



The Kenya School of Law

JUSTICE

Newsletter



Navigating Change: Transition in Legal Education and Training



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Christine Kungu
Editorial Committee Chair

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From the Editor

Welcome to Volume 8 Issue 2 of the **Justice Newsletter**. The theme for this edition is Navigating Change: Transition in Legal Education and Training. This is a theme that resonates with the current situation in Kenya in regard to legal education and training. Navigating change in legal education involves a critical transition from traditional ways of teaching and training to modern models and approaches that integrate technology including Artificial intelligence (AI), practical skills and clinical programs. All stakeholders and institutions including the Kenya School of Law involved in legal education and training should approach change Strategically in order to manage a smooth within legal education.

In this publication, we have included enlightening articles under this theme. We have featured an article highlighting the KSL/UNDP partnership that explores a better precipitate for legal education and training. We have covered an article on the pressure of digital conformity, when silence becomes a statement and the new Bar navigating change through the eyes of the Gen Z. This edition also features Departmental briefs and events from the various

School's Departments. These include; ATP and CPD departmental briefs, and reflections from the mid-term evaluation of the School's Strategic Plan (2022-2028).

Finally, we have covered an insightful article from one of our Assistant Directors that pays tribute to the late Rt Hon Raila Odinga, the vintage defender of People's Rights. Undoubtedly one of the greatest leaders and defender of the Rule of Law that Kenya has ever had.

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, students and Alumni 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: Anastasia Otieno, Ruth Githaiga, Christine Kungu, Agnes Mwai and Doreen Sitati.



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

Word from the Director/Chief Executive Officer

In fulfilling its mandate, the School has continued to train candidates undertaking both the Advocates Training Programme (ATP) and the Diploma in Law under the Paralegal Training Programme (PTP). The ATP intake for the 2026/2027 academic year, as well as the Pre-Bar applications for 2026, are ongoing. The application deadlines are 19th December 2025 and 12th December 2025 respectively, with classes for the ATP scheduled to commence on 2nd February 2026.

Meanwhile, the 2025/2026 PTP cohort classes have been running smoothly, and students have just completed their second-term examinations. After the Christmas break, they will resume for their third term from 5th January to 13th March 2026. In addition, the School just concluded the September–November term for the Certified Secretaries (CS) course, which has remained highly popular. The January intake will open soon, and we encourage all interested applicants to submit their applications once the window opens.

To enhance the student experience, the School has continued to organize legal aid clinics and mentorship sessions. With the support of our teaching faculty, ATP and PTP students offered legal aid services at Kisii Government Prison and Langata Primary School. Our PTP students also conducted a community legal awareness training in Nakuru. Moreover, the School held

both physical and hybrid mentorship sessions for ATP students, featuring speeches from renowned legal practitioners. These sessions provide practical knowledge, motivation, skills, and values that are essential as our students prepare to enter the profession.

Beyond academic and professional training, the School remains committed to the welfare of our students. During the period covered by this Newsletter, students hosted a number of extracurricular activities, including sports days, mental wellbeing champions training, debate club activities, and a cultural day—events that continue to enrich their holistic learning experience.

Finally, I extend my sincere gratitude to the Editorial Committee for their tireless efforts in ensuring the publication of Volume 8, Issue 2 of the Justice Newsletter 2025.

I would also like to extend my heartfelt appreciation to all the members of the Committee for their support during my tenure as the Director of the School.

I would like to welcome you to this issue of the Justice Newsletter, Volume 8, Issue 2 of 2025. The aim of this publication is to provide our stakeholders with updates on key activities that have taken place within the School over a specific period. It also serves as a forum where writers can share original articles aligned with the chosen theme for each issue. Since the last publication in May 2025, the School has achieved several important milestones and hosted a number of impactful events.

One of the major milestones during this period was the midterm evaluation of the School's Strategic Plan (year 2022–year 2028). This review offered an opportunity for reflection not only on our strategic targets, but also on the lessons learned during the first half of the Plan's implementation. It also enabled us to consider the adjustments required to align the School with the broader transitions currently shaping legal education and training in the country.

Milestones

A Shot in the Arm for the Kenya School of Law from the Safaricom Foundation



By Cornelius Lupao

Since the advent of computers, many learning institutions have embraced electronic learning, otherwise known as e-learning, and nowhere is this more of a reality than at the Kenya School of Law. Indeed, out of the average student population of two thousand students (2, 000) under the Advocates' Training Program (ATP) every year, half of these learners currently attend their lessons through the online mode. These numbers will no doubt shoot up, with the enhanced enrollments in the Paralegal Training Program (PTP) that has been observed over the past one year.

This necessitated the expansion of e-learning facilities at the School, with the construction of an ultra-modern library that has computer labs, thus calling for equipping them with modern computers and other electronic gadgets to facilitate a smooth e-learning



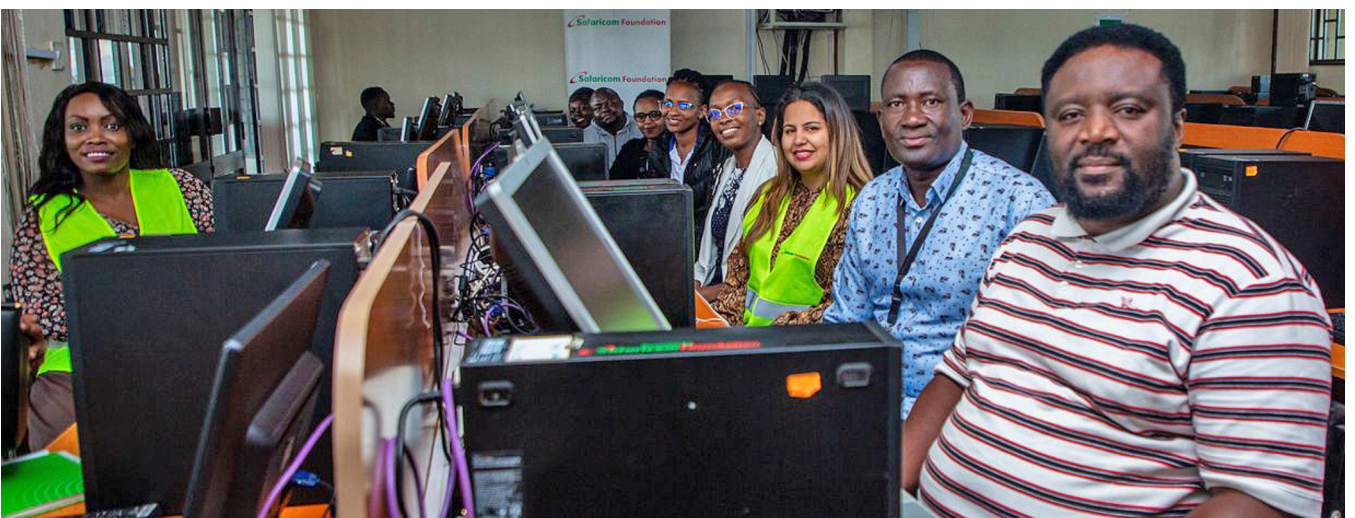
Handover of the Equipped Computer Lab Funded through the Safaricom Foundation by the Senior Legal Counsel, Compliance and Strategic Transactions Officer, Ms. Teresa Muruttu

processes and research functions. It was by this need to equip the computer labs, that the Kenya School of Law reached out to the Safaricom Foundation for a donation of the e-learning facilities.

Towards this end, the Safaricom Foundation graciously gave a donation of computers towards equipping the computer labs as well as sent a delegation of its staff to the Kenya School of Law to explore more partnerships for mutual benefit between the two institutions. These include the opportunities the School

offers, such as the Naming Rights, with attendant privileges that accrue to the donors. We at the Kenya School of Law, therefore, from the Board Members, the Director/CEO, staff and students wish to take this opportunity to say a big THANK YOU to Safaricom Foundation and its staff for the kind donation. We look forward to a further symbiotic relationship with mutual benefits.

Cornelius Lupao is an Advocate of the High Court of Kenya and a Principal Researcher at the Kenya School of Law



KSL and Safaricom PLC Staff sitting in the Computer Lab funded through the Safaricom Foundation after the handover to KSL

Strengthening Professional Excellence: The CS Programme at the Kenya School of Law and What to Expect in 2026



By Daniel Odhiambo

The Kenya School of Law (KSL) has long been recognised as a leading centre for professional legal training, not only in Kenya but across the region. Among its accomplishments is the successful management and continuous improvement of the Company Secretaries (CS) Programme, a course that prepares learners for the demanding world of corporate governance, compliance, and organisational leadership. As the School prepares for 2026, it is clear that the Programme is entering a new era—one defined by greater structure, stronger administrative systems, enhanced student support, and a renewed emphasis on practical, industry-focused training.

The CS Programme has, over the years, been distinguished by its deliberate and disciplined structure. The School has maintained a predictable academic calendar closely aligned with the Kasneb examination cycle, ensuring that students receive ample instructional time, revision periods, and guidance as they move toward their exams. This alignment has made it easier for learners to pace themselves, for trainers to plan their delivery around examinable content, and for the institution to administer the Programme more efficiently.

Equally central to the Programme has been its steady shift toward practical, skills-based learning. KSL has placed increasing emphasis on applied teaching methods that mimic real-life corporate situations.

Trainers have introduced simulated boardroom sessions, case studies based on real governance challenges, structured group engagements, and practical compliance tasks. This approach ensures that learners are not only absorbing legal and governance principles but are also gaining the confidence to apply them in professional environments. Many graduates have remarked that this balance between theory and practice has made their transition into the workplace much smoother.

The School has also invested significantly in enhancing the support systems available to learners. Students have benefited from structured consultation hours, mentorship opportunities with seasoned professionals, and access to both physical and digital learning resources. Academic counselling and administrative guidance have ensured that students remain well-informed and well-supported throughout the semester. Additionally, the coordinated use of digital communication platforms has made it easier for information to flow from the academic office to the student body, allowing for quick updates on classes, timetables, assignments, and examinations.

To maintain high standards in delivery, KSL has continued to build the capacity of its trainers through workshops and knowledge-sharing forums. These sessions have been instrumental in ensuring that all trainers adopt modern teaching methods, remain up-to-date on

regulatory developments, and deliver content in a harmonised and efficient manner. The result has been more coherent instruction across the Programme and an improved learning experience for students.

Several milestones have been achieved between 2024 and 2025. Most notably, the School completed comprehensive Standard Operating Procedures (SOPs) for the Programme, covering everything from admission and registration processes to curriculum management, trainer recruitment, evaluation mechanisms, and student administration. These SOPs have brought clarity, uniformity, and predictability to the Programme, enabling both students and staff to navigate academic and administrative activities with greater ease.

There has also been renewed investment in marketing and outreach. Through digital posters, social media campaigns, and collaborations with institutions in the public and private sectors, the Programme has reached a wider audience and attracted more learners. Improvements in the School's digital systems—especially those supporting communication and access to learning materials—have added further stability. The School's collaboration with governance practitioners, private firms, and professional bodies has also expanded, ensuring that teaching remains aligned with real-world corporate expectations.

Looking ahead, 2026 promises to be a transformative year for the CS Programme. One of the most anticipated developments is the launch of an improved digital application and registration platform. This system, currently being finalised, will streamline the admission process by making it fully paperless, allowing

applicants to track their progress in real time, receive automatic notifications, generate admission letters instantly, and complete payments more conveniently. Its launch is expected to significantly enhance user experience, efficiency, and administrative accuracy.

The School is also prioritising a stronger integration of practical training into the Programme. Plans are underway to introduce governance clinics, expand the use of guest lectures from industry experts, conduct mock board meetings and board pack preparation exercises, and create opportunities for job-shadowing where possible. These developments will greatly reinforce the Programme's hands-on approach and ensure

that graduates are not only knowledgeable but also workplace-ready.

Improvements to the student experience are equally in focus. The School is working to enhance timetable management, provide more flexible scheduling and improve communication turnaround times. Expanding access to digital library resources and establishing a dedicated help desk for CS students are also part of the 2026 plan.

Quality assurance remains at the heart of the School's vision. The coming year will see refined assessment tools, more robust programme delivery reviews, better feedback mechanisms for learners, and enhanced performance monitoring for trainers. These efforts reaffirm KSL's commitment to maintaining the highest standards of training.

As 2026 approaches, the Kenya School of Law remains dedicated to producing competent, ethical, and confident corporate governance professionals.

The CS Programme continues to evolve in ways that reflect modern industry demands, student needs, and organisational best practice. With these advancements, KSL is well-positioned to continue shaping the future of corporate governance training in the region.

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



CPD Assistant Director Mr. Isaac Kuloba addressing the UNDP Ethiopian delegation that paid a courtesy call to KSL

Kenya School of Law Research Activities Funding by the UNDP: A Precipitate for Better Legal Education and Training.



By Cornelius Lupao

Once again, the United Nations Development Program (the UNDP) under its Amkeni-Wakenya Program, a program that supports initiatives tailored towards aiding access to justice, has given the Kenya School of Law a major boost in its quest of transforming training in legal education. Through the program, the UNDP has given the Kenya School of Law a special grant that is geared towards carrying out research to determine the Role of the Paralegals in Aiding Access to Justice as well as Test its Impact on the Legal Sector in Kenya. This research will no doubt assist in the transformation of the training in the legal education in a number of ways:

First, it will provide data-driven insights to guide the anticipated review of the training curriculum so as to meet the demands of the services of the paralegals in the fast changing legal practice landscape in Kenya. For a long time, the work of the paralegals has not received the due consideration and regard, commensurate to the role they play in aiding access to justice, particularly in marginalized and vulnerable communities and similar segments of the society. With proper curriculum review, better trained paralegals, will no doubt have their capacity well strengthened to render good services and enhance legal aid initiatives. Equally, policy makers will be better informed on how



Staff of the KSL led by the Director Dr. Henry Mutai pose for a photo during a visit by the United Nations Office on Drugs and Crime (UNODC) during a tour of the School by the Ethiopian delegation

to mainstream paralegal services within the justice sector, with justification, thus, reducing the age-old tensions that have existed between the paralegals and other justice sector players, particularly, the advocates. A review in the training mechanisms has the potential of enhancing regulatory mechanisms, that will achieve streamlined self-regulation by the paralegals.

Second, the study intends to analyze the effectiveness of paralegals in aiding accused persons to access justice, especially those with limited resources and little awareness of their rights. By doing so, it seeks to establish challenges faced by paralegals, including resource limitations, knowledge gaps, and systemic barriers, particularly in marginalized communities and prison settings. Identifying these bottlenecks will allow stakeholders to re-examine the funding and other support mechanisms, highlight resource mobilization mechanisms and streamline intervention initiatives, both from the donor world and the available National Legal Aid support framework.

Third, the study will highlight the critical role played by paralegals in ensuring justice for those without

access to conventional legal representation, fostering equity in the quest for justice. This is intended to enhance recognition of the role of paralegals in aiding access to justice. The current policy framework is weak in this recognition, thereby leaving the critical role played by this cadre, at the periphery of the justice sector.

Last but not least, the study sets out to assess the effectiveness of the training mechanisms provided by civil society organizations, tertiary colleges as well as by the Kenya School of Law under its Paralegal Training Programme (PTP), in order to streamline their various curricula to achieve uniform learning outcomes. This is intended aid policy makers to tailor appropriate curriculum for this important cadre of people, thus enhance their performance.

The Kenya School of Law, as a central player in the training of paralegals, is therefore eternally grateful for the development partners, the European Union (EU), through the United Nations Development Program (UNDP), under the Amkeni Wakenya Program for making this timely intervention, a reality.

Cornelius Lupao is an Advocate of the High Court of Kenya and a Principal Researcher at the Kenya School of Law



By Christine Kungu

The Advocates Training Programme(ATP) is a postgraduate practical and skills based training that is mandatory for law graduates who wish to be admitted as advocates in Kenya. The programme focusses on practical skills, bridging the gap between academic legal knowledge and real world practice. ATP has managed to flourish despite the significant challenges posed by the legal and economic changes in the Country. The economy has impacted on legal education which has affected student enrollment and institutional funding. It is noteworthy that economic conditions can influence the number of students pursuing law degrees at any point in time. The state of the economy may either increase or decrease the demand for lawyers.

ATP has held various momentous events. The 3rd term began on 18th August after the much dreaded oral exams held from 21st July to 15th August 2025. Just before the end of term two, Council of Legal Education (CLE) engaged the students in a briefing with regard to the upcoming bar exams. Subsequently, the results for the orals and project work were released in early October paving way for the students to prepare for the final written bar exam. We had a successful conclusion of the ATP Academic year which came to a close on the 1st November 2025 followed by the CLE bar exams. It is noteworthy that with the conclusions of the ATP classes, the energy, intensity and life in Karen campus has significantly reduced due to less traffic from students.

Departmental Briefs

Advocates Training Programme: Each Step Counts



Council of Legal Education CEO Prof. Jack Mwimali presenting a gift to Michelle Kibui, the best overall ATP student in the 2024 cohort during the 10th graduation and prize giving ceremony at KSL held on 11th December 2025

ATP runs a legal aid clinic as part of its clinical teaching methods . The School had the opportunity to provide legal aid in Kisii GK Prison in Kisii County. Some of the issues arising that were dealt with included, right to a fair trial, criminal court procedures, bail application, review and appeals. We also dealt with issues on violation of human rights under the Constitution of Kenya. It was noted that a significant number of inmates that sought legal advice have active cases in court, but are unable to afford legal services or effectively defend themselves without proper legal assistance.

During the period, ATP had various guest lecturers. Justice Luka Kimaru, Judge of the Court of Appeal guest lecture was based on the topic "Appellate Criminal processes and procedures at the Court of Appeal." The School also hosted Justice Alfred Mabeya, the Presiding Judge, Kisumu High Court who spoke to the students on the topic of "Structuring Legal Arguments, a Perspective from the Bench"

The 2025 ATP class held its Gala Dinner on the 26th November 2025 graced by Chief Justice emeritus,

Justice David Maraga and attended by the ATP Acting Assistant Director and Acting PTP Cordinator. The event was marked by elegant looks, great energy and a powerful theme "Beyond the Bar, Shaping the Next Generation of Legal Minds"

As we close the Academic year, the School will be holding its 10th Graduation and Prize- Giving ceremony on Friday 11th December 2025 at the Headquarters in Karen Campus. The number of graduands will comprise of ATP and Paralegal Training Paralegal students (PTP) class of 2024/2025. The School will honor ATP students and PTP students who have excelled in various categories in the respective subjects.

Overall, ATP has been able to achieve its targets so far and looks forward to continue implementing the lessons it has learnt. We have learnt that each step counts towards offering quality practical training in Law.

Christine Kungu is an Advocate of the High Court of Kenya and a Senior Lecturer in the Advocates Training Programme at the Kenya School of Law



By Isaac Kuloba

"Change is the law of life and those who look only to the past or present are certain to miss the future"

-John F. Kennedy

So much change has been happening in the legal sphere. From new laws to new ways of carrying out legal business. The School, in the spirit of being a leader in legal training and consultancy has incorporated emerging areas of law in its trainings and consultancy services. This saw the inaugural training on Artificial Intelligence (AI) for the legal sector. The course was done online and attracted a large number of participants. This season has also had the department conduct numerous courses both calendar and customer tailored. The Legal Auditor Certification course had two cohorts in this period. The course continues to gain popularity. Though the principles remain the same, each cohort is themed differently, addressing current and emerging trends. We also had the Data Protection training that discussed data privacy governance framework to ensure compliance.

During this period, the department conducted several customers tailored courses. These includes; Legislative drafting for legal personnel in Parliament and Senate, Workplace mediation for Coca-Cola group, Introduction to

Continuing Professional Development Department Updates



Investigation Enforcement and Court Rooms Skills course for SASRA held from 24th-28th November 2025 at KALRO Naivasha

Legal Audit for Pesapal, Contract Management for KEBS, Regulatory Impact Assessment for Ministry of Trade and Investment and Paralegal training for KIPPRA.

The School has established itself in matters Legal Audit. The department conducted several consultancies for Legal Audits and Governance Audits. Most of these engagements were with public institutions some of who are repeat clients who have shown confidence in our capabilities and have established a level of trust in our competencies. The School has demonstrated its capability in carrying out these assignments with utmost professionalism and expertise.

We continue to work with various partners in various research projects that are ongoing and continue to pursue other opportunities for strategic partnerships in research areas that are in line with our mandate.

The School is also known as the market leader for consultancies such as; Regulatory Impact Assessment

(RIA), development of policies and manuals, and drafting of Bills for introduction into Parliament. We have built a reputation that is based on the quality of work produced over a period of time.

We continue to encourage our partners and stakeholders to visit our website for information on new programmes. Those who are interested in making inquiries on Continuing Professional Development (CPD) programmes (training and consultancies) may reach us through our departmental 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 and register for a course. The annual CPD training calendar for the financial year 2025-2026 may be accessed through the School's website: <https://www.ksl.ac.ke/cpd-courses/>

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.

The CPD Department Trains State Department of Investment Promotion



By Samuel Akhwale

The Kenya School of Law through the Continuing Professional Development department runs two types of courses for continuing professional development of various professionals. The first are calendar courses, and the other type are the tailor-made courses, where a specific institution such as a law firm or a State Corporation requests the School to design and run a course to meet the training needs of that particular institution.

One of the tailor-made courses held in the 2025/26 Financial year has been a Training of the State Department for Investment Promotion on Regulatory Impact Assessment. The training was held for two cohorts of 12 participants each, at the Pullman Hotel in Upper Hill, Nairobi. As a background to this, Executive Order No. 1 of 2020, established Department of Business Reforms and Transformation (DBRT) under the State Department for East African Community (EAC) in the Ministry of East African Community & Regional Development to facilitate and enhance the Ease of Doing Business in Kenya (EDBK) programme. In order to enhance both domestic direct investments and foreign direct investments so as to improve the business and investment environment, the



Participants at the Regulatory Impact Assessment Training for the State Department for Investment Promotion held at Pullman Hotel Nairobi from 17th to 21st November 2025

government established the State Department for Investments Promotion through Executive Order No. 1 of 2023.

On 9th July 2025, the Kenya School of Law received a request from the State Department for Investments Promotion (hereinafter referred to as the "SDIP") for the training on Regulatory Impact Assessment for 24 Staff Members of the State Department for Investment Promotion. The justification of the training was that part of the functions of the SDIP are Development and Implementation of Investment policy and strategy. After development of policy and strategy, what follows usually is the development of regulations.

A regulatory impact assessment (RIA) is an analysis of the likely benefits and costs associated with the introduction of a new policy or regulatory proposal. RIA will help one to understand the full consequences across society of each of the proposals one is making.

The Regulatory Impact Assessment Course was intended to discuss and interrogate the best and the most

effective ways of promulgating regulations that take into account cost-benefit analysis.

The objectives of the course were that the participants:

- i. Get an enhanced understanding of the concept, principles, and process of RIA;
- ii. Be equipped with practical skills in developing RIA statements;
- iii. Be strengthened in the use of data and stakeholder input in regulatory reviews;
- iv. Gain an improved ability to assess regulatory alternatives and impacts

The expected outcomes were that the participants would after the training:

- a) Apply the RIA process in reviewing or developing regulations;
- b) Identify and assess the costs and benefits of regulatory options;
- c) Prepare RIA statements for submission to relevant authorities;
- d) Promote evidence-based policymaking within their institutions

The training covered the following topics:

1. Introduction: Definitions: Legislation & Regulatory Models
2. Regulatory Impact Assessment: Definition; Rationale, History & Global Outlook
3. Overview of Legal Framework for Regulatory Impact Assessment in Kenya
4. RIA Process: Identification of the Problem & Determination of Policy Objectives
5. Cost Benefit Analysis of Policy/ Legislative Proposal
6. Statutory Instruments: Definition, Types, & Parliamentary Oversight
7. Public Policy: Definition, Principles and Significance.
8. Public Policy-Making Process: Understanding the A-Z of the Process
9. Stakeholders in RIA: Identification, Consultation and Processing of Feedback

10. Preparation of RIA Statement, Certificate of Compliance & Explanatory Memorandum:

11. Subsidiary Instruments: Principles in Drafting
12. Subsidiary Instruments: Drafting Process

The Kenya School of Law and the CPD department in particular appreciates the various organisations that supported delivery of this course through sponsorship of participants to attend the training and of special mention is Trademark Africa. The School also appreciates the various facilitators in the training for taking time to prepare and present on the areas of discussion they were asked to handle. They included the KSL Assistant Director, CPD Mr. Isaac Kuloba, adjunct ATP Lecturer Mr. Dudley Ochiel as well as facilitators from the Kenya Law Reform Commission and the Office of the

Attorney General's department of Legislative Drafting.

The CPD Department also appreciates the administrative support from the various departments in the school, in particular the office of the Director and the transport section including our driver Mr. Peter Mwangi and Mr. Elias Kipruto for their contribution to the course being a success.

The school looks forward to more opportunities for mutual beneficial collaboration with the State Department for Investment promotion.

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



Participants and Facilitators at the CPD Legal Auditor Certification course held in Naivasha from 1st-5th September 2025



CALENDAR OF COURSES: JULY 2025 – JUNE 2026

NO	COURSE TITLE	DAYS	DATE	COST	VENUE
1.	LEGAL AUDITOR CERTIFICATION	5	1 ST -5 TH SEPTEMBER	105,000	NAIVASHA
2.	LEGAL ASPECTS IN TRANSPORT AND LOGISTICS: REGULATORY COMPLIANCE	5	8 TH -12 TH SEPTEMBER	60,000	KSL
3.	CONSTITUTIONAL COMMISSIONS: A REVIEW OF THE LAW, OPERATIONS AND SERVICE DELIVERY	3	15 TH -17 TH SEPTEMBER	60,000	KSL
4.	EMERGING TRENDS IN ANTI-MONEY LAUNDERING LAW AND PRACTICE	5	30 TH SEPTEMBER-3 RD OCTOBER	95,000	NAIVASHA
5.	SUPPLY CHAIN MANAGEMENT: LAW & POLICY	5	6 TH -10 TH OCTOBER	60,000	KSL
6.	NEGOTIATING CONTRACTS IN THE ENERGY SECTOR	5	13 TH -17 TH OCTOBER	60,000	KSL
7.	PUBLIC PRIVATE PARTNERSHIPS: EMERGING LEGAL AND PRACTICE ISSUES IN KENYA	5	27 TH - 31 ST OCTOBER	60,000	KSL
8.	EMERGING TRENDS IN REGULATORY IMPACT ASSESSMENT: LAW AND PRACTICE	5	3 RD - 7 TH NOVEMBER	95,000	NAIVASHA
9.	INVESTIGATION AND ENFORCEMENT SKILLS FOR COUNTY AND REGULATORY AGENCIES	5	17 TH - 21 ST NOVEMBER	60,000	KSL
10.	IN HOUSE COUNSEL AND LITIGATION: EMERGING BEST PRACTICES	5	1 TH -5 TH DECEMBER	95,000	MOMBASA
11.	LAND ADMINISTRATION: A REVIEW OF SYSTEMS AND PROCESSES FOR SUSTAINABILITY	3	8 TH - 12 TH DECEMBER	60,000	KSL
12.	CERTIFICATION IN COMMUNITY PARALEGAL PRACTICE	5	19 TH - 23 RD JANUARY	60,000	KSL
13.	CORPORATE GOVERNANCE: AN AUDIT OF MWONGOZO CODE OF GOVERNANCE	5	26 TH - 30 TH JANUARY	95,000	NAIVASHA
14.	DATA PROTECTION: LEGAL COMPLIANCE, POLICY FORMULATION, AND IMPACT ASSESSMENT	5	9 TH - 13 TH FEBRUARY	95,000	NAIVASHA
15.	MAINSTREAMING ESG PRACTICE IN PUBLIC SECTOR INSTITUTIONS	5	16 TH - 20 TH FEBRUARY	60,000	KSL
16.	LEGAL ASPECTS OF BASIC EDUCATION MANAGEMENT	5	23 RD - 27 TH FEBRUARY	60,000	KSL
17.	PUBLIC PROCUREMENT: LAW, POLICY AND PRACTICE	5	9 TH -13 TH MARCH	95,000	NAIVASHA
18.	MODERN TECHNIQUES AND PRINCIPLES IN LEGISLATIVE DRAFTING	5	23 RD - 27 TH MARCH	95,000	NAIVASHA

CALENDAR OF COURSES: JULY 2025 – JUNE 2026

NO	COURSE TITLE	DAYS	DATE	COST	VENUE
19.	NICHE PRACTICE TO GLOBAL BRAND: STRATEGIES FOR SPECIALISATION AND DIFFERENTIATION IN THE LEGAL MARKET	3	13 TH - 15 TH APRIL	35,000	KSL
20.	PUBLIC POLICY MAKING: COMPLIANCE ISSUES AND BEST PRACTICE	5	20 TH – 24 TH APRIL	95,000	MOMBASA
21.	LEGAL AUDITOR CERTIFICATION	5	4 TH – 8 TH MAY	105,000	NAIVASHA
22.	CERTIFIED MEDIATOR COURSE	5	11 TH – 15 TH MAY	60,000	KSL
23.	LEGAL ASPECTS IN INSURANCE: DEVELOPMENTS IN EAST AFRICA REGION	5	18 TH – 22 TH MAY	95,000	NAIVASHA
24.	NAVIGATING LEGAL RISKS IN TAX COMPLIANCE FOR TAX AND LEGAL PROFESSIONALS	5	8 TH – 12 TH JUNE	60,000	KSL
25.	BOARD SECRETARIAL PRACTICES: EMERGING BEST PRACTICE	5	15 TH – 19 TH JUNE	60,000	KSL
26.	MASTERING THE PRACTICE OF EMPLOYMENT LAW: TOOLS, TECHNIQUES AND CURRENT TRENDS	5	22 ND – 26 TH JUNE	95,000	NAIVASHA

ONLINE COURSES

NO	COURSE TITLE	TIME	DATE	COST
27.	AI FOR THE LEGAL SECTOR	2 HRS	20 TH - 24 TH OCTOBER	2,500
28.	SOCIAL MEDIA MARKETING FOR LAW FIRMS	3 DAYS	10 TH – 14 TH NOVEMBER	15,000
29.	LEGAL ASPECTS IN MANAGEMENT OF RELIGIOUS ORGANIZATIONS	3 DAYS	24 TH – 28 TH NOVEMBER	15,000
30.	COMPLIANCE IN BANKING AND FINANCIAL TRANSACTIONS	2 HRS	12 TH – 16 TH JANUARY	2,500
31.	BOARDROOM DYNAMICS	2 HRS	2 ND – 6 TH FEBRUARY	2,500
32.	STRATEGIES FOR LEGISLATIVE GAP ANALYSIS AND DEVELOPMENT OF NEW LEGISLATION	2 HRS	13 TH - 15 TH APRIL	2,500

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 of Regulatory Compliance;
- b) Investigations and Courtroom Skills for Law Enforcement Agencies;
- c) Legal Audit and Compliance;
- d) Human Resource Legal Audit and Risk Management;
- e) Data Protection Law and Policy;
- f) Financial and Procurement Management;
- g) Legislative Drafting;
- h) Corporate Communication: Law, Policy and Practice;
- i) Decision Making for Tribunals;
- j) Legal Compliance in ICT Practice in the Public Sector;
- k) Aviation Law;
- l) Sustainability in the Public Sector; and
- m) Resumption of Practice for Lawyers Transitioning from Government, NGO and In-House Practice.

The Kenya School of Law Receives Donation of Law Books from Books For Africa



By Agnes Mwai

The Kenya School of Law (KSL) received a donation of 286 law books and 23 law journals in October 2025 from Books For Africa from the United States of America. The donation was made courtesy of the Kenyan Ambassador to the USA, David Kerich, as an appreciation for his keynote address that he gave during Books For Africa luncheon in May 2025. All the donated books and journals were new and of the latest editions, covering

diverse areas of legal content. The books are published by Thomson Reuters and the American Bar Association.

Books For Africa sent the shipment through United States Department of Defense Humanitarian Assistance Program. On arrival in the county, the consignment which constituted several containers was transported to Uamani D.E.B. Primary School located in Uamani Village, Matungulu Sub-County, Machakos County where all beneficiary institutions were to pick their share.

The School is thankful to Ambassador David Kerich, Books For Africa, Thomson Reuters and the American Bar Association for the kind gesture. The donated books and journals hold significant value in enabling the School to fulfil its mandate.

These books and journals have expanded the KSL library collection and will serve as essential information resources that enhance the quality of legal education in the country. The donated books and journals have provided students, faculty and other stakeholders with access to a wider range of legal information which helps them to engage in deeper research and analysis in the legal sector which support the development of critical thinking and problem-solving skills essential to the legal profession. This will further shape the competence and integrity of legal professionals.

Agnes Mwai is the Principal Librarian at the Kenya School of Law



ATP students review the text the books donated by Books For Africa

Reflections from the Midterm Evaluation of the Kenya School of Law Strategic Plan (2022–2028)



By Doreen Sitati

Legal education in Kenya is undergoing a significant transformation. As institutions reevaluate their mandates to meet evolving societal, regulatory and professional needs, the Kenya School of Law (KSL) stands at a critical point. The midterm evaluation of its Strategic Plan (2022–2028) offers not just a moment of reflection, but a window into the broader transitions shaping legal education and training in the country.

Why Evaluate?

Strategic plans are dynamic documents. They set out a path, but they also have to adjust to changing conditions. At KSL, the midterm evaluation is designed to assess whether the Strategic Plan is meeting its implementation objectives and timelines. It also ensures the plan is aligned with the dynamic legal environment. From curriculum reforms, digital integration to stakeholder engagement and institutional governance, the evaluation explores the core of what it means to prepare legal professionals for the future.

This process is not merely technical but is also transformational. It invites the school to ask: Are we equipping our learners with the right skills required in today's legal environment? Are our systems responsive, inclusive and future-ready? Do we have the right



student-centric approach? Are the internal stakeholders satisfied with the governance of the School?

A Rigorous and Participatory Approach

The evaluation process was systematic and inclusive. It began with a comprehensive review of the key result areas (KRA) and strategic objectives, which then guided the design and deployment of tailored survey instruments for staff. These tools were digitized via the Google forms platform enabled real-time data collection and analysis, thus ensuring that feedback was both wide-reaching and actionable.

Evaluation matrices were built to track key performance indicators (KPI), while Gantt charts provided visual clarity on timelines, deliverables and gaps. Committee onboarding packs, tailored interview guides and memos ensured that every stakeholder was equipped to contribute meaningfully.

This participatory model reflects a broader shift in legal education i.e. from top-down instruction to collaborative and evidence-based improvement.

Transitions in Legal Education: What the Data Reveals

Preliminary findings from the evaluation point to several key transitions:

Digital Transformation: The pandemic accelerated digital adoption, but sustaining it requires investment in infrastructure, training, and andragogy redesign. Hybrid learning models are no longer optional, they are foundational.

Stakeholder Engagement: Legal education is no longer confined to the classroom. Law firms, courts, civil society and regulators are active partners in shaping training outcomes. The evaluation highlights the need for deeper and more structured engagement with these actors.

Quality Assurance and Accountability: There is an increasing emphasis on measurable outcomes, transparent reporting and continuous improvement. Institutions are expected to demonstrate impact and not just intent.

What Next?

The midterm evaluation is not an endpoint but rather an important moment of reflection and renewed momentum towards long-term institutional goals. Based on the findings, recommendations were sequenced into short, medium and long-term actions. Some of the recommendations included:

Short-Term: Streamlining feedback loops, enhancing digital platforms and updating select modules to reflect emerging legal trends.

Medium-Term: Strengthening partnerships with development partners.

Long-Term: International and regional collaboration as well as policy reforms.

Each recommendation is mapped to an implementation matrix ensuring clarity on ownership, timelines and resource needs.

The Bigger Picture: Legal Education in Transition

KSL's journey mirrors a global trend. Legal education is shifting from static knowledge delivery to dynamic, skills-based formation. The lawyer of tomorrow must be a problem solver, a communicator and a steward of justice.

Strategic evaluations like this one are essential tools for navigating that change. They help institutions remain focused on their mission while remaining adaptable in execution. They promote a culture of reflection,

accountability and innovation.

Final Thoughts

As KSL maps its next chapter, the midterm evaluation offers more than metrics, it offers momentum. It affirms that change is not a threat but an opportunity. That transitions, when navigated with clarity and collaboration can lead to transformation. Legal education in Kenya is evolving. The Kenya School of Law, through its strategic foresight and commitment to excellence, is leading the way.

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



SPORTS AND GAMES UNIT



By Leonard Okoth

The Kenya School of Law Sports and Games unit in conjunction with the Sports Committee promotes sports and games in the School. The Committee organises for tournaments that directly involves the former students as a way of reunion. The alumni tournament is organized annually in the month of October and brings together the young and experienced advocates. The participating teams are formed as per the year of study at KSL to ignite the long time memory of the old days. In order to accommodate more participants, the regions, towns and branches are now eligible to form teams to take part in the tournament

This year's disciplines of competition were football, swimming, athletics, rugby, volleyball, chess, scrabble, table tennis, badminton, darts and tug of war. The Tournament is fully funded by registration fees and sponsors. Prof. PLO Lumumba foundation has been supporting the event since its inauguration in 2023.

The following are the main Sponsors who have supported the tournament in the last three years;



Mr. Samuel Mwaniki, Chair of the Sports Committee presents a trophy to a winner during the Term 2 Sports Awards ceremony at the School

- Jamii Telecom - Gold category 2024
- Equity Bank - Silver category 2024
- CIHEB – Bronze category 2024
- Prof. PLO Lumumba – Wood category 2023,2024 &2025
- Robson Harris Advocates – Wood category 2024

Apart from the institutional sponsors, there are individuals who have supported the event in different ways including;

- Faith Odhiambo, Law Society of Kenya (LSK) Outgoing President – team sponsor class of 2020, the winners of the 2023 event.
- Honorable Lyna Sarapai – Scrabble trophy sponsor 2023.
- Joan Mumbua – Scrabble medals sponsor 2024.
- Peter Wanyama – Team sponsor class of 2019, the runners up of the 2023 event

Football being the main event of the tournament has attracted the teams from the class of 2013 to the class of 2025. This year, football class of 2024 led by John K'Ottowa, was crowned the tournament champions after

trouncing KSL/UoN SOL class of 2020 led by Romario Chacha 2-1 in a hotly contested finals held at KSL playing grounds on 25th October, 2025.

In individual category, men swimming was dominated by Kevin Otieno, class of 2019 followed closely by Malcom Ngugi of the Senate, class of 2013. Magda Koros class of 2023 was the winner in the ladies category followed by Lorna Koome.

In racquet games, Reis Kipkoech won in table tennis as Owen Shiwolo was the runners up. Badminton went to Cyprian Wisasa after a stiff competition from PTP team mate, Joe Britton. Among ladies, Linie Karanu of the Kenya School of Law ICT Department was the champion while Linda Aweke took the runners up position.

The Scrabble defending champion, Millie Nyambura, class of 2021 was the overall winner followed by Odhiambo Cromwell.

In the athletics arena, Amalchuma Amwayi class of 2020 and Jack Wanyonyi class of 2019 shined in the seniors race category. Micha Emmanuel, Broadrick Ceasar and Belden Nyakundi sprinted in the junior race category.

The participants were awarded trophies, medals and cash. The awarding ceremony was led by Samuel Mwaniki, Chairperson of the Sports Committee assisted by Leonard Okoth, Committee Secretary. Other committee members involved include Ken

Wesonga, Robert Aura, Lilian Nafula, Linnet Mbwabi and Kennedy Onyango.

The upcoming event in 2026 is expected to be the biggest tournament ever where the legal fraternity including; Council of Legal Education, State Law Office, LSK branches, Kenya Law, Kenya Law Reform, Kituo Cha Sheria, Sheria Sacco, LSK Sacco, ICJ – Kenya, Office of the Director of Public Prosecution (ODPP), and others will be invited to participate.

The Committee is planning to

recognize the event sponsors annually by issuing Certificates of appreciation and branded items as a way of giving back and marketing the event.

The event plays a big role in bonding former classmates while sharing life challenges from the experienced advocates apart from having fun and networking.

Leonard Okoth is the outgoing Sports Assistant & Secretary, Sports Committee



Players in a football match during the KSL Alumni sports day held at the KSL grounds on 4th October 2025

The Pressure of Digital Conformity: When Silence Becomes a Statement



By Bradely Odhiambo

In every generation, movements rise that demand solidarity. In the past, solidarity was measured by physical presence – marching in the streets, attending rallies, or signing petitions. Today, for Gen Z, solidarity often takes place on digital platforms. A profile picture, a hashtag, or a banner can become the symbol of belonging.

But what happens when someone chooses not to participate? Increasingly, refusal to change a profile or join an online campaign is met with criticism, hostility, and sometimes harassment. Silence is interpreted not as neutrality, but as opposition. As per my research, this dynamic has escalated in recent years, with individuals even being called out online, ‘doxxed’ (having private data exposed), and threatened, simply for choosing not to signal support.

Case Study 1: Kenya’s Gen Z Movement, 2024

In mid-2024, Kenya witnessed historic protests against the Finance Bill 2024, which proposed steep tax increases. The movement was spearheaded by Gen Z, who mobilized through

digital platforms under hashtags like #RejectFinanceBill2024.

The protests were not only about taxes but also about accountability in governance. As per my research, many young Kenyans felt pressured to change their profiles or publicly support the movement online. Those who didn’t were often criticized or treated as outsiders, even if they supported reform in other ways.

Case Study 2: Police Brutality in Kenya, 2025

In 2025, police brutality became a defining issue in Kenya. The death of blogger Albert Omondi Ojwang in police custody sparked outrage and reignited calls for justice. Gen Z activists amplified the issue online, demanding accountability through hashtags and digital campaigns.

In some cases, neutrality was punished more severely: individuals were called out publicly, had private data exposed, and even faced threats to their safety. As per my research, this shows how digital activism can cross into dangerous territory when symbolic conformity is enforced through intimidation.

Case Study 3: Gender-Based Violence (GBV) Movement in South Africa, 2025

South Africa is currently experiencing a powerful wave of activism against gender-based violence and femicide (GBVF). The Purple Hearts trend, led by the NGO Women for Change, has turned social media timelines purple with emoji’s and profile changes. As per my research, those who refuse to adopt the purple profile or emoji

are sometimes accused of indifference. In extreme cases, neutrality has led to online shaming and exposure of private details, putting lives at risk.

Symbolic vs. Substantive Support

These examples highlight the tension between symbolic support (profile changes, hashtags) and substantive support (donations, advocacy, volunteering). While symbolic acts are powerful for visibility, they should not become coercive tests of loyalty. Respecting autonomy ensures movements remain inclusive and authentic.

Conclusion

The Gen Z protests in Kenya, the police brutality crisis of 2025, and the GBV movement in South Africa show how digital activism can mobilize millions and reshape national conversations. But they also reveal the dangers of digital conformity, where refusal to participate symbolically is punished, sometimes through harassment, exposure of private data, and threats to personal safety. True solidarity must balance collective visibility with respect for individual choice. A movement that thrives on freedom must also protect the freedom to say no.

Bradley Odhiambo is a Paralegal Student at the Kenya School of Law



By Gedion Muthui

Diversion is now a critical part of the criminal justice system transformation in modern Kenya, where the nation struggles with a backlog of cases in courts, overcrowding prisons, an increase in crime by the youth and increased demands to restructure criminal justice in accordance with human values. Diversion provides another mode through which minor offenders and first-time offenders, especially those who are children, are diverted out of the formal court system and into rehabilitative and community-based programs. This model indicates a positive change Kenya is facing towards restorative justice, social reintegration and effective utilization of the state resources.

The most current legal changes such as The Children Act 2022 have reinforced the diversion framework by entrenching it in the juvenile justice system in Kenya. The Act ensures that child-friendly procedures are followed and best interests of the child are observed putting Kenya at best in promoting the rights of children who are in conflict with the law.

Modern Kenya is thus grappling with some issues regarding the



full realization of diversion such as inconsistency in implementation of the programmes, lack of funding in the rehabilitation programmes, and lack of awareness among people. However, diversion has taken a centre stage in justice sector reforms by National Council on the Administration of Justice (NCAJ), the Judiciary and the civil society as a result of nationalization to alternatives that are human, affordable and the offender has no criminal record. Only the interest of the The ODPP Diversion Policy has increased the selection of diversion to adult petty offenders, which is significant as the Kenya Prisons Service faces the challenge of increasing number of people in correctional centers.

Diversion is becoming more evident today at the police station, court registries and even community justice centres around the country. The

probation officers and child protection units evaluate offenders and the victims are motivated to engage in the restorative procedures, including mediation, restitution, apology sessions, or community service agreements. Such interventions minimize chances of recidivism and combat the underlying causes of crime such as unemployment, drug abuse, and social vulnerability, which are still prevalent among the Kenyan youth. Diversion is one of the most effective tools of administering social responsive, restorative and fair justice as Kenya progresses in modernisation of its justice system.

Gedion Muthui is a Paralegal Student at the Kenya School of Law

The New Bar: Navigating Change Through the Eyes of Gen Z



By Tony Boston

When bullets rang, the air was palpable with a pinch of rebellion. Another shot, the placard, and the chants became merciless. The very voices that had long been silenced, once mistaken for dissent, now found sung in the streets. Then, the smoke canister burst and the song was clear:

**“Haki iwe ngao na mlinzi,
Natukae na undugu,
Amani na uhuru,”**

*(Let justice be our shield and defender,
may we dwell in unity, peace, and
liberty.)*

And for a brief moment the constitution came alive and it was no longer being quoted in courts but in the streets. Words taught in school and quoted by judges were now being chanted by the judged.

Today’s Gen Z student steps into the institutions that teach justice with curiosity that is outspoken and unwilling to inherit a broken system without question. Not content to only read but to see how law translates to action outside the class room. This is not rebellion for its own sake! It is a demand for meaning in what is being taught, no longer threatened by tradition but carrying on social consciousness and a hunger for transformation. This entry is more than a passing of the torch from

the old to the new, but the redefinition of what it means to be an advocate in Kenya and in the twenty-first century.

The law no longer hides in thick books or quiet libraries. It trends, it tweets, it livestreams. A viral clip can raise more legal questions than a full semester’s lecture, therefore cannot be an afterthought. Coursework on data privacy and cybercrimes should stand shoulder to shoulder with research and advocacy, Legal clinics must be evolved to serve clients online and across borders because the next “client” may live behind a screen, not a desk.

Yet, as we master technology, one truth still remains, the law is only as good as the heart behind it. Teaching should emphasise values over tradition which should not necessarily be seen as discarding the past, but remembering the spirit of law. Ethics must live in every course work be it in negotiation, criminal law or court work. The true test of the new bar should not be on how many rules one can recite but integrity. It then follows that legal education must outgrow the myth of “that law student”, flying solo and buried in books to one who is a collaborator, learning beside tech experts, journalists, social workers, and mental health professionals. Giving them hands on appreciation of how the communities they are meant to serve interact with the law.

Furthermore, the modern advocate is also a global citizen as a result of social media levelling the playing field. Accountability has become a global duty, where citizens in one country can mobilize support, share evidence, and sustain pressure on institutions half a continent away. Solidarity movements across the world have prompted domestic and international scrutiny, and even led to legal petition(s). These trends in the

world demand that lawyers be conversant with human rights norms, ethics on the international sphere and cross-border advocacy. Transitions in legal training must prepare lawyers to operate responsibly in order to verify online sources, safeguard vulnerable voices and groups, and avoid digital harm in the quest for justice.

Additionally, Artificial Intelligence (AI) is no longer the future, it’s here with us and it should not be used blindly. Even though it can speed up research and give better insight, great care should be taken so that its use does not distort justice and therefore the need to understand its limits. The code must be questioned as much as we question the law, who programs fairness and who benefits from bias that is coded in the program? This kind of literacy must also be taught.

In addition, the new bar of teaching must be kinder. Many a times, the law has glorified exhaustion where sleepless nights are seen as badges of honour. But a healthy lawyer is better than a tired lawyer. Law schools should make counseling normal, teach time management and accept that family grief and healing are part of life, not weaknesses to hide. Compassion, after all, should begin with the profession itself.

In conclusion, the New Bar stands at the edge of change as through the eyes of Gen Z, law is no longer a distant idea but a living reality. To guide this transformation, care must be taken to equip them with the tools to serve, the training to lead and the moral compass to keep justice steady amid the storm.

*Tony Boston is the Students’ President
at the Paralegal Training Programme*

Integrity: A Simple but an Integral Virtue in the Legal Profession



By Cheruiyot Caleb

"This is a corruption free zone" a common phrase you will not miss to see in many institutions. Not that there is anything wrong with the phrase but the big question is, are we walking our talk or the phrase is simply for compliance aesthetic? We as the citizens are always quick to point fingers on how corrupt our leaders are while we forget that the other three fingers are pointing at us. A corruption - free society stems from the culture of a society which stems from the norms and practices that the society teaches its people.

Integrity requires us to know what we are doing and why. It involves being honest and having a consistent ethical standard and transparency in actions in times when you are seen and when you are not. The Constitution of Kenya being a supreme law in Kenya dedicates a whole chapter to leadership and integrity. It establishes code of conduct for state officers requiring them to be objective, selfless, accountable and to avoid conflict of interest. While that is to be applauded, it is important to understand that the leaders of tomorrow are coached today hence the need to cultivate integrity from the grass root level.

One of the core principles in the legal profession is integrity, which is cultivated by training in the curriculum. However, while

integrity is encouraged as a legal norm it is important that the same extends to building integrity as a personal virtue. Integrity is essential in navigating changes as it provides stability and direction which in turn fosters trust in all the sectors including employer to employee relationship, advocate to client relationship, courts and the society at large. And this is helpful both for the Advocates Training Programme (ATP) and Paralegal Training Programme (PTP) students as these will be their day to day activity. This is also important in promoting access to justice. The society will be able to have confidence in the legal profession as an avenue to effective access to justice which is their constitutional right.

It also fosters development as it is an important tool in evaluating the ability of one's performance as people with higher integrity are more innovative and productive compared to those with lower integrity. Adherence to high ethical standards including honesty strengthens an individual's profession credibility and reputation, be it advocates or paralegals.

The Kenya School of Law (KSL) not only trains on the role of integrity as a value in the legal profession but also incorporates integrity as one of its core values as an institution. This is great evidence of walking your talk.

This is evidenced by encouraging professionalism, integrity and in incorporating and implementing the policies and procedures. Leading by example helps in nurturing - students towards having integrity. Secondly the School establishes offices or committees to enforce and promote integrity. This has been done not only by creating a disciplinary committee but also by ensuring that the students take a master responsibility in implementing the integrity policy by having both the ATP and the

PTP student representatives in the committee, which is the highest stage of the development of integrity.

Thirdly is by informing and educating the entire community on ways of upholding integrity and its significance. Lecturers provide clarification and a clear understanding of these values and their importance to successful learning process and the student's moral development. They also believe and follow the institutional and moral values. This enables the students to constantly see what integrity entails.

Lastly, integrity has been promoted in KSL by providing punitive measures which includes suspension and expulsion among others for the wrong doer. This cuts across all fields including academic integrity, which is the most critical area in the education sector. This helps in deterring future misconduct and uphold good values. It also helps in providing support to those who faithfully follow and uphold integrity.

In conclusion, legal practice often involves moral dilemmas. Training in professionalism and integrity equips law students to make principled decisions even under pressure, aligning legal skills with ethical conduct. Therefore, integrating integrity in legal studies ensures future legal practitioners uphold justice with professionalism, fairness, and moral courage. It builds a legal system grounded in honesty, accountability, and respect for the law which are values essential for a just and equitable society.

Cheruiyot Caleb is a student at the Advocates Training Programme



THE KENYA SCHOOL OF LAW
MAIN ADMINISTRATION WING

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


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KENYA SCHOOL OF LAW

PARALEGAL TRAINING PROGRAMME

BACKGROUND

The Kenya School of Law is an institution established under the Kenya School of Law Act, No 26 of 2012. In exercise of its mandate the School offers a two year Diploma in Law under its Paralegal Training Programme.

TARGET GROUP

- 1) Form four leavers who meet the below entry criteria.
- 2) The staff working in National Police Service, Kenya Prisons, the Judiciary, the State Law Office, the Bar, Non-governmental organizations, the corporate world and National & county Government departments among other stakeholders who meet the entry requirements.

OBJECTIVE

To train middle cadre to support legal professionals at the practicing Bar, the corporate world, government institutions and Non-governmental organizations.

ENTRY REQUIREMENTS

To be eligible for admission into the Diploma in Law in the Paralegal Training Programme at the Kenya School of Law an applicant must:

1. Have a mean grade of C (C Plain) in the Kenya Certificate of Secondary Education (KCSE) (or equivalent examination) and a minimum grade C+ (C Plus) in English.
2. At least one Principal pass at the Kenya Advanced Certificate of Education (KACE/A-Level) examinations.
3. A distinction or credit pass at Diploma level in a relevant field.

LOCATION


The Paralegal Training Programme is conducted at the Kenya School of Law town campus, which is situated at Development House, 5th Floor, Moi Avenue Nairobi.


CONTACT US


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Tribute to Rt. Hon. Raila Odinga, the Vintage Defender of People's Rights



By Isaac Kuloba

It is with sadness and a heavy heart that I have to pen what is on my mind. I send my condolences to Mama Ida Odinga, the children, Hon. Oburu Odinga, and all the family members, Orange Democratic Party, and Kenyans at large.

It took me two days to process what had happened. Initially the news of Rt. Hon. Raila Odinga's demise on the morning of 15th October, 2025, appeared like the usual social media 'heresies'. How possible was it that Raila was no more? Was I dreaming? But the dream persisted. It finally dawned on me, that he was no more.

From my understanding of the political history of Kenya, touching on Hon. Raila Odinga, he plunged into politics at a fairly young age, in the 1970s, when he had returned to Kenya from Germany where he studied Engineering. He was a robust young man, who was quick to learn the political ropes early. His father, the late Jaramogi Oginga Odinga, was an old hand in politics by this time, having been the first Vice President of Kenya at independence. There is no evidence that the late Hon. Raila Odinga was influenced by his father in terms of politics and how his life would be defined later. What appears to be true, is that despite coming from a 'royal' background, Hon. Raila Odinga was a self-made leader, politician. In fact, there is evidence to suggest that he disagreed with his father on a number of occasions in matters leadership. But between 1992 and 1994 Jaramogi Oginga Odinga and his son Raila Odinga both served in Parliament.

As a young man, I became a fan of Raila just after high school; I liked his demeanor, his wit, his goatee.

This was a time the multi-party movement was at its peak in Kenya and in other parts of Africa. Amongst the greats fighting for pluralism was Raila Odinga, part of the young leaders called "young turks" who included Mukhisa Kitui, Anyang Nyong, Kiraitu Murungi, Gitobu Imanyara, etc. He dined with Matiba, Rubia, Muliro, Jaramogi, Martin Shikuku, and many others. I identified, not so much with Raila at this time, but with the idea that he believed in; that the society must be governed fairly; that fundamental human rights needed to be upheld; that leaders must be accountable to the people; that democratic freedom was not negotiable. As a young voter in 1992, I was on the "majority side", the side that was determined to end the tyrannical KANU rule. We did not succeed. The same happened in 1997. I did not support Raila in 1997, but the idea he stood for was the guiding value that the other opposition candidates espoused.



The Late Right Honorable Prime Minister Raila Odinga campaigning during the 2022 General Elections



The Late Right Honorable Prime Minister Raila Odinga addressing the press in a past event

I did not agree with Raila when, in 1998, he joined KANU, probably in the hope that now that the late President Moi was in his last term, there would be space for him in 2002, to succeed Moi. As things turned out, Raila was unlucky again in 2002, as Moi picked Hon. Uhuru Kenyatta as the heir to the throne. Raila decided to leave KANU in 2002 together with other "liberals" including Hon. Kalonzo Musyoka, George Saitoti, etc. When Raila teamed up with Kibaki, Ngilu, Kijana Wamalwa, and others to form NARC that finally drove KANU out of power, for the first time I felt happy and excited, politically speaking, that change had arrived.

I honestly feel that Hon. Raila was one of the very few honest leaders, who truly sought to transform the lives of the people. There are many reasons why Hon. Raila Odinga was a darling of many over his political career, spanning over 30 years, but let me say a few of them here:

- (1) He believed in social justice, fairness and human rights;
- (2) He was fearless. He used to say that a coward dies many times but a man of courage only dies once;

(3) Raila believed in democracy and the power of the people. His five attempts to be president of Kenya, though unsuccessful as per the official results released, brought out the values of democracy.

Hon. Raila played a major role in constitutional reform and the birth of the Constitution of Kenya 2010;

- (4) Raila did not embrace greed, corruption and the like, that destroyed the social fabric;
- (5) Raila was a forgiving man: after being detained for many years, he still forgave the person who detained him;
- (6) Despite believing that he won the 2007 general elections, Raila accepted a deal for the sake of the greater good of Kenya;
- (7) Raila believed in empowering people and regions; he advocated for devolution of resources. This is why he is acknowledged as the father of devolution which many are enjoying today;
- (8) Finally, Hon. Raila did not seek votes just from his native Luo region of Nyanza, but he was a national leader whose influence

extended beyond Luo Nyanza, and indeed beyond Kenya. His litigation in presidential election disputes has heavily contributed to the reforms in the electoral laws, as well as the development of jurisprudence on elections.

Raila was undoubtedly one of the greatest leaders Kenya has ever had. Despite disagreeing with him over a few things over a long span of time, the late Hon. Raila remains my hero. I believe that we are not likely to have another leader like him for some time. Let us uphold the values that he stood for. Let us be united in this.

Rest well, Jakom. You fought a good fight – at least in the eyes of the people of Kenya. Your legacy lives on!

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.

Synergy in Justice: A Blueprint for Seamless Collaboration Between Police, Mediators, and the Courts



By Nyakenyanya Japhet

In the intricate web of Kenya's justice system, synergy between the police, mediators, and courts is not merely beneficial but essential for the delivery of equitable and efficient justice. As a police psychologist with the Kenyan National Police Service and a certified mediator for the Judiciary's Court Annexed Mediation programme, I have witnessed firsthand how collaborative efforts can transform conflict resolution. Drawing from my dual roles, this article outlines a blueprint for seamless collaboration, grounded in Kenyan law, practical examples, and experiential insights.

At the heart of this synergy lies the recognition that justice extends beyond punitive measures to encompass restoration and prevention. The Constitution of Kenya 2010, under Article 159(2) (c), mandates that alternative forms of dispute resolution, including reconciliation, mediation, arbitration and traditional dispute resolution mechanisms, shall be promoted.

This provision underscores the judiciary's commitment to integrating mediation with formal court processes, creating a fertile ground for police involvement. In my experience as a mediator, cases referred from courts, such as family disputes or minor criminal matters, often benefit from police input, where officers provide critical background on incidents, ensuring mediators address root causes like trauma or recidivism risks.

Let us consider a typical scenario where a domestic violence case is reported at the police station. As a police psychologist, I conduct the initial assessments, identifying psychological factors such as stress or substance abuse that could have fueled the conflict. Rather than rushing to prosecute collaboration kicks in. The National Police Service Act, 2011, in Section 4, emphasises community policing and partnerships, allowing officers to refer cases to mediation. I recall a 2022 case where a couple's case was diverted to a Court-Annexed Mediation. Working with judicial mediators, we facilitated sessions where the police provided evidence logs, while I offered psychological insights. The outcome? A mediated agreement that included counselling referrals, averting a lengthy trial and reducing court backlog. This exemplifies how police can act as the first responders, bring in mediators, foster dialogue, and court endorsed settlements.

Yet, challenges persist. Fragmented communication often hinders synergy, police reports may lack the nuances needed for effective mediation, or courts might overlook psychological evaluations. To address this, a blueprint for collaboration must prioritize integrated training. The Judiciary's Mediation Accreditation Committee, established under the Mediation Rules 2015, could expand to include joint workshops with police psychologists. This means that the police should be trained alongside the judicial officers. The training could equip participants with mediation skills with the aim of reducing court cases.

This has been demonstrated through a pilot project in Kisumu, where police mediated community dispute resolutions reduced case escalations by 30%. Indeed, the former Chief Justice David Maraga observed in his

2017 address that, "Justice is not just about adjudication, it's about healing communities through collaborative mechanisms."

Technology can be used to streamline this process by creating digital platforms for sharing issues concerning complaints, thus enabling real-time collaboration while s having regard to the Data Protection Act 2019. This works in instances where a police psychologist uploads a trauma assessment report, making it accessible to mediators and courts simultaneously.

From a psychological standpoint, synergy prevents re-traumatisation. Victims of sexual offence cases, for instance, benefit from police-led victim support units collaborating with mediators to ensure sensitivity in handling these cases. In a mediation case I facilitated, police evidence helped craft a restorative plan, which included offender accountability and victim therapy. This was ratified by the court. This holistic approach not only resolves disputes but builds public trust, aligning with the National Cohesion and Integration Act, 2008, which promotes peaceful dispute resolution.

Finally, forging synergy between police, mediators, and courts requires legal frameworks as provided by Article 159 of the Constitution of Kenya. It may also include approaches such as joint training and a commitment to shared goals. As a Kenyan police psychologist and certified mediator, I advocate for this blueprint to create a justice system that is responsive, restorative, and resilient. By embracing collaboration, we honour the spirit of our laws and pave the way for a more harmonious society.

Nyakenyanya Japhet is a Police Psychologist and Certified Mediator.

Navigating Change: Transitions Through the Lens of the Advocates Training Programme Students



By Ally Gakweli

As in any part of the world, legal education in Kenya is changing. Technology, new practice areas, and shifting market expectations are reshaping how people study law and how they move into practice. In the spirit of perpetual curiosity that embodies marketing, I spoke with three individuals at distinct moments in the journey: an incoming student, a current Advocate Training Programme (ATP) student about to start pupillage, and an alumnus in practice to see how the transitions through different levels of legal education are impacting their lives and how they feel about changes in practice.

Glacielar Wayua: A Call for Relevance

Glacielar sees the shift first hand. Prepping to join the Advocates Training Programme in 2026, she notices a gradual global change toward technology awareness. Conversations about data protection, digital security and artificial intelligence (AI) are increasing, yet curricula lag behind. She hopes professional training will adopt these topics faster, so incoming students are not left relying on individual curiosity to learn what matters in practice.

Glacielar also wants structure and guidance. Beyond a one-month attachment, she expects more mentorship, better-aligned pupillage placements, and real-world exposure that helps students choose practice areas that fit their strengths. For her, technology integration, e-libraries and blended learning are not optional extras; they are tools that will give students an edge.

Simon Jirani - Learning to Work in the Grey

Simon's experience is grounded in the day-to-day reality of bridging theory and practice. Approaching the last stage of his programme at ATP, the pupillage, he describes the law as often not black and white, and says the biggest lesson is learning to operate in the grey. Kenya School of Law (KSL) gave him practical drafting skills and discipline, but he still wants more simulated practice, such as moots and in-person feedback on oral advocacy.

Simon highlights the value of time management and practical drafting, and he welcomes technology as a force multiplier. He sees tools that automate drafting and note-taking as freeing students to focus on judgement and strategy. His ask is simple: give students practice opportunities that mimic court and client settings so that first real appearances are less daunting.

Louis Denzel - Practice-Focused Perspective and Curriculum Gaps

Louis reflects on how legal education has shifted toward practicality, and why that matters in practice. An alumnus of the ATP, he emphasises flexibility, tech-savviness and business acumen as essential skills for modern lawyers. Technology,

he says, often defines who can meet demanding timelines in corporate practice.

Louis also calls for curricular expansion into specialised and emerging areas such as, arbitration and mediation, medical law, technology transfer, transfer pricing, and infrastructure projects. These are not niche concerns, they are the work graduates meet in firms and corporations. For him, the goal of legal education should be to produce solution-oriented advocates who can weigh legal options against business realities.

As different as their stages may be, Glacielar, Simon and Louis reveal a shared truth: the journey through legal education is no longer linear, and it cannot remain static. Students are asking for relevance, for practical grounding, for technology that matches the world they will work in, and for guidance that helps them navigate an increasingly complex profession. Their perspectives remind us that institutions do not just teach law, they prepare professionals for a fast-moving landscape. Listening to these voices helps us understand where the system is working, where it must adapt, and how we can shape learning experiences that meet the future with confidence.

Glacielar Wayua is a lawyer, Simon Jirani is a Trainee Advocate, Louis Denzel is an Advocate of the High Court of Kenya and Ally Gakweli is a Marketing Officer at the Kenya School of Law

Retooling our Legal Training Curriculum to Capacity-Build Lawyers to Compete Globally



By Daisy Ndege

I read an article online, which referred to the fact that in 2025 Nigeria Bar Association admitted a whopping 10,000 new advocates to the bar. This article made me introspect on whether legal education and training in Kenya adequately equips students with competence-centric training to enable students align their legal skills sets with the job market away from the traditional legal jobs.

This necessitates transformative shift in legal education and training to expand potential opportunities in the global legal job market. This will not just have pedantic training that consigns the students to have a tunnel vision and scorn various opportunities that Bachelor of Law (LL. B) opens for them.

Exploring career pathways away from the traditional legal careers: Legal education and training in Kenya has undergone transformative shift from the Advocates Ordinance 1961, enacted to regulate legal education in Kenya. The Muigai Committee Report which led to the operationalization and establishment of Council of Legal Education (CLE) with the core mandate of; promoting legal education and training, and the maintenance of the highest

possible standards in legal education providers; and the provision of a system to guarantee the quality of legal education and legal education providers.

All these policies changes were tailored with the overarching objective of entrenching standardization and improving quality of legal training. Yes, undoubtedly, the quality has improved but there is need for legal training to embrace change and train lawyers with benefit of foresight that the legal job market is not just convened in working in a law firm or in court.

The legal education and training in Kenya must therefore proceed apace and entrench a curriculum that will guarantee equipping lawyers with requisite training and professional exposure. This will expose them to regulatory spaces, pursue careers in fintech, tax fields among other emergent niche career spaces for lawyers. There is need to come to terms that legal education and training should be structured in a way to adapt to the new global change and not just limit the legal training on the aspect that students will end up in law firms litigating or on the bench adjudicating..

The focus on national and common law in Kenya will inadvertently limit the scope of career pathways for law students in Kenya. This will have an effect on law students who will be exasperated if they are unable to secure employment in law firms. Despite the fact that having a law degree, affords law students wide opportunities to explore but only if they are trained and equipped adequately to pursue these opportunities. To enable law students in Kenya compete competitively for global legal job opportunities we need to offer them a platform to capacity build their legal competence and skill.

It is imperative that the curriculum of legal training pursues the trajectory of navigating and adapting to the international standards, comparative studies and related aspects.

Universities offering legal studies in Kenya need to identify niche areas off law where they can train students and not just focus on teaching traditional-centric curriculum that limits the scope of legal training. This will be in tandem with the Akiwumi Report, which stressed on the need of universities offering law to identify niche area of training law students.

Legal education and training in Kenya should not obsess over training that is litigation –centric. Instead, it should pursue niche trainings in areas like Artificial Intelligence (AI) /tech training which is crucial in preparing students for niche roles in legal tech, tax, fintech, environmental litigation or AI-compliance and tech-driven in-house functions. This with the backdrop of hindsight that training in generative AI tools is just one of the technological developments that stand to have a significant impact on the practice of law. This lends credence to the fact that law schools should not just constrict themselves to traditional training with the current global technological emergence.

In conclusion , there is imperative need to retool our legal training curriculum to focus on training law students with a focus on emergent legal niche job opportunities and global competitiveness. A curriculum that is competence based as opposed to rote learning forcing students to cram material for exam purposes.

Daisy Ndege is an Advocate of the High Court of Kenya

Effects of High Cholesterol: Implications for Health and Productivity in Academic Institutions



By Peter Maina

High cholesterol is a growing health concern that affects individuals across all age groups, including students, faculty, and staff in academic institutions. Although cholesterol plays an essential role in cell formation, hormone production, and digestion. Elevated levels of low-density lipoprotein (LDL) often referred to as bad cholesterol poses a significant health risk. Within an academic environment that relies heavily on mental alertness, physical well-being, and sustained productivity, the consequences of high cholesterol can be far-reaching. Understanding these effects is therefore essential for fostering a healthy and high-performing academic community.

1. Atherosclerosis and Reduced Circulatory Efficiency

High cholesterol contributes to atherosclerosis, a condition characterized by plaque buildup in the arteries. This reduces blood flow and oxygen delivery throughout the body. In an academic setting, reduced circulatory efficiency can affect both physical and cognitive performance. Students may experience decreased stamina, while lecturers and other staff may find it hard to maintain focus when discharging their duties.

2. Increased Risk of Heart Disease Among Staff and Students

Heart disease is one of the primary outcomes of uncontrolled high

cholesterol. Within academic institutions, staff whose role has limited movement such as administrators, researchers and librarians are at a higher risk. Long working hours, minimal physical activity, and stress can intensify cholesterol-related complications.

For students, especially those with demanding academic schedules coupled with irregular meals and insufficient exercise, the risk is also significant. Symptoms such as chest discomfort, breathlessness, and chronic fatigue may not only impact their health but also their academic performance.

3. Stroke and Cognitive Decline

High cholesterol is a major contributor to ischemic strokes, which occur when blood flow to the brain is obstructed. In institutions that depend on intellectual engagement, the effects of a stroke can be devastating ranging from impaired speech, memory loss and long-term disability.

Even before a stroke occurs, compromised blood flow to the brain can result in:

- Reduced concentration
- Memory lapses
- Slower information processing

These cognitive issues can disrupt teaching effectiveness, research productivity, and academic performance.

4. Peripheral Artery Disease and Mobility Concerns

Peripheral artery disease (PAD), caused by plaque accumulation in arteries outside the heart, often affects the legs. For staff and students who walk long distances across campus, participate in sports, or rely on physical endurance for laboratory work, PAD can significantly impede daily activities.

Symptoms such as leg pain, numbness, or slow-healing wounds can limit mobility. In severe cases, chronic pain can affect class attendance, participation in extracurricular activities, and overall engagement in campus life.

5. Hypertension and Its Academic Impact

High cholesterol often contributes to high blood pressure, creating a cycle of cardiovascular strain. Hypertension is associated with headaches, fatigue, irritability, and sleep disturbances, thus negatively affecting academic performance and productivity.

Lecturers may find it harder to manage classroom activities, while students may struggle with concentration during lectures, exams, or research sessions. Over time, uncontrolled blood pressure increases the risk of heart attacks and stroke, posing serious health threats to the academic workforce.

6. Pancreatitis and Student Lifestyle Risks

High triglyceride levels typically evaluated alongside cholesterol can cause pancreatitis. This condition is particularly relevant to students in campus environments where unhealthy dietary habits are common, their diets may include excessive fast foods, sugary drinks, and alcohol. Pancreatitis is painful, debilitating, and often requires hospitalization, disrupting academic schedules and leading to prolonged absenteeism.

7. Kidney Damage and Long-term Health Challenges

Cholesterol-related plaque buildup in the renal arteries can significantly impair kidney function. In academic institutions that depend on the consistent presence and performance of staff and faculty, chronic kidney disease can lead to frequent medical appointments, reduced work capacity and long medical leaves.

Students experiencing kidney-related complications may struggle to keep up with coursework leading to academic delays or withdrawals.

8. Visible Signs: Xanthomas and Eye Changes

Visible signs of high cholesterol, such as xanthomas (yellowish fatty deposits under the skin) and arcus senilis (a greyish ring around the cornea). In an academic environment where self-confidence influences

participation, presentations, and social interactions, these visible symptoms can affect self-esteem, leading to decreased participation in academic activities.

9. Reduced Vitality and Academic Burnout

Although high cholesterol does not directly cause fatigue, its cardiovascular effects can lead to decreased energy levels. Students may find it harder to engage in extracurricular activities or study effectively, while faculty may struggle with fatigue during long teaching hours.

A decline in physical vitality can contribute to academic burnout, increased stress levels, and reduced morale among both staff and students.

10. Amplified Risk When Combined with Lifestyle Factors Common on Campus

High cholesterol becomes even more harmful when paired with lifestyle factors frequently seen in academic institutions, such as:

- Sedentary behavior due to desk-based work or long study sessions
- Irregular eating patterns or reliance on fast food
- High stress during exam periods or from workloads
- Lack of structured physical activity
- Sleep deprivation

These factors accelerate plaque buildup and increase the likelihood of cardiovascular disease.

Conclusion

For academic institutions striving for excellence, addressing high cholesterol is essential for the health and productivity of staff and students. By promoting regular health screenings, physical activity nutritious dining options, and educating the community on lifestyle choices, institutions can foster a healthier, more vibrant academic community.

Peter Maina is a Chef at the Kenya School of Law



Role of Communication: Navigating Change in the Legal Sector



By Ruth Githaiga

The legal world is changing faster than many of us expected. New technology, evolving client needs, and different ways of working are reshaping the profession every day. In the middle of all this, one thing that continues to determine whether change succeeds or fails, is effective communication.

Many people think communication is simply passing and receiving information from one person to another. However, during periods of transition, communication becomes much more important. Effective communication builds understanding, creates trust, and helps people move in the same direction. When change happens, people naturally have questions. Some may resist, and others may fill gaps with assumptions. This is why communication that is clear, timely, and considerate becomes essential. It helps people understand what is happening, why it matters, and what it means for them. In this way, communication supports change through plans and action. Below are ways in which the legal sector can use effective communication to manage change.

Building understanding and alignment

Every change starts with a reason, but not everyone sees that reason immediately. Whether

it is introducing new software, reorganizing teams, or adjusting work models, the first challenge is often simply helping people understand the purpose behind the change. Effective communication helps lawyers and support staff see the bigger picture. When leaders explain why a change is needed, it reduces confusion and prevents rumours. This builds trust in fast-paced legal environments where accuracy and deadlines matter. For example, when introducing a digital document management system, explaining that it will reduce mistakes and speed up work helps staff view the change positively. Once people understand how a new tool supports better legal services, they are more likely to accept it. In many cases, shared understanding leads to shared commitment. Thus, effective communication not only answers questions but it shows how the change fits into the organisation's long-term goals.

Encouraging collaboration across professions

Today's legal work often involves professionals from many fields such as IT, data science, finance, project management, and many more. These different skills are valuable, but they also require effective communication because each profession communicates differently. Simple communication practices, such as regular check-ins, shared platforms, and clear guidelines, help bring everyone onto the same page. Effective communication also simplifies complex information so that both legal and non-legal professionals understand each other. This improves teamwork and often sparks new and innovative ideas.

Reinforcing culture and values

Change can make people feel uncertain or disconnected from their organisation. In the legal sector,

where ethics and professionalism are central, this emotional impact cannot be ignored. Effective communication should remind people that change does not replace the organisation's values and culture, rather it supports them. For example, when adopting digital client platforms or virtual hearings, it is important to highlight that key values like confidentiality, fairness, and quality service remain intact. This helps staff accept new ways of working without feeling that the essence of their profession is being lost.

Guiding clients through change

Clients experience change too. New billing models, technologies, and processes affect how they interact with legal institutions. Some clients may worry that these changes will disrupt services. However, proactive communication through briefings, demonstrations, or simple messages help clients understand how the changes improve their experience. Whether it means faster service, more transparency, or reduced costs, clients appreciate being informed. Firms that communicate openly build trust and show that they are modern, adaptable, and client-focused. In conclusion, change is inevitable, but effective communication helps organisations handle it with confidence. In the legal sector, clear and empathetic communication strengthens trust, supports teamwork, and helps people understand the purpose behind new initiatives. Effective communication does not only support change but it makes successful change possible. With effective communication, the legal profession is better equipped not only to manage change, but also to lead it.

Ruth Githaiga is a Senior Corporate Communications Officer at the Kenya School of Law.

Beyond the Gavel: A Legacy of Leadership and Change at the Kenya School of Law



By Raphael Ogello

Transitions are natural in any institution's journey. What matters is not just what changes, but what remains. At Kenya School of Law (KSL), the enduring commitment to excellence, integrity and justice remains the guiding light. Each graduate who walks through its gates carries more than a certificate; they carry the spirit of an institution that believes in law as a tool for transformation. For KSL, the past eight years under the leadership of Dr. Henry Mutai have been just that: a journey of steady transformation, resilience, and purpose. As the School prepares to usher in a new chapter, it does so with gratitude for a legacy that has shaped not just programmes and policies, but people and possibilities.

Change with a Mission

When Dr. Mutai took office, the landscape of legal education was already shifting. Technology was redefining learning, globalization was reshaping legal practice, and institutions everywhere were being challenged to evolve. At KSL, this season called for bold leadership the kind that could hold the School's mission steady while navigating rapid change.

Under his leadership, KSL did more than adapt; it grew. From introducing online classes to expanding academic programmes, the School embraced innovation



Dr. Henry Mutai, Director/CEO Kenya School of Law presents an award to Mariam Chebet the best 2024 student in Probate and Administration during the 10th graduation and prize giving ceremony at KSL on 11th December 2025

while keeping its heart rooted in its core values; professionalism, integrity, and customer centric. The Certified Secretaries Programme became a new frontier, opening up diverse opportunities for learners and strengthening KSL's contribution to professional education in Kenya.

One of the most visible symbols of this era is the construction of the ultramodern library and moot courts, a state-of-the-art facility designed to enhance research, innovation, and collaboration. Though its final furnishing and handover await, the project stands as a powerful reminder of vision made tangible. It represents KSL's belief that the pursuit of knowledge must be matched with an environment that inspires it.

Behind the scenes, Dr. Mutai also strengthened partnerships and donor-funded projects, expanding the School's capacity to serve not only its students but the broader legal community. These collaborations have opened doors for resource sharing, exposure, and long-term institutional development hence ensuring that KSL's impact continues to ripple beyond its walls.

The Heart of the school

Change at KSL has never been about infrastructure alone. At the core of KSL's progress are its people. The staff, lecturers, students, and alumni form a community bound by shared purpose. The Director was alive to the fact that real success comes when people feel seen, supported, and part of something meaningful. During Dr. Mutai's tenure, staff members attended professional trainings and development programmes, equipping them with new skills and confidence to match the evolving demands of modern legal education.

These investments in people have paid off in countless ways, improved teaching delivery, efficient systems, and a stronger sense of community across the School. The increased enrollment in both the Advocates Training Programme (ATP) and the Paralegal Training Programme (PTP) reflects not just institutional growth but renewed trust in KSL's quality and reputation.

The Power of Steady Leadership

No season of leadership comes

without storms. Leading through uncertainty takes courage, under Dr. Mutai's watch, KSL weathered reforms, policy shifts, global pandemic and even budget cuts. A reality that could have easily slowed progress or dampened morale. Yet, through careful stewardship, collaboration, and strategic decision-making, KSL emerged stronger, more adaptable, and more united. It was leadership that did not just react to challenges, but reimagined them as opportunities for progress and continued to thrive even in constrained times.

When Challenges Became Lessons
Every challenge brought growth. From navigating admissions debates to embracing digital transformation, the School learned

that resilience is its greatest strength. Rather than all traditional physical classes, the School leaned on innovation and resourcefulness. The introduction of online learning platforms proved especially pivotal, allowing education to continue seamlessly while reducing operational pressure. It was a testament to what can happen when vision meets courage. Leadership that does not flinch in the face of limitation, but finds a way through it.

A Legacy Beyond the Gavel

As Dr. Mutai's term draws to a close, the KSL stands as a living memory of his leadership, a story written not in reports or headlines, but in transformed lives of students admitted to the bar, completed projects, and enduring values.

When the final gavel falls on this chapter, it will not echo as an ending, but as a continuation. Beyond the gavel lies a legacy of leadership that inspired, service that uplifted, and vision that endured.

The KSL moves forward stronger with gratitude for Dr. Mutai's steady hand, confidence in its mission, and faith that every season of change brings new opportunities to grow, to serve, and to shine.

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



The Director /CEO Kenya School of Law with other KSL staff and a representative of Constantine Joseph Advocates LLP at the signing of a Memorandum of Understanding on Training in Aviation Law

Government for and by the People: The Assumptions



By Ouma Kizito

Democracy is often defined as an attempt to create a governance system that is people-centric. This means that it is a form of government distinguished from others, as it places people's sovereign power at its epicenter. Democracy, therefore, may be described as a government that is formed by the people, exercised by the people, and it is for the interest of the people as popularly defined by Abraham Lincoln. The people-centric attribute of democracy, along with other desirable tenets such as equity, equality, respect for the rule of law, and constitutionalism, has made it the most widely approved system of governance, with over half of the countries in the world practising democracy, albeit at different levels. This article will discuss several assumptions that have been in contention when discussing democracy as a system of governance. These assumptions present a challenge to the conventional understanding of democracy, hence require a reflection.

As stated in the definition, democracy is government by the people. This means that the art of democracy chooses the most popular government. A government that most people want. If this is exercised through

voting in an election, then the candidate with the most votes wins. They form the government. While democracy assures the choosing of the most popular candidates, the assumption is that the electorate made a choice for the "best candidate." The principle of democracy does not necessarily mean that the most popular candidate chosen is the most competent one. Oftentimes, electorates or the people, so to speak, sacrifice competence in leadership for a relationship with the candidate. In Kenya, the "tribe" has been one of the major considerations when choosing leaders. No wonder today, the people of Kenya casually group themselves into Cushites, Nilotes and Bantus with words such as "cousin" and "in-laws" punctuating the narratives. The other considerations by the people are nepotism, sexism, cultural considerations, religion, class differences, political parties and perhaps the affluence and money the candidates give out.

In as much as the people are always at the center of leadership, they often do not choose the most competent leaders in government yet they expect competence in leadership. This may be the reason why Kenya has had some leaders with not only questionable academic credentials but who are clearly functionally illiterate, yet in very high positions of leadership where they are expected to make laws, design policies and oversee implementation. Democracy assumes that the people know what they want and that they vote for what they want, yet oftentimes, the outcome is not what the people wanted.

Democracy is about the people's choice. The assumption is that the aspirants or candidates who present themselves at the ballot for leadership are the "best" that society can

produce. Again, in a country like Kenya, a lot of good and competent leaders avoid politics. They do not attempt or present themselves for leadership positions, therefore, in the words of Plato, they let the inferior men lead. This may also be the reason why there has been voter apathy in recent general elections in Kenya. When election campaigns are about bribery, violence, and shenanigans in political parties, then politics will not attract the best of us. True democracy may be achieved in Kenya when the people are allowed to undertake negative voting, i.e. voting against the candidate that you do not want.

The other assumption is that the government is for the people, and those elected will act in the interest of the people. Well, in many democracies, leaders often represent the interest of their people. They protect the vulnerable and make decisions that propel the prosperity of the people who elected them into office. This is, however, not the case as those democratically elected in Kenya often take the view that they know better what is good for the people. The Thirteenth Parliament of the Republic of Kenya is often said to have failed the people of Kenya. As public opinion would have it, the chosen leaders serve the Executive rather than the public interest. This was clearly seen with the Finance Bill, 2024. There are also leaders in politics who are there for their own cause; therefore, inasmuch as they always give promises, nothing seems to happen. So, even as the sovereign power belongs to the people, it is important to acknowledge this as an assumption.

The other assumptions made through democracy is that the people understand government and that they are fully aware of the power that they are ceding away. The literacy levels in Kenya are quite high and , yet civic education is low. They often go to the voting booth and make choices, yet some of them do not understand the role of the leaders. The current National Government -County Development Fund (NG-CDF) and the Constitutional Amendment debates put this into perspective. The courts of Kenya have stated that members of parliament have a role of representation and legislation as opposed to administration of a fund, yet the people in Kenya

expect them to spearhead development, as that is what the people understand, hence the fight to maintain NG-CDF. The i.e. people ought to understand the governance system and realise that running the fund is not a parliamentary duty. The other limb is that they also ought also to understand the powers and functions of the people they put in office.

Democracy further assumes that the people want a chance. One of the most popular elements of democracy is periodic elections and term limits which it opens up the space for new leadership. However, what about a situation where a presidential term comes to an end, and the people do not want them to vacate office? Is it

democratic to force people to choose new leaders when they do not feel like? This may be the flip side that is often not talked about. Many leaders who stay in power are often dismissed as dictators on this account. This may, however, not be the case as people may believe in a leadership so much that they may not want to change.

Are these assumptions, therefore, relevant?

Ouma Kizito is an Advocate of the High Court of Kenya



Parliament Buildings on Parliament Road in Nairobi Kenya.

Hidden Strain: The Unseen Mental Battle in Kenya's Legal Education



By Dorcas Mwachia

Law is dynamic, evolving constantly to reflect societal change, economic shifts, and global influences. Yet behind every change in curriculum, every new policy or reform, stands a human being: a student, a trainee advocate, a lecturer, a mentor all trying to keep pace with an ever shifting landscape. The pressure to adapt, to excel, and to remain relevant can feel relentless.

It is in this tension between transformation and tradition that mental health emerges as a silent but crucial player in shaping the future of Kenya's legal education. As institutions transition toward modernized teaching methods, competency based curricula, digital learning, and stricter professional standards, the psychological well-being of those undergoing training cannot be an afterthought. Navigating change in legal education, therefore, is not just an academic or administrative question. It is deeply human.

The transition from university to the Kenya School of Law (KSL), and later to pupillage and practice, has also become more competitive and structured. Yet amid this evolution, one

dimension remains under addressed. The mental health and emotional resilience of law students and trainees navigating these transitions. This is the hidden strain carried in silence behind the polished exterior of the profession.

Behind the sharp suits, case citations, and long nights at the library, a quieter story unfolds. Law students in Kenya, much like their peers globally, face intense pressure to succeed. Academic workload, financial strain, social comparison, and uncertainty about the future create fertile ground for stress, anxiety, perfectionism, depression, burnout, and even severe mental disorders such as psychosis. In a 2024 survey by the South African Legal Practice Council, sixty-two percent of lawyers admitted to experiencing symptoms of burnout, anxiety, or depression, yet only eight percent had sought professional help. A similar report from Kenya's Law Society revealed that a worrying number of its members had turned to alcohol or isolation to cope with stress.

For many, the dream of becoming an advocate begins to feel like a race without a finish line. At university, the expectation to perform academically can be overwhelming. Yet discussions around mental health remain muted in most legal circles. The culture of law, with its emphasis on composure, logic, and control, often discourages vulnerability. Admitting to stress or mental fatigue can feel like admitting weakness.

This silence is dangerous. It perpetuates burnout, disillusionment, and in some tragic cases, depression or self-harm. The journey to becoming a lawyer, meant to build strong

advocates for justice, can ironically leave many feeling powerless and depleted.

Integrating mental health into legal education is not about lowering standards or reducing rigor. It is about humanizing the process of becoming a lawyer. The practice of law requires sharp intellect, but it also demands empathy, patience, ethical judgment, and resilience. These qualities thrive only when the mind is healthy. If students and trainees are emotionally drained or mentally unwell, their ability to serve justice, clients, and society effectively is compromised.

Mental health education in law schools could serve several purposes:

- Awareness: Helping students recognize the signs of burnout, anxiety, and depression.
- Skills: Teaching stress management, emotional intelligence, and mindfulness techniques.
- Support Systems: Establishing counseling centers, peer support groups, and mentorship programs.
- Cultural Change: Creating an environment where vulnerability is not punished but respected.

The culture of law values precision, objectivity, and toughness. Lawyers are expected to solve other people's problems, not reveal their own. The image of the strong, stoic advocate leaves little room for emotional vulnerability. In Kenya, as in many parts of Africa, mental health discussions are also shaped by cultural perceptions that emotional distress is a sign of weakness or spiritual imbalance rather than a legitimate health issue. This double stigma cultural and professional keeps many legal students and practitioners suffering in silence.



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A Conversation with the Outgoing Director of the Kenya School of Law



Q
A

Interviewed by: Ruth Githaiga

1. As you finalize your eight-year tenure, how are you feeling about this transition?

I have a mix of emotions and feelings: relief and gratitude that this journey is finally coming to a successful end, but also a tinge of regret for some of the opportunities missed along the way.

2. When you look back at your eight-year tenure, what moments or achievements stand out the most for you?

I can look back and highlight two major achievements I am genuinely proud of. First, completing the Ultra-Modern Library construction, a project that had stalled for years before my tenure. Seeing it finally completed is one of my most fulfilling moments.

Second, guiding the School through the unprecedented challenges of the COVID-19 pandemic. The way we adapted, stayed focused, and kept moving forward still stands out as a true testament to our resilience.

3. Leadership always comes with its fair share of challenges. What were some of the most difficult moments or decisions you had to make during your tenure at the School?

When I look back, a few challenges stand out very clearly. One of the toughest parts of leadership has been dealing with disciplinary issues involving both students and staff. Making those hard calls is never easy, and they weigh heavily on you. However, at the end of the day, institutions run on systems, policies, and those have to be respected if the organization is to function and grow.

Another challenge was navigating the endless government red tape. The bureaucracy often came with financial and time-consuming compliance demands that delayed decisions and stretched our resources more than people would ever imagine.

Then there were the ongoing budget cutbacks, which we are still dealing with. They have had a real impact on the School's operations. It is incredibly hard to prioritize when everything genuinely feels like a priority. Yet, as a leader, I had to make decisions that did not always sit well with everyone. Sometimes they were unpopular. Sometimes they were misunderstood. Nevertheless, they were necessary for the School to keep operating and moving forward.



4. In your opinion, could you tell us about some key reforms or initiatives that made the biggest impact on students or the School as a whole?

First, the introduction of online and evening classes for both the Advocates Training Programme (ATP) and the Paralegal Training Programme (PTP). This opened doors for many more students by giving them the flexibility they needed, especially those balancing work, family, and studies. It is one change that really expanded access to legal education.

The Legal Education Fund, administered by the Higher

Education Loans Board, is another reform I am proud of. When it was introduced, it gave struggling students a lifeline through the ability to secure loans and continue with their studies without the constant worry about fees. Many students who would have otherwise dropped out were able to push through because of this fund. Unfortunately, budget cuts mean that this initiative is currently on hold.

Introducing supplementary and special examinations for PTP students was also a major step. It allowed students who did not meet the pass mark on the first attempt to re-sit their units within the same academic cycle, instead of waiting for more than a year as before. This meant more students could graduate within the intended two-year period, as long as everything else remained on track. It genuinely reduced unnecessary delays.

The online Certified Secretary Course is another achievement that cannot go unnoticed. Since its introduction, we have always had a class of students many with legal backgrounds eager to take

it on. It has benefits to our academic programs and broadened our professional training offerings.

A milestone that happened in my final year was the signing of the KUCCPS (Kenya Universities and Colleges Central Placement Service) MOU. This alone tripled the number of PTP students, significantly boosting revenue at a time when budget cuts were hitting us hard. It helped stabilize the School financially and brought in a new wave of learners.

to find solutions to whatever challenge

I'm also proud of the student mentorship sessions, which created a space for learners to interact with senior advocates and legal practitioners. These sessions gave students guidance, insight, and a sense of direction that goes far beyond the classroom.

On the staff side, there were also several meaningful reforms. We made new recruitments, and the creation and operationalization of new sections — Corporate Communications, Marketing, Risk and Quality Assurance, and Student Welfare and Counselling — have had a tremendous impact on how the School functions. Students, staff, and even our external clients can attest to how these units have improved service delivery and strengthened the School's overall mandate.

Mentorship for staff has also been a highlight. Those who participated gained valuable insights from their mentors, helping them grow professionally and personally. Our commitment to staff training allowed team members to attend programs aligned with their roles, while internal promotions helped many advance in their careers something I am deeply happy of.

5. Legal education in Kenya has been changing quite rapidly. How has the School adapted to remain relevant and responsive to the profession's needs?

What really stands out to me is how the School has consistently reviewed its curriculum at both the ATP and PTP levels. Curriculum review is not a one-off event, it is a continuous process, and we have treated it as such. By regularly assessing and updating our programmes, we have been able to seal gaps that emerge due to external factors and ensure our training remains relevant, responsive, and aligned with the needs of the legal profession. This commitment to staying current has been key in maintaining the quality and credibility of our legal education.

6. One thing that stands out about the School is how it continues to adapt to the needs of the legal profession. In your own opinion what has driven that transformation?

I would say this has largely been driven by our commitment to ensuring the School remains relevant and forward-looking. We have to anticipate the future needs of society and align our training with the evolving demands of the legal profession. For us, this is firmly rooted in upholding the rule of law. Therefore, reviewing the curriculum is not just an administrative exercise; it is part of our responsibility to prepare competent, ethical legal practitioners who can serve the society of today and tomorrow.

7. Are there any partnerships and collaborations that you are particularly proud of during your tenure?

Of course, yes. Over my eight-year tenure, the School has established quite a number of partnerships and collaborations. However, a few truly stand out to me. The first is the Higher Education Loans Board (HELB) partnership, which I mentioned earlier. It played a huge role in supporting students who were struggling to pay their fees. Many were able to continue with their studies because of this support. It saddens me that, due to budget cuts, the last two cohorts have not been able to benefit from this arrangement. However, I remain hopeful that the partnership will be revived so future students can once again access this much-needed financial assistance.

The second notable partnership is with Kenya Accountants and Secretaries National Examinations Board (KASNEB), which enabled the School to launch the online Certified Secretary (CS) course. This has been an important addition to our academic offerings.

Third is our collaboration with United Nations Development Programme (UNDP), which allowed the School to contribute significantly to paralegal training across the country, including developing a National Code of Conduct for Community Paralegals.

Paralegals are a vital part of the justice system — they support development, provide legal aid, and play a key role in promoting access to justice.

The fourth partnership involves our prison legal aid collaboration with government correctional facilities. Through this initiative, our students, guided by our teaching faculty, offer legal assistance to inmates. I

consider this one of the most meaningful ways our students give back to society even before they formally enter the legal profession.

The fifth is our partnership with the Law Society of Kenya (LSK), which has been instrumental in our student mentorship sessions. These engagements have given students direct exposure to seasoned practitioners and valuable insights into the profession.

8. On a more personal note, what has been the most rewarding part of leading the School?

The feedback and appreciation I receive from past students and student council leaders have always meant a lot to me. As Ken Blanchard famously said, "Feedback is the breakfast of champions." Both positive and negative feedback are crucial not just for an organization, but even at a personal level. It is through feedback that we are able to forge a path to greatness. When feedback is truly listened to, embraced, analyzed, and acted upon, that is not just how you grow; that is how you win.

9. How would you describe your relationship with the School management, students and staff?

If I had to describe our relationships, I would say they are professional, responsive, collaborative, and operational. In other words, we work together respectfully, communicate effectively, get things done, and always support one another to achieve our shared goals.

10. As you prepare to hand over the leadership of the School, what kind of legacy do you hope to leave behind?

As I near the end of my leadership tenure, the legacy I hope to leave is a School strengthened by robust systems, clear and well-laid policies, and strong core values an institution built to endure, adapt, and continue serving its students and society with excellence.

11. What advice would you offer to the person who will take over from you as the next KSL Director?

My advice would be to build on the strong foundation that has already been established. At the same time, it is important to put in place robust mechanisms to generate more financial resources. With stronger resources, the systems and policies already in place can function even more efficiently, helping the School achieve its vision and continue growing in a sustainable way.

12. Looking ahead, what is your vision for the future of KSL and legal education in Kenya in the coming decade?

I see KSL continuing to train professionals who are not only responsive and innovative but also adaptable and ready to embrace digitalization. I envision KSL as an excellent institution with solid systems and structures. Despite ongoing debates about liberalization, I hope KSL will remain the go-to place for quality legal training, shaping practitioners who can meet the evolving needs of society and the legal profession.

13. What is next for you after March? Any projects or pursuits you are particularly excited about?

Mmmm... I will definitely take some time to rest and recharge before my next assignment. Leading the School for eight years has been incredibly rewarding, but also taxing — a lot of work that many people may not fully recognize unless they have been in such a position. Therefore, a proper break is very important.

That said, the academic spirit in me will remain strong. I would like to focus more on policy development and educational initiatives, and I am open to serving in government positions that align with my educational and professional background.



KSL ATP and PTP students at Karen Campus join the Director and KSL staff in cutting a cake in celebration of the Customer Service Week 2025.

14. As we wrap up this interview, and as you bid farewell, what message would you like to share with the KSL community the students, alumni, and staff who have been part of your journey?

To Students: Make the most of your time at KSL. Whether it is two years or 18 months, it is a short period — a time to learn, grow, and prepare for the future. Stay focused, stay committed, and always remember why you joined. Your dedication now will shape the lawyer and professional you become tomorrow.

To Alumni: I urge you to give back to the KSL community and support the next generation of students. Together, we can continue building and strengthening the great institution that has given so much to all of us.

To Staff: Firstly, thank you from the bottom of my heart for your support over the past years. Without your backing, we could not have accomplished even half of what we did. Continue to treat every student, visitor, and client with the respect and professionalism for which the School is known. Give your best service, and always put yourself in their shoes. The way we treat others reflects not just on ourselves, but also on the School as a whole.

To Adjunct Faculty: I know the work you do is demanding, and the financial rewards may not always reflect your effort. However, please know this: your contributions leave a lasting impact on students and play a key role in shaping the future of the legal profession.



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



Participants at Data Protection course held in Naivasha from 9th-13th June 2025



KSL PTP students with the Acting PTP Coordinator Ms. Margaret Mounde and other KSL staff cut a cake in celebration of the Customer Service Week 2025



KSL staff pose for a photo after a Data Collection Exercise for Research on Testing the Impact of Paralegals in Aiding Access to Justice and their Role on the Legal Sector, at the Kibera Law Courts



Ms. Janet Mumywooki, Acting CEO, Kenya Law Reports presents an award to the best overall PTP student Beatrice Mtwihia in the 2023 cohort during the 10th graduation and prize giving ceremony held at KSL on 11th December 2025.



Hon. Justice Alfred Mabeya, Judge of the High Court of Kenya presents a guest lecture to ATP students



KSL students during a First Aid Training



Hon. Chief Justice Emeritus, David Maraga with the Ag. Assistant Director, ATP, Ag. PTP Coordinator and ATP student council representatives cut a cake during the gala dinner for the ATP 2025 cohort



CEO of Council of Legal Education Prof Jack Mwimali, CLE Deputy Director Standards Licencing Supervision and Compliance with KSL Lecturers after the collection of views on the Draft Legal Education(ATP) Regulations



Kenya School of Law participants during the Standard Chartered Nairobi Marathon 2025



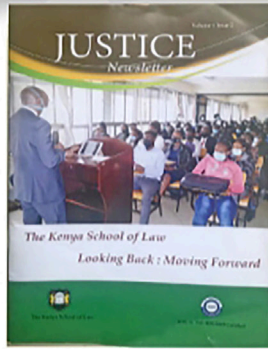
KSL Director, Dr. Henry Mutai presents an award to Ms. Dorcas Hillary Anyango for the best performer in Probate and Administration



KSL Library staff display books donated by Books for Africa



KSL students who participated in the World Mental Health Day 2025 at KICC Nairobi.



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KSL and Safaricom PLC Staff sing a tune to celebrate the equipping of the Computer Lab by the Safaricom Foundation.

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