The need for exchange/collaboration programs to assist with staffing, fundraising and availing of more library materials;
- The need for adequate budgetary provision for successful implementation of the Plan;
- The need for the School to aggressively market its training and support activities;
- The need for timely procurement processes;
- The need for an efficient monitoring, evaluation and reporting system;
- The need to continually engage development partners and other stakeholders for financial and technical assistance;
- The need for effective support services, including the library and ICT;
- The need to identify and pursue alternative revenue sources to supplement school fees and government subvention;
- The need for the Council and the School to be distinct institutions autonomous form each other in order for the Council to effectively undertake its regulatory function.
- The need for continued training of peer reviewers for effective evaluation of the legal education programmes; and
- The need for collaboration with key stakeholders engaged in similar activities in order to enrich the process and credibility of accreditation.

In terms of implementation status of the SP 2009-2012, it may be concluded that about 95% of the strategic objectives were achieved which is a very high rate of implementation indeed!

Environmental Analysis (SWOT) and Strategic Implications for Strategic Plan 2015-2018

Strengths	Strategic Implications
Political will	·Entrenching the KSL in legislation ·Funding to ensure sustainability of programmes
The School's physical location	·Conducive environment for learning and business ·Attractive to other users and therefore able to generate income
Committed staff, willing and able to deliver on the School's mission and mandate	·Harness the commitment ·Explore possibility of introducing non-monetary reward schemes such as the best performer of the year ·Special mention of best performers during staff meetings, on bulletin boards and in newsletters
Marketable programmes	Identify other locations to run programmes near where potential students are
Committed and visionary leadership	·Share the vision and strategic direction of the School ·Use senior level leadership to identify and grow leadership at all levels ·Hold people accountable for making decisions
Use of legal clinics	Intensify the practice for its experiential value
Periodic review of curriculum to enable the School to remain relevant in the country's development agenda	Continue with the review process and ensure continued benchmarking to improve curricula
Various instruments to measure performance and ensure continual performance improvement	·Continue using the instruments but review them periodically for relevance ·Align the instruments to each other to avoid duplication ·Cascade instruments to lower levels
Weaknesses	Strategic Implications
High student numbers which make it difficult for lecturers to connect with students on a one-on-one basis	Identify the appropriate ratio between core (academic) and support staff to determine recruitment bias
Over-reliance on part time lecturers who are very expensive	·Explore ways of making the School attractive to academic staff ·Create linkages with the Law Society of Kenya and other stakeholders
Inadequate resources for the envisaged expansion and diversification of programmes	·More focus on resource mobilization in the SP 2015-2018 ·Adopt a service culture
Departments working in 'silos', leading to fragmented strategic plan implementation. This also leads to lack of clear line of sight between departments and the corporate mission	·Attitude change by departmental heads needed ·Need for inter-departmental cooperation and collaboration and devise sanctions for lack of cooperation
Inadequate competency development at the School	Invest in human capital development accompanied by appropriate deployment
Inadequate skills to handle complex issues such as negotiations of trade agreements, especially in bilateral and multilateral agreements	Develop curricula to build in such competencies
Opportunities	Strategic Implications
Legal dominance in the region	Position the School to take the lead in legal training in the region and beyond.

Opportunities	Strategic Implications
The Vision 2030, facilitating policy framework for the CLE and the KSL, which has culminated in the enactment of the two Acts of Parliament	Take advantage of emerging market for training
The promulgation of the Constitution of Kenya, 2010 especially the provisions in Article 10, Chapter 4	<ul style="list-style-type: none"> ·Develop training programmes around those visions ·Conduct audits, particularly in areas of integrity, national and public service values, as well as good governance principles ·Disseminate results and develop interventions on a short-term and long-term basis ·Develop efficient and effective systems for delivering services ·Assure quality and relevant legal education and training
The increasing number of people joining the legal profession for various reasons, including the prestige of having studied law	<ul style="list-style-type: none"> ·Develop programmes around compliance with codes of conduct, professionalism, integrity and constitutionalism. ·Develop modules that can be factored in the existing programmes
The East African Protocol on goods, services and human movement across the region	<ul style="list-style-type: none"> ·The School should develop strategies for marketing its services in the region ·Invest in forming strong regional partnerships for synergy creation and pooling of resources ·Develop mechanism to support local, regional and international collaborations ·develop expanded curriculum to include legal procedure in the region
Links with other law schools for benchmarking; peer to peer learning and exchange programmes	Establish, manage and periodically review those linkages for value-adding
Developments and influence of ICT in legal education and training	Enhance the use of ICT to improve on efficiency
Support by the Office of the Attorney General and Department of Justice	<ul style="list-style-type: none"> ·Source for funds to support implementation of programmes ·Provide policy direction in matters relating to legal education and training
Devolution of government	Align the School's services and adopt appropriate technology that will assist in decentralization of its services to the people and to serve both the national and county governments
Threats	Strategic Implications
Perception that the School is a hindrance to students' pursuit of legal career	<ul style="list-style-type: none"> ·Consult the students by conducting exit interviews ·Explore possibilities of setting up an endowment fund
The School is viewed as expensive, particularly by the legal professionals	The School needs to engage in public relations to correct this perception
Employability graduates of the School	The School needs to re-examine its curricula to ensure that the challenges graduates face upon leaving the School are dealt with in innovative ways
Support by the Office of the Attorney-General and Department of Justice	<ul style="list-style-type: none"> ·Source for funds to support implementation of programmes ·Provide policy direction in matters relating to legal education and training
Inadequate funding	·Inability to run the School programmes
Liberalisation of legal education	·Competition from other legal education providers

CHAPTER 3: VISION, MISSION, VALUES AND DISTINCTIVE COMPETENCIES

This part of the SP provides the strategic direction of the School in terms of the Vision, Mission, Values and distinctive competencies required to meet the objectives of the SP. These were arrived at after several interactive sessions, discussions and in-depth consultations with the School's leadership, management and staff, as well as with the Council and other stakeholders.

3.1 Vision

A preferred Centre of Excellence in professional legal training in the East African Region and beyond

3.2 Mission

To offer quality and practical training in law and other related disciplines for the professional development of lawyers and other actors in the legal sector

3.3 Values

- Integrity
- Excellence
- Client-orientation
- Team-work and partnership
- Competence and professionalism
- Transparency and accountability

3.4 Distinctive Competencies

The School provides a unique stakeholder value proposition as the only institution in Kenya that offers practical and clinical post-university legal training to graduates of law, not only from Kenya, but from the East Africa region and beyond. The visionary leadership of the School and the unwavering commitment of its staff, have been responsible for the successes and reputation enjoyed today. The School has developed programmes that resonate with the country's development agenda and priorities.

CHAPTER 4: STRATEGIC ISSUES, OBJECTIVES AND STRATEGIES

In the light of the environmental analysis and the strategic direction being pursued by the School, the following will be addressed in the next four years:

4.1 Strategic Issues

1. Legal training, continuing legal education and professional development
2. Financial sustainability
3. Capacity for human resource and ICT
4. Capital development
5. Information, education and communication

4.2 Strategic Objectives

Strategic Objective 1: To provide legal training, continuing legal education and professional development

Strategies

1. Setting standards of quality in legal training by enhancing and sustaining quality examinations and building strategic alliances with similar institutions
2. Reviewing curricular in line with the changing needs of legal training
3. Implementing approved training programmes
4. Building and modernizing library services
5. Building capacity for designing and delivering consultancy and research services
6. Developing an appropriate e-learning/distance learning strategy

Strategic Objective 2: To improve the financial sustainability of the School

Strategies

1. Enhance and improve alternative sources of funding for the School
2. Aggressively market the School's programmes and products
3. Enhancing financial probity
4. Developing and implementing a monitoring, evaluation and reporting framework

Strategic Objective 3: To harness human capital and enhance capacity for ICT

Strategies

1. Implementing the human resource policy in terms of:
 - a. Training and Development Policy
 - b. Career Progression Policy
 - c. Scheme of service
 - d. Recruitment and retention policy
2. Training staff in specialized and emerging areas such as:
 - i. negotiations,
 - ii. mind-set change,
 - iii. new public management and county governance
 - a. change management
 - b. leadership
 - iv. East African community laws, legal practice and procedure
 - v. practice and procedure before selected international courts and tribunals

3. Training heads of divisions and departments on change management
4. Implementing performance contract management
5. Integrating ICT for human development

Strategic Objective 4: To provide adequate financial resources for the capital development

Strategies

1. Develop and implement a Capital Development Plan (CDP)
2. Invest in joint ventures to spread financial risk among investors in a bid to raising capital for the expansion of operations
3. Ensure the buildings and facilities are compliant

Strategic Objective 5: To formulate information, education and communication (IEC) strategy

Strategies:

1. To upscale the use of IEC as a communication tool

CHAPTER 5: IMPLEMENTATION ARRANGEMENTS

5.1 Managing Change

The School will develop its Change Management Plan (CMP) with a view to aligning the institution with the external and internal environment. The CMP will combine the three elements of change: structural, technological and people change. The challenges in structural change will facilitate transformation in the following aspects:

- Improved inter-departmental coordination and communication
- Review of optimal establishment and revised ratio between core and support staff, including leaner establishment in the support functions
- Greater empowerment of employees, particularly at the management and leadership level
- Increased capacity of staff in technical and functional skills
- Paradigm shift from focusing on processes to focusing on targeted results.

5.2 Performance Management

The fact that the strategic objectives of the SP 2009 – 2012 were substantially achieved demonstrates that performance is well managed at the School. However, in an era of technological advancements, the School's customers increasingly expect better quality of service delivery. At the same time, advances in information technology enable the School to not only deliver services faster and of high quality but also that the services are delivered in a more user-friendly manner.

During the current SP period, the School will seek to become a high performing institution by:

- Improving workforce performance in line with “Kaizen” principle of incremental improvement.
- A willingness to seek new and innovative ways of service delivery to the customers.
- Improving regulation in the light of security and safety concerns stated during data collection.
- Investing in nurturing talent by increasing budgetary provisions on staff development to ensure their competences are certified for the job, especially in areas that are core to the School's mandate as well as in such areas as policy analysis and evaluation.
- Enhancing performance measurement. The current tools for performance measurement need to be harmonised and aligned. The Balance Score Card will be made flexible to include human resource concerns.
- Integrating performance management system (IPM) with the other systems in the School, including human resource, Finance, Procurement and MIS. In addition, IPM will be linked to the monitoring and evaluation function of the School for the purpose of establishing whether the Plan is being effectively tracked as implementation process is going on
- Enhancing quality control in the management of all the School's programmes.

5.3 Employee Motivation

The task of implementing SP is primarily the responsibility of the staff of the School, and therefore, the School will identify ways in which the staff will be motivated to take it to higher levels of performance through the practice of “Kaizen” (incremental improvement). Policies to support the implementation of the SP will be sensitive to the need of staff reward, motivation and employee satisfaction which are critical during SP implementation.

5.4 Managing Strategic Partnership

The School is potentially involved with a wide array of stakeholders at the national, county, regional and international levels. The School will strengthen its partnership with strategic organisations within the public and private sectors not only in Kenya but also regionally and internationally where there is an increasing demand for its services. Within the plan period, the School will take the following steps:

- Conduct a comprehensive stakeholders' analysis to develop a data base of existing and potential partners, the common and conflicting interests and formulate strategies for engagement.
- Identify special partners that can have significant influence on the implementation of the Strategic Plan. These will include organisations and individuals on the supply and demand side, development partners, research and learning centres and the media.
- Develop and manage consultative mechanisms with key stakeholders.

5.5 External Stakeholder Analysis

5.5 External Stakeholder Analysis

Institution	KSL expectation from the stakeholder	Stakeholder expectation
The Council of Legal Education	Regulation of legal education providers	<ul style="list-style-type: none"> ·Ensuring that the courses the School will be offering conform to the CLE requirements ·Re-positioning itself to face competition from other licensed legal training providers
The Office of the Attorney-General and Department of Justice	<ul style="list-style-type: none"> ·Facilitation of implementation of legal education and training policy ·Enhanced processing and publication of legal training related Bills for approval by Parliament ·Timely disbursements of GoK funds 	<ul style="list-style-type: none"> ·Undertaking required reforms on legal education and training ·Ensuring that the School's programmes are within the Government Policy as set out by the Ministry
The Judiciary	Timely admission to the Bar of candidates upon completion of ATP training programme	<ul style="list-style-type: none"> ·Timely submission of names of successful candidates for admission to the bar ·Well trained and skilled advocates
The Law Society of Kenya(LSK)	<ul style="list-style-type: none"> ·Active participation in pupillage supervision and instruction ·Collaborate with KSL on CPD programmes ·Collaborate in conducting KSL academic programmes ·Toimplement the Legal Education Levy 	<ul style="list-style-type: none"> ·Tooffer relevant CPD programmes ·Provide accommodating venues for offering CPD programmes ·Well trained and proficient advocates
GJLOS/SLFPA	Continued facilitation and support for reforms in the legal training	Prioritization and implementation of reforms in legal training

Institution	KSL expectation from the stakeholder	Stakeholder expectation
Development partners	Provision of financial and other resources for its programmes	<ul style="list-style-type: none"> ·Prudence in financial management ·Completion of implementation of projects
National Treasury	Timely provision of financial resources	<ul style="list-style-type: none"> ·Prudent management of allocated budgetary resources ·Ensure compliance with Financial Regulations and Guidelines ·Mobilise internal resources to supplement Government allocation
Local public and private universities	<ul style="list-style-type: none"> ·Compliance with admission regulations for undergraduate law graduates who wish to practice ·Proper training at the time of admission at the School 	<ul style="list-style-type: none"> ·Establishing collaborative mechanisms in developing courses so as to avoid unnecessary duplication of courses at the School. ·Administration of clinical programmes at the School ·Appraising them on new developments at the school affecting Universities ·Reviewing and developing criteria for admission to the ATP Programme that takes into account admission for law training at the Universities
Foreign universities	<ul style="list-style-type: none"> ·Recognition by Commission for University Education ·Law graduates from the foreign universities undergo further proficiency training at the School before admission as advocates 	Updates of the new changes at the School pertaining to admission requirements at the School
Commission for University Education (CUE)	<ul style="list-style-type: none"> ·To liaise with HELB to provide loans to ATP,PS students ·Collaboration in the accreditation and recognition of foreign programmes and courses 	Involvement in accreditation
Colleges offering training in law	To be accredited	<ul style="list-style-type: none"> ·To admit their students graduating from their institutions ·Appraising them on new developments at the school affecting universities
HELB	Financial support (loans) to higher education students	The KSL to seek financing of its students from HELB
EACC	<ul style="list-style-type: none"> ·Ensure implementation of anti-corruption policy ·Developing courses and programmes on anti-corruption and other economic crimes 	Collaboration on institutionalising anti-corruption policy as the School's best practice

Institution	KSL expectation from the stakeholder	Stakeholder expectation
The Kenya Law Reform Commission	Update all Kenya laws as and when necessary	Ensuring that course content conforms with developments/changes in law
Law firms, organisations seeking corporate lawyers	<ul style="list-style-type: none"> ·Offer pupillage opportunities and mentor pupils ·Implement pupillage workbook; ·Motivate pupils by way of reasonable stipends 	<ul style="list-style-type: none"> ·Proficient advocates ·Periodical update with the pupil-masters on the progress of pupils
Selected regional law training institutions	<ul style="list-style-type: none"> ·exchange and comparative tour programmes ·sensitisation of students in foreign institutions who will wish to join the School 	<ul style="list-style-type: none"> ·Collaboration on developing uniform curricula in the region ·Appraising students in legal requirements, and expectations
Students	Compliance with admission requirements	Provision of quality legal training
Suppliers	Timely supply of quality works, goods and services	Fairness in procurement processes and timely payments
Public	Timely feedback	Quality services and value for money

5.6 Mainstreaming Human Rights, Gender and Diversity

In line with the letter and the spirit of the Constitution of Kenya 2010, the School will incorporate human rights components in relevant training programmes. Legal professionals of the future are required to be fully conversant with the Bill of Rights and its implication for Kenyans. The students will also have to fully appreciate the rights of the minorities, women, people with disabilities, marginalized groups and other special interest groups.

The School will increase the capacity of academic and management support staff to develop and implement policies that will mainstream gender and diversity issues in all academic programmes, research activities and organizational policies, processes, systems and practices. The School will review policies on diversity, gender and people living with HIV/AIDS and develop and implement policies on people living with disabilities. As a national public institution, the School will seek to reflect the face of Kenya in terms of governance and staff complement.

5.7 Resource Mobilization and Utilization.

The School will develop and implement a resource mobilization and utilization plan. This is in view of the ambitious plans that the School has for regional expansion. Also, in the light of concerns, expressed during data collection, of possible reduced funding from the Exchequer, the School will devise strategies of diversifying its funding portfolio by generating new ways of resource mobilization. The School will expand the services for hire. Further, it will seek ways and develop mechanisms for enhancing donor funding. More importantly, the School will formulate a resource utilization plan on prudent financial management.

CHAPTER 6: RISK ANALYSIS

This chapter deals with the kind of risks that may be experienced during the implementation of the SP. The Chapter also covers various strategies that may be employed to mitigate the risks.

Risk	Mitigation Strategy
Competition from other training institutions	<ul style="list-style-type: none"> ·Decentralization ·Marketing ·Re-adjustment and perfection of training programmes and methodologies ·e-learning, centre-based learning and distance learning
Inadequate funding from Government	<ul style="list-style-type: none"> ·Diversify sources of funding ·Collaborate with donors ·Develop Commercial Enterprise Management Policy and other non-core income-generating activities ·Implement the Commercial Enterprise Management Policy ·Optimize the use of existing infrastructure to generate additional income
Student concerns	<ul style="list-style-type: none"> ·Explore the use of consultative management of programmes
High staff turnover/poor retention of core function staff	<ul style="list-style-type: none"> ·Review salaries in consultation with and guidance from and lobby Salaries and Remuneration Commission for better benefits ·Introduce competitive employment benefits ·Expand attractive career progression avenues
Fast pace changes in ICT	<ul style="list-style-type: none"> ·Continual training of staff ·Enable sufficient funding of the same ·Invest in hard and software
Fear of litigation due to the Constitutional provisions	<ul style="list-style-type: none"> ·Confine operations within the law and particularly the Kenya School of Law Act and regulations ·Early administrative intervention, open door accessibility ·Encourage dialogue and settlement of disputes before escalating to court actions
Security and safety due to possible fire, theft, hacking of system, criminal and terrorism activities	<ul style="list-style-type: none"> ·Review security and safety regulations and enforce compliance ·Take out appropriate insurance covers ·Police post at expansive grounds of the School

CHAPTER 7: MONITORING AND EVALUATION

The SP will be monitored continuously to ensure realization of stated objectives within the budget. Monitoring is vital for two reasons: it enables follow up and intervention in case of deviation from the Plan. It also enables the Director and heads of Division to build value for money statements that can be part of the quarterly reporting within the Performance Contracting Framework. As part of the strategic planning, therefore, a monitoring and evaluation mechanism will be established with the following guidelines:

- Indicators, both qualitative and quantitative will be identified for each of the inputs and outputs
- Baseline data will be collected for each of the indicators
- Resources will be mobilized for monitoring and evaluation
- Frequency of review will be determined in terms of whether it is short term, such as monitoring, or long term as in evaluation
- Information from monitoring and evaluation will also inform performance management and will be used to sustain knowledge management in the School

The basis of monitoring is outputs while that of evaluation is outcomes. The tools for evaluation will include:

- Measuring – audits, surveys, data analysis, checklists
- Reviews – budgetary, management meetings, peer reviews, project reviews
- Reporting – divisional, departmental and projects and external entities
- Evaluation of quality of products (students)
- Graduate destination surveys

The School shall develop a Monitoring and Evaluation Manual explaining the use of departmental reports, ISO, Performance Contract, Balanced Score Card and Strategic Plan Implementation Matrix in Monitoring and Evaluation

Appendices

Appendix A: Result Framework Matrix

Strategic Objective 1: Provide legal training, continuing legal education and professional development			
Outcome: Improved performance of legal practitioners as a result of the training			
	Performance Indicator	Means of Verification	Assumptions
<ul style="list-style-type: none"> ·Quality standards for legal education established and used ·Curriculum of CPD programmes reviewed and implemented in line with the changing market needs. ·Approved training programmes implemented ·Capacity for designing and delivering consultancy and research services established and managed ·A monitoring, evaluation and reporting framework developed and used ·Quality examination system ·Strategic alliances established 	<ul style="list-style-type: none"> ·Standards developed as per specifications ·CPD curriculum reviewed in year 1 as per the School's quality standards ·Number and quality of training programmes ·Number and quality of consulting and research activities conducted ·Monitoring and Evaluation framework developed, disseminated and used ·Examination policy ·Study hours/exchange programmes 	<ul style="list-style-type: none"> ·Training records ·Curriculum documents ·Annual reports ·Progress reports ·Examination reports ·Study hour/exchange programmes reports 	<ul style="list-style-type: none"> ·Availability and timely release of resources ·Continued goodwill of legal professionals
Library Policy	Developed Policy	Policy document in place	Goodwill
<ul style="list-style-type: none"> Centre based libraries ·Support PS establish centre based, distance and e-learning 	<ul style="list-style-type: none"> ·Operational library ·Adequate staff 	Library services offered	Availability and timely release of resources
Automated Library	Library information system	Information System in place	Availability of funds
<ul style="list-style-type: none"> ·Implement a Library Information System <p>Enhance use of electronic, digital, audio-visual and online collections</p> <ul style="list-style-type: none"> ·Strengthen digital/audio-visual library information services. 	<ul style="list-style-type: none"> ·Digitized files ·Increase in databases subscription ·Training reports ·Control software installed 	<ul style="list-style-type: none"> ·Files uploaded on the students' area ·Additional subscription agreements ·Functional installed computer control software 	Availability and timely release of resources

Strategic Objective 1: Provide legal training, continuing legal education and professional development			
Outcome: Improved performance of legal practitioners as a result of the training			
	Performance Indicator	Means of Verification	Assumptions
Modern Library Facility ·Build Ultra-modern library facilities	% completion of construction	·Photograph/plans samples of library designs ·Library committee reports of site visits, ·Identified site for construction ·Construction done	Availability and timely release of resources
Strategic Objective 2: Improve the financial sustainability of KSL			
Outcome: Financially and organizationally sustainable institution providing value added services			
	Performance Indicator	Means of Verification	Assumptions
·Alternative sources of funding secured ·Enhanced awareness of the school's products ·Enhanced financial probity ·Market orientation institutionalized within the School ·Financial and systems audit review done ·Value for money procurement of works, goods and services ·Monitoring, evaluation and reporting framework establish	·The amount of funding secured from alternative sources ·Marketing strategy developed and implemented -All staff trained in marketing orientation risk managed ·Develop audit plans ·Analytical reviews ·Amount saved on procurement ·Strategies objectives achieved	·Financial records ·Marketing Strategy ·Training reports ·Risk management policy ·Audit reports ·Audit reports ·Financial records ·M & E reports	Continued goodwill of legal community and development partners
Strategic Objective 3: Harness human capital and enhance ICT capacity			
Outcome: Improved service delivery (training, consultancy, research) leading to greater customer satisfaction and increased demand			
Outputs	Performance Indicators	Means of Verification	Assumptions
·Human Resource Policy developed and implemented	·Policy	·Policy ·Training	

Strategic Objective 3: Harness human capital and enhance ICT capacity			
Outcome: Improved service delivery (training, consultancy, research) leading to greater customer satisfaction and increased demand			
Outputs	Performance Indicators	Means of Verification	Assumptions
<ul style="list-style-type: none"> ·Increased staff capacity by training staff in specialized and emerging areas such as negotiations, mind- set change, new public management and county governance ·Training Heads of Divisions and Departments on change management ·Implementing performance management system ·Integrating ICT for human development 	<ul style="list-style-type: none"> ·Number of staff trained in specialized and emerging areas such as negotiations, mind-set change, now public management and county governance; satisfaction with training ·Number of staff trained in change management ·customer satisfaction score (internal and external) ·Number of staff trained in the use of ICT ·Improved ICT infrastructure 	<ul style="list-style-type: none"> reports ·Customer satisfaction reports 	<ul style="list-style-type: none"> ·Availability and timely release of resources
Strategic Objective 4: Provide adequate resources for the Capital Development			
Outcome: KSL with adequate facilities and infrastructure			
Outputs	Performance Indicators	Means of Verification	Assumptions
<ul style="list-style-type: none"> ·Capital Development Plan (CDP) developed ·Complaint buildings and facilities ·Invested in joint ventures to spread financial risk among investors in a bid to raise capital for the expansion of operation 	<ul style="list-style-type: none"> ·CDP plan developed and Capital projects identified and prioritized ·Compliance Audits undertaken, and implementation of recommendations ·Joint ventures invested in 	<ul style="list-style-type: none"> ·CDP in place ·Compliance audit and implementation reports ·Joint ventures in place 	<ul style="list-style-type: none"> Availability and timely release of funds
Strategic Objective 5: To formulate Information, Education and Communication (IEC) Strategy			
Outcome: Improved public image and trust			
Outputs	Performance Indicators	Means of Verification	Assumptions
<ul style="list-style-type: none"> To upscale the use of IEC as a communication tool 	<ul style="list-style-type: none"> ·IEC strategy ·Number and quality of audience participation events ·Positive feedback from publics 	<ul style="list-style-type: none"> ·IEC reports ·Strategy documents ·Suggestion box ·Feedback received vide the website 	<ul style="list-style-type: none"> Continued goodwill of publics Adequate and timely release of funding

Appendix B: Implementation Matrix 2015 -2018

Strategic Issue: Legal training, continuing legal education and professional development

Strategic Objective: To provide legal training, continuing legal education and professional

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility	Additional Resources Required (TA)	Budget
Setting standards of quality in legal training by enhancing and sustaining quality examinations and building strategic alliances with similar institutions	Develop/ review standards for legal education	Improved quality of legal education	·Standards developed as per specifications ·Examination Policy	Within the plan period	Director and AD ATP&PS AD CPD (Academic Team)	TA in standards development	50 Million 5 Million- strategic alliances
	Undertake benchmarking missions locally and internationally		Study hours/exchange programmes	Periodically 2015/2016	Director and Academic Team		
	Engage stakeholders/conduct focus groups to get feedback on KSL legal trainings		Number and quality of training programmes	Bi-annually	Director and Academic Team		
	Incorporate requirements of professional standards and best practice		Number and quality of training programmes	Periodically	Academic Team		

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility	Additional Resources Required (TA)	Budget
Setting standards of quality in legal training by enhancing and sustaining quality examinations and building strategic alliances with similar institutions	Building capacity of academic personnel to deliver on training programmes i) Identify training needs ii) Develop training plan	Improved quality of legal education	Number and quality of training programmes	2015/16	Academic Team		As above
	Collaborations in training and research		Number of collaborative trainings and research undertaken	Within the plan period	DirectorAcademic Team		
	Memberships in regional and international organisations		membership	2015/2016	Director/CEO		
Building capacity for designing and delivering consultancy and research services	Acquire and establish accreditation in Courses-ADR and Legislative Drafting and Public Prosecution	Enhanced delivery of consultancy and research services	·Accreditation policy and accreditation ·Accredited course content developed	2015 2015/2016	Director/CEO / DD/AD ATP AD CPD		10 Million
	Establish research and projects framework		·Research and project framework developed ·Number and quality of consulting and research services conducted	2015/2016	Deputy Director AD/CPD		
	Identify priority research areas		Number and quality of consulting and research conducted	Annually	AD/CPD		
	Train on proposal writing and research project management		Training undertaken	2015/2016	AD/CPD		
	Develop proposals for research and undertake		Number and quality of research conducted	Annually	AD/CPD		

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility	Additional Resources Required (TA)	Budget
	research Publish a law journal		Journal published	Annually	D.D		As above
Building capacity for designing and delivering consultancy and research services	Hold regional conference	Enhanced delivery of consultancy and research services	Conference minutes	Biannually	AD/CPD		
Developing an appropriate e-learning/distance learning strategy	Establish PS e-learning policy	Increased enrolment	PS e-learning policy	2015/2016	AD ATP & PS		100 Million
	Set up distance, e-learning and centre-based learning-PS		PS e-learning Content	2015/2016			
	Supporting PS establishing centre based, distance and e-learning - Acquire/procure information resources/materials - Staffing		·Operational library ·Adequate staff	2017	Director/ Library Committee/ PM		15 Million
Build and modernise library services	Developing Library Policy i) Develop framework for library policy ii) Solicit approval of policy	Ultra-modern library services	·Number of meetings held ·Policy Document ·Stakeholders workshop	2015/16	Director/ DD/Library Committee/ ATP& PS/CPD		2 Million
	Implementing a Library Information System i) Site visits ii) Acquire and install library information system		·Library information system specifications ·Assessment reports	2015/2016	Director/DD/ AD F&A/Librarian/ FM/PM		10M
	Strengthening digital/audio-visual library information		·Digitized files ·Increase in databases subscription	Within the plan period	Director/ DD/Library Committee/		8M

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility	Additional Resources Required (TA)	Budget
Build and modernise library services	services. i) Digitalization of files and hand-outs ii) Subscription to additional legal databases iii) Support ICT training iv) Regulate and control usage of ERC computers v) Support e-learning vi) Purchase additional PC's	Ultra-modern library services	· Training reports · Control software installed	As above	ATP& PS/CPD		As above
	Building an Ultra-modern library i) Set up committee for the project ii) Concept paper iii) Site visits Library building plan		· Committee meeting minutes · Concept paper in place · Site visits reports	2018	Director/ DD/ AD F&A/Librarian/ FM/PM		489M

Strategic Issue: Financial sustainability**Strategic Objective: To improve the School's financial sustainability**

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Enhance and improve alternative sources of funding for the school	Develop proposals for alternative sources of funding including but limited to: <ul style="list-style-type: none"> - Establishment of an Endowment Fund - An Alumni Association - Incorporation of a company to operate on commercial principles - Naming rights for facilities as a fundraising initiative 	Increased funding/avenues of funding	<ul style="list-style-type: none"> · Amount of funding secured · Endowment fund in place · Alumni association place · Commercial vehicle incorporated and operationalised · Naming rights operationalised 	2015/16	Director/DD/AD F&A/FM		5 M
Aggressively market the schools programmes and products	Increasing student intake ; <ul style="list-style-type: none"> - Intensify marketing of all programmes - Diversify training programmes 	<ul style="list-style-type: none"> · Increased enrolment of students in CPD and PS · Increased consultancies · Training programmes diversified 	<ul style="list-style-type: none"> · Increase intake in CPD and PS · Increase in consultancies · Number of diversified programmes 	<p>Within plan period</p> <p>Continuous</p>	<p>Director/AD ATP/AD, CPD</p> <p>AD,F&A/HR&AM, AD ATP & PS, AD CPD</p>		200M

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Financial probity	Develop Risk Management Framework	Risks managed	Risk Management framework and policy	2015	AD, F&A/ IA/FM		NIL
	Checklist of compliance issues regulatory and legal	Increased compliance with laws and regulations	Level of compliance	2015	Director/AD,F&A/ HoDs		NIL
	Ensure sustenance of ISO 9001-2008 certification	Sustenance of ISO certification	Ensure sustenance of ISO 9001-2008 certification	continuous	Director/AD,F&A/ HoDs		NIL
	Revamp staff establishment in both Finance and Internal Audit departments	Establishment revamped	Full establishment in place	Within the plan period	DIRECTOR/AD, F&A/HR&AM /FM		NIL

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Financial probity	<p>Minimizing cost of procuring goods and services</p> <p>i) Ensure value for money procurement through competitive tendering, market surveys, and negotiating with suppliers.</p> <p>ii) Use framework contracting</p>	Value for money procurement	Amount saved	Continuous within plan period	DIRECTOR/AD, F&A/PM		NIL
Financial probity	<p>Compliance with budgetary allocations</p> <p>- Quarterly budget implementation monitoring reports and variance analysis</p>	Compliance with budgetary allocations	·Percentage of compliance with budgetary allocations	Within plan period Quarterly	Director/ADF&A/H R&AM/FM/IA	-	NIL

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Develop a monitoring, evaluation and reporting framework	Develop and implement a monitoring, evaluation and implementation framework	Strategic objectives measured	Framework M& E Reports	2015/2016	AD F&A		NIL

Strategic Issue: Human Resource and ICT capacity**Strategic Objective: To harness human capital and enhance ICT capacity**

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Implementing the human resource policy	Implement <ul style="list-style-type: none"> - Training and development policy - Career progression policy - Scheme of service - Recruitment and retention policy 	Human resource management policy developed and implemented	Policy in place	Within plan period	AD, F&A, HR&AM		1.25 B
Train staff in specialized and emerging areas such as negotiations, mind-set change, new public management and county governance.	Train staff in specialized and emerging areas such as negotiations, <ul style="list-style-type: none"> i) mind-set change, ii) New public management and county governance. iii) Change management iv) Leadership iv) East African community laws, legal practice and procedure v) Practice and procedure before selected international courts and tribunals 	Staff trained in specialised and emerging areas	Number of staff trained	Within plan period	AD, F&A, HR&AM		
Train heads of divisions and departments on how to manage change	Train KSL managers on change management	Managers trained in change management	Number of staff trained in change management	2015/2016	AD, F&A/HR&AM		

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/ Partnership	Additional Resources Required (TA)	Budget
Implement performance management	Review and strengthen an integrated performance management system-consequence management policy	Integrated management system reviewed and strengthened	Customer satisfaction score (internal and external)	2015/2016	AD, F&A/HR&AM		As above
Integrating ICT for human development	Implementing and Reviewing approved ICT Policy	ICT policy reviewed	Updated policy in place	2015	AD,F&A/ ICTM		40 M
	Developing adequate ICT infrastructure i. Improve ICT hardware and software through additional purchases, training and coaching	Improved ICT hard and software	Hard and soft ware in place	Within plan period	AD,F&A/ ICTM		
	Develop and Implement Printer Policy	Printer Policy developed	Policy in place	2015-2016	ICTM,PM/ HODs,		
	Develop and Implement Information Security management System Policy	Information security system developed	Information security system in place	Within plan period	ICTM /HODs,		
	Developing adequate ICT Telecommunication Infrastructure - Telephony - Internet Facilities - Wide Area Network - Unified Communication	ICT telecommunication infrastructure developed	Telecommunication Infrastructure in place	Within plan period	ICTM/PM/ HODs,		
	Strengthening utilization of existing ICT resources - Train staff on ICT utilization - Enhance user support	Utilisation of existing ICT resources enhanced	Level of utilisation	Within plan period	ICTM / HODs		
	Providing ICT support to Centre-based, distance and e-learning programmes - Develop and implement a Wide Area Network - Email System for Students - Video conferencing - E-learning Facilities	ICT support to Centre-Based distance and e-learning provided	Level of support	Within the plan period	ICTM / HODs		

Strategic Issue: Capital development**Strategic Objective: To provide adequate resources for capital development**

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/Partnership	Additional Resources Required (TA)	Budget
Develop and implement a Capital development Plan	Develop a Capital Development Plan (CDP)	CDP developed	CDP plan in place	2015/16	Director/ AD,F&A/ HR&AM/PM		1M
	Identify and prioritize projects for capital development from the CPD	Capital development projects prioritised	database of prioritised projects Amount of capital raised	2016/17	Director/ AD,F&A/ HR&AM/PM FM		
Invest in joint ventures to spread financial risk among investors in a bid to raising capital for the expansion of operations	Invest in joint ventures to spread financial risk among investors in a bid to raising capital for the expansion of operations	Joint ventures entered into	Joint ventures entered into	Within plan period	Director/ AD,F&A/ HR&AM/PM FM		1M
Ensure the buildings and facilities are compliant	Request compliance audits of building and facilities from GoK agencies to establish compliance on issues of Environment /Energy Disability Construction Implement audit recommendations	Compliant buildings and structures	Audit reports Implementation reports	2015/16 Within plan period	Director/ AD,F&A/ HR&AM/PM FM		1.5M

Strategic Issue: Information, Education and Communication

Strategic Objective: To formulate information, education and communication (IEC) strategy

Strategy	Activities	Output	Performance Indicator	Timeframe	Responsibility/Partnership	Additional Resources Required (TA)	Budget
Upscale the use of IEC as a communication tool	Conduct IEC needs assessment	IEC needs assessed	IEC needs assessment report	2015	Director/ AD,F&A/ HR&AM/PM/Librarian		5 M
	Develop and implement IEC strategy - incorporate and utilise both traditional and modern channels of communication	·IEC strategy developed and implemented ·IEC materials	·Number and quality of Audience participation events ·Positive feedback from publics	2015	Director/ AD,F&A/ HR&AM/PM/Librarian		

The total cost of implementing the strategic plan is projected at KShs. 2.2 billion

Appendix C: Monitoring and Reporting Framework

Project Description	Population	Target Result	Monitoring Data Source	Data Collection Method	Frequency of Reporting	Success Indicator	Responsibility

