



Volume 8 Issue 1

The Kenya School of Law

JUSTICE

Newsletter



*The Role of Legal Education in
Promoting Access to Justice*



The Kenya School of Law is ISO 9001:2015 Certified

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Christine Kungu
Editorial Committee Chair

Editorial Committee

Christine Kungu
Ruth Githaiga
Agnes Mwai
Carolyn Marete
Ally Gakweli
Doreen Sitati
Samuel Akhwale
Fredd Wakimani
Anastacia Otieno
Linnett Odawo
Naserian Sitelu
Sammy Makokha
Raphael Ogello

Contributors

Ally Gakweli
Anastacia Otieno
Brian Ochieng
Caleb Yegon
Carl Omolo
Cornelius Lupao
Daniel Odhiambo
Dorcas Mwachia
Doreen Sitati
Faith Akinyi
Fredd Wakimani
Geoffrey Nyakundi
Hamisi Mzari
Isaac Kuloba
Jakes Oloo
Joshua Mutia
Julie Musau
Katherine Atieno
Kaawe Boaz
Kipkorir Caleb
Linnett Odawo
Madonna Kimwele
Jacinta Busienei
Macrine Mwachaka
Margaret Malika
Mariam Ali Mahmud
Martin Kembero
Nicole Mathuri
Raphael Ogello
Ruth Githaiga
Samuel Akhwale
Sandra Ochola
Sarah Opiyo
Valentine Kaburu
Wachira Wathiri
Wilfred Omwenga
Wycliffe Kamau

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For further information on this publication please contact us through:
justicenewsletter@ksl.ac.ke

From the Editor

Welcome to Volume 8 Issue 1 of the Justice Newsletter.

The theme for this edition is “*The Role of Legal Education in promoting Access to Justice*”. This is a theme that resonates well within the mandate of the School, in the context of examining the role of legal education in enhancing access to justice. In this regard, there is need to explore the interface between access to justice and legal education and further interrogate the need to place Access to Justice at the center of Legal Education.

In this publication, we have featured an article that examines the role of paralegals in aiding access to justice. We have also published an article which explores redefining Professional standards in Governance: the CS journey at Kenya School of Law. We have covered an article revolving around empowering HR through legal education, building fairer working places in Kenya and the transformative role of legal education in the hospitality sector. This edition also features Departmental briefs and events from the various School’s Departments in the last six months.

Finally, we have covered insightful articles with a wealth of information on issues relating to how legal education promotes access to Justice, legal education as a pillar of access to justice and legal education as a tool for reducing legal inequalities.

We are grateful to the Board and the Management of the School for their continued support and to all the authors and contributors specifically our staff and students who have contributed to the success of this publication.

Special gratitude goes to the Editorial Committee for their dedication and effort in publishing this issue.

Enjoy the read.

Christine Kungu is an Advocate of the High Court of Kenya and a Senior Lecturer at the Kenya School of Law.

The Editorial Team



From Left to right: Sammy Makokha, Ally Gakweli, Raphael Ogello, Doreen Sitati, Maureen Sitelu, Ruth Githaiga, Wayne Terer, Christine Kungu, Agnes Mwai, Samuel Akhwale, Carolyn Marete, Fredd Wakimani and Linnett Odawo.



Prof. Joseph Mworira Wamutitu
Chairperson, Kenya School of Law Board

On behalf of the Kenya School of Law (KSL) Board of Directors, I take this opportunity to congratulate the Management for publishing the second issue of FY 2024/25 - Volume 8, Issue 1, of the Justice Newsletter. The Justice Newsletter is one of the School's key Information, Education and

Word from the Chairperson, KSL Board

Communication (IEC) tools that help in communicating to all our stakeholders both the internal and the external about the School's activities that have taken place within a specific duration. The theme for this edition is "The role of Legal Education in promoting Access to Justice". This is a theme that aligns with KSL main mandate of providing advocates training and paralegal training among other mandate as established under the Kenya School of Law Act (Cap. 16C)

Legal education focuses on developing practical skills like courtroom advocacy, negotiation skills and many other skills that are

crucial in the legal practice.

On the other hand, the Constitution of Kenya 2010 emphasizes the importance of access to justice to its citizens. Legal Education plays a crucial role in promoting access to justice. This is through equipping future advocates and lawyers with the essentials skills and knowledge needed to effectively advocate for their customers and navigate the legal system. Additionally, legal education helps in fostering legal awareness and empowering citizens to understand their rights. This publication covers informative articles on how legal education helps in promoting access to justice.



The Kenya School of Law Board bidding farewell to the outgoing board member Prof. Wabwire (Third right)



Dr. Henry Kibet Mutai
*Director/Chief Executive Officer,
Kenya School of Law*

Word from the Director/Chief Executive Officer

I welcome you to this issue of the Justice Newsletter, Volume 8, Issue 1 of 2025. This is a publication aimed at keeping our stakeholders abreast of notable activities that have taken place at the School. Over the period covered by this issue, the School has managed to achieve a number of milestones and hold various events despite a challenging economic environment.

The key highlights include the Kenya School of Law (KSL) partnership with the Kenya Universities and Colleges Central Placement Service (KUCCPS) and the KSL 9th Graduation and Prize Giving Ceremony. The partnership between the School and KUCCPS was launched on 10th February 2025 at the KUCCPS offices in Nairobi. This new partnership is aimed at enhancing access to Paralegal Studies through KUCCPS offering placement of KSL students. Students interested in pursuing the KSL Diploma in Law Course - Paralegal Training Programme (PTP) can now apply through the KUCCPS online portal. The PTP is meant to meet the current societal

needs for paralegals with broad-based knowledge, skills and abilities. Through this collaboration, KSL believes that the PTP will be more accessible to a wider pool of prospective trainees. In addition, the collaboration will contribute to the national goal of providing quality education to all Kenyan Citizens. I can attest that the results of this partnership are already visible because by the time the KUPPCS portal closed on 14th February 2025, KUCCPS had already received 800 interested PTP applicants for the 500 declared vacancies. This was within a duration of one week.

The other key activity during this period was the KSL 9th Graduation and Prize Giving Ceremony, which was held on 11th December 2024 at the main Karen Campus to celebrate the Advocates Training Programme (ATP) students' class of 2023 and the Paralegal Training Programme (PTP) students' class of 2022. The number of graduands who attended the event comprised of 39 ATP students and 72 PTP students. Apart from that, the School also honoured 10 ATP students and 2 PTP students who had excelled in their examinations.

In discharging its mandate, the School has continued to train candidates undertaking both the Advocates Training Programme (ATP) and the Diploma in Law in Paralegal Training Programme (PTP). The registration of ATP students' class of 2025/2026 academic year was successfully concluded and the School enrolled

1768 students of whom 973 are female, while 795 are male. The classes are ongoing whereby we have both virtual and physical classes. On the other side, the PTP intake for 2025/2026 academic year is ongoing and the deadline for application was 18th April 2025. Apart from that, the School has completed the virtual class for January – March 2025 for Certified Secretaries (CS) course, which has proved to be very popular and currently the May – July intake for the CS course is ongoing. Those interested can apply through the School's website under programs of study.

In discharging its mandate, the School has continued to train candidates taking both the Advocates Training Programme (ATP) and the Diploma in Law in Paralegal Training Programme (PTP). The registration of ATP students' class of 2025/2026 academic year was successfully concluded and the School enrolled 1768 students of whom 973 are female, while 795 are male. The classes are ongoing whereby we have both virtual and physical classes. On the other side, the PTP intake for 2025/2026 academic year is ongoing and the deadline for application was 18th April 2025.

Finally, I would like to thank the Editorial Committee for their tireless efforts in ensuring that Volume 8 Issue 1 of the Justice Newsletter 2025 has been published.

Milestones

Examining the Role of Paralegals in Aiding Access to Justice in Kenya



By Cornelius Lupao

Kenya's Legal sector has had a tremendous development over time. From a handful of trained legal personnel, who were predominantly of British and Indian extraction, at independence, to the emergence of the 'black bar', the sector has grown to include a critical component that is now playing an important role in promoting access to justice. Be it in the communities, in the courts, in the advocates' chambers and within the framework of legal and quasi-legal entities, paralegals have emerged as an important cadre of the legal sector whose role cannot be gainsaid. Empirical evidence demonstrates that majority of citizens have little knowledge in regard to their legal rights, their entitlements and how or where to seek redress, when faced with legal problems. Part of the reasons for this is the level of illiteracy amongst the citizenry in appreciating their legal rights. Similarly, exorbitant costs in terms of legal fees required to access justice in the conventional legal platforms, such as courts, arbitral tribunals, have hindered the citizens from making free choices when the need to seek access to justice arises. This is despite the Constitution of Kenya making access to justice a basic right for all its citizens. Article 22 of the Constitution, of Kenya (2010) provides that every person has the right to institute court

proceedings claiming that a right or fundamental freedom in the Bill of Rights has been denied, violated, infringed or is threatened. This constitutional provision is premised on the notion that every person is conscious of their legal rights and entitlements and can afford the services of lawyers, when need arises.

Paralegals, thus, step in to provide accessible legal assistance and advise; raise awareness on legal rights, and bridge the gap between communities and formal justice systems. They offer guidance on legal procedures, assist with document preparation, mediate disputes and advocate for fair treatment. Marginalized groups that benefit from the work of paralegals include women, children, persons with disabilities and the economically disadvantaged like those living in informal settlements. Paralegals are therefore, an important part of the justice system and they discharge functions beyond what was contemplated under the parent legislation, that is the Advocates Act, Chapter 16 of the Laws of Kenya, which mentions paralegals, indirectly, in sections 34(1)(ii) and 72 that have anchored their roles and the Legal Aid Act, which recognizes the role of paralegals.

As a result of this, majority of citizens who seek to access justice, in various forms, rely on paralegals. Consequently, the work of paralegals is imperative, in filling in the gap resulting from the majority of the citizen's inability to afford conventional legal service.

However, despite their apparent role in ensuring access to justice by the majority citizenry, this role is yet to be fully examined, and empirical data documented! It is upon this backdrop, that the United Nations Development Program (UNDP), with support from

the European Union (EU) through the PLEAD Project has supported the Kenya School of Law, through funding research to carry out a comprehensive study to determine the role of the Paralegals in Aiding Access to Justice in Kenya. The research focuses on the paralegals who have been trained and are implementing initiatives under the PLEAD project on one hand and those specifically trained under the Kenya School of Law paralegal programme, on the other.

This research aims to derive a number of benefits for the legal sector: First, it will provide data-driven insights to support the development of legislation that will strengthen paralegalism and legal aid initiatives. Second, it will also make a case for further strengthening of the work of the paralegals by policy makers and other stakeholders to mainstream their services within the justice sector. This includes enhancement of regulatory mechanisms, to streamline self-regulation by the paralegals.

Third, the study will analyze the effectiveness of paralegals in aiding accused persons to access justice, especially those with limited resources and awareness of their rights and come up with recommendations on how this can enhanced.

Fourth, it will explore challenges faced by the paralegals, particularly in community and prison contexts. Identifying these bottlenecks will allow stakeholders to propose strategies for improvement, hence ensuring more efficient and impactful paralegal services.

Fifth, the study will highlight the critical role of paralegals in ensuring justice for those without access to conventional legal representation, fostering equity in the justice

process. This is intended to enhance recognition of the role of paralegals in the dispensation of access to justice, thus reduce the constant friction that has existed between them and other justice sector players, such as advocates. Currently, the policy framework gives little recognition to the role of paralegals in aiding access to justice. This has brought about friction between the paralegals and other stakeholders.

Last but certainly not least, the study will assess the effectiveness of trainings provided by CSOs

as well as by the KSL under its Paralegal Training Programme, thus identifying how well-equipped paralegals are to perform their duties. This will aid stakeholders in tailoring an appropriate curriculum for this important cadre of people, thus enhance their performance.

The Kenya School of Law, UNDP and the EU in making possible this research, hopes that the role of paralegals in aiding access to justice in Kenya will be made clearer to all stakeholders, so as to make a case for promotion and streamlining of this very important sector that is

necessary in the smooth running of the legal profession in the country.

The Kenya School of Law continues to appreciate the support of the UNDP in making strides to promote paralegalism in Kenya.

Cornelius Lupao is an Advocate of the High Court of Kenya and the Principal Officer, Research and Projects at the Kenya School of Law

Bridging the Justice Gap: Legal Aid in Kenya's Correctional Facilities



By Ally Gakweli

Access to justice is a fundamental right enshrined in Kenya's Constitution. Yet for many, especially those in remand or without resources, this right often feels painfully out of reach. Recognizing this stark disparity, the Kenya School of Law, alongside researchers and students from the Paralegal and Advocates Training Programme, launched a legal aid exercise at the Industrial Area Maximum Security Prison. This facility houses roughly 4,000 men, but only about 300 have been convicted, underscoring the urgent need for legal assistance among those awaiting trial.

This initiative fits within the broader goals of the Programme for Legal Empowerment and Aid Delivery in Kenya (PLEAD II), funded by the European Union and implemented by UNDP through Amkeni Wakenya. PLEAD II works to strengthen access to justice, particularly for the indigent, by supporting legal aid, promoting alternative dispute resolution, and building capacity within justice institutions.

Moreover, Kenya's commitment to the Open Government Partnership (OGP), particularly through Commitment KE0030, focuses on enforcing the Legal Aid Act and expanding alternative justice systems. This commitment aims to boost citizen participation in justice delivery and ensure that legal aid services are accessible, affordable, and effective.

In light of this, I spoke with two Advocates Training Programme students, Hazel Taiti and Simon Kyule-Jirani, who volunteered during the legal aid exercise. Their reflections reveal the complex realities,

challenges, and hopes embedded in providing legal aid within Kenya's correctional system.

Hazel Taiti: Reflections from a Legal Aid Volunteer

Hazel Taiti embraced her role as a student legal advisor with both eagerness and humility. Her task was to offer oral legal advice directly to remandees, engage with them one-on-one, and guide them based on the expanse of her training and knowledge.

She quickly discovered the difficulty of working without essential resources like legal texts or digital access at hand, resources that are often taken for granted but are vital for thorough and accurate advice. These tools were restricted from entry at the prison. Hazel believed that having a senior advocate present during the sessions could greatly improve the quality of support, lending depth and certainty to the guidance offered.

One case etched itself into her memory: a group of minors charged with murder following a robbery that escalated tragically. Although the victim's family was willing to forgive, neither the court nor the prosecution took that into account during the hearing. This was disheartening, especially because the accused rested their hope of acquittal on forgiveness. Encouraged by hearsay from fellow remandees who, though equally uninformed, shared stories of cases being withdrawn on similar grounds. This experience revealed the harmful impact of misinformation within remand facilities—how it fosters false hope and leads to crushing disappointment. For Hazel, the emotional toll of witnessing such misplaced faith unravel was profoundly unsettling.

Another case involved a financial crime where the accused, despite experiencing hardship in remand, showed no willingness to repay stolen funds. Hazel found the disconnect between his complaints and his refusal to make restitution striking. In a separate matter, she heard troubling claims about a previous advocate who had accepted payment but allegedly failed to act on behalf of an inmate, highlighting the urgent need for transparency and accountability in legal representation.

Reflecting on the entire experience, Hazel realized that the presence of legal aid volunteers meant more than advice alone. For inmates, having someone from outside their daily reality listen to and acknowledge them was profoundly meaningful. The experience was not only an educational journey for Hazel but also an emotionally impactful moment for those she served.

Simon Kyule-Jirani: Bridging the Legal Knowledge Gap

Simon Kyule joined the legal aid initiative eager to gain hands-on experience in preparation for his career as an advocate. His role involved providing oral legal guidance after reviewing inmates' documents and hearing their personal stories. The process was informal, prioritizing direct interaction over paperwork.

The overwhelming demand was Simon's biggest challenge. With around 20 student advisors facing hundreds of inmates needing help, his advice had to be brief. Yet, he focused on equipping people with essential legal knowledge, such as how to request bail reductions or explore alternative dispute resolution.

One case that stuck with Simon involved a Rwandan national charged with defilement, who was also living in Kenya without valid papers and running an illegal business. The multiple, overlapping legal challenges the remandee faced painted a vivid picture of the layered vulnerabilities many endure, often with only a fraction of their troubles formally recognized.

Simon also witnessed significant legal knowledge gaps. Many inmates, despite being caught up in legal processes, did not know their rights or available options. Minor theft cases involving small sums had led to prolonged remand—situations that might have been resolved more efficiently if alternative dispute resolution had been known and was accessible.

He noticed how misinformation spread within the inmate community, with many repeating inaccurate legal beliefs. For Simon, this experience underscored the vital importance of clear, accessible legal education delivered in plain, relatable language rather than dense jargon. This, he believes, is a key catalyst to access to justice.

Simon concluded with a passionate call for public legal awareness campaigns and community forums, efforts that meet people where they are. After all, what seems obvious to legal professionals often remains a mystery to the very people the law is meant to protect.

The stories of Hazel and Simon shine a light on both the promise and the challenges of legal aid in Kenya's correctional facilities. Beyond the legal advice, their work brings humanity, hope, and dignity to individuals often footnoted by the system. Yet, their experiences also expose deep gaps in resources, knowledge, and justice delivery that must be urgently addressed.

Bridging these gaps in access to justice requires more than occasional legal aid clinics. It demands sustained commitment to accessible education, transparent representation, and a system that truly listens. Only then can Kenya inch closer to fulfilling the constitutional promise of justice for all, even for those behind bars.

Ally Mwakaneno Gakweli is the Marketing Officer at Kenya School of Law.

Redefining Professional Standards in Governance: The CS Journey at the Kenya School of Law



By Daniel Odhiambo

In today's fast-evolving governance and regulatory environment, the need for professionals who are not only skilled in law and compliance but also deeply rooted in ethics, integrity, and institutional accountability has never been greater. Recognizing this critical national and regional need, the Kenya School of Law (KSL) is proud to offer the Certified Secretaries (CS) Programme, a transformative course designed to empower governance professionals with the competencies to lead, reform, and sustain robust organizational structures across the public and private sectors.

This programme represents a significant milestone in the School's strategic evolution and its continued commitment to excellence in professional education. Through the CS course, KSL is not just preparing individuals for certification; it is redefining professional standards in governance and nurturing the next generation of leaders who will anchor transparency, policy oversight, and sustainable development in Kenya and beyond.

A National Mandate, A Strategic Expansion

Established as the apex institution for postgraduate legal training in Kenya, KSL has, over decades, played a pivotal role in

shaping the legal profession and public service leadership. With its flagship Advocates Training Programme (ATP), the School has long been associated with the training of legal practitioners. However, the dynamic socio-economic landscape, complex regulatory environment, and growing demand for institutional accountability have necessitated a broader, more inclusive professional focus.

It is in this context that KSL introduced the Certified Secretaries Programme. This course complements the School's traditional legal training with a focus on corporate governance, compliance, and company secretarial practice. This shift marks the School's dedication to expanding access to professional skills training while promoting ethical and transparent leadership across sectors.

The CS programme is firmly aligned with KSL's broader vision of supporting Kenya's development agenda, especially in strengthening institutional governance under frameworks such as Kenya Vision 2030, the Public Finance Management Act and the Leadership and Integrity Act.

A Rigorous Programme Backed by Strategic Partnerships

The Certified Secretaries course is not an isolated academic exercise; it is a nationally recognized professional qualification offered in close collaboration with key stakeholders. The programme is developed and administered in partnership with:

- a) KASNEB-the statutory body responsible for developing the curriculum, setting examinations, and granting certification.
- b) The Institute of Certified Secretaries (ICS) the professional body that regulates the practice of certified secretaries, advocates for high standards of professional

conduct, and provides continuous development for its members.

KSL currently operates the programme under interim authority granted by KASNEB, with the process of securing full accreditation already underway. This interim approval speaks to KSL's compliance with KASNEB's high institutional and academic standards, and its commitment to providing high-quality education to governance professionals.

Through its collaboration with ICS the School provides students with access to a broader professional ecosystem, including mentorship, networking opportunities, CPD programmes, and entry into a regulated career path recognized across the region.

A Course Designed for Impact

The CS course is structured into three progressive levels, ensuring a logical and comprehensive development of skills:

- a) Foundation Level – Introduces core principles in business, governance, economics, entrepreneurship, and communication.
- b) Intermediate Level – Equips learners with essential skills in management, accounting, ethics, law, and human resource management.
- c) Advanced Level – Focuses on company secretarial practice, governance auditing, boardroom management, and strategic leadership.

These levels are designed to progressively build learners' competencies from basic administrative tasks to high-level advisory and leadership functions. Each stage prepares students to contribute meaningfully to

organizational success, either in public service, private enterprise, or non-governmental sectors.

The course is fully aligned with KASNEB's examination schedule, with three annual intakes in January, May, and September, which align with the examination sittings in April, August, and December, respectively.

Top-Tier Faculty: Where Theory Meets Practice

One of the unique strengths of the CS programme at KSL is the calibre of its faculty. The School has invested in a top-notch team of facilitators comprising renowned legal academics, experienced corporate secretaries, seasoned governance consultants, and experts from leading institutions.

This faculty is not only knowledgeable in the theory of governance and compliance but also deeply experienced in the practical challenges and dynamics of institutional leadership. Their multidisciplinary expertise provides learners with critical perspectives, equipping them to handle real-world governance complexities with skill and confidence.

Students benefit from engaging lectures, practical assignments, real-case simulations, continuous academic support and ensuring a comprehensive and intellectually stimulating learning experience.

Flexibility for Working Professionals

Recognizing the demanding schedules of today's professionals, the CS course at KSL is offered

entirely online, with live virtual classes held during evening hours and on weekends. This flexible model enables working individuals, entrepreneurs, public servants, and even full-time students to balance their studies with personal and professional commitments.

The online delivery also allows participation from across the country and the region, removing geographic barriers and ensuring inclusivity and equity in access to education.

Eligibility and Exemptions

The programme welcomes applicants from a wide range of academic and professional backgrounds. Notably:

- a) Advocates and law graduates are entitled to automatic exemptions in several units, allowing them to fast-track their progression through the programme.
- b) Holders of relevant degrees, including in business, finance, accounting, human resource management, and related fields, may qualify for exemptions as per the KASNEB policy.

Prospective students are encouraged to visit KASNEB'S website or contact KASNEB to learn more about the exemptions they may be eligible for.

Why the Certified Secretaries Course Matters

At a time when institutions are being held to higher standards of transparency and performance, the certified secretary plays a central role in shaping organizational success. These professionals serve as custodians of compliance and regulatory affairs, facilitate board governance and corporate accountability, promote ethical standards and proper record-keeping and bridge legal, financial,

and administrative functions within organizations.

As such, the CS qualification is not just a certification it is a gateway to meaningful leadership, particularly in roles such as:

- a) Company Secretary;
- b) Governance Consultant;
- c) Compliance Officer;
- d) Regulatory Analyst;
- e) Public Sector Governance Advisor;
- f) Board Administrator or Secretariat Lead;

Graduates of the programme are well-positioned to serve in corporations, government agencies, county governments, parastatals, SACCOs, NGOs, and multinational organisations.

A Call to Future Governance Leaders
As Kenya and the broader region embrace a culture of accountability and ethical leadership, the demand for qualified governance professionals continues to grow. The Kenya School of Law stands ready to meet that demand by delivering not just a course, but a transformational journey in corporate governance.

Whether you are beginning your career or advancing to the next level, the Certified Secretaries Programme at KSL is your opportunity to gain recognized credentials, sharpen your professional edge, and contribute to a more transparent, ethical, and efficient governance culture.

Join the next intake and begin your journey toward professional excellence. Let the Kenya School of Law walk with you as you redefine governance standards in your organisation and beyond.

Daniel Odhiambo is an Advocate of the High Court of Kenya and a Principal Lecturer (CPD) at the Kenya School of Law

Expanding Access to Justice Through Strategic Legal Education Partnerships



By Ally Gakweli

Legal education remains a critical pathway to advancing access to justice, especially in a country where the gap between income levels and the cost of legal services continues to limit many from asserting their rights. In Kenya, the average citizen often finds formal justice processes financially out of reach. Bridging this divide requires deliberate and collaborative action between state institutions and non-state actors, with a shared commitment to equity and inclusion.

The Kenya School of Law (KSL) has embraced this challenge by strengthening its partnerships to extend the reach and impact of its legal education initiatives. One notable example is the collaboration between KSL and the Kenya Universities and Colleges Central Placement Service (KUCCPS). This partnership has enabled a wider national footprint for the KSL Paralegal Training Programme, attracting applicants from across the country and ensuring that learners from all backgrounds have access to legal training opportunities.

Complementing these efforts are well-coordinated digital

campaigns deployed through Meta platforms. Over the past two years, these campaigns have reached a growing number of potential students with accurate engaging content. They have helped raise awareness, simplified the application process, and driven increased interest in the paralegal programme. This targeted outreach continues to play a critical role in making legal education more visible and accessible, particularly to young people.

In addition to digital channels, KSL has engaged in experiential marketing through high school forums. These events have created space for students to interact with the institution's representatives, gain exposure to legal career pathways and understand how legal education can equip them to be change makers in their communities. These face-to-face engagements reinforce the message that legal empowerment is attainable and valuable, even for those who may not initially consider a legal career.

Beyond national outreach, KSL is also focused on strengthening legal support at the community level. Through a strategic partnership with the Centre for International Health, Education and Biosecurity (CIHEB), the institution has been training community paralegals from informal settlements within Nairobi. These individuals provide frontline legal support in areas where formal legal services are scarce or unaffordable. Their role in promoting rights awareness, offering guidance and facilitating access to justice is indispensable, particularly among vulnerable populations.

Community paralegals serve as a vital link between the justice system and the people. By equipping them

with practical legal knowledge and support, KSL contributes directly to the goal of making justice more inclusive and responsive to the needs of all Kenyans.

All these efforts are anchored in the core values that define the institution's approach. Integrity, competence, professionalism and transparency are reflected in the design and delivery of KSL's programmes. A commitment to excellence ensures that training remains relevant and impactful. Customer orientation and teamwork guide engagements with stakeholders and learners, while equity remains a driving principle behind outreach and programme development.

As the country continues to work toward universal access to justice, it is clear that legal education must evolve to meet the needs of the wider population. Institutions like KSL have a responsibility to create inclusive, innovative, and impactful programmes that reach beyond traditional legal education models. Through strategic partnerships, targeted outreach and a focus on values, legal education can help shape a more just society.

Institutions can contribute meaningfully to addressing the structural barriers that hinder justice by preparing paralegals, empowering communities and expanding opportunities for legal training. Access to justice must not depend on geography or income. It must be a right that is actively realized through commitment, collaboration and continual innovation.

Ally Gakweli is a Marketing Officer at the Kenya School of Law

Departmental Briefs

A Journey Through the ATP



By Fredd Wakimani and Christine Kungu

January 2025 marked the start of a fresh academic journey for the ATP 2025/2026 cohort. The Programme commenced with vigor as the Pre-Bar examinations were administered, a critical gateway into the programme. These assessments are designed to evaluate a candidate's grasp of the foundational principles of law before they are admitted into the ATP programme. Examinations were successfully administered in mid-January and within a week the results were released, setting a strong academic tone before the highly anticipated Director's Briefing, which took place on 30th January 2025. The new cohort were warmly welcomed and oriented into a journey of professional excellence.

Learning started immediately from day one. Term 1 classes progressed steadily and culminated on 19th April 2025 allowing student to take a short academic brake; a week later, Term 2 kicked off on 28th April 2025, continuing the momentum. The term is slated to conclude on 12th July 2025, with anticipation already building for final project submissions, scheduled between 14th and 18th July 2025.

Moments of Insight: Lectures, Books, and Legal Legends

The intellectual heartbeat of the term was marked by profound engagements. On 7th March 2025, the ATP had the rare honour of hosting Supreme Court Judge,

Hon. Justice Mohammed Ibrahim as a speaker during the Supreme Court Law Lecture Circuit. His insights into Kenya's evolving jurisprudence offered students a masterclass in legal reasoning, ethical grounding, and the solemn duty of the advocate. Just ten days later, the halls buzzed again as Hon. Justice Chigiti launched his book titled "The Lawyer's Diary." The book's unveiling was not just a celebration of words, but a clarion call to every law student: your journey is your testimony.

April was a month of transformation. A Virtual Pupil-Master Workshop on 10th April 2025, bridged the gap between legal education and professional mentorship. Soon after, from 24th–25th April 2025, our Director Dr. Henry K. Mutai led a team of our lecturers who had gathered at the Hylise Hotel in Naivasha for intensive Andragogy Training, a bold step towards rethinking how adult legal education is delivered in an evolving world.

In a major milestone, the Katiba Institute received formal recognition as a pupillage centre, opening new doors for practical legal exposure and mentorship for our students.

Legal Aid in Action

If one were to ask what sets the ATP

apart, the answer would echo loudest from the capital city of Nairobi to the coastal region of Mombasa. Under the banner of legal empowerment, the programme rolled out legal aid clinics at Shimo la Tewa Prison and Nairobi Industrial Area Prison, the latter in partnership with UNDP. Here, in the confines of Kenya's correctional facilities, ATP students and faculty demonstrated the law's highest calling: to speak for the voiceless, to advocate for justice, and to restore hope where it flickers faintly.

These initiatives exemplify our commitment to access to justice and transformative legal practice.

Back in courtrooms, offices, and chambers, our 2024/2025 ATP students are immersing themselves in pupillage under the supervision of seasoned advocates. From the buzzing Nairobi circuit to quiet towns across Kenya, this mentorship has been pivotal in grounding students in practical realities. We celebrate the dedication of pupil-masters and the enthusiasm of our students.

In conclusion; as we journey through this academic year, the ATP remains a hub of rigorous training, visionary leadership, and transformative service. Together, we are not only shaping excellent advocates but also champions of justice.



ATP and PTP students attending a legal aid event at Shimo la Tewa Maximum Prison in Mombasa

Continuing Professional Development Department Updates



By Isaac Kuloba

The Continuing Professional Development Department has remained on course in carrying out its mandate of conducting trainings and carrying out consultancies.

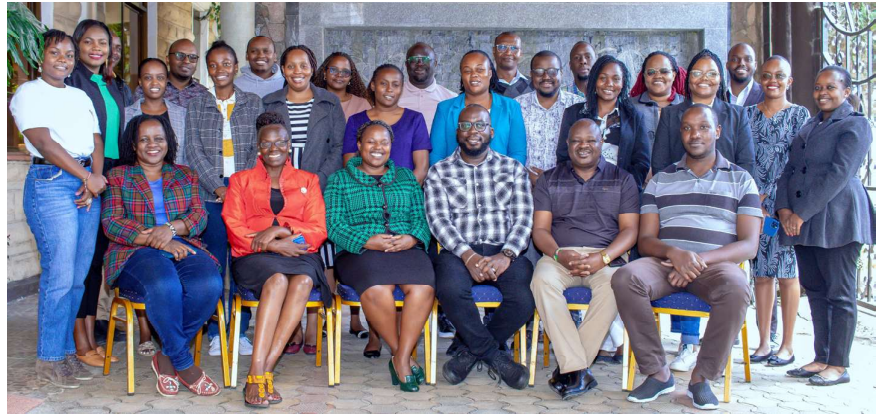
Trainings

Among the trainings conducted were a webinar on Anti-bribery held on 7th November, 2024 and the fourth edition of the Litigation Refresher Course for In-House Counsel held from 2nd to 6th December, 2024 in Mombasa with 21 participants.

The School continues to attract requests for tailor made courses, such as the Investigation and Courtroom Skills course for the Dairy Board of Kenya which was conducted from 2nd to 6th December, 2024 at the KSL Karen Campus.

The other experience by the department has been a growing interest by participants in the East Africa region in the KSL CPD courses. Examples are the Introduction to Legal Audit and the Regulatory Impact Assessment courses held from 10th to 14th March, 2025 and 17th to 21st March, 2025 respectively at the KSL Karen campus. The courses had participants from the Republic of Somaliland and Uganda.

The Department continues to build capacity of lecturers on the



Participants at a Legal Auditor Certification Course

ATP and PTP programmes to effectively facilitate learning, through the Andragogy for Law Lecturers course. The 2025 edition of this course was held at Naivasha from 24th to 25th April 2025 and over fifty lecturers were trained.

One course that is proving very popular is the Legal Auditor Certification course. The one held from 11th to 15th November, 2024 in Naivasha attracted an all-time high of 48 participants and the one held in Naivasha again from 12th to 16th May 2025 had 27 signed up participants taking the course. It could be an indication that lawyers are looking to upgrade their skills in conduct of legal audits as a growing area in legal practice.

Consultancies

The preference by clients of the School as a provider of Legal and Governance Audit services has continued in earnest. In the past six months, the department has participated in legal and governance audit consultancies for State agencies in the energy, aviation, transport, financial and education sectors. Some of these involved travel to stations in over sixteen (16) counties across Kenya for on site data collection.

Projects and Research

The research section has been involved in a research project in collaboration

with UNDP and Amkeni WaKenya, to determine the impact of the Kenya School of Law's Paralegal Training programme on the Legal Sector in Kenya. All the staff in the department are participating in the project and were part of a team that went from the School to the Nairobi Industrial Area Remand Prison on 12th March 2025 for a Legal Aid clinic.

Certified Secretaries Course

The capacity of the department to offer training in preparation for KASNEB exams for Certified Secretaries was boosted when Mr. Daniel Odhiambo joined the department as a Principal Lecturer and as coordinator of the course. The training is offered at Foundation, Intermediate and Advanced Levels.

Individuals and organisations interested in CPD services may reach the department through the email: cpd@ksl.ac.ke. Those who wish to register for any of the upcoming calendar courses can go online to services.ksl.ac.ke/web/signup and register for a course. The annual CPD training calendar may be accessed through the School website www.ksl.ac.ke

Isaac Kuloba is an Advocate of the High Court of Kenya and the Assistant Director in the Continuing Professional Development Department at the Kenya School of Law.

*Train with
Experts*



THE KENYA SCHOOL OF LAW
CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

ISO 9001:2015

CALENDAR OF COURSES: JULY 2024 – JUNE 2025

NO.	COURSE TITLE	DURATION	DATE	KSHS. (INCLUSIVE OF 16% VAT)	VENUE
1.	DATA PROTECTION AND COMPLIANCE: LAW, POLICIES AND COMPLIANCE FRAMEWORKS	5 DAYS	8 TH – 12 TH JULY	95,000	MOMBASA
2.	TRENDS IN FAMILY LAW PRACTICE	3 HRS	6 TH AUGUST	3,000	VIRTUAL
3.	BUSINESS DEVELOPMENT AND BRANDING FOR YOUNG LAWYERS	5 DAYS	14 TH – 18 TH OCT	58,500	KSL, KAREN
4.	LEGISLATIVE DRAFTING: POLICY & LEGISLATION	5 DAYS	21 ST – 25 TH OCT	95,000	NAIVASHA
5.	INVESTIGATION AND COURTROOM SKILLS	5 DAYS	28 TH OCT - 1 ST NOV	58,500	KSL, KAREN
6.	PUBLIC PRIVATE PARTNERSHIPS: LAW AND PRACTICE	5 DAYS	4 TH – 8 TH NOV	58,500	KSL, KAREN
7.	LEGAL AUDITOR CERTIFICATION	5 DAYS	11 TH – 15 TH NOV	105,000	NAIVASHA
8.	EFFECTIVE TAX PRACTICES	5 DAYS	18 TH – 22 ND NOV	58,500	KSL, KAREN
9.	LITIGATION REFRESHER COURSE FOR IN HOUSE COUNSEL	5 DAYS	2 ND – 6 TH DEC	95,000	MOMBASA
10.	MONITORING OF REGULATORY COMPLIANCE	5 DAYS	27 TH -31 ST JAN	58,500	KSL, KAREN
11.	PUBLIC POLICY, LAW AND PRACTICE	5 DAYS	3 RD – 7 TH FEB	58,500	KSL, KAREN
12.	PUBLIC PROCUREMENT LAW AND PRACTICE	5 DAYS	10 TH – 14 TH FEB	58,500	KSL, KAREN
13.	ATTAINING SUSTAINABILITY FOR STATE AGENCIES: LEGAL AND STRATEGIC ASPECTS	5 DAYS	17 TH – 21 ST FEB	58,500	KSL, KAREN
14.	LEGAL AND REGULATORY COMPLIANCE IN HUMAN RESOURCE PRACTICE	5 DAYS	24 TH – 28 TH FEB	58,500	KSL, KAREN
15.	BOARD SECRETARIAL PRACTICE	5 DAYS	3 RD – 7 TH MARCH	58,500	KSL, KAREN
16.	INTRODUCTION TO LEGAL AUDIT	5 DAYS	10 TH – 14 TH MARCH	58,500	KSL, KAREN
17.	REGULATORY IMPACT ASSESSMENT		17 TH – 21 ST MARCH	58,500	KSL, KAREN
18.	INSOLVENCY AND BUSINESS RESTRUCTURING FOR YOUNG LAWYERS	4 DAYS	24 TH – 27 TH MARCH	34,000	KSL, KAREN
19.	PARALEGAL CERTIFICATE TRAINING	5 DAYS	31 ST MARCH-4 TH APRIL	58,500	KSL, KAREN
20.	STRATEGIC PLAN FORMULATION AND DRAFTING EFFECTIVE INTERNAL DOCUMENTS	5 DAYS	7 TH – 11 TH APRIL	58,500	KSL, KAREN
21.	ESG REGULATION AND PRACTICE	5 DAYS	5 TH – 9 TH MAY	58,500	KSL, KAREN
22.	PLEA BARGAINING IN CRIMINAL LAW PRACTICE	2 HRS	20 TH MAY	3,000	VIRTUAL
23.	MEDIATION TRAINING		26 TH – 30 TH MAY	58,000	KSL, KAREN
24.	DIGITAL MARKETING FOR LAW FIRMS	1 DAY	10 TH JUNE	5,000	VIRTUAL
25.	ENVIRONMENTAL LITIGATION	5 DAYS	16 TH – 20 TH JUNE	58,500	KSL, KAREN
26.	EMERGING PRACTICE IN PUBLIC FINANCE MANAGEMENT	5 DAYS	23 RD – 27 TH JUNE	58,500	KAREN
27.	PRINCIPLES OF STUDENT LEADERSHIP	3 DAYS	24 TH – 26 TH JUNE	34,000	KSL, KAREN

CUSTOMER-TAILORED COURSES

The School also offers courses that are developed at the customer's request, and which meet the peculiar needs of the customer. The fee payable in such courses shall be agreed. Some of such courses are:

- a) Monitoring and Evaluation;
- b) Investigations and Courtroom Skills for Law Enforcement Agencies;
- c) Legal Audit and Compliance;
- d) Public Finance Management;
- e) Human Resource Legal Risk Management;
- f) Data Protection Law and Policy;
- g) Anti-Corruption Strategies and Governance;
- h) Financial and Procurement Management;
- i) Legislative Drafting;
- j) Corporate Communication;

Isaac S. Kuloba
FOR DIRECTOR/CHIEF EXECUTIVE OFFICER

The Role of the Kenya School of Law Library in Providing Information Materials to Promote Access to Justice



By Felisters Muriungi

The Kenya School of Law (KSL) library offers an extensive collection of books, journals, magazines, newspapers and online databases such as Ebrary, Lexis Nexis, Law Africa Law Reports, and Kenya Law Reports among others. The KSL library makes online legal databases accessible, allowing users to investigate comparative legal studies and international legal frameworks.

KSL Library has the following sections:

The Reserve Section

This section is located next to the circulation desk. It houses few copies of books on high demand. More copies of the books are in the open shelves as well. These books are not borrowed out of the library. The reserve section also

has laws of Kenya, copies of the Constitution of Kenya 2010 and some subject files.

The Open Shelves and Reading Area

This is the entire area on the left after the stairs. The books in this area can be borrowed out for a period of one week except Law Reports and dictionaries.

Special Collection

This is the room on the first floor, on the right after the stairs. This section has; Laws of Kenya, Special Reports from various Commissions, dictionaries, Training materials for Continuing Professional Development and other non-Law core materials.

The Electronic Resource Center

This is located on the first floor of the library. The area is used for study and research. Library rules apply here too. Downloading of obscene materials, watching of movies or playing of music is not allowed.

Media Lounge

This is located on the ground floor of the library. It houses magazines. No

material is supposed to be removed from this room except with authority from library staff.

The Kenya School of Law Library helps students get ready for the Advocates Training Programme (ATP) by giving them the skills they need to succeed in the legal profession and support the legal system. The Library is essential in advancing access to justice because it:

- a) Encourages legal education and research.
- b) Makes clinical and pro bono legal education possible.
- c) Raises legal awareness among the general public.
- d) Increases access to justice through digital means.

In conclusion the Kenya School of Law Library offers vital legal resources and research opportunities.

Felister Muriungi is a Library Assistant at the Kenya School of Law.



Highlights from Human Resource and Administration Department

Celebrating our Intern Mr. Brian Mugo Njaramba



By Raphael Ogello

honor of Brian as he was always known, a Public Service Commission (PSC) intern, who successfully completed his one-year internship with us. In keeping with our school's tradition, we celebrated his contributions and bid him a warm goodbye. Brian's dedication and professionalism left a lasting impression, and we extend our best wishes for his future endeavors.

staff well-being, the department organized a Mental Health Awareness Sensitization Session alongside a Free Eye Check-up. The initiative aimed to encourage open dialogue around mental health and the importance of routine health assessments. The event reinforced our shared responsibility to care for both mind and eyesight in the workplace.

The Human Resource and Administration Department recently held a farewell event in

Mental Health Awareness & Free Eye Check-up

In our continued commitment to

Raphael Ogello is a Human Resource Assistant Officer at the Kenya School of Law



Baus Optical Health Group offering free eye screen for ksl staff



Members of Human Resources and Administration attending a farewell party for Brian Mugo(fourth left)

The Role of Risk Management in Legal Education to Promote Access to Justice



By Wilfred Omwenga

The Kenya School of Law is established under the Kenya School of Law Act, Cap. 16 6C. It is a public legal education provider responsible for the provision of professional legal training as an agent of the Government. Therefore, this gives the School a major role to play in ensuring there is access to justice to all without discrimination. The major role of the School is equipping lawyers to be advocates of the High Court of Kenya and promote access to justice. To ensure this is achieved, the School has a Risk management function whose main duty is to improve performance, encourage innovation and support the achievement of the School's strategic objectives. Risk management means coordinated activities to direct and control the School about risk. It explicitly links to strategic decision-making and influences other key decisions at the School.

The section has a risk management strategy that is aligned to the School's Strategic Plan of 2022/2023-2027/2028. It aims at integrating risk management in the School's strategic goals. This strategy is there to ensure risk management is well coordinated and the School is able to achieve its strategic objective. It also gives a clear direction towards its

vision and mission and ensures that any activity that was identified, during development of the strategic plan is achieved as intended.

Every beginning of the financial year, the School conducts a risk assessment of its strategic and departmental objectives. This is to ensure that high risk areas are identified mitigation measures are put in place including innovative ways of achieving the objectives.

Considering that the School's main mandate is provision of legal education as an agent of government, it is at this stage of assessment that using risk-based decision making, some resources are put in place for offering of these services that will promote access to justice. The School conducts prison visits, community outreach and specialized training on legal education with the aim of improving access to justice.

Regarding the Global, Regional and National Development Agenda, the School has aligned itself with all categories under this, starting with the Kenya Vision 2030, where the role of the School is anchored under the Political Pillar. This pillar aims at realising an issue-based, people-oriented, result-oriented and accountable democratic system. The School formulated a strategy to enhance legal aid awareness with a view to enhancing access to justice through community based training programmes.

Agenda 2063 on the "Africa we Want" provides member states with a roadmap to "an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena. The School is aligned

with Aspiration Number 3: An Africa of good governance, democracy, respect for human rights, justice and the rule of law. This goal aligns with one of the School's strategy of enhancing its community outreach programmes and strengthen the legal aid programmes aimed at enhancing access to justice.

The Sustainable Development Goals (SDG) are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The School is implementing the SDG's through Goal number 16: Peace, justice and strong institutions. On this, the School developed a strategy to enhance community outreach programmes and strengthen corporate leadership and governance.

Once the School developed its strategic plan, it ensured that all the above agendas are implemented. The Planning Monitoring and Evaluation Section monitors implementation status on a quarterly basis to ensure the planned objectives are achieved. Risk management therefore comes in place to ensure that despite any challenges we are facing along the way, such as budget constraints, the School is still on track to achieve its objectives by coming up with innovative ways of doing things and that the intended results will be achieved. The effectiveness of risk management will be seen through improvement of performance and that way our main goal of improving access to justice through promotion of legal education will be significantly met.

Wilfred Omwenga is the Senior Risk and Quality Assurance Officer at the Kenya School of Law



By Mariam Mahmud

Online Registration Now Open



AGPO
Access To Government Procurement Opportunities

The AGPO program was founded on the Constitution of Kenya, 2010 Article 227 on the fair, equitable, transparent and cost-effective public procurement of goods and services, Article 55 on the affirmative action and the PPAD Act 2015.

The aim of the AGPO Program is to facilitate the Youth, women and persons with Disability –owned enterprises to be able to participate in government procurement.

Requirements for Application

The documents required for admission into the programme are:

- 1.National Identity Card/ Kenyan Passport.
- 2.Business Registration Certificate/ Certificate of Incorporation.
- 3.CR12 for Limited Company from Registrar of Companies (system generated soft copy)
- 4.Partnership Deed for partnership business.
- 5.Tax compliance certificate.
- 6.A national ID card or passport
- 7.Certificate of incorporation or Business Registration certificate
8. A partnership Deed if you are running a partnership business
- 9.CR12 if you are running a Limited Company
- 10.A tax compliance certificate/ exemption certificate
- 11.For construction category – NCA certificate is relevant.

- 12.National Council for persons with Disabilities Certificate (where applicable)

How to get AGPO Certificate

To get an AGPO certificate, one needs to:

- 1.Visit the AGPO website
- 2.Create and activate your account
- 3.Log in to the AGPO system
- 4.Business registration-register your business details, scan all original documents mentioned above and upload
- 5.Compliance –submit your enterprise's compliance details when applying for AGPO certificate:
- 6.Government history
- 7.Application completed.

Opportunities Available

The opportunities available are these:

- 1.All government procuring entities has 30% of their procurement budget set aside for the youth, women and persons with disability
- 2.This reservations cuts across all categories of goods, works and services procured by the government.

Access to information

One registered with AGPO has access to the following visibility platforms:

- 1.Daily newspapers-my gov
- 2.Public entities websites/notice Boards
- 3.National Treasury suppliers portal
- 4.Social media (yagpo Facebook page)

General Information about AGPO

- 1.The disadvantaged groups are only required to sign a tender security declaration form and not submit tender/bid security
- 2.They complete among themselves
- 3.Provides for facilitation of financing through committed and approved local purchase or service orders through letter of undertaking
- 4.It also provides for prompt payments

Capacity Building

Capacity building for Access to Government Procurement Opportunities (AGPO) in Kenya focuses on empowering youth, women, and people with disabilities to participate in government contracts. AGPO programs offer training, workshops, and resources to enhance the skills and knowledge of businesses registered for the program. This ensures they are equipped to successfully bid for and execute government contract.



Sample of AGPO Certificate

Benefits of capacity Building for the AGPO

•Increased Competitiveness:

Training helps AGPO-registered businesses prepare competitive bids, manage finances effectively, understand procurement laws, and navigate tender documents, improving their chances of winning contracts.

•Expanded Income Generation:

Access to government procurement contracts, facilitated by capacity building, can lead to increased revenue streams

and economic growth for these enterprises.

•Enterprise Development:

Successful participation in government procurement can foster enterprise growth by providing opportunities for scale-up, innovation, and job creation.

•Reduced Dependence:

By accessing government contracts, businesses can reduce their reliance on informal or less stable income sources, particularly among vulnerable groups like youth and women.

•Skill Enhancement:

Training programs focus on specific skills relevant to government procurement, such as bid preparation, financial management, and contract negotiation, enhancing the overall capacity of AGPO-registered businesses.

Mariam Mahmud is the Principal Supply Chain Management Officer at the Kenya School of Law



Welcoming Our New Team Members



Mr. Daniel Odhiambo
Principal Lecturer, CPD

We welcome Mr. Odhiambo as our new Principal Lecturer in the Continuing Professional Development (CPD) Department. His main responsibility will be to coordinate the Certified Secretaries training programme. Daniel is poised to inspire research and a transformative learning journey for legal professionals. His strategic vision and learner-centered approach will elevate our CPD programs to new heights.



Mr. Jared Gekombe
Lecturer, PTP

We welcome Mr. Gekombe to our academic division as the PTP Coordinator. In this role he will be co-ordinating this programme which comprises physical and virtual class. He is a law lecturer with university teaching experience and an Advocate of the High Court of Kenya. His dedication to justice and empowerment through education makes him a valuable guide for our aspiring paralegals.



Ms. Felister Karambu
Library Assistant

We welcome Ms. Karambu, our newest Library Assistant with a keen eye for detail and a passion for information management, is here to make your library experience smoother and more enriching. Navigating the E-Resource or finding the right text has never been easier – Felister is ready to assist you with efficiency and a smile. Her dedication to service and resource organization is a valuable asset to both students and faculty alike.



Mr. Collins Nyonda
Plumber

We welcome Mr. Nyonda who joins our Administration Section as a certified plumber. He brings with him valuable experience in plumbing systems maintenance and repair, and will play a key role in ensuring the smooth operation of our water and sanitation infrastructure. His expertise will be instrumental in maintaining a safe and functional environment for all staff and students.



Ms. Macrine Mwachaka
ICT Officer

We welcome Ms. Mwachaka to the ICT Department as an ICT Officer. With a solid background in information systems and technology management, she will be responsible for supporting and optimizing our ICT infrastructure. Her technical skills will greatly support our mission of delivering high-quality legal education through enhanced digital platforms.

AI Liability in Future Justice: Redefining Legal Education



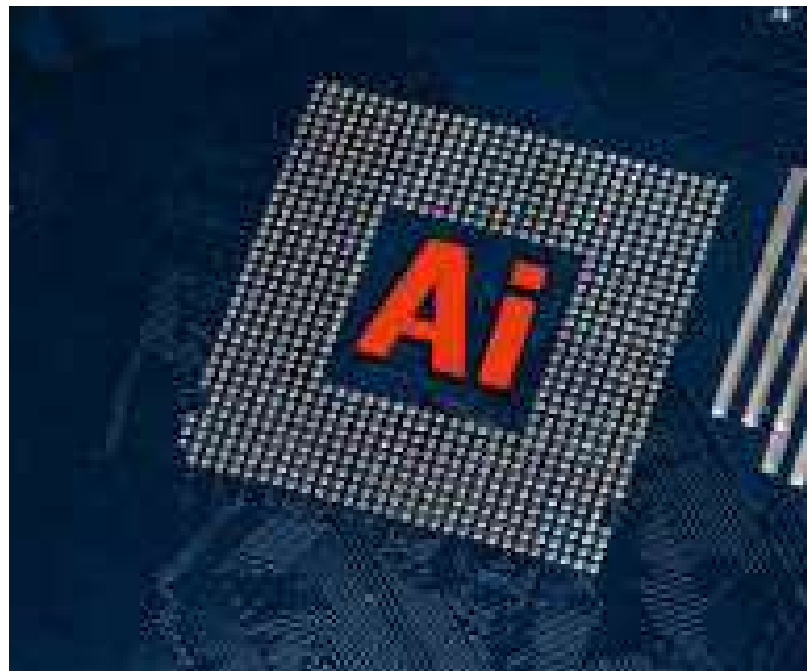
By Valentine Kaburu

Legal education is constantly evolving, especially as Artificial Intelligence (AI) reshapes various sectors. AI refers to systems that can autonomously perform tasks by gathering, processing, and evaluating information. These systems continuously improve, adapting to new information and environments with minimal human intervention.

In Africa, AI presents opportunities to advance several United Nations Sustainable Development Goals (SDGs), including quality education (SDG 4). Legal education, the process through which individuals undergo training and gain experiences to understand and apply the law in society, plays a crucial role in promoting access to justice. For the purposes of this article, access to justice will refer to the availability of judicial and administrative remedies to individuals or entities who are or may be aggrieved by an issue.

The Intersection of AI and Legal Education

Technological innovation is reshaping the legal field, with AI



introducing a significant shift that challenges traditional educational methods. AI's ability to process large volumes of data makes it a valuable tool for legal research, case analysis, and even preliminary legal advice. However, this potential raises ethical concerns such as transparency, accuracy, and bias. For this reason, the integration of AI into legal education must be grounded in principles of transparency, verification, responsibility and fairness.

Incorporating AI into the legal curriculum requires more than just adopting tools. It demands a broader reconsideration of the content being taught. This means introducing specialised courses such as AI and the Law, training for both students and educators on how to use AI tools ethically. While the benefits of AI are significant, equal attention must be paid to its challenges, particularly the legal complexities of AI liability, which this article seeks to address.

AI Liability and Access to Justice

Incorporating AI liability into legal education as part of the curriculum can prepare students to navigate the evolving legal landscape. AI systems often operate with limited human oversight and make decisions in complex, data-driven processes that lack transparency. This creates a "black box" effect, making it difficult to understand how decisions are made. For instance, the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) risk assessment tool, used in several United States jurisdictions, influences bail and sentencing outcomes, yet its underlying algorithm remains inaccessible due to trade secret protections.

AI systems typically involve multiple actors, such as developers, programmers, deployers, users, and manufacturers, complicating liability when harm occurs.

This issue intensifies with fully autonomous technologies, such as self-driving cars, which interact with traffic systems, other vehicles, and infrastructure and can potentially cause harm with unclear responsibility.

In Kenya, the 2025 Draft National Artificial Intelligence Strategy acknowledges that there is a lack of a dedicated legal framework for AI. Victims of AI-related harm must rely on existing legal provisions in contract, tort, intellectual property, and data protection. These frameworks depend heavily on the presence of a human actor, meaning that AI systems themselves cannot currently be held liable.

Some arguments propose granting AI legal personhood, similar to how corporations enjoy legal status. They suggest this could clarify responsibility and ultimately enhance access to

justice. Others object, stating that AI lacks moral agency and cannot be held accountable as humans. However, it is worth noting that legal personality does not require human conscience, as some environmental features, for instance, have been granted legal personhood for their societal value. Recognizing liability for AI systems could promote accountability, especially where multiple actors are involved. Victims could pursue justice without being impeded by unclear liability frameworks. Legal education should, therefore, engage with these emerging discussions, including the potential for joint liability between AI users and developers.

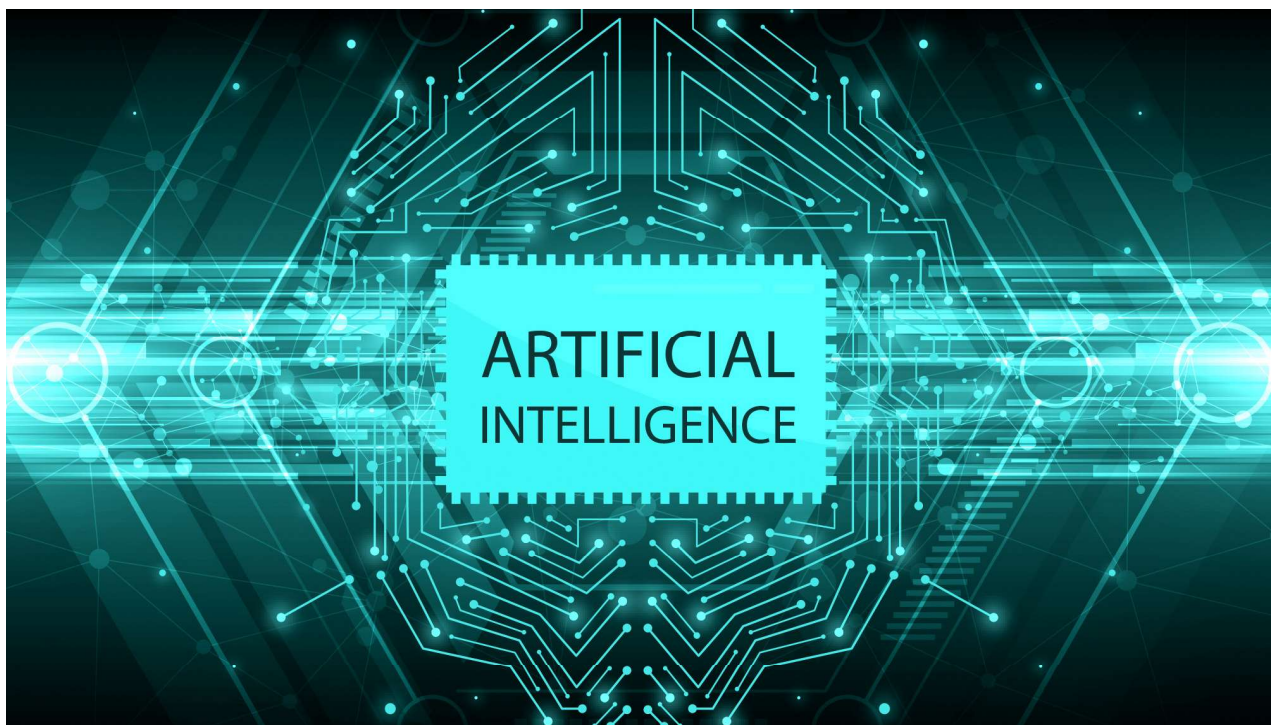
The Way Forward for Legal Education

Kenya's fragmented legal framework makes it difficult to assign liability for AI-related harms. Legal education can bridge this gap by preparing future legal practitioners to understand the scope of AI liability. As fully autonomous systems become more

common, differentiating between liability tied to AI as a tool and as an autonomous agent becomes critical.

Developing an AI liability framework begins with clearly defining AI's legal status. Once established, identifying responsible parties becomes easier and less burdensome for those seeking redress. Incorporating AI liability into legal education as part of the curriculum will prepare students to understand emerging technologies and advocate for justice in complex, technology-driven contexts. Adapting to AI's impact is a shared responsibility between legislators and legal education institutions. Beyond exploring AI's potential, the curriculum must address its legal uncertainties to ensure justice remains accessible in an increasingly automated world.

Valentine Kaburu is a student at the Advocates Training Programme





By Madonna Kimwele

The provision in the Constitution of Kenya on access to justice is found at Article 48.

The Report of the Committee on Legal Education in the Developing Countries, New York, 1975 stated that "Legal education points to understanding, learning, training, and the know-how of law. This helps people to understand how to use law in society and during any circumstance arising." Legal education has progressed with time. Dr. Owino, O.R, teaching on the History of the Legal Profession in Kenya points out that the Profession started in ancient Greece and Rome, where orators defended cases for friends where technically, they were supposed to plead their own case. That time individuals were not allowed to take legal fees. However, afterwards that changed. At that time, ordinary individuals were allowed to hold the title of an advocate lawyer. As regulation came about only qualified persons were allowed to train in law, that was the aristocrats. Then during the Middle Ages, canon law came about. Fast forward to the pre-colonial period matters were solved through a mixture of collective systems, customary laws and multicultural interactions. During the colonial period there were no institutions for training lawyers. Individuals interested in learning law had to go abroad, for example the United Kingdom. During that time, the legal professionals in

Kenya were mostly either British or Asian expatriates. There was a limited access to legal training for Kenyans.

Post-independence, there was a need for change in the legal profession for Kenya. The University of Nairobi started its own faculty of law in 1960s and became a fully-fledged faculty of law in 1970. The goal of the University of Nairobi was to produce legal professionals from Kenya. In 1963 the Kenya School of Law was formed and a total of eleven students were admitted. This shows the evolution Kenya has undergone in achieving legal education which has resulted in access to justice.

Legal education in Kenya enables individuals to make a difference in their own communities. It allows one to understand which right is being violated and what solution is there for the breach of the law. This gives the individual the skill and knowledge on how to tackle matters of injustice and inequality. This empowers an individual by enabling them attain legal literacy and this results in a community of justice.

Similarly, legal education provides a better understanding of the law. It enables individuals to interpret the law and explain it to other parties in a clear manner. For instance, an advocate can assist their client in their legal issues and help them access justice as provided for under Article 48 of the Constitution of Kenya.

Additionally, learning and understanding the law provides access to justice because the rule of law is inbuilt in the education. One of the many goals for an individual is for their voice to be heard and ultimately exercise their legal right. The legal professional must keep in mind the rule of law that is inscribed in our laws and legal education. It further

promotes empowerment, fair and equal human dignity. Legal education does not only provide an individual with access to justice, but also economic and social development.

Nathalie Chappe ,2012, writing on Access to Justice and Legal Aid states that access to justice is only possible if every citizen gets legal advice and legal help to persons who are not able to afford the legal services of a lawyer. This is why the Bill of Rights is important and needs to be protected and safeguarded at all costs. However, a problem arises: Are these rights ever enjoyed even though it is widely accepted in all jurisdictions?

Kenya has come very far in establishing access to justice through legal education from not having a university to actually establishing one and going further in the same decade to create a legal education provider that deals with practical professional training of legal practitioners known as the Kenya School of Law. "Knowledge is power," and Kenya is at the forefront in allowing its citizens to access justice through legal education. One improvement that can help us attain a community of justice is if we start teaching about the law at an early age, as young as play group, conditioning an individual at a young age in learning and being aware of the law. This would provide order, peace and access to justice to all. Legal education would then bring about a sense of fear and awareness of the law to its citizens, and it would allow Kenya Citizens to access justice without any disadvantages and aim at upholding the rule of law.

Madonna Kimwele is a student in the Advocates Training Programme

The Role of Legal Education in Promoting Access to Justice



By Jakes Oloo

The road to justice is rarely straight. It is a long winding ascent, often laced with struggle. Nelson Mandela once said, "I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not ended." Legal education has sought precisely to emulate this analogy in many ways.

Justice, for many Kenyans, has long been a distant dream, visible yet unreachable. Legal education is gradually reshaping this reality. It is no longer confined to libraries and lecture halls. It pulses through courtrooms, informal settlements and remote villages. It is the soft-spoken power that empowers rather than intimidates. It does not always make headlines, but it changes lives.

In Kenya legal patois often alienates rather than includes, legal education plays a crucial Role as interpreter. It transforms the law from a symbol of distant authority into a practical tool for empowerment. It bridges the gap

between law and life, helping citizens understand not just their rights, but how to claim them. This bridge is not built in chambers alone. It is being built in modest surroundings, community forums, mobile legal clinics and passionate student discussions.

In Nairobi, a law student helps a single mother resist eviction using the Landlord and Tenant Act. In Kisumu, Kenya Legal & Ethical Issues Network on HIV/AIDS (KELIN) educates health workers on the rights of people living with HIV. In Turkana, paralegals from the Legal Resources Foundation assist pastoralist women to secure title deeds. These are not abstract concepts, but stories of real people empowered through accessible legal knowledge. Chief Justice Martha Koome once remarked, "*Haki sio kitu kinachosubiri kutumika tu mahakamani; haki ni sauti inayopaswa kusikika mahali popote palipo madhulumu.*" Indeed, justice must reflect not only in courts but everywhere injustice attempts to thrive.

Law schools in Kenya are evolving, many now integrate legal aid clinics into their curriculum, giving students practical experience while serving communities. These clinics, often in partnership with organisations like Muslims for Human Rights (MUHURI), KELIN and Legal Resources Foundation (LRF) are not just academic exercises. They are bridges to justice.

In Mombasa, MUHURI's legal literacy sessions have helped young people understand their rights particularly in interactions with police. When Amina, a teenager, was unjustly detained during a peaceful protest, her friends, armed with legal knowledge from a workshop, filed a *habeas corpus* petition. She was released within two days. "Knowledge saved me," she said. Her words capture a simple

truth: legal education, when shared, becomes liberation.

The rise of pro bono and public interest programmes in law schools is equally heartening. Students are encouraged, sometimes required to serve alongside legal aid organizations and community initiatives. These hours translate into critical legal support for those who cannot afford it. Yet this culture is not as deep-rooted as it should be. Ethics surrounding *pro bono* work must be more deeply embedded within legal training. For the law is more than a profession, it is a public service. As Dr. Cornel West aptly put it, "Justice is what love looks like in public." This love, nurtured through service, must be entangled within the essence of legal teaching. Still, challenges remain. The Legal Aid Act of 2016 promised free legal assistance for those in need. Yet, by 2023, the National Legal Aid Service was operational in only 12 counties. Countless rural communities remain voiceless. Many citizens remain unaware that legal assistance even exists. The divide between the promise of law and the experience of justice is still too wide.

At times, the law itself falters. It can reflect outdated norms, perpetuate inequality and protect entrenched interests. Legal education must therefore not only train future lawyers to use the law but also question it. As former Chief Justice Dr. Willy Mutunga observed that the law is a tool but is not neutral. To wield it for justice, we must first understand its weight. Mandela's metaphor urges us forward. The climb continues. For every person, whose rights are defended, the view becomes a little clearer. Legal education may not remedy every injustice, but it opens doors and sometimes, that is all it takes to change a life.

Jakes Oloo is a student in the Advocates Training Programme

The Role of Legal Education in Promoting Access to Justice: An analysis of the case of Stephen Nikita Otinga v Cabinet Secretary, Ministry of Education and 3 others



By Katherine Atieno

Introduction

Earlier this year, news headlines declared, “Court of Appeal ends the Kenya School of Law monopoly!” As any reasonable law student would, I was intrigued, as I am currently undergoing the Advocates Training Programme (ATP) and I was keen to understand the court’s reasoning behind such a significant decision.

Summary of the Judgement

The matter was brought against the Council of Legal Education (CLE) and other entities for among many reasons how the ATP had faced many challenges including the perceived failure rate and resources strain due to large student numbers. Additionally, it was stated that a taskforce had been formed in 2016 that made a number of recommendations, including the need to decentralise and decongest the ATP programme. The appellant also argued that the CLE had failed to fulfil the recommendations by the taskforce by not developing a framework to license other legal providers to offer the programme.

The CLE, on the other hand, argued that it had not developed specific regulations for the granting of licenses to institutions offering legal education because no institution had applied to offer the ATP. The Court of Appeal found this argument unconvincing stating

that the lack of regulations by CLE created a barrier to applicants who wished to acquire a license to offer the programme. It stated that regulations are critical for legal education providers to apply for licensing to offer the ATP.

Another issue central to this case was on the conflict between the two statutes; *The Legal Education Act* and *The Kenya School of Law Act*. The Legal Education Act grants CLE exclusive mandate to develop regulations on admission to legal education programmes while the KSL Act provides for specific admission requirements. The High Court, the court held that KSL alone had the power to conduct the ATP. The Court of Appeal, however, disagreed stating that where there was a conflict between the KSL Act and the Legal Education Act, the Legal Education Act would prevail as the Act provided definitive authority on legal training in Kenya. As such, the court allowed the appeal, setting aside the judgement by the High Court.

Arguments in support of this case

Supporters of this judgement have argued that the liberalisation of the ATP programme would allow for competition, thereby elevating the standards in training for future advocates. They contend that this judgement will give students a right to choose where they want to pursue their legal education, leading to the overall improvement in legal training.

Arguments against this case

KSL was established in 1963, to provide training for a competent legal profession. Over the years, the institution has played an important role in maintaining the quality of legal practitioners in Kenya. Opponents to this judgement argue that allowing multiple institutions to offer the

ATP may undermine this mandate. They also argue that access to justice is closely linked to the quality of advocates produced and lowering standards on the same could jeopardize this.

Moreover, licensing processes have financial implications. Currently, for a license to be issued, an institution is required to pay a fee to the CLE to be accredited. These costs may be passed down to the students in other institutions licensed to offer the ATP. It is also important to note that KSL administers on behalf of CLE, the oral examinations and project work, which carry 40 percent of the overall mark of the students. If licenses are given to other entities to administer the ATP, these institutions would have the mandate to administer these exams. Variations in institutional practices at these stages may increase the likelihood of quality control challenges, which could in turn, impact student preparedness and the overall quality of advocates entering the profession.

Conclusion

It is important to maintain high standards in legal education, which will among many other things, ensure access to justice and give confidence to those joining the profession. As at the time of this article being written, an appeal has been filed, with the matter now pending at the Supreme Court. It is awaited to see what the apex court will have to say on the pertinent issues that this case raises.

Katherine Atieno is a student in the Advocates Training Programme

Justice is our Shield, but where is the Sword?



By Wycliffe Kamau

"Justice is a pure public good, it would be against the advocate's duty to the court to dispense justice to the highest bidder." These words, spoken by Dr. Omondi Owino, exhibit the delicate yet noble obligation that the legal profession plays in society. Legal education empowers the society to understand legal concepts and rules. The common scope of 'legal education' extends to training students and lawyers, in preparation for their admission to the roll of advocates. However, legal education includes efforts made to impart the rest of society with knowledge on the law. Such programmes are known as legal aid clinics. Do legal aid clinics provide sufficient education to enhance access to justice?

How does Legal Aid work?

Legal Aid Act, Cap 16A is applicable in instances where various services are being offered; legal advice, legal representation, as well as platforms that create awareness through the provision of legal information and law-related education. Such services are extremely valuable for indigents who cannot pay for legal services.

Among the institutions that provide legal aid in Kenya include National Legal Aid Service, Kituo Cha Sheria, and the Democracy and Legal Aid Center.

Additionally, there are universities that have been organizing legal aid clinics such as Egerton University, Daystar University and Strathmore University. Through these initiatives, indigents are allowed to consult legal professionals on any quagmire that requires an interpretation of the law. The society is also able to learn about the various expectations that the law has for them. The themes covered here relate to those that affect their daily lives; family law, criminal law, children law and succession. Lastly, legal aid clinics allow members of society to interact and identify advocates that they can call upon when faced with legal problems in their future engagements.

Does Legal Aid work?

Often, the society has a misguided bias that advocates are only after their money. However, even in such legal aid clinics that are often *pro bono*, the advocates are bound to the same standard of diligence as they would be expected to have when a paying client walks into their chambers. Moreso, legal aid providers are bound by the duty of confidentiality that bars them from disclosing the aided person's information without consent to third parties.

Having had the privileged opportunity to organize and participate in a number of legal aid clinics, the impact I observed was tremendous. Through interacting with advocates, members of society are able to clarify whatever concerns they have about the law. People walk into the clinics apprehensive and seemingly guarded. However, by the time they leave, smiles are plastered all over their faces because not only have they learn something new, but they have been guided on the next course of action for whatever dispute they are in. Some are simply glad

that they got a professional to listen to their problems with the law. Even lending that listening ear ends up making their experience worthwhile.

The Shield and the Sword

Kenya's national anthem describes justice as our "shield and defender", but how do we combat ignorance of the law? How do we fight against corruption and abuse of office? Justice may defend us as a shield, but it is legal education that fights against the inequalities in society. When the public is informed of their rights and obligations, of the protection granted to them in law, and of the role the State is required to play in bettering the lives of their citizens, society greatly improves. Justice is more easily accessible when the public knows the law and is aware of the recourse available to them in case the law is contravened.

In every small and big way, advocates are expected to serve society in ensuring that justice is easily accessible to all despite their financial muscle. The beauty about justice being a pure public good is that one person's access to justice does not limit the chances of another individual accessing the same.

Justice is our shield and defender but it is legal education to all that will serve as a sword, combating and protecting the citizens from whatever evils may thrive out of ignorance.

Wycliffe Kamau is a student in the Advocates Training Programme

How Legal Education Enhances Access to Justice



By Caleb Yegon

Access to justice is a fundamental pillar of any democratic society. It ensures that every individual, regardless of background or status, can exercise their rights and seek and obtain legal remedy when necessary. Article 48 of the Constitution of Kenya states, "The state shall ensure access to justice for all and, if any fee is required, it shall be reasonable and shall not impede access to justice." This is further reinforced by international frameworks like the United Nations Sustainable Development Goal (SDG) 16.3 which emphasizes the promotion of rule of law and equal access to justice for all. Legal education actualizes this principle in various ways

First, is through training of legal professionals who are necessary for the functioning of any justice system. This includes paralegals, lawyers, advocates, magistrates and judges. Currently, there are a total of 25 institutions accredited

by the Council of Legal Education to offer law courses. The system is rigorous and thorough to ensure competent professionals, who can interpret and apply the law, are produced. These professionals offer a range of services, from client representation in court to legal advice, bridging the justice gap between law and the people.

Second, is empowering individuals at the grassroot levels. Programmes and initiatives such as legal aid clinics sensitize people who are unaware of their rights and available legal remedies. Law schools like the Kenya School of Law occasionally organize outreach initiatives to offer basic legal services to underprivileged members of the society. These efforts mitigate instances of human rights violations while offering experiential learning opportunities to these future policy makers by exposing them to the grim social issues in the society.

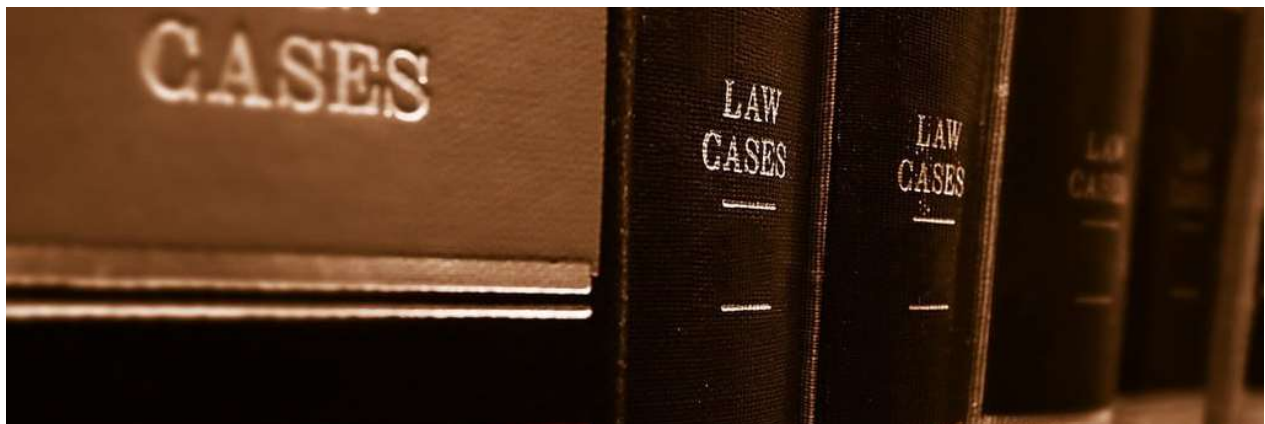
Further, law institutions shape legal policies and drive reforms that improve access to justice. Research conducted by students, lecturers and stakeholders informs policy changes that remove barriers to justice. By investigating the cause of injustice, evaluating existing laws and proposing evidence-based solutions, these professionals contribute to the development and advancement of accessible reforms. The establishment of the Working Committee on Legal Education Reforms by the Office of

the Attorney-General in 2024 reflects the growing recognition of legal education in shaping delivery of justice.

Lastly, legal education promotes the use of Alternative Dispute Resolution (ADR) mechanisms in resolving the chronic case backlog in the judiciary. According to the Judiciary report, 649,310 cases were pending in the higher courts as of October, 2024. This delays justice, and as the saying goes, "Justice delayed is justice denied." ADR processes including mediation, arbitration and negotiation provide alternative paths, particularly in civil and commercial suits, as they are cost-effective and timely. The Strathmore Dispute Resolution Center leads in promoting ADR education and practice. This has proven fruitful in diversifying dispute resolution options while promoting access to justice to those who might otherwise have been left behind.

In conclusion, legal education is the bedrock of a fair and just society. This is possible through training competent professionals, empowering communities, shaping policies and promoting innovative dispute resolution processes. Continued investment in legal education is essential for justice to truly be our shield and defender as envisaged in our National Anthem.

Caleb Yegon is a Student in the Paralegal Training Programme.





By Geoffrey Nyakundi

Legal education is a fundamental pillar in ensuring equitable access to justice. It empowers individuals with legal knowledge, strengthens legal representation, fosters advocacy, and contributes to the overall development of a just society. In an era where legal complexities continue to grow, the necessity of legal education cannot be overstated. This article explores its pivotal role in promoting access to justice.

Empowering Individuals with Legal Knowledge

Legal education equips individuals with an understanding of their rights and responsibilities, enabling them to interact effectively with the justice system. A legally informed society can challenge injustices, demand accountability and make informed legal decisions. Without legal literacy, individuals especially those from marginalized communities remain vulnerable to exploitation and abuse.

Strengthening Legal Representation and Advocacy

A strong legal education system produces competent lawyers, paralegals, and advocates who bridge the justice gap. These professionals play a key role in representing vulnerable populations, ensuring that legal services are not limited to those who can afford them. Additionally, legal educa-

tion fosters a culture of *pro bono* services, where trained professionals provide free or affordable legal aid to those in need.

Bridging the Justice Gap

One major barrier to justice is the financial burden associated with legal services. Legal education institutions contribute to bridging this gap by integrating clinical legal programs where students offer free legal services under supervision. This initiative not only provides justice to underserved communities but also offers practical experience to future legal professionals, enhancing their problem-solving skills and ethical standards.

Driving Legal Reforms and Policy Advocacy

Legal education is instrumental in shaping laws and policies that address societal injustices. Law schools and research institutions analyze legal gaps and propose reforms that ensure fairness and efficiency in the justice system. Legal professionals equipped with knowledge and analytical skills, contribute to policy making by advocating for laws that promote social justice, human rights and equitable governance.

Encouraging Alternative Dispute Resolution (ADR)

With courts increasingly burdened by case backlogs, Alternative Dispute Resolution (ADR) mechanisms such as mediation and arbitration have become essential. Legal education raises awareness about ADR, training professionals in effective conflict resolution strategies that provide faster and more cost effective justice solutions. Promoting ADR reduces the strain on judicial systems while ensuring that disputes are resolved fairly.

Fostering Ethical and Professional Standards

Integrity and ethics are crucial components of the legal profession. A strong legal education instills values such as honesty, fairness and commitment to justice. Professionals trained under rigorous ethical standards are more likely to uphold the rule of law, gaining public trust in legal institutions. This ensures that justice is not only accessible but also impartial and transparent.

Why Legal Education is Essential for a Just Society

The role of legal education extends beyond courtrooms and legal practice. It is a tool for social transformation, equipping individuals and communities with the necessary knowledge to advocate for their rights. It ensures that legal professionals serve not just as representatives in courts but also as agents of positive change in society.

Conclusion

Legal education is a powerful instrument in promoting access to justice. By empowering individuals, strengthening representation, advocating for reforms and fostering ethical standards, it ensures a more just and equitable society. To bridge the existing justice gap, investment in legal education must remain a priority. Ensuring widespread legal literacy and strong legal training programs will continue to shape a fair and inclusive legal system, reinforcing justice for all.

Geoffrey Nyakundi is a student in the Advocates Training Programme

The Role of Law Students in Promoting Access to Justice



By Kipkorir Caleb and Sarah Opiyo

The right to access to justice is guaranteed in the Constitution of Kenya 2010. It is the responsibility of the state to promote, protect, respect and fulfill this right. One of the ways through which the state seeks to realise this right is through provision of legal education. The relationship between legal education and access to justice is that the former is a means towards the latter. Legal education develops critical thinking and the individual's moral responsibility towards society and provides a vehicle for social justice. In this paper, we seek to discuss how legal education promotes access to justice.

Thinking about the role of legal education in ensuring access to justice is a tasking process. It pushes one into the abyss of law, philosophy and jurisprudence. What is justice? What is access to justice? Does one need a narrow definition to mean access to courts and just outcomes? Is it access to the people in suits who loudly address one's adversaries before the one with a wig? What is legal education? In this paper, we adopt a strict definition of legal education - the formal education qualification one receives after a training course for the award of academic accreditation.

Legal education trains the main actors in the justice system; the counsel and the fact finder. It is

from law schools that the society gets advocates and judicial officers who settle disputes. A key indicator for access to justice is an awareness and understanding of the law and human rights. These actors are trained on human rights. Their legal education nurtures the bud of the flower of justice. It establishes that human rights are inherent, indivisible and inalienable. Well, do you want to be represented by someone who does not know that you have a right to life? Or that you should not be detained for more than twenty-four hours before being arraigned in court? Lawyers learning about human rights and applying the principles in their undertaking promotes access to justice unlike the early practice where all and sundry without the knowledge of law, human rights and justice had an audience to argue a friend's adversary and the truth-finder gauging the case on the basis of the best or loudest orator. Legal education ensures that persons charged with representing you, or making legal decisions for or against you, know human rights, ethics and the law in the dispensation of justice.

Legal education provides avenues for representing the less fortunate in the society. This is done through legal aid and legal clinics. In Kenya, the Legal Aid Regulations allow law students in their fourth year of study to offer legal aid under supervision. Currently, most law schools have law clinics that act as public interest firms. These clinics seek to provide accurate legal information to the public and take up real actual cases. Whereas law students learn clinical legal education

in these forums, the public also benefits immensely since individuals get to be represented by qualified legal professionals. These programmes in legal education promote access to justice.

Institutions offering legal education conduct research which aids in promoting access to justice. Students research on the access to justice in moot court competition questions, school newsletters, articles, dissertations and thesis. Ideas from these intellectual discourses form a basis for further research on promoting access to justice. Moreover, commentaries from the public provide valuable information which can be utilized by decision makers..

Currently, law schools are increasingly equipping their learners with technological skills. One of the most recent tools developed is e-sheria, which provides legal information to the public broadening the access to legal knowledge and inherently the access to justice. Incorporation of legal tech-classes will go a long way in coming up with technologies that can further breach gaps in accessing justice.

In conclusion, legal education promotes access to justice primarily by training main actors in our legal system and providing accurate information on the law. Whether the investment that the society puts in legal education actually bears fruit is an entire research question that cannot be answered in this paper. It is, however, undeniable that access to justice is a destination we hope to reach through legal education. As for the understanding of rights, without legal knowledge, without legal education, access to justice is limited.

Kipkorir Caleb and Sarah Opiyo are students in the Advocates Training Programme.

Legal Education as a Master Key to Access Justice



By Wachira Wathiari

A Chief Magistrate once asked me, “What do you think about the Judicial Attachment?” I answered, “It appears to be a closed club that excludes the public.” Most of the interactions in open court appear to be between judicial officers and advocates. The complexity of the legal field puts the student at the center, tasked with the duty to bridge the gap.



People play a crucial role in establishing a balanced society where economy thrives. Law is not abstract; lawyers breathe life to it because disputes will always arise in any society. Students of the law get to observe, listen and learn from high-skilled educators. This knowledge is then transferred to the society through day-to-day interactions with members of the society. This unique position gives them a chance to reduce negative stereotypes about lawyers through inclusion.

Legal education gives the student a chance to have a respectable career that stands for justice. For a legal scholar that manages to climb the social ladder through the straight and narrow path, they get a chance to foster a good economy. When there is public confidence in the way court cases are handled by

advocates and judicial officers, the public will trade freely, knowing that should contracts of trade be breached, a just and fair solution will be easy to achieve. Without proper legal education, there is no question that the economy will also suffer and justice will be hard to come by.

Students of the law are the future of the justice system tasked with solving future problems that will arise. Lawyers hold a respectable position in society. The essence of humanity is thriving in all aspects of life. Injustice is the greatest threat to peace because it fosters negative feelings of displeasure which can create social unrest that affects shared experiences that hold communities together. A good legal education system ensures that equality is upheld at all times all the while giving the student a chance to lead a comfortable life and as a walking representation of justice.

Most societies are always faced with problems ranging from criminal to political. As the population continues to grow and technology continues to advance, so will problems also continue becoming complex. A good legal scholar will be able to deal with those problems properly, by anticipating them through proper skills that can only be acquired through legal education.

If education is the key, a legal one is the master key. It opens all doors and shapes the future of justice.

Wachira Wathiari is a student in the Advocates Training Programme

Bridging the Justice Gap: Digital Legal Education as a Catalyst for Access to Justice in Kenya



By Nicole Mathuri

In today's rapidly digitizing world, where courtrooms are going virtual and legal processes are increasingly automated, the role of legal professionals cannot remain stagnant. If we are to uphold the law and ensure justice for all, then those entrusted with its interpretation and enforcement must be fluent in the digital tools that define modern justice. What good is a legal system if its stewards are unprepared to navigate the very technologies that now shape access to it? This article explores the capacity of legal education specifically in the digital space in promoting access to justice in Kenya.

This gap can be closed by developing legal professionals with digital literacy skills, as technologies are increasingly adopted in legal services. As Peter A. Hook notes, technology competence in law means using information technology to accomplish legal tasks more efficiently. Law students need education in data analysis together with data analytic processes and new information technologies to become data literate and technologically competent graduates. The first experience helps students integrate the upcoming new information technologies that will be required for legal practice success in future years.



Integration of technology law and research into the curriculum for legal education adequately prepares lawyers for the digital and technological space. The curriculum should cover cyber law, electronic evidence, intellectual property, and data privacy principles. Kenya's proactive stance, with its 2022-2032 Digital Master Plan, aims to ensure that its legal infrastructure adapts to the digital landscape. Both LLB and Advocates Training Program (ATP) courses must include teachings on information technology, telecommunications, digital finance, and electronic transactions to explain technological law implications.

Legal education is necessitated by data-driven law to concentrate on developing data fluency among lawyers. Teaching litigation analytics and other data analytic techniques

helps lawyers develop skills that reveal meaningful data insights which drive their legal strategy success. Manuel Ramos-Maqueda and Daniel L. Chen highlight the transformative potential of data science in enhancing justice systems globally. Judiciaries worldwide create substantial databases which serve to examine and advance judicial operations. Legal education needs to train lawyers in understanding and implementing data to detect legal threats and calculate probabilities because these capabilities enhance their ability to deliver more knowledgeable legal services and raise the standard of legal assistance and justice accessibility.

Educational standards that focus on law play an essential part in understanding and resolving ethical problems which technology

causes in legal operations. Legal education must establish data privacy ethics as well as algorithmic bias understanding and AI usage responsibility as fundamental subjects because Artificial Intelligence and big data technology grows widely. The judiciary acknowledges that AI provides better access to legal information yet the system also defines privacy threats and human law degradation as potential risks. A proper legal education system must make sure that new technological implementations support justice accessibility beyond producing additional restrictions or sustaining present unfairness in access to justice. The approach needs to examine regulatory approaches alongside ethical principles and epistemic aspects related to developing technology.

The use of technological systems brings substantial advantages for increasing judicial accessibility among marginalized communities

together with remote populations. The tools for online dispute resolution help people cross financial and location barriers in accessing justice. Mobile platforms operating in Africa have extended legal services to regions lacking proper legal resources. However, the effective utilization of these technologies hinges on digital literacy not only among legal professionals but also among the public. The promotion of digital literacy functions as a civic skill must receive priority from legal education institutions and supporting civil institutions together with governments. The training programs should focus on specific methods for accessing and utilizing legal technology systems.

Despite the promise, there are challenges to digital literacy and equitable access to legal technologies. There exists a digital divide because some groups face restricted access to internet technology and devices along with insufficient education and tool awareness which creates digital inequality. The legal education

system should understand these obstacles while spreading awareness for digital inclusion in society.

In conclusion, legal education serves as the foundational component to convert digital transformations within law into better accessibility of justice for society. The future generation of legal practitioners can better handle digital challenges of modern times through proper curriculum integration of technology law, data fluency teaching, ethical training, and specialized programmes for reaching underprivileged communities. The failure to adopt current technological advances will result in expanding the existing justice gap yet an enlightened strategy unlocks technology's complete potential to improve legal service accessibility and quality.

Nicole Mathuri is a student at Kabarak University



Education as a Tool for Reducing Legal Inequality in Marginalized Communities



By Kaawe Boaz

The role of legal education in promoting access to justice cannot be understated. The legal maxim Ignorantia juris non-excusat denotes that there is no excuse for ignorance of law and that is why imparting legal knowledge is sacrosanct in our communities. Through rigorous academic training, aspiring legal professionals have gained a deeper understanding of the law. It is well acknowledged that law training institutions have equipped legal professionals with not only the necessary skills to practice law in a traditional sense, but also they have helped them fortify the profession, to solve some of society's thorniest problems of inequity. This has helped them remain resilient in the face of social, economic and technological changes. Like Kathryne M. Young put it, "a strong legal education equips newly minted legal practitioners with practical skills to provide access to law".

The principle of access to justice or the law was first highlighted in the International Covenant on Civil and Political Rights of 1976 as a fundamental human right and is such an indispensable

factor in promoting citizens' empowerment, in social and economic development. That is why this article focused on highlighting the current legal education framework and its benefits vis-a-vis the educational inequalities that compound access to legal education which in turn limits the fundamental right of access to justice.

It is still appalling that to date, many individuals still face significant barriers to access to justice due to lack of legal knowledge. This knowledge gap is particularly prevalent among the marginalized communities, who are often unaware of their rights and the legal recourse available to them. Nonetheless, legal education has to a large extent promoted access to justice in our communities. That is why in Kenya for instance, legal education is recognized as a crucial social cornerstone upon which the country's Vision 2030 is anchored. Just to mention, a few of the developments attributable to legal education in promoting access to justice include:-Offering training to a diverse range of legal professionals who represent various individuals from all walks of life. By the provision of a comprehensive understanding of the law, legal education prepares legal professionals in addressing a wide range of legal issues and advocate for the rights of the marginalized and underserved population. This ensures that individuals who may not have the resources to hire private attorneys still have access to competent legal representation. Such a notable role of education was highlighted in the case of *Bar Council of India v Bonnie Foi Law College* where the supreme Court held that the quality of lawyers and legal education are important in access to justice and administration of justice.

Additionally, legal education plays a vital role in educating the public about their legal rights and responsibilities. By offering courses and workshops on various legal topics, law schools and legal clinics help individuals understand the complexities of the legal system and empower them to advocate for themselves which enables individuals to navigate legal processes more effectively and seek redress for injustices they may have experienced.

Conclusion

Legal education continues to serve as a cornerstone of access to justice by equipping individuals with the knowledge, skills and ethical values necessary to promote a more just and equitable society. By training a diverse cadre of legal professionals and educating the public about their legal rights, legal education plays a vital role in ensuring that all individuals have access to justice under the law. Through increased literacy, communities that have traditionally been excluded from the justice system can gain greater access to legal remedies, participate more actively in democratic process, and challenge systematic injustices. However, for education to be truly transformative, it must be inclusive, culturally relevant and supported by broader policy reforms that address structural barriers.

Kaawe Boaz is a student in the Advocates Training Programme

The Role of Legal Education in Promoting Access to Justice

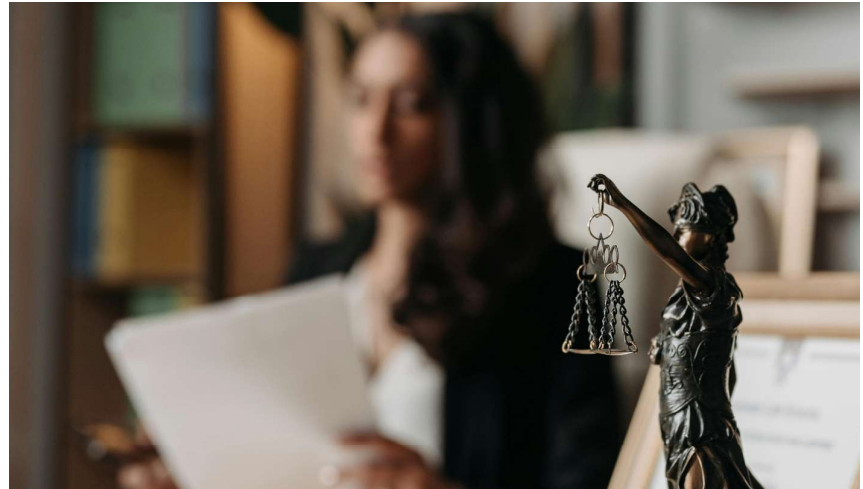


By Ayuma Masiza

There is growing concern on access to justice for the general population, particularly indigent persons. The perception is that the law itself is discriminatory, while the process to access justice is slow, tedious and complex. The fundamental right of access to justice in Kenya is enshrined in the Constitution of Kenya 2010, specifically in the Articles 22, 48 and 50. These provisions serve as the cornerstone in ensuring equity and inclusivity and promotion of the rule of law.

Legal education is designed to familiarize law students and paralegals with legal concepts, theories as well as legal reasoning in social, economic and political context. It is a powerful instrument of social change especially in enhancing access to justice in the country. Legal education institutions contribute to shaping the future of legal services.

The Council of Legal Education (CLE), sets the standards for legal education to ensure top notch skills to learners to support the justice system effectively. Learners are equipped with the necessary skills to serve marginalized communities, facilitating the removal of systemic barriers to legal remedy. The curriculum has expanded to cover emerging



issues to ensure all the loopholes are covered and provide the students with the opportunity to work with a broader scope of clients to sharpen their acquired knowledge. It also provides for diversified legal expertise to be part of the mission.

Through such programmes as legal aid clinics provided in the center of legal education, help in achieving the dream of social transformation. Access to justice not only encompasses legal aid and representation in a court of law but also proper comprehension of the contents of the law. The legal professionals and students as 'learned persons' is used to develop a consciousness of legal freedom, protection, and rights, which helps the citizens navigate the justice system efficaciously.

The onset of the COVID 19 pandemic immensely revolutionized the legal education sector with digital learning at the forefront. Virtual court proceedings were introduced to facilitate the right to fair trial and access to justice whereas educational institutions adopted digital infrastructure such as online learning platforms to provide legal education. This ensured the continuity of dispensation of justice because

citizens were able to access justice systems and were made aware of their rights. There was an upsurge in the number of articles, websites and even innovative applications, which would impart the masses with legal knowledge and provide legal services to them.

Overall, legal education aims to eliminate systemic barriers to access to justice. Legal education focuses on people centered justice, places emphasis on inclusivity, protection of human rights and elimination of inequalities. The distinguished Nobel Peace Prize winner, Kofi Annan stated *"Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity"*. Through legal education and human rights awareness, Kenya can ensure that justice is not merely a right but a reality for all of its citizens.

Ayuma Masiza is a student at the Advocates Training Programme.



By Faith Akinyi

Earlier this year, there were comments all over the app X on whether Kiswahili should still be a subject in schools. Everyone gave their two cents on the subject. As for me, I regard it as an important subject — the main reason being I learnt about people called Wahenga and Wahenguzi (Ancestors). I do not know what might have triggered them, but they stated that 'Asiyesikia la mkuu huvunjika guu' loosely translated as 'He who does not heed the words of someone older or wiser breaks a leg'. Just to digress a little bit, the “breaking a leg” in this case is not the lucky kind, it is literal. Idioms need a whole week's discussion.

As I had earlier mentioned (this is the point where you pause and grab the previous copy of the Justice Newsletter), when I joined the School I met up with my friend for tea, not coffee actually. She, of course, guided me accordingly on what to expect. I had, however, concluded that one should experience things for themselves.

On X, I also came across tweets from my predecessors, now advocates, cautioning us about the programme we had gotten into and how taxing it can be; especially project work. Boy, do I



have stories. One thing I am going to caution everyone is just listen to someone ahead. They know better. There are things you should save yourself the trouble of learning or discovering on your own. I therefore take back my word.

The year for me has been all about school. I do not think I engaged in anything else other than what was tied to it. Quite a while back, when I heard an advocate talk about law being their life, I did not understand it at all. Now that I have gone through law school, I can relate to what they were talking about. The only way to keep up with class work was to attend classes and do extra reading. Is this enough? No. The examination panic and stress still catch up with you. You can never study enough. Besides, the greatest killer of everything in law school is impostor syndrome. You could have knowledge on something, but then you meet someone who packages the same thing differently and suddenly you feel like you know nothing and begin to doubt yourself.

Nonetheless, the experience has been life changing. I had opted for virtual classes and, from the onset, knew that I had to put in more effort since distractions are easily available. Nine

months later, I am grateful I did. It was the best experience for me. More people should adopt virtual classes, now that we are in a digital era. Additionally, awareness should be created that the virtual learning experience is equal to the physical one, debunking the notion that virtual students are less serious.

Just like my predecessors and as tradition demands, let me caution you: start as early as the previous day. As for the firm you will be placed in, it could either be your greatest blessing or source of distress. But change starts with you for sure.

Would I do this year again? To answer the question let me make reference to a meme I came across: Even if I were to have a loss of memory, I will never forget this academic year. Yes, that is how impactful it has been. It is doable, but there is a caveat to it.

Faith Akinyi is a student of the Advocates Training Programme



KENYA SCHOOL OF LAW

ADVOCATES TRAINING PROGRAMME

BACKGROUND

The Kenya School of Law (KSL) is established under the Kenya School of Law Act, 2012 which provides that KSL is a public legal education provider responsible for the provision of professional legal training as an agent of the Government. The Kenya School of Law (KSL) conducts a postgraduate training for law graduates which is known as the Advocates Training Programme (ATP). The ATP trains and prepares law graduates for the written Bar Examinations which are set, administered and marked by the Council of Legal Education (CLE). Therefore, Advocates Training Program (ATP) has the objective of training lawyers for entry into the legal profession. Training is conducted in 18 months; 12 months in-house and 6 months pupillage (internship).

ATP OBJECTIVE

To provide a technique-oriented training to complement the theoretical and intellectual approach towards law teaching imparted during undergraduate level.

ADMISSION REQUIREMENTS

- Having passed the relevant examinations of a university, university college or other institutions prescribed by the Council of Legal Education, holds or has become eligible for the conferment of the Bachelor of Laws Degree (LLB) in the grant of that university, university college or other institution
- Attained a minimum entry requirement for admission to a university in Kenya
- Obtained a minimum grade B (plain) in English Language or Kiswahili and a mean grade of C+ in the Kenya Certificate of Secondary Education or its equivalent

CLASSES

- Teaching in ATP is conducted on a clinical basis, practical for the purpose of equipping the learner with skills to practice law in the real-life situation.
- The classes are divided into "firms" which are study groups where legal problems and issues are thoroughly discussed.
- There are also moot courts which simulate actual law firms in practice before courts of law.
- The faculty is composed of both full time lecturers and adjunct lecturers who provide and impact the much needed practical and professional training of lawyers.
- Classes are held in the morning, afternoon and evening/Saturday.

EXAMINATION

For one to successfully complete ATP one has to pass (obtain a score of 50% and above) in all the 9 units: Civil Litigation, Criminal Litigation, Probate and Administration, Legal Writing and Drafting, Trial Advocacy, Professional Ethics and Practice, Legal Practice Management, Conveyancing, Commercial Transactions. Assessment of the programme is in four phases: project work (20%) (1st Term), Oral examination (20%) (2nd Term), Written examination (60%) (3rd Term) and Supervised pupillage (not graded but is compulsory) (4th Term).

COLLABORATIONS

The School has key linkages with other institutions which are, The Higher Education Loans Board (HELB), The Chartered Institute of Arbitrators, The Advocates Complaint Commission, and the Advocates Disciplinary Committee to mention but a few.

CONTACT US

Kenya School of Law,
Karen Langata South Road,
P.O Box 30369 – 00100,
Nairobi.
Telephone 0202699582/4
0712923459 | 0754456629



A KEBS ISO 9001:2015 Certified Organization



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THE KENYA SCHOOL OF LAW PARALEGAL TRAINING PROGRAMME

BACKGROUND

The Kenya School of Law is a state corporation established under section 3 of the Kenya School of Law Act Cap. 16C. In exercise of its mandate, the School offers a two-year Diploma in Law (Paralegal Studies) under its Paralegal Training Programme.

OBJECTIVE

The objective of the PTP programme is to train the middle cadre personnel to support legal professionals practicing at the bar, the corporate world, government institutions, and Non-Governmental Organisations.

TARGET GROUP

This programme targets:

1. High school graduates who meet the eligibility criteria.
2. Staff of law firms, government institutions, corporate organizations and Non-Governmental Organizations who meet the eligibility criteria.

DURATION

The programme shall last for a minimum period of 2 academic years comprising three (3) terms in each year and an additional 3 months attachment.

ELIGIBILITY CRITERIA

For admission into the Diploma in Law in the Paralegal Training Programme, an applicant must meet any of the following criteria:

- a) A mean grade of C (plain) in Kenya Certificate of Secondary Education (K.C.S.E) examination or its equivalent with at least C+ (plus) in English or Kiswahili;
- b) At least one principal pass at the Kenya Advanced Certificate of Education (K.A.C.E) examination;
- c) A pass in a certificate of law course offered at an accredited legal education provider; or
- d) A certificate of experiential learning issued by the Council of Legal Education.

LOCATION

The programme is offered at the Kenya School of Law, Town Campus, Development House, 5th and 6th Floors, Moi Avenue, Nairobi and at the Karen Campus, Langata South Road. Learning is physical (morning or afternoon sessions) and online evening class.

CAREER OPPORTUNITIES

Graduates of the Programme can become paralegals, administrators, process servers, research assistants, legal secretaries, legal clerks and legal assistants in law firms; the Judiciary Ministries and Department in the National and County Governments.

For more information, contact lawschool@ksl.ac.ke or ptpdiploma@ksl.ac.ke or call **0712923459/0754456629/0202699582/0202699584**



THE KENYA SCHOOL OF LAW PARALEGAL TRAINING PROGRAM

FEES

The following are the costs of the Kenya School of Law Diploma in Law Programme:

- a) A non-refundable application fee of Kes 2,000/-
- b) Tuition fees of Kes. 7,500/- per unit.
- c) Library fees Kes. 5,000/- per Year.
- d) A fee of Kes. 3,000/- charged for the examination per unit course.
- e) An attachment fee of Kes. 5,000 payable in the last Term of the second Year.

Note – 75% of fees due for each Term must be paid during registration and the balance at least two weeks before the commencement of examinations

MODE OF APPLICATION

Application must be submitted through the School website applications.ksl.ac.ke or via the **KUCCPS website**. The following documents should be uploaded on the portal:

- a) Copy of K.C.S.E./K.C.E./K.A.C.E. certificate or equivalent;
 - b) Copy of national identity card;
 - c) A passport-size colour photograph;
- Applications not accompanied by the required documents shall not be accepted.

NEW CURRICULUM UNITS

Year One - TERM 1

- 1.CPTP 100 Computer Applications and ICT
- 2.PTP 100 Introduction to Law & Legal Systems
- 3.PTP 101 Elements of Contract Law
- 4.PTP 102 Elements of Property Law

Year One - TERM 2

- 1.CPTP 101 Communication Skills
- 2.PTP 103 Elements of Commercial Law
- 3.PTP 104 General Principles of Constitutional Law
- 4.PTP 105 Conveyancing

Year One - TERM 3

- 1.PTP 106 Elements of Law of Business Association
- 2.PTP 107 Elements of Criminal Law
- 3.PTP 108 Family Law
- 4.PTP 109 Civil Procedure

Year Two - TERM 1

- 1.PTP 200 Law of Succession
- 2.PTP 201 Law of Torts
- 3.PTP 202 Criminal Procedure
- 4.PTP 203 Office Practice and Management

Year Two - TERM 2

- 1.PTP 204 Book-Keeping and Accounting
- 2.PTP 205 Introduction to Alternative Dispute Resolution
- 3.PTP 206 Introduction to Human Rights
- 4.PTP 208 Introduction to Environmental Law

Year Two - TERM 3

- 1.PTP 207 Ethics and Professionalism
- 2.PTP 209 Employment Law
- 3.PTP 210 Records Management
- 4.PTP 211 Introduction to Legal Research and Writing
- 5.PTP 212 Attachment

A Guide to the Constitution for Teens with Disability



By Sandra Ochola

In two years' time, a 17-year-old Kenyan citizen will be eligible to vote in the national elections and to vie for office as a member of county assembly. They will be bombarded with information and resource material on where to cast their ballot and who to vote for. They will also be trusted with the heavy responsibility of making sound socio-political decisions for their communities. With limited, zero hour voter education, he or she will be expected to engage in governance processes at the county and national level. The result of this miseducation will be evident in the quality of their participation in national conversations and in their capacity to positively contribute to the development of their societies.

I was once that 17 year old and I remember how ignorant I was about the social, economic and political events in my Country. My community at home and in school, had unconsciously shielded me from the harsh realities of Kenya's governance system, while the media and the government, actively shaped my views on leadership and citizenship. You can therefore imagine my confusion when years later, as a young adult, I got to learn of the truths of the Nyayo torture chambers, the cyclic ethnic clashes in the Rift Valley region and even the structural adjustment programmes and their impacts on our local economies. I also witnessed the toll of tribalism on professional

relationships as well as the devastations that characterized the 2007/2008 post-election violence.

I was however certain that the adults in my community did not shield me out of malice. They were perhaps, afraid to expose my young mind to the evils of poor governance or were simply observing the long held belief, that children need only to be seen and not heard. Regardless, this disenfranchisement ensured that as an adult, I lacked both the knowledge and skills for meaningful civic participation, and that I had to unlearn some of the leadership biases that I had picked up as a child.

It is this disenchantment that birthed the idea of the, 'Teens Guide to the Constitution of Kenya'. I realized that young people were not accessing adequate and accurate information about their history and their country. In particular, there was limited material for the civic enlightenment of teenagers and young adults. Our youth were also lacking the information and the platforms necessary for their effective engagement in society. As a community, we were also perpetuating intergenerational illiteracy on the role of the constitution as an instrument for societal transformation.

The Teens Guide to the Constitution is therefore, a simplified version of the Constitution of Kenya, 2010 and it is intended to promote law-related and constitutional education among young people. It provides our teenagers and young adults with accurate and comprehensive information about their country and guides them on how they can be active and productive members of society. It creates platforms for intergenerational conversations and assisting stakeholders in engaging young people as partners in nation building.

Further, its recent translation to braille language aims to cater to the needs of the blind and visually impaired teenagers and youth. Article 54 of the Constitution of Kenya, makes special mention of persons with disability and provides for, amongst other rights, their entitlement to "...human dignity, to the use of braille and sign language as well as access to materials to overcome the constraints arising from their disability..."

Of the 11, 617, 890 adolescents in Kenya, the Kenya National Bureau of Statistics (KNBS) reports that 34,980 boys between ages 10-14 are living with disability. This is compared to 28,721 girls of the same age. The report also affirms that 2124 girls and 39,688 boys between ages 15-19 are living with disability. Additional findings indicate that the age most affected by visual impairment is 11-15 years and those girls contribute 35.14% of cases of visual impairment while boys contribute 64.86%.

The braille edition of the Teens Guide to the Constitution is thus an inclusive tool for civic education that is guaranteeing that no child is left behind, in our quest for a whole and civically engaged citizenry. It is also a testament to the myriad of opportunities available to us, for the meaningful engagement of youth in leadership and governance.

In the words of Leonard I. Sweet, "The future is not something we enter. The future is something we create" and I believe, that with targeted and concerted efforts, our young people can contribute and even take center stage in addressing some of the social, political, cultural and economic challenges which plague our country and continent.

Sandra Ochola is an Advocate of the High Court of Kenya and an author.

The Role of Legal Education in Promoting Access to Justice in ICT



By Macrine Mwachaka and Jacinta Busienei

Day by day as technology evolves rapidly, legal education plays a vital role in enhancing access to justice within the Information and Communication Technology (ICT) sector. With the rise of digitalization, areas related to access to justice face new challenges. Cybersecurity threats, data protection concerns, protection of intellectual property rights and computer-related crime must be managed. By equipping professionals, and the general public with knowledge of ICT related law, legal education ensures fairness, accountability, and ethical practices in the digital era. This article explores how legal education promotes access to justice in the ICT sector.

Training Legal and ICT Experts

Legal education provides a basic knowledge base to deal with cases involving cybercrime, digital contracts, online fraud, electronic evidence and how to avoid vulnerabilities that lead to cybercrime. Legal educators can advocate for stronger cybersecurity regulations, defend digital rights and provide fair trials in ICT dispute cases.

Raising Public Awareness on Digital Rights and Responsibilities.

Justice in the ICT sector extends

beyond legal practitioners to the public. Legal education advances digital literacy by informing the public about their rights and obligations in the digital environment. Knowledge is attained through awareness campaigns, workshops and other technology platforms, teaching aspects like data protection laws, internet security and means of reporting cybercrime.

Fortifying data protection and cyber law.

Fostering adherence to data protection and cyber law needs legal education. Laws have been passed in many countries, including the European Union's General Data Protection Regulation (GDPR) to protect the privacy of individuals, businesses and organizations using digital platforms and the Data Protection Act of Kenya. To ensure that institutions and organizations execute their duties in a responsible and open way, experts with knowledge in ICT law can aid in administering these regulations.

Enhancing Ethical Use of ICT

There are numerous ethical concerns related to ICT, ranging from Artificial Intelligence bias to hacking ethics that can lead to social persecution and unrest. Learning about the law is beneficial for the development of responsible technology. Educational

modules in digital ethics and technology law give software developers, network administrators and cybersecurity specialists a commitment to ethical considerations while they develop a product.

Combating Cybercrime and Online Fraud

As online fraud becomes more commonplace, legal education helps to develop legal frameworks which protect against these forms of cybercrime. Lawyers also work with cybersecurity experts to investigate and track down cybercriminals. ICT law makes sure that causalities of online fraud have remedies and that culprits receive relevant punishments.

Conclusion

Legal education is highly effective in enhancing access to justice by leveraging on ICT to train professionals, raising public awareness, strengthening cyber law, and ensuring ethical technology use. Legal education fosters a fair and accountable digital environment. As technology continues to emerge, a powerful legal training system remains fundamental in sustaining justice, safeguarding digital rights, and ensuring that ICT serves the best interest of the society. It is high time for legal practitioners to embrace technological trends in their field by attending continuous professional development webinars to make access to justice possible through the use of ICT in modern legal education.

Macrine Mwachaka is an ICT officer at the Kenya School of Law and Jacinta Busienei is an intern in the ICT department

The Role of Legal Education in Promoting Access to Justice: An Economic Angle



By Doreen Sitati

The Constitution 2010 recognizes access to justice as one of the fundamental rights. All citizens have the right to access to justice regardless of their economic status. However, there are still challenges such as limited legal awareness, system efficiency and high legal costs. These challenges have been largely countered by training in legal aid services in institutions that provide competent legal training such as the Kenya School of Law(KSL). From an economic angle, a well-structured legal education system contributes to an effective service delivery in the legal sector, affordable transaction costs in dispute resolution and enhance economic inclusion. This will ensure vulnerable groups like women, children and marginalized communities in the country are protected.

The Constitution 2010 recognizes access to justice as one of the fundamental rights. All citizens have the right to access to justice regardless of their economic status. However, there are still challenges such as limited legal awareness, system efficiency and high legal costs. These challenges have been largely countered by training in legal aid services in institutions that provide competent legal training such as the Kenya School of Law. From an economic angle, a well-structured legal education system contributes to an effective service delivery in the legal



sector, affordable transaction costs in dispute resolution and enhance economic inclusion. This will ensure vulnerable groups like women, children and marginalized communities in the country are protected.

The Economic Role of Legal Education in Access to Justice

Legal education plays an important role in enhancing access to justice particularly in addressing some of the economic barriers. Despite the high cost of becoming a lawyer, which affects client fees, there is still ambiguity regarding justice. In spite of this, legal education institutions provide services such as free legal aid clinics and offer free or low-cost legal assistance to disadvantaged communities. In addition, highly qualified and experienced lawyers assist in boosting efficiency within the Kenyan judiciary by effectively managing and negotiating cases to reduce backlogs and alleviating economic burden of prolonged court process.

Legal education enhances public awareness by promoting civic engagement which helps citizens understand their rights and

protection thus helping to reduce instances of economic exploitation like land seizures, unfair labor practices and fraudulent transactions. Through the integration of compulsory legal aid and pro bono work, legal education promotes a culture of service that provides free legal support to vulnerable groups such as low-income workers. It is therefore a collective effort to fill in justice inequality and promote social and economic participation.

Challenges Affecting Legal Education in Kenya

One of the challenges faced by some of the individuals pursuing legal education in Kenya is the high tuition fees which makes it difficult for needy students to access the legal education system. Other challenges faced by institutions offering legal education include limited budget for providing legal aid programmes as well as slow adoption of digital education. The government and the private sector can come in and extend financial aid through enhancing the budget for legal aid programmes, setting up scholarship programmes for underprivileged students and build a digital infrastructure that connects students.

Policy Recommendations for Strengthening Legal Education

The most effective opportunities to improve legal training in Kenya are increasing financial support, improving legal aid programmes, promoting digital education programmes and encouraging community participation. Scholarships and funding available to the government, the private sector, the alumni network, Law Society of Kenya among others can increase the accessibility of legal training. Kenya's legal education is an important factor in access to justice and economic strengthening. Investment in legal aid programmes through

partnerships with government agencies, Non-Governmental Organizations and international donors can increase their effectiveness and reach. Incorporating digital education through online resources, virtual court proceedings and mobile legal aid platforms would enhance access to justice and legal training, particularly in rural areas where few people can access traditional legal courses.

Conclusion

Kenya's legal education is an essential factor in access to justice and economic strengthening. It contributes to economic stability and social equity by reducing legal service costs,

improving the efficiency of courts and encouraging alternative dispute resolution. Strengthening legal education through policy reforms, digital innovation, and increased funding will ensure that justice is not a privilege for the few who can afford it but a right for all.

Doreen Sitati is the Senior Planning, Monitoring and Evaluation Officer at the Kenya School of Law

A Stepping Stone to the Future - The Kenya School of Law Edition



By Magret Malika

Life after graduation is a lot like being thrown into the deep end of a swimming pool; except you are not entirely sure if you even know how to swim. Sure, you have your degree, but what next? The road ahead is shrouded in uncertainty, and while there is light at the end of the tunnel, you quickly realize that it is up to you to find the switch and illuminate your own path. For me, the Kenya School of Law (KSL), through the Public Service Commission, became one of the most defining streetlights on this journey.



First Impressions: From Human Resource to the Tea Room

On April 15th, 2024, I walked into KSL, unsure of what lay ahead but eager to start. From the moment I stepped in, I was met with warmth starting right from the Human Resource Department to the ever-welcoming Tea Room, where I encountered the vibrant KSL staff.

Then came my first big introduction to Corporate Communications and the Front Office. Here, I met Ms. Clementine, an outgoing intern who took me under her wing. She mentored me, showed me the ropes, and gave me a crash course on what was expected of me. If I thought school was intense, I had another thing coming.

The Learning Curve: A Comedy of Errors

My duties started almost immediately. I was at the front desk welcoming visitors, giving directions to departments, I was not even sure where they were (thank you, Ms. Wachera and Ms. Kuri, for rescuing me countless times), and handling the switchboard. Ah, the switchboard! the place where I met my biggest nemesis; extension numbers.

Memorizing names, departments and their corresponding extensions felt like preparing for an exam you did not know you had signed up for. At one point, I considered writing them on my palm, but professionalism (and hygiene) prevailed. The morning hours were another challenge; turns out being a “morning person” is a skill you have to acquire in the corporate world.

Thankfully, my supervisor, Ms. Githaiga, the ever-patient Corporate Communications Officer, guided me through the adjustments with remarkable grace.

Finding my Footing: The ‘Aha!’ Moment

After a couple of months, something clicked. I could now navigate calls and extensions with confidence, handle reception professionally and complete assignments on time. No longer did I hesitate before addressing someone; I actually knew people by their names, and best of all, without that moment of panic where I hoped I had gotten it right.

With time, I got to understand KSL beyond just its walls. I learned about its founding in 1963 and the incredible transformation it has undergone over the years. I grasped the workings of the different departments and their interdependencies in running the School. I also came to appreciate the distinct differences between the Advocate Training Programme (ATP) at the Karen Campus and the Paralegal Training Programme (PTP) at the Town Campus.

The Editorial Team: A Writer’s Dream Come True

Now, if there was one role that truly made my heart dance, it was being part of the editorial team. Editing articles, reading people’s perspectives on Kenya’s justice system, and getting a peek into the minds of brilliant legal thinkers; it was exhilarating. It felt like stepping into someone else’s thoughts for a moment and seeing the world through their eyes.

This experience sharpened my editing skills, refined my writing, and gave me a newfound appreciation for

the power of storytelling in the legal space. To the editorial team, thank you for shaping me into a better writer and critical thinker.

Final Reflections: More than Just a Job

As I wrap up my time here, I realize that KSL has been more than just a workplace; it has been a learning hub, a training ground, and most importantly, a family. The Corporate Communications Section did not just give me tasks; they nurtured my skills, refined my potential, and equipped me with more than enough to take on the professional world.

I will miss our Section meetings that were, quite honestly, so much more than just meetings. I will miss the random tea breaks that turned into life discussions. And, of course, I will miss the unspoken rule that no matter how serious the office setting, laughter was always allowed.

As I prepare for the next phase of my journey, I step forward with gratitude. To KSL; thank you for being my stepping stone. To my colleagues; thank you for the lessons, the guidance, and the memories. And to anyone feeling lost post-graduation; keep moving, keep learning, and when you find your own streetlight, make sure you let it shine bright.

Cheers to the journey ahead!

Margret Malika is a former intern at the Corporate Communications Section

Restoring Dignity: International Justice Mission Kenya's Role in Advancing Access to Justice



By Joshua Mutia

At the heart of justice lies the human dignity of every individual. Yet, for far too many in Kenya particularly those living in poverty justice remains out of reach. Vulnerable citizens who face abuse, exploitation, or unlawful treatment often lack the means, knowledge, or power to seek redress. This is where the work of International Justice Mission (IJM) Kenya comes in restoring dignity by bridging the gap between the promise of justice and the lived reality of those who need it most.

A Mission Rooted in Protection

IJM is a global organization that protects people in poverty from violence by partnering with local authorities to rescue victims, bring criminals to justice, restore survivors, and strengthen justice systems. In Kenya, IJM focuses on combating police abuse of power, including unlawful detention, torture and extrajudicial killings. These forms of abuse undermine the rule of law and erode public trust in law enforcement and the judiciary.

IJM Kenya works through a holistic model supporting victims and their families, holding perpetrators accountable, and engaging government oversight institutions such as the Internal Affairs Unit (IAU), the

Independent Policing Oversight Authority (IPOA), the National Police Service Commission (NPSC) and the Office of the Director of Public Prosecutions (ODPP).

Casework that Drives Change

In supporting cases of police misconduct, IJM Kenya plays a crucial role in ensuring that victims are not only heard but that meaningful action follows. When a family loses a loved one due to unlawful police action, IJM works alongside relevant authorities to ensure that evidence is preserved, witnesses are identified and supported, and the matter is brought to the attention of the ODPP for appropriate legal action. This process affirms the rights of the victims' families and reinforces the principle that accountability applies to all, regardless of rank or uniform

To date, IJM Kenya has walked alongside hundreds of families affected by police abuse of power. Many of these cases have led to successful prosecutions, contributing to a growing sense of accountability within the police and restoring public confidence in the justice system.

Strengthening Systems and Building Trust

Access to justice requires more than successful prosecutions, it demands systems that are responsive, transparent and people centered. IJM partners with oversight agencies to build their capacity through training, technical assistance and joint casework. This collaborative approach enables institutions to respond more effectively to complaints of abuse and improve service delivery.

IJM also supports the induction of new investigators and facilitates quarterly stakeholders' forums that

bring together actors such as NPSC, IAU, IPOA, the Witness Protection Agency (WPA), and civil society organizations. These engagements foster collaboration, promote learning and ensure a coordinated response to police misconduct.

Empowering Communities through Local Partnerships

Recognizing that justice begins at the community level, IJM Kenya partners with churches, community-based organizations and Justice Centers to empower citizens with legal knowledge and access. These partners are essential in identifying victims, offering referrals and educating the public on human rights and legal processes.

Churches serve not only as places of worship but also as trusted spaces for community mobilization and healing. Through initiatives like Freedom Sunday, IJM works with faith leaders to raise awareness on justice and the biblical call to protect the oppressed.

Community-based organizations and Justice Centers complement this work by providing legal aid, documentation support and psychosocial services. These grassroots actors are often the first line of defense for victims seeking help and IJM invests in building their capacity to respond effectively.

Legal Literacy and Public Engagement

IJM organizes public forums in vulnerable counties where members of the community and police officers engage in honest dialogue about human rights, police accountability, and justice processes. In recent

sensitization forums held in Kisumu, Siaya, and Homa Bay, over 150 participants explored pathways to strengthen accountability and trust between law enforcement and citizens.

To reinforce these conversations, IJM distributes user friendly materials i.e. flyers, brochures and banners to increase awareness on how to report abuse and seek redress. This type of community engagement is vital in transforming public perceptions of justice and giving voice to those who might otherwise suffer in silence.

Trauma-Informed Support for Survivors

Survivors of police abuse and families who have lost loved ones often experience deep trauma. IJM's caseworkers walk with them every step of the way, offering psychosocial support, connecting them to professional counselors and advocating for their protection. The goal is not only to achieve legal justice but also emotional restoration. This survivor-centered approach ensures that justice is not

re-traumatizing but rather empowering.

Opportunity for Learning Institutions

Institutions of higher learning have a vital role to play in advancing access to justice. By integrating social justice themes into their legal education curriculum, they can nurture a new generation of lawyers who are not only skilled but also deeply committed to advocating for the rights of marginalized communities.

Law schools can go a step further by partnering with Civil Society Organizations and grassroots community groups such as Social Justice Centers. These partnerships can offer students meaningful, hands-on exposure to the realities of human rights litigation and pro bono legal work. At IJM Kenya, we regularly engage with third and fourth year law students, holding interactive sessions where we share practical insights into the opportunities and complexities of human rights advocacy and access to justice initiatives.

Additionally, academic institutions can contribute through rigorous research into justice sector challenges. For example, victims of crime often

encounter multiple barriers in their pursuit of justice, including the risk of traumatization. Law schools are well positioned to investigate such issues and propose legal and policy reforms that balance victims' rights with the accused persons' right to a fair trial. By doing so, they can shape a justice system that is not only efficient but also compassionate and equitable.

A Collective Vision for Justice

IJM Kenya's work affirms that access to justice is a shared responsibility. It is about partnerships between government and civil society, survivors and advocates, police and the communities they serve. It is about building systems that serve all Kenyans regardless of their background or income.

As Kenya continues to strengthen its justice architecture, IJM remains committed to a future where the law works equally for everyone and where dignity is restored to those who have been harmed. Access to justice is not just a legal goal, it is a moral imperative.

Joshua Mutia is an investigator at the International Justice Mission (Kenya)



Justice Defenders work in Prisons on Access to Justice



By Hamisi Mzari

The phrase “access to justice” is a common one along the corridors of Justice, in classrooms where law is taught, or in prisons or crowded police cells, or the hallowed alleys of our courtrooms. But do we really understand what this phrase means?

The Constitution of Kenya 2010 dedicates a whole Article on Fair Trial and states in Article 25 that the right to a fair trial is inalienable. However, is it true that fair trial is part of access to justice, or is access to justice a stand-alone component in humanity’s quest to live in a just and harmonious society? These are questions that Justice Defenders tries to answer.

Justice Defender’s mantra is defending the defenceless communities and works in prisons across Kenya and Uganda. It empowers both prison officers and inmates to become champions of justice by training, educating and giving them the tools to practice law and offer world-class legal services.

Justice Defenders is a Kenya-based non-profit organization that focuses on providing legal services and protection to prisoners. They work to ensure everyone, including those in prison, has access to a fair hearing and due process.

Prisons are areas often shrouded in mystery and the general belief that those serving a term there are unwanted in society and that nothing good can come out of them. We are proud of visionary leaders such as the former Vice President Hon. Moody Awori and the late Kenya Prisons Staff Training College Commandant, Madam Wanini Keriri, whose open-door policy ensured partners and other stakeholders could collaborate and offer their resources and expertise

to ensure prisons are truly places for meaningful rehabilitation and reform.

The work of Justice Defenders has enabled prison staff and inmates to study law behind the walls of prisons, through the collaboration of Justice Defenders and the prestigious University of London and a long-distance LLB course was delivered in prisons. On 26th November, 2024, the world witnessed the second cohort of graduates of this programme graduate with LLB Degrees in a colourful ceremony held at the Kamiti Maximum Security Prison.

Today, Justice Defenders has successfully trained a total of 62 lawyers in both Kenya and Uganda. Two have gone ahead to study at Riara University the pre-Kenya School of Law course, and the Advocates Training Programme at the Kenya School of Law. Their admission to the Bar is proof that indeed prisons are centres of true transformation, and echo the adage that it is possible to come from behind bars to the bar and defend justice.



Legal Aid clinic at Industrial area remand



This is but a glimpse of what access to justice means; that an individual who was once deemed as defenceless, is empowered through training, education and becomes an advocate and is able to practice the law and defend others too poor to afford representation.

The Constitution of Kenya 2010, under Article 48, defines access to justice as the ability of individuals to access legal information, advice, aid and court representation as a means of seeking redress to their grievances. It is both the victim and the perpetrator. The work of Justice Defenders primarily ensures that those incarcerated can have their voice heard.

The training equips the indigent persons in prisons with legal information, through the various legal awareness sessions held and advice given when these clients walk into the prison-based legal

offices. The services offered by Justice Defenders are free and available to thousands across 18 prisons in Kenya.

The empowerment of individuals to become lawyers and advocates in itself is an important pillar in poverty eradication and therefore a key contribution in sustainable development as provided for under the United Nations SDG agenda 1.

The Justice Defender's work has also gone further to contribute to access to justice in Alternative Dispute Resolution. By placing accessible telephones in the established legal offices, alternative dispute resolution mechanisms such as mediation contribute to a notable withdrawal of cases under section 204 of the Criminal Procedure Code. This reduces trial time and saves on costs and judicial resources, such as time and case backlog.

There are many challenges affecting access to justice, however, the work

of Justice Defenders has been able to address these challenges affecting their clients in prisons. The greater Kenyan population, especially those in remote and marginalised areas, still face difficulties such as lack of legal services, long delays, corruption and a general lack of knowledge and information.

Justice Defender's work in prison has brought justice closer to the inmates through working with the Judiciary in having e-justice available. The overall impact is social transformation, poverty reduction and sustainable development, which are the key outputs for access to justice.

Hamisi Mzari is a Senior Legal Officer at Justice Defenders

Dancing into Retirement: The Kenya School of Law's End-of-Year Bash



By Margaret Malika

The festive season is usually marked towards the end of the year and as the corporate world winds down, tradition dictates a well-deserved break from the year's roller coaster of events. At The Kenya School of Law (KSL), we do not just mark the end of the year; we elevate it into a grand celebration. This time, it was not just about closing the chapter on 2024; it was also a heartfelt farewell to three dedicated staff members who had given an incredible cumulative sixty years of service. And let us be honest; who does not love a good retirement party, especially one where tension bows out and pension strides in?

The Calm Before the Party

The morning starts off slow, the usual hum of office duties filling the air. But there's an unspoken energy; an eagerness that only grows stronger with each tick of the clock. Then, like magic, the cafeteria comes alive with an intoxicating blend of spices and simmering goodness. It is the kind of aroma that makes one suddenly check their watch and wonder, Is it lunchtime yet?

By midday, the lecture theatre is the place to be. Staff trickle in, exchanging cheerful greetings, their voices mingling with the upbeat music blasting through the



KSL Director hands Mr. Bosco Mongela, a present at the retirement event

speakers. Laughter bubbles up from different corners; inside jokes, reminiscing about the year, perhaps even betting on who will make the first awkward dance move.

Then, cue the voice of reason: Mr. Ogello, the ever-energetic MC, commands attention. The music fades, conversations die down, and all eyes turn to him. With his signature charm, he reminds everyone why they are here: to celebrate another successful year and, most importantly, to bid farewell to three remarkable colleagues stepping into the golden era of retirement.

Honoring the Retirees

In true ceremonious style, the retirees make their grand entrance, their families beaming with pride beside them. The moment is bitter sweet; an acknowledgment of their invaluable contributions, but also a realization that KSL is losing some of its brightest stars.

One by one, the departments give their brief summaries of the year; highlights, achievements, and probably a few polite omissions

of the less-than-stellar moments. Then, the retirees take the stage. Mr. Bosco Mongela, Mr. James Ngei and Mr. Fredrick Muhia, each with a legacy of excellence, share heartfelt speeches. They express gratitude for the KSL fraternity, reminiscing on their decades of service, the friendships forged and the lessons learned. It is a moment that tugs at heartstrings; because let us be honest, decades in one place is no small feat. That is loyalty, resilience, and a bit of caffeine-powered dedication.

Gifts, Laughter, and a Dance-Off?

The Director, Dr Henry Mutai steps forward, bringing with him words of appreciation and a generous touch of goodwill. Retirement gifts are handed out, each tailored for the next chapter of these men's lives. Mr. Bosco receives a power saw and a 5000-litre water tank; perhaps an unspoken nudge to embrace the great outdoors? Mr. Ngei gets a chaff cutter and a similar water tank; because what is retirement without a little farming? And then there's Mr. Fredrick Muhia, whose retirement is looking rather tech-savvy with his brand-new HP EliteBook laptop.

But the highlight of the moment? The dance segment. Each retiree gets a song, a final performance to mark their exit. And while all three put on a good show, Mr. Muhia steals the spotlight. His moves are unmatched, fluid, confident and dare we say, rejuvenated by the thought of no more Monday morning meetings. Could it be the excitement of finally getting his hands on a laptop with 9 PS? We may never know, but the crowd erupts in laughter and cheers, sealing the moment in collective memory.

Recognizing Excellence

The day is not just about farewells. KSL also takes a moment to recognize outstanding performers. Mr. Ally Gakweli and Mr. Stephen Gathungu are crowned best employees of the Year, a nod to their dedication and excellence. Their win serves as motivation to the rest; who does not want

their name etched in the hall of workplace greatness?

Feast, Photos, and a Sweet Goodbye

A party without food is just a meeting. And KSL does not do meetings when there is a cause for celebration. As the event progresses, cameras click away, capturing smiles, embraces and a few photobomb attempts. And then, the pièce de résistance a grand cake, aptly decorated with the words 'Bye Bye Tension, Welcome Pension.' Dr. Mutai and the retirees take center stage, knives poised, as the crowd counts down. A slice is served, followed by an elaborate buffet that leaves everyone satisfied. Plates are filled, conversations flow and for a few hours, work worries take a backseat.

As the day winds down, there is a final round of warm wishes; merry christmas, happy new year, and the occasional, 'See you next year, if HR lets me back in.' Because at the end of it all, work may be demanding, but

moments like these remind everyone why they do what they do.

Conclusion: A Celebration to Remember

The 2024 KSL End-of-Year and Retirement Party is not just another corporate event; it is a testament to the culture of appreciation, camaraderie, and celebration. It is a day where service is honored, friendships are strengthened, and the joy of the season takes center stage. And for our retirees, it is the beginning of a new adventure; one with less email stress and more time for passion projects (and maybe even some legendary dance moves).

So, until next December, KSL, keep the spirit alive. And to our retirees; enjoy the pension, you have earned it!

Margret Malika is a former intern at the Corporate Communications Section



The KSL fraternity the 2024 end of year party

Empowering HR through Legal Education: Building Fairer Workplaces



By Raphael Ogello



What if every Kenyan workplace became a model of fairness, safety, and dignity? This vision is no longer a distant hope it's becoming a reality, thanks to various laws, regulations and policies on Human Resource (HR) management. In Kenya today, HR leaders are stepping beyond traditional roles and emerging as advocates for justice, driven by the power of legal education.

More than just managing talent, legally informed HR professionals are safeguarding workers' rights, promoting equality, and building workplaces that reflect the values enshrined in our Constitution. Here's how legal education is transforming HR roles and advancing justice in Kenyan organizations.

The Backbone of Equality

Kenya's Constitution guarantees the right to equality, fair treatment, and freedom from discrimination. HR teams with a solid understanding of these protections are better equipped to uphold them; from recruitment and onboarding to promotions and performance evaluations. By applying constitutional principles in day-to-day decisions, HR professionals ensure every employee is treated with dignity and respect.

Protecting Every Worker

The **Employment Act** lays down

the legal foundation for contracts, working hours, leave entitlements, and termination procedures. With legal education, HR professionals can confidently enforce maternity protections, guard against gender bias, and promote equal pay hence creating a workplace culture rooted in fairness and compliance.

Resolving Disputes

Workplace conflict is inevitable but court battles don't have to be. The Industrial Court Act offers structured pathways for resolving disputes through mediation and arbitration. Legally trained HR professionals now act as mediators, finding fair, balanced solutions that protect relationships and avoid costly legal proceedings.

Prioritizing Safety

Workplace safety should never be an afterthought. Through the Occupational Safety and Health Act, HR teams play a critical role in ensuring compliance and minimizing risks. Legally informed HR leaders are now driving a safety-first culture from hazard prevention and health screenings to emergency planning across all sectors.

Ensuring Justice for Work Injuries

The Work Injury Benefits Act guarantees compensation for employees injured on the job. HR professionals who understand these legal obligations help streamline

insurance processes, expedite claims, and support injured employees with empathy and efficiency, turning a potentially traumatic experience into a fair and just process.

Support the Right to Join Trade Union

Kenyan workers have a legal right to join trade unions and engage in collective bargaining. Instead of viewing unions with skepticism, legally informed HR departments now engage proactively with them. This fosters open dialogue, improves transparency, and strengthens trust between employees and employers within legal bounds.

Conclusion

Legal education is not just a tool it's a game-changer. In mastering Kenya's employment laws, HR professionals are becoming powerful agents of change, leading the charge toward inclusive, equitable, and legally sound workplaces.

As guardians of workplace fairness, today's HR leaders are redefining their roles not only managing people but upholding justice. In doing so, they're shaping a more just, respectful, and prosperous future for all Kenyan workers.

Raphael Ogello is a Human Resource Assistant Officer at the Kenya School of Law

Enforcing the Rule of Law in the Transport Sector



By Martin Kembero

The transport sector embraces the rule of law through a framework of laws, policies, and regulations. This ensures accountability, safety and efficiency for all stakeholders, including the public and private sector. Transport policy and planning comprises of the whole context of economic, social, and political actions that determines the distribution of labour, goods and services.

Environmental and social justice in transportation is essential for ensuring fair and equitable access to mobility for all individuals, regardless of intersecting markers of social identities such as gender, class, race, ethnicity, age, (dis)ability, sexuality and religion.

Road traffic accidents continue to be a great challenge not only in Kenya but also globally. The World Health Organization accident index indicates that an estimate of 1.2 million people are killed annually through road traffic crashes. In spite of the fact that Kenya's level of motorization is low compared to that of developed countries, it is among countries with high road traffic crashes globally.

The government has put in place several interventions geared towards reducing loss of lives on



roads in an effort to effectively regulate activities within the road transport sub- sector. Some of the common interventions include, legal notice number 16 of October 2003 which compelled all public and commercial vehicles operators to fit their vehicles with speed governors and safety belts without fail.

The second intervention by the government include the development of sessional paper Number 2 of 2012 on Integrated National Transport Policy and the National Road Safety Action Plan (2024-2028) and the formulation of a committee to integrate data available in relevant government departments that deal with road Transport Integrated Management System(TIMS).

The review of the Traffic Act Cap 403 and the enactment of the National Transport and Safety Authority Act 2012 was enacted to ensure all the road users obey the law and also uphold the rule of law to the latter.

Some of the major causes of road traffic crashes include human error, disjointed and institutional framework and total disregard of

traffic laws by both drivers and pedestrian. Measures have been put in place to offer refresher training and ensure implementation of policies related to road transport and safety are followed.

The disjointed institutional framework is manifested in the fact that management of the roads transport sector is shared amongst several government institutions i.e. Ministry of Transport, Ministry of Finance (KRA), Office of the President (traffic police and Motor vehicle inspection unit) as well as ministry of Roads and Public works.

The National Transport & Safety Authority (NTSA) was formed to address these challenges and provide the missing links through establishment of good legal framework to manage and fulfill the gaps whereby the Authority is taxed to ensure functions are implemented uniformly that is, driver testing, traffic police and motor vehicle inspection functions among others.

Martin Kembero is an Assistant Administrative Officer Transport section at the Kenya School of Law

How Trauma may Translate into Social Media Expressions



By Samuel Akhwale

In June 2024, Kenya experienced widespread protests against the then Finance Bill that proposed various ways of raising revenue for the government, but whose net effect was considered detrimental to the economic well-being on many individuals who already felt overtaxed directly and indirectly by the Government.

Two unique characteristics of the protests was that they were largely fronted by young people, and the mobilization was primarily done on social media platforms such as X, Instagram and TikTok.

The International Commission of Jurists (ICJ) Kenya chapter in an article by Charles Jaika reported on its webpage on 5th August 2024 that Kenya serves as a compelling case study for understanding how digital platforms can enhance the right to assemble and express digital rights.

The young people who popularly came to be referred to as “Gen Z”, seem to have stumbled on the contents of the Constitution of Kenya 2010 and drawn from it and put into action Articles 33 and 37. The respective articles provide:

33. (1) *Every person has the right to freedom of expression which includes*

a) freedom to seek, receive or impart information or ideas;
b) freedom of artistic creativity; and
c) academic freedom and freedom of scientific research.

37. *Every person has the right, peaceably and unarmed, to assemble, to demonstrate, to picket, and to present petitions to public authorities.*

On 3rd January 2025, the Al Jazeera online page carried an article by Patrick Gathara, a senior editor for inclusive storytelling at the New Humanitarian titled “In Kenya, not even the cartoonists are safe”. In the same article, he refers to the response from the political class being that “the real problem was not police behaving badly, but rather citizens advancing “radical, individualistic, and self-centered interpretations of rights and freedoms”. He concludes that the young people’s only crime is to demand the better life promised to them by the political class.

This brings us to the unique life circumstances these young people have grown in.

If one places their average age at 24 in 2024, it means they were born on or around the year 2000. That would place their average ages at 7 by the time Kenya suffered its worst political upheavals in history, the 2007/8 post-election violence. Okatch Millicent in her University of Nairobi dissertation titled “*Effects of 2007 post-election violence on the well-being of children in Kenya: a case study of children in Kibera Slum Nairobi*” observes that as at the time of the study, psychologically, children were still traumatized from the orgies they witnessed in 2007 and the findings have revealed high levels of stress among the children.

The National Library of Medicine has an article titled “*Multiple Traumas, Post-Election Violence, and Post Traumatic Stress Among Impoverished Kenyan Youth*” by Valerie S

Harder and others on a study focused on a random community-based sample of 552 impoverished youth ages 6–18 within an informal settlement in Nairobi, Kenya. It found that six months after the violence ended, 18% of the respondents experienced Post Traumatic Stress Disorder (PTSD). They observe that PTSD among school-age youth can result from witnessing or experiencing war, disasters, sexual abuse, torture, motor vehicle accidents, and other traumatic events. The study found that in terms of the one event that “bothers them the most now,” children reported seeing a dead body (22%), followed by seeing someone beaten or shot (20%), being in a place where a war was going on (17%), general trauma during post-election violence (17%), and being in a fire or flood (8%). They quote Sack, Clarke, & Seeley, 1995 who found that childhood and adolescent PTSD, if left untreated, can lead to chronic mental disorders and other adverse mental health outcomes in adulthood.

Winnie Waiyaki, a lecturer at the Daystar University in a 2017 article co-authored with Maureen Onyango-Ngesa titled, “Kenya’s post-election violence: the harm that’s been done to children” on behaviour changes observe that “they may have nightmares or re-enact traumatic events when playing”.

Kristine Pascual, in the March 5, 2024 online article on the Poly Post states that “According to a study with data collected from Aura, the topic of death has desensitized Gen Z because they understand the inevitability of it. The discussion of death was once taboo, and to some elder generations it still is, but for Gen Z, death is as common a topic as any”.

These observations from various studies therefore, become an opportunity for us as a nation to ask that when we see our youth normalize or fantasize death, through various forms on social media, might it be an offshoot of experiences in their formative years

from the violence they experienced first-hand? It therefore places the burden on our society to look again at this generation, and no matter how painful or expensive it might be, explore ways to heal the wounds they suffered as young children so as to enable them move on as healed persons.

Samuel Akhwale is an Advocate of the High Court of Kenya and a Senior Lecturer at the Kenya School of Law, Continuing Professional Development, Projects and Research Department.

Perfectionism Might be Affecting your Mental Health



By Dorcas Mwachia

Do you ever brag about being a perfectionist?

Perfectionism is a lonely, isolating trait and maybe a poison. Unlike other obsessions and addictions, perfectionism is something many people celebrate, believing it's an asset, right? Some of us desire perfection in an endless quest. But unhealthy perfectionism can actually get in the way of happiness. This is because it is rigid and the compulsive need to be perfect can be overwhelming.

Although this is a debated subject, we agree we are just humans and deep down we know better, better than we would to admit that we all have flaws. As far as I can tell you, the satisfaction that comes from striving for the high goals without descending into a pit of self-loathing is unimaginable.

However, the sense of reality keeps scrambling the more we are

trapped in the pursuit of a chimera that recedes like the horizon as we approach it. Low self-esteem and feelings of emptiness worsen and the question of "am I enough" lingers. It starts with an inner dialogue that says, I am not cool enough, productive enough, healthy enough or intelligent enough. This realization makes us hide our real selves from the world and so we do everything possible to strengthen what we think are threadbare perfection-contingencies binding us to other people. Perfectionists tend to deal with a lot of anxiety by overthinking, trying to cover every possible base as a way to hold things together.

You may not consider yourself a perfectionist because you feel so far from perfect so much of the time. However, if you struggle with procrastination, perform poorly because of the pressure you feel, experience an intense fear of failure, and constantly criticize yourself and your performance then you may be struggling with perfectionism.

Perfectionism is put on a pedestal, treated with awe and respect. We celebrate icons for the intensity of their struggle, their uncompromising commitment to flawlessness. No wonder it is messing with our heads. Even the personal trainers, self-help industry, life coaches and the gurus

of positive thinking capitalize on the mainstreaming of perfectionism.

Will Coldwell writing in the Guardian refers to Thomas Curran's analogy of an airport, a temple of aspiration lined with Rolex ads, luxury shops and images that depict wealth, glamour and the romance of transatlantic travel. "It's like you've made it," he says. Yet the experience being beamed back at you is a far cry from the actual experience of being crammed between an out-of-service toilet, a beer-drenched stag-do and a 10-deep queue for Pret. "It's a microcosm of what it feels like to live a life in which you're told to work hard to have this good standard of living, and instead young people are finding it hard to get houses, stable and secure jobs. They're in a lot of debt... it's just not the vision of the future they were promised." The young are hopeless over strivers and, in staying up late, neglecting self-care and pushing themselves too hard mentally and physically, are prone to burnout. Perfectionism, according to psychologists, can blind us to our achievements while enforcing impossible standards upon ourselves. Psychologists Paul Hewitt and Gordon Flett identified three forms of perfectionism in their 1991 paper:

a) Self-oriented perfectionism is inflicted from within. Having unrealistic expectations for yourself, holding yourself to perfect standards, and being hard on yourself when you do not meet those expectations.

b) Other-oriented perfectionism is projected onto others. Having unrealistic expectations for others, holding others to perfect standards, and being hard on others when they do not meet those expectations.

c) Socially-prescribed perfectionism absorbed from those around us is believing that others have unrealistic expectations for you, that others are holding you to perfect standards, and that others will be critical of you when you do not meet those expectations.

Is a touch of perfectionism actually a good thing? Yes. High achievers, perfectionists and people pleasers

can confirm this. They are organised, produce high quality work, reliable, encourage others to perform at a high standard, have high personal satisfaction when they perform perfectly, careful not to make mistakes and are unlikely to act impulsively.

It becomes a problem, though, when you crank up harsh self-talk, judge your friends or roommates for not meeting your expectation. When you fear making a mistake, are unable to tolerate other people's weaknesses, face difficulty making decisions, become overly self-conscious, experience self-doubt, overindulge in self-criticism, develop stress and anxiety, and fall into fatigue and exhaustion, then we have a problem.

All of that can hurt your relationship with yourself and others and even keep you from getting things done: every perfectionist's nightmare.

Perfectionism is born out of a mindset that requires working hard at all costs. However, it is actually an unproductive way of thinking. So, what if we swapped this with a more a 'productive' mindset? One which allows you to encourage yourself and others to set realistic timelines, explore new opportunities and learn from things that do not turn out as planned.

Finally, there is no problem with striving. Simply trust the process. "We are what we are," we must constantly remind ourselves and what we are is good enough. That is what we can do to escape the perfectionist trap.

Dorcas Mwachia is the Students Welfare and Counselling Officer at the Kenya School of Law.



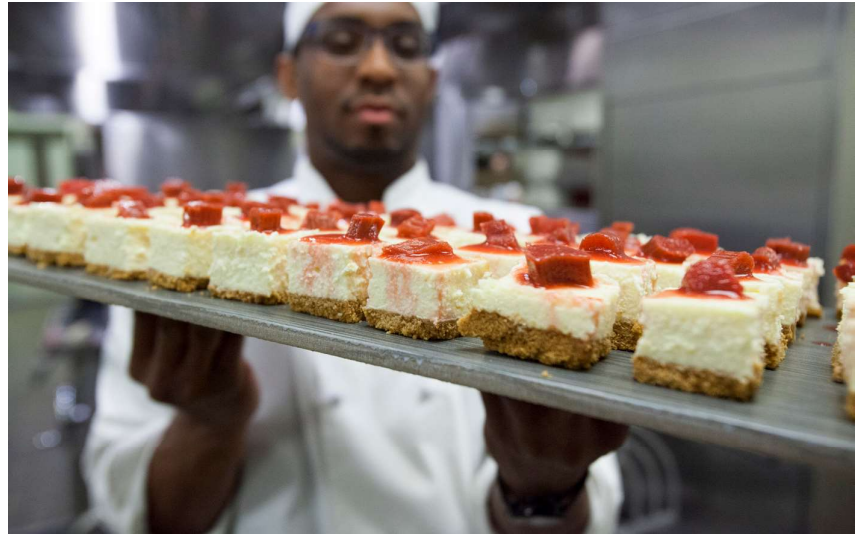
Empowering Justice: The Transformative Role of Legal Education in the Hospitality Industry



By Linnett Odawo

The hospitality industry encompasses of hotels, restaurants, event management, tourism and related services and is one of the fastest-growing sectors globally. It entails a network of legal connections between local communities, employers, suppliers, consumers and regulatory bodies. The industry is vulnerable to a number of legal issues such as labor conflicts, consumer complaints, contractual problems, discrimination and health and safety concerns, because of its service-oriented character and dependence on human connections. By giving stakeholders the information and resources they need to comprehend, defend and enforce their legal rights and obligations, legal education plays a critical role in advancing access to justice in the hospitality industry.

One of the fundamental contributions of legal education in the hospitality industry is enhancing legal literacy among its stakeholders. Legal literacy refers to the ability of individuals to understand and use legal information effectively in everyday life and professional contexts. In the hospitality sector, managers, supervisors, and front-line employees often encounter legal issues related to labour laws,



health and safety regulations, licensing requirements and consumer rights. Without adequate legal knowledge, they may inadvertently violate regulations or fail to protect their own rights and those of others.

Through legal education initiatives such as workshops, seminars, employee orientation programs, and formal hospitality management training, industry professionals can become better informed about their legal obligations and entitlements. For example, understanding anti-discrimination legislation, harassment policies and fair labor standards helps promote equitable treatment in the workplace thereby reducing the risk of legal conflicts. By fostering awareness and confidence in handling legal matters, legal education empowers hospitality personnel to proactively address potential issues before they escalate into formal disputes.

Another significant role of legal education in the hospitality industry is its contribution to effective dispute resolution. Given the dynamic

and people-centered nature of hospitality services, conflicts are almost inevitable. These may involve disagreements between employers and employees, disputes among co-workers, or complaints from customers regarding service delivery, pricing, or contractual obligations.

Legal education equips hospitality professionals with the knowledge of appropriate dispute resolution mechanisms including negotiation, mediation and arbitration. These alternative dispute resolution methods offer more efficient, cost-effective, and less adversarial solutions compared to formal litigation processes. By incorporating legal education into staff development programs, hospitality organizations can establish clear grievance handling procedures ensuring that conflicts are resolved promptly and fairly. This not only upholds the rights of the parties involved but also protects the organization's reputation and operational stability.

Compliance with legal and regulatory frameworks is essential for the sustainable operation of hospitality businesses. Laws governing health and safety standards, labour relations, licensing, taxation, environmental protection and consumer protection are particularly relevant to the sector. Non-compliance can result in financial penalties, operational disruptions, reputational damage and the denial of justice to affected parties, such as underpaid employees or endangered customers. Legal education serves as a preventive tool by fostering a culture of compliance and ethical business conduct within the hospitality industry. When managers and business owners are well-versed in legal requirements, they are better equipped to implement policies and procedures that align with statutory obligations. Moreover, ethical awareness cultivated through legal education encourages businesses to go beyond mere compliance, adopting socially responsible practices that safeguard the interests of both employees and consumers.

The hospitality industry often employs a diverse workforce,

including casual labourers, seasonal workers and migrant employees, many of whom may lack access to formal legal channels or awareness of their rights. Legal education programs tailored to these vulnerable groups are essential in bridging the gap between the law and those it seeks to protect. By partnering with labour unions, community organizations and legal aid institutions, the industry can facilitate outreach programs that inform employees about their legal entitlements and avenues for seeking redress. Furthermore, legal education can empower hospitality industry associations and trade unions to advocate for improved labour standards, equitable wage structures and safer working conditions. In this way, legal education not only benefits individual workers but also contributes to systemic reforms that enhance access to justice across the sector.

Consumer protection is a crucial aspect of access to justice in the hospitality industry. Customers are entitled to fair treatment, honest information, and safe environments when accessing hospitality services.

Legal education ensures that hospitality professionals understand

their obligations towards customers, including adherence to contract terms, truthful advertising and prompt response to grievances. By fostering legal awareness, hospitality businesses can develop fair business practices and customer service policies that uphold consumer rights. This not only reduces the risk of legal disputes but also enhances customer satisfaction and trust, which are vital for business success.

In conclusion, legal education plays a critical role in promoting access to justice within the hospitality industry by enhancing legal literacy, facilitating effective dispute resolution, promoting compliance and ethical practices and empowering both employees and consumers. By integrating legal education into hospitality management training, staff development programmes, and community outreach initiatives, the industry can foster a culture of rights awareness, fairness and accountability. Ultimately, this contributes to a more just, equitable and sustainable hospitality sector that benefits all its stakeholders.

Linnett Odawo is a Senior Officer, Hospitality Services at the Kenya School of Law





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Charting the Course: A conversation with Ms. Annah Konuche, immediate former Assistant Director, Advocates Training Program (ATP) at the Kenya School of Law

We sat down with Ms. Annah Konuche to reflect on her time as an Assistant Director of the Advocates Training Programme as she bids farewell to the Kenya School of Law. Her leadership was impactful and characterized by deep dedication to legal education. Ms. Konuche shares insights, memories and her hopes for the future in this inspiring farewell interview.

Interviewed by Raphael Ogello

Q
A

1. What inspired you to join the Kenya School of Law and take on the role of Assistant Director for the Advocates Training Program?

When I joined KSL, I had been in the legal education sector for a total of 8 years having taught at Moi University and Kenyatta University Schools of Law. I applied to join the School while serving as a corporation secretary at Sports Kenya and I felt legal education was where my heart was. I enjoy mingling and engaging with young people and mentoring them. They also stimulate my thinking and creativity. And I am forever grateful to the Board of the School for granting me the opportunity to serve in this critical position that I held at the School.

2. How would you describe your journey at the Kenya School of Law in just three words and why those?

- a) Growth – It is at the School that I cut my teeth in leadership, management and administration. I have grown in leaps and bounds while working at the School.*
- b) Exciting – Working with young people is exciting, their energy is infectious. The staff at the School also have an amazing collegiality.*
- c) Nostalgic – I will miss welcoming fresh students to the School, the walks in the School field, the exciting adrenaline filled graduation ceremonies and of course the great chapatis at the School cafeteria.*

3. What was your most memorable moment while serving in the ATP department?

When we were able to mount online classes at the height of Covid 19. I am very grateful to members of the ATP, ICT and Academic Services departments. They were very instrumental in us being able to switch from physical to virtual classes in just under six months after lockdown. And the 2020 ATP class adopted virtual classes like fish to water!



4. How did you manage to balance teaching in the academic programme with the rigour of day to day administrative roles?

I did it with a lot of help and support from the other lecturers who taught the same unit. I also had my class on Friday afternoon when I knew I was unlikely to have other administrative responsibilities to attend to.

5. How did you collaborate with the ATP Student Governing Council to improve on the student experience at the Kenya School of Law?

Students are the largest customer base of the School and this calls for a lot of attention to ensure that they are getting the best out of the School and they are fully supported in their academic journey. I had an open door policy in my office, any student, not just the SGC could walk into my office any time to consult. We also had a WhatsApp group where I was in direct contact with class representatives all the time, that means they could post any question or issue they had and I respond in real time. We held monthly meetings where necessary. I actively tried to find solutions to whatever challenges they had and address them as soon as possible but I avoided interfering with their work.

6. What are some of your accomplishment at the School that you are proud of and how did you achieve them?

They are many but top of my head are:

- a) The launch of the flexi learning – evening/Saturday programme that was the brainchild of the Director was a proud moment. The programme has enabled many students who work full time or live out of the country to undertake the ATP programme. We achieved this by being creative with the timetable and also making those classes virtual.*
- b) Launch of ATP curriculum - for a long time the programme did not have a curriculum to refer to. This was teamwork between ATP and the Planning, Monitoring and Evaluation section.*
- c) Launch of the mentorship programme - we were able to invite many great lawyers and advocates to interact with ATP students on matters career progression and work life balance.*
- d) Development of many policies and guidelines to guide the processes at ATP for instance the oral exams guideline, the project work guidelines, pupillage policy among others.*

7. What did you learn during the period in terms of leadership?

I learned that you cannot lead without consulting. It is very important to get the opinion of others because no one has the monopoly of knowledge. When you are in doubt, ask! I learned to keep an open mind and always wait for the other side of the story before passing judgment. I also learnt that a leader must be decisive. Fairness and transparency are key values to good leadership skills.

8. You have been a member of Senior Management Committee (SMC) and the chair of Human Resource Advisory Committee (HRAC). How did your role shape your approach to leadership?

My role in SMC and HRAC taught me a lot. I learned that leadership calls for understanding, empathy and sometimes making very unpopular decisions for the good of the School. I also learned that you can disagree with colleagues and managers and still work together, basically emotional intelligence is very important. And that as long as you do the right thing, you will always sleep soundly with a clear conscience.

9. How did you apply mentorship in your leadership, especially in relation to shaping future legal professionals?

I always encouraged students to be well read in all areas of life and keep abreast with recent developments in case law and statutes. I also encouraged my colleagues at the department to go back to School and further their studies. In 2022 I enrolled and completed my KASNEB CS course and encouraged colleagues to do the same. In 2023 I enrolled for PhD which is still ongoing. This year I enrolled for post graduate diploma in leadership and accountability. We must continue to grow and nurture our skills so that we can be competitive in the job market.

10. How did you keep your team motivated and focused during periods of pressure or uncertainty?

I identified special talents among the team and allocated responsibilities according to their strengths. Keeping the communication channels open, being honest and transparent is key to keeping a team together. Letting the team know that you are predictable creates a stable environment for work.

11. What do you believe sets the Advocates Training Program apart from similar programs in the region?

ATP is unique, it bridges the gap between LLB and the practice of law. Every time I meet advocates who have gone through ATP I get feedback that what they study in 9 months at the School is much more than what they study in four years at the university. The programme is intensive, rigorous and practical. The fact that the lecturers who teach at ATP are a mix of legal practitioners gives the students an added advantage of being exposed to real experiences of the practice of law.

12. Can you share a story about a student or colleague who profoundly impacted you during your time here?

I recall cases of about three students who almost did not join ATP because of inability to raise school fees and I made calls to advocates and they were able to get assistance. I am grateful that I was part of a process that saw them through law school and into their careers.

13. What were some of the challenges you faced in your role, and how did you overcome them?

Government budget cuts hit us hard but we were able to keep afloat by prioritizing core activities.

14. How did collaboration with stakeholders, faculty, students, and the legal fraternity influence your work?

At the School, I did my best to keep good relations with all the stakeholders that I interacted with. People skills are very important in this sector.

15. What advice would you give to the next person stepping into your role?

- a) Do your best, your work impacts a lot of people
- b) Always act fairly and transparently
- c) Delegate
- d) Keep an open mind, many things can and will surprise you
- e) Always do the right thing, a clear conscience is the softest pillow.

16. What is next for you, and how do you see yourself continuing to contribute to the legal profession or education?

I have now moved on to policy development in the legal education sector at a time when there are a lot of changes happening not just in the legal education sector but also in education generally. We now need a CBC(E) compliant curricula in undergraduate, post graduate and diploma course. We have the Court of Appeal decision to implement and the challenge/blessing of Artificial Intelligence to address in delivering curriculum and administering examinations. I look forward to helping shape the future of legal education and profession in light of these exciting developments.

17. What message do you have for your colleagues at the School and the management?

Keep doing the best to raise the next generation of advocates. Whatever you do has an impact in the lives of many. I will miss you all. God bless the Kenya School of Law.



Legal Training and Access to Justice: An Interview with a Long Serving ATP Lecturer, Mr. Samuel Mwaniki

Q
A



Interviewed by Raphael Ogello

1. How long have you taught at the School?

Over 20 years.

2. What keeps you motivated?

Every time I meet a former student and they say to me that I made a useful contribution to the foundation of their careers in legal practice, that makes me very happy.

3. In your experience, how has legal education contributed to increasing access to justice?

Legal education prepares future lawyers for their careers in the practice of law. Lawyers contribute immensely towards access to justice, whether in the public sector, in private practice or in the NGO world.

4. How do you ensure that students in ATP and the Paralegal Training Programme are prepared to handle real-life legal challenges?

Our training approach at KSL is deliberately designed to be practical. We call it "clinical legal education" and the aim is to equip the learner with practical skills of handling different types of legal issues that arise in society. We also expose the learners to real-life issues by taking them to places like prisons and local communities to offer free legal advice.

5. In your view, what should be the distinct emphasis in the ATP and the PTP programmes?

The emphasis should be on practical legal training.

6. What role do paralegals play in closing the justice gap in communities?

Paralegals play a very crucial role in access to justice by offering basic legal advice especially to indigent members of society. They also provide important legal education to the public and also help a lot in alternative dispute resolution.

7. How do you balance theory and practice in your teaching to prepare students for real-world legal work?

The learners should have a firm grounding in legal theories, concepts and doctrines as these form the foundation of developing practical solutions to legal problems. We therefore emphasize the need for a solid appreciation of legal theory as the basis for practical legal work.

8. Please share a memorable success story of how your students have made a significant impact on access to justice, whether from the Legal Aid clinics or after they left KSL.

There are very many such stories. I particularly recall one incident where during a prison visit, we were able to persuade the prison authorities that they had wrongly calculated the jail term of a prisoner. Following our intervention, the prisoner was set free the following week.

9. How do you think legal education can help bridge the gap between formal legal systems and informal justice systems in some communities?

The Constitution of Kenya 2010 at Article 159 recognizes both alternative dispute resolution and traditional dispute resolution mechanisms. It is therefore critical that institutions offering legal education incorporate these aspects in their training programmes. That way the learners get to appreciate the place of alternative justice systems in society.

10. How important is alternative dispute resolution as a component of legal education and training?

Very important. Indeed, there has been a proposal that ADR should be made a stand-alone course unit in the ATP programme. In the PTP curriculum, we have a unit on ADR.

11. What role does Continuing Professional Development (CPD) play in shaping lawyers and paralegals who are champions of access to justice?

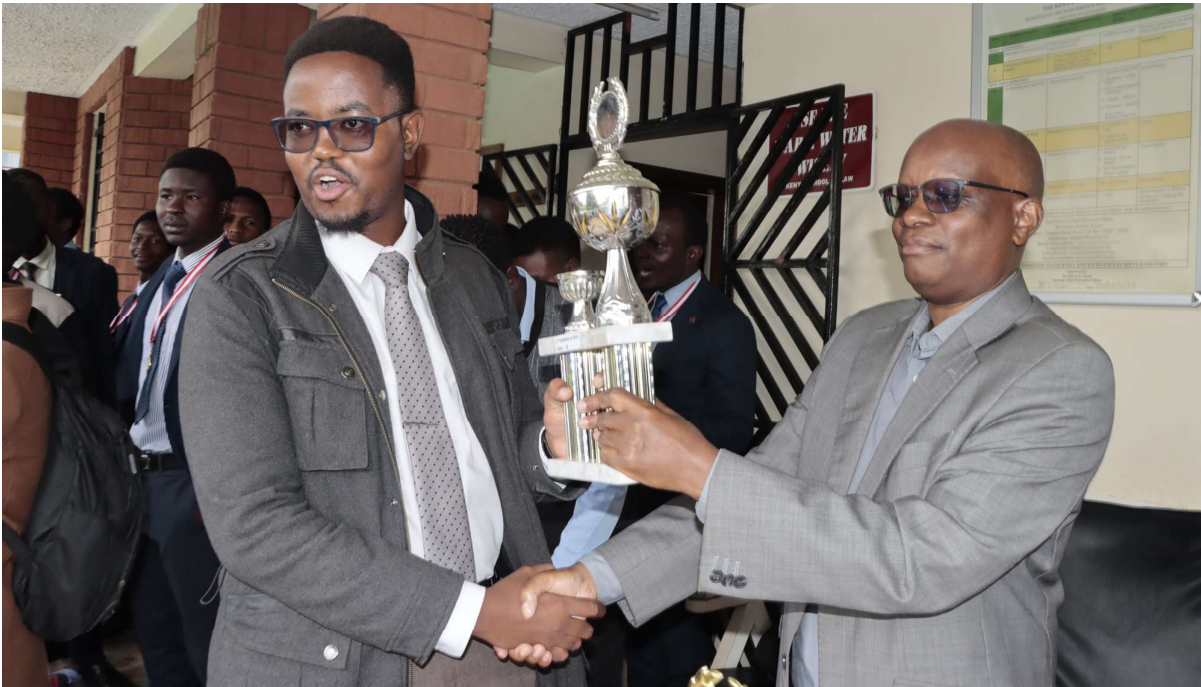
Continuing Professional Development is very important because all players in the justice sector need to constantly sharpen their tools and skills and also to keep abreast of developments in the law. As you know, the law is dynamic. It also useful for professionals to regularly meet and share ideas.

12. How do you think the increasing use of technology in law is impacting access to justice?

Technology has greatly helped in the field of legal education and legal practice. A lot of ATP and PTP students are now attending classes virtually. Many court cases are today filed online and heard virtually thus saving on time and costs.

13. What advice would you give to students aspiring to make a meaningful impact on legal systems and justice reform?

My advice to them has always been to keep constantly engaged and to actively participate in law reform processes. Bread and butter issues are important but so also is legal reform.



14. What are the key challenges you believe need to be addressed to improve the quality of legal education in Kenya?

There is need to develop very clear regulations on legal education. The Attorney-General recently appointed a task force to address this issues and a report has already been submitted and is now going into the implementation phase. There should be very clear guidelines on admission criteria, academic progression, curriculum development and implementation and robust quality assurance processes.

15. Looking forward, what do you think the future of legal education should look like in promoting access to justice for all?

I see a situation where legal education becomes a basic public good. Indeed, I have previously advocated for basic legal education right from secondary schools to the institutions of higher learning. This will help promote legal awareness in the populace and therefore contribute to access to justice. Ignorance of the law is no defence!

16. As we close, you have been chair of the sports committee at KSL; tell us how "all work and no play makes Jack a dull boy."

It goes without saying that sports play a crucial role in promoting a wholesome personal development. Sporting activities contribute greatly to both physical and mental health.

Love for professional Development: An insight from a Frequent CPD Participant - Joy Gatwiri

Q A

Interviewed by Samuel Akhwale



1. Who is Joy Gatwiri?

Joy Gatwiri is an unconventional advocate—a vibrant and passionate legal and policy expert who brings colour, compassion, and conviction to everything she does. Currently serving as a Legal and Data Protection Officer at the Sacco Societies Regulatory Authority (SASRA), Joy blends her expertise in governance, regulation and human rights with a personal mission to drive gender equality in financial spaces. She is also an accredited Legal Auditor and sits in the Social Welfare Committee of the Law Society of Kenya. A firm believer in living fully, Joy is drawn to all things bold, bright, and meaningful—especially when they reflect her colorful personality and deep love for justice.

2. How long have you been an Advocate?

I have been an Advocate of the High Court of Kenya for over five years, having been admitted to the Bar in 2019.

3. What inspired you towards a career in Law?

Growing up, I was always drawn to justice and fairness. I saw law as a powerful tool to empower the vulnerable and drive change. My passion for human rights and social impact cemented my decision, and over the years, I have realized just how impactful law can be in shaping society and uplifting communities.

4. Before your current posting, where else have you worked?

Prior to joining SASRA, I served as a Legal Officer at the National Cereals and Produce Board. I have also worked at the Commission on Revenue Allocation and the Kenya National Commission on Human Rights, where I gained rich experience in legal policy, human rights and public sector governance.

5. Which aspect of your work do you find most interesting?

What excites me most about my work is the unique blend of legal strategy and tangible impact within the cooperative sector. The challenge of navigating complex legal landscapes to ensure Savings and Credit Cooperative Organizations (SACCOs) remain compliant with constantly evolving regulations keeps me engaged and motivates me to find innovative solutions. There is something incredibly rewarding about knowing that my efforts help maintain the integrity of the sector and contribute to its growth.

Another aspect of my role that brings immense satisfaction is my involvement in data protection. Ensuring SASRA stays ahead of the curve in complying with data protection laws is not just about meeting legal requirements. It is about fostering a culture of privacy and security within the organization. I take great pride in seeing the real-world effect of the policies and training. I develop, knowing they empower the organization to safeguard sensitive data and respect the rights of individuals.

What truly keeps me energized is the variety in my work. Every day presents new opportunities to engage with diverse teams and tackle different challenges. Whether it is collaborating with various departments, managing internal audits, or resolving disputes, each experience adds to my learning and growth. This dynamic environment ensures I'm constantly evolving professionally, keeping my role both exciting and fulfilling.

6. Currently you work with SASRA: In line with the theme of this newsletter, how does SASRA in executing its mandate, facilitate access to justice?

SASRA plays a critical role in enhancing access to justice within the cooperative financial sector by ensuring that SACCOs operate within a sound legal and regulatory framework that protects the rights of their members. Through our regulatory oversight, we ensure transparency, fairness, and accountability in the operations of SACCOs, which significantly reduces instances of financial exploitation or mismanagement.

Additionally, SASRA facilitates access to justice by addressing member complaints through a structured mechanism that promotes timely resolution of disputes between SACCOs and their members. We also conduct legal and governance audits, issue enforceable directives, and educate SACCO officials on compliance with the law, which helps prevent injustices before they occur.

Furthermore, SASRA's legal framework empowers members by ensuring their rights and obligations are clearly defined and protected. In doing so, we contribute to a financial system where justice is accessible, especially to the many Kenyans who rely on SACCOs for their economic livelihoods.

7. How did you first learn of CPD courses offered by the Kenya School of Law?

I first learned about Continuing Professional Development (CPD) courses during my time at the Kenya School of Law (KSL) while undertaking the Advocates Training Programme. During that period, I also trained as a Professional Mediator—an experience that deepened my passion for dialogue, resolution and justice. As I transitioned into the legal profession, colleagues and mentors continued to recommend CPD courses offered by KSL as a reputable avenue for continuous learning and sharpening legal skills.

8. What are some of the value additions you get from the CPD courses offered by KSL?

The CPD courses have broadened my understanding of evolving legal landscapes, especially in areas like data protection, legal audit, governance and regulatory compliance. They also provide a platform to engage with fellow professionals and benchmark best practices in both the public and private sectors.

9. How have you applied what you have learnt from the CPD courses from KSL?

The impact of these courses is tangible in my day-to-day work. The insights I have gained—particularly in areas like data protection, compliance and governance—have helped shape practical solutions and enhance institutional processes at SASRA. For instance, the learnings from a recent data governance training played a crucial role in informing policy development and improving our internal protocols to ensure stronger alignment with the Data Protection Act. It has been empowering to translate theory into action in such a meaningful way.

10. The English say, 'All work and no play makes Jill a dull girl'. What will Joy be found doing when not at work or doing Legal stuff?

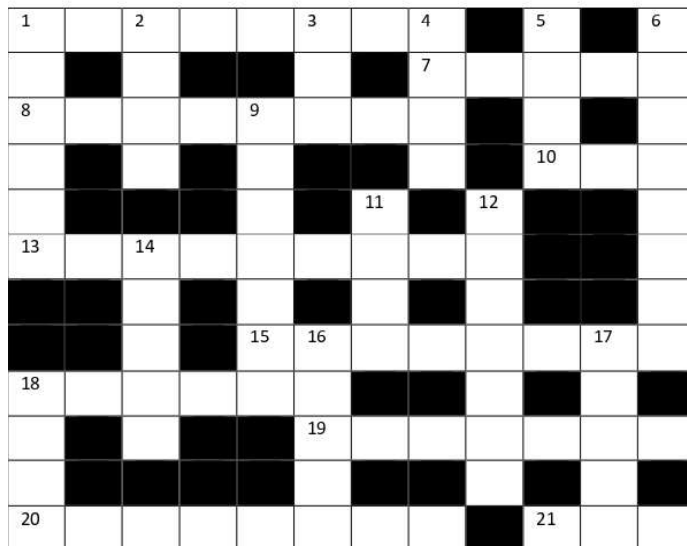
You will find me living in colour—literally and figuratively! I am a fashion lover with a flair for bold prints, statement pieces and curating joyful outfits. When I am not immersed in legal work, I am probably off traveling, planning meaningful girls' trips with my close circle, or exploring new cultures and cuisines. I am an advocate of living fully, authentically, and enjoying this beautiful ride called life—even as I serve with purpose.



Participants in a CPD Course on Introduction to Legal Audit

Legal Crossword

© Carl's Cursed Crosswords



Across

- 1.punishment, consequence (8)
- 7.arm, part (5)
- 8.portal, entrée (8)
- 10.rest in peace (3)
- 13.CAP. 130, Laws of Kenya (9)
- 15.cheap, cheaper, (8)
- 18.fruit of the judgment (6)
- 19.prime mover (7)
- 20.person who spreads ideas (8)
- 21.CAP 300, Laws of Kenya (3)

Down

- 1.panoramic (6)
- 2.record, message (4)
- 3.hotel (3)
- 4.old-fashioned, Christmas (4)
- 5.Bob _____, Disney CEO (4)
- 6.conclusion (8)
- 9.greed (7)
- 11.fictional monster (4)
- 12.pupillage pay (7)
- 14.type of freshwater fish (5)
- 16.expensive fee (5)
- 17.pointed weapon (5)
- 18.the sea (4)

Just for 'Lawghter'



- Why did the Constitution of Kenya 2010 go to therapy? It was tired of being cited in every petition but never truly understood!
- What's a Kenyan law student's favorite dance move?
The "Locus Standi Shuffle"—you've got to prove you're in the right place to move!
- Why don't Kenyan lawyers fear ghosts?
They've faced scarier things—like a judge asking, "Where's your bundle of authorities?"
- What's a judge's sentencing superpower?
Turning "guilty" into years faster than you can blink!
- How do lawyers sleep at night? First, they lay down the law, then they rest their case!
- How do you compliment a lawyer? "You're one in a bill-ion!"
- Why did the lawyer cross the road? To chase an ambulance on the other side.
- Why did the judge go to art school? Because he wanted to learn how to draw conclusions.

Compiled by Fredd Wakimani

Frequently Asked Questions about Kenya School of Law



1. Is the Kenya School of Law (KSL) and the Council of Legal Education (CLE) the same institution?

No. KSL and CLE are two distinct entities set up by Acts of Parliament with separate mandates. (more information to be added)

2. What is the mandate of KSL?

The Kenya School of Law is a Semi-Autonomous Government Agency established under the Kenya School of Law Act Cap. 16C. The mandate of the School is to provide advocates training, paralegal training, continuing professional development, projects, research and consultancies.

3. What does the KSL training function include?

- (a) Train persons to be advocates under the Advocates Act;

(b) ensure continuing professional development for all cadres of the legal profession;

(c) provide para-legal training;

(d) provide other specialized training in the legal sector;

(e) develop curricular, training manuals, conduct examinations and confer academic awards; and

(f) undertake projects, research and consultancies.

4. What are the assessment components of the ATP Programme?

The ATP examination has three components: the oral examinations, project work and the written examinations (commonly known as the Bar Exams).

5. Does KSL set ATP exams?

No, it does not. This is the mandate of the regulator, CLE. All the examination fees are paid to the CLE including resits.

6. Does KSL mark the ATP exams?

No, it does not. This is the mandate of the CLE, though the School administers the oral examination and project work examination as an agent of the CLE.

7. Does KSL charge a fee for ATP tuition?

Yes, KSL charges ATP students tuition fees that caters for the training component of the programme.

8. What is the criteria for admission to ATP?

The criteria is as set out in the Kenya School of Law Act. (CAP 16 C)

KSL Events Highlights



KSL students and other participants at the launch of Justice John Chigiti's book "The Lawyer's Diary"



KSL Director(fourth left) and KUCCPS C.E.O, Dr.Agnes Mercy Wahome (third left) during the launch of a partnership between KSL and KUCCPS



KSL Director Dr.Henry Mutai during a tree planting session



Kenya School of Law Fire marshalls and First aiders during a fire drill at Karen Campus



Kenya School of Law sports chair, Samuel Mwaniki (right) during Term 1 sports awarding ceremony



Kenya School of Law staff mentoring PTP students during a coffee hour event held at the school



Kenya School of Law Director, Dr. Henry Mutai (third left), Machakos University Vice Chancellor, Prof. Joyce Agalo (fourth left) during a courtesy call



Kenya School of Law Director, Dr. Henry Mutai awarding a retirement gift to Mr. Ngei during a the end of year party



Kenya School of Law CSR Committee during a CSR activity at destiny shapers childrens home



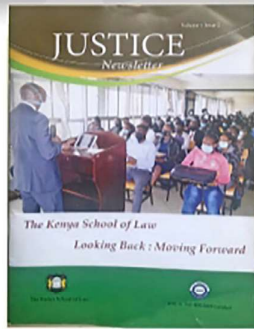
Kenya School of Law, PTP second year students speaking during a coffee hour event held at the School



ATP Class representatives during the 2025 KSL senior management and student council meeting



Kenya School of Law and University of Nairobi students during a football tournament held at the School



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Kenya School of Law Board and management during a board retreat

Kenya School of Law,
Karen – Langata South Road ,
P.O Box 30369 – 00100,
Nairobi.

Telephone:
0202699582/4

0712923459 / 0754456629

Email: lawschool@ksl.ac.ke



@thekenyaschooloflaw



@SchoolofLawKE



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