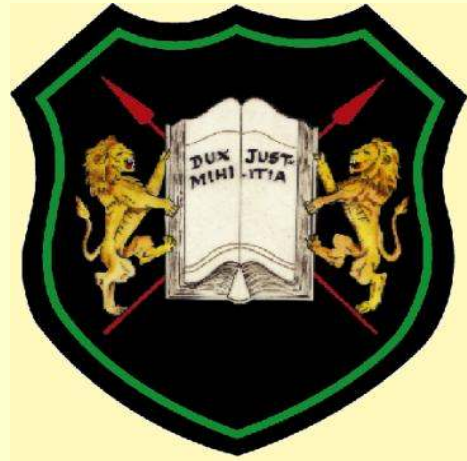


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2009-2012 STRATEGIC PLAN

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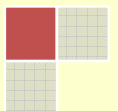


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ACRONYMS AND ABBREVIATIONS

AG	Attorney General
AIA	Appropriation in Aid
ATP	Advocates Training Programme
CEO	Chief Executive Officer
CHE	Commission for Higher Education
CLE	Council of Legal Education
COMESA	Common Market for Eastern and Southern Africa
DPM	Directorate of Personnel Management
EAC	East African Community
ERS	Economic Recovery Strategy
FLSTAP	Financial Legal Sector Technical Assistance Project
GDP	Gross Domestic Product
GJLOS	Governance, Justice, Law and Order Sector
GOK	Government of Kenya
HELB	Higher Education Loans Board
HIV	Human Immuno Deficiency Virus
HRD	Human Resource Development
ICT	Information and Communication Technology
KACC	Kenya Anti Corruption Commission
KLRC	Kenya Law Reform Commission
KSL	Kenya School of Law
LAN	Local Area Network
LSK	Law Society of Kenya
M&E	Monitoring and Evaluation
MoJNCCA	Ministry of Justice National Cohesion and Constitutional Affairs
MTEF	Medium Term Expenditure Framework
MTP	Medium Term Plan
MTS	Medium Term Strategy
NGOs	Non Governmental Organisations
NEMA	National Environment Management Authority
NEPAD	New Partnership for Africa's Development
PESTLE	Political Economic Social Technological Legal and Environment
PER	Public Expenditure Review
PMS	Performance Management System
PRO	Public Relations Officer
PRSP	Poverty Reduction Strategy Paper
PS	Permanent Secretary
PWD	People with Disabilities
RBM	Results Based Management
SAGA	Semi-Autonomous Government Agency
SLO	State Law Office
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SP	Strategic Plan
STPP	Short Term Priorities Programme
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOR	Terms of Reference
WTO	World Trade Organization

Foreword by Chairman

Since independence in 1963, Kenya has undergone great strides in its socio-political and economic development. This process has exerted great strain on both policy and other institutional structures conceived and nurtured with the advent of political independence. Although some strides have been made to keep institutional frameworks abreast with these socio-political developments, often times, they have lagged behind with the result that current legislation has become increasingly ineffectual and irrelevant.

One of the areas of our public fabric that has been affected in this way is the development of policy on legal education and training. Although there have been some isolated efforts to develop and reform legal education and training to consort with socio-political developments since the Denning Report in 1961, these developments have fallen short of socio-political dynamics rendering the law and some of its institutions ineffectual. For example, although it is only thirteen years since the Akiwumi Report on the Status and Management of the Kenya School of Law was released, its recommendations have been largely overtaken by events, rendering them ineffectual.

Perhaps the missing link between policy formulation and implementation has been the absence of sustained planning to take account of change dynamics, and thus enable institutions adjust accordingly. Often, statutory mandates have been formulated without taking into account both the financial and human resources required to put them into effect. These mandates therefore exist only on paper.

Guided by its 2007-2010 Strategic Plan, the Council of Legal Education (CLE) /Kenya School of Law (KSL) has gone through a period of re-alignment of its policies and mandate. This has now been rolled out to the 2008-2012 period. Under the auspices of the Ministerial Task Force on the Development of a Policy and Legal Framework on Legal Education in Kenya, the CLE/KSL has sought to take stock of the socio-political developments and the expectations these developments have through the years imposed on legal education and training. The need to re-structure and separate the regulation of legal education on the one part from training was emphasized. The CLE/KSL has also overhauled its programmes and curricula and introduced new programmes such as Paralegal Studies and Continuing Legal Professional Development to meet international training needs and best practices.

In this Plan, efforts have been made to realign the resources available to the CLE/KSL with its core activities. As our road map for the next three years, the Plan prioritises activities and programmes in terms of their contribution to the efficient and effective management of the Council/School within the context of national policy frameworks. The anticipated outputs as contributions to the delivery of legal services are also linked to their resultant costs within specified time frames.

This Strategic Plan articulates the Vision, Mission, Core Values and Objectives; and also provides strategies to be implemented in order to give the Council/School a considerably enhanced service delivery capacity in the next three years.

The Council/School plans to transform the overall quality of governance through devolution of responsibilities and functions to operational units in order to achieve the best corporate management practices. This will ensure efficient service delivery to our students, staff and other stakeholders.

Furthermore, there will be a deliberate effort towards gender mainstreaming, prevention of drug and substance abuse and an attempt to cater for marginalized persons such as those with disabilities and those infected with HIV/AIDS.

It is our hope and expectation that this Plan will help in strengthening the CLE/KSL to become a viable institution that will both regulate legal education in its fullest sense cutting across all legal

education/training providers, and provide sustainable programmes and training for the Kenya School of Law. In this way, the CLE/KSL will contribute to the raising of educational standards in the legal field and help to deliver quality legal services to Kenyans in all their spheres of social and political life.

Hon. Emmanuel E. O’Kubasu, J.A
Judge of the Court of Appeal and
Chairman, Council of Legal Education

Preamble by Director

It is trite knowledge that education and training great engines for socio-economic change and transformation internationally. Properly harnessed, the training of competent and professional personnel can become the principal vehicle through which the Government can deliver quality services to *wananchi*. In the Kenyan context, the Council of Legal Education (CLE)/Kenya School of Law (KSL) is charged with the responsibility of supervising and controlling all aspects of legal education and training and undertaking specific training mandates for and on behalf of the Government of Kenya. These mandates have until recently been discharged only partially.

As expansive as these mandates may seem, the actual operations of the Council/School have been quite limited to the training of young advocates for entry into the legal profession. In addition to the limited execution of its mandate, the anticipated transformation of the organization into a Semi-Autonomous Government Agency (SAGA) was in large measure stalled and little development took place on this front. The institution fell into neglect, had a very narrow financial base, a moribund training programme and no professional or managerial staff. Even here, its activities were limited to students trained in foreign universities as those from Moi University and University of Nairobi universities were exempt from the training programme.

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

Although an attempt was made to draw a comprehensive plan for the CLE/KSL in 2003 these efforts came to naught because there were too many outstanding policy issues making it impossible to draw a viable plan. In the short-term therefore, priority has been given to clarification of the outstanding policy issues involved and the setting out of clear legal frameworks before undertaking the technical process of developing a strategic plan. One of the difficult questions to be resolved was the status, role, operations and financing of CLE versus the status, role, operations and financing of the Kenya School of Law.

To resolve these outstanding issues, a stakeholder forum was held in October 2004 in Mombasa, which, among other recommendations, decided to appoint a Ministerial Task Force to undertake a comprehensive review of all policies pertaining to legal education and training in Kenya. In February 2005 the then Minister of Justice and Constitutional Affairs, Honourable Kiraitu Murungi, appointed a Ministerial Task Force on the Development of a Policy Legal Framework for Legal Education and Training in Kenya. The Terms of Reference of the Task Force were, among others, to: review the form, structure, role and functions of the Council of Legal Education as a regulator of all aspects of legal education in Kenya; the de-linking of the Kenya School Law from the Council of Legal Education and suggest its form, structure, role and functions as the training agency of Government in the legal sphere.

The Task Force Report, also known as the Muigai Report on Legal Education and Training was presented to the Minister of Justice and Constitutional Affairs, Honourable Martha Karua, in January, 2006. The major findings of the Task Force Report were as follows: that the Council of Legal Education should be re-established as the overall regulator of legal education and training in Kenya; that the Council of Legal Education should have its own

independent and financially viable secretariat; that the Kenya School of Law should be de-linked from the Council of Legal Education and be re-established as the public post university training institution for professional legal development; that the Kenya School of Law should develop new, relevant and vibrant programmes and courses to cater for the needs of a growing economy in Kenya; and that the relevant regulations bringing into force these new structures should be promulgated by the relevant government agencies on an urgent basis.

Specific to the Kenya School of Law, the Task Force re-designated its core functions/mandates as follows: the Advocates Training Programme; Continuing Professional Legal Development; Support Services (Para-Legal) Training; Specialized Professional Legal Training in the public Service and Projects, Consultancies and Research. These recommendations have largely been implemented and form core parts of this Strategic Plan.

With these major policy frameworks clarified, the Council of Legal Education was able to embark on the development of a Strategic Plan for the training component of its activities in mid-2006 under the sponsorship of the GJLOS Reform Programme. This Strategic Plan is the culmination of efforts by a wide variety of stakeholders and individuals whose commitment and dedication to the course of the School has been exemplary. This Strategic Plan is no more or less than a vision of what the School is, and what it can be. The Plan draws from the work of the Task Force and the subsequent Strategic Plan (2007 - 2010). It moves the strategic plan into its next logical development phase where training will become the main activity of the School.

In the meantime, and as the various policy frameworks were being developed, the School has under the various reform initiatives of Government, implemented a few “quick wins” policy programmes to try and improve the operations of the School and to deliver better training services to our clients, the students. Some of the “quick wins” achieved so far include: revamping the Advocates Training Programme to include all graduates of law desirous of becoming advocates regardless of where they were trained (implemented in 2005/2006); the re-establishment of pupillage as an integral part of the Advocates Training Programme; a comprehensive review of the Programme, Curriculum and Regulations pertaining to the Advocates Training Programme (the new programme came into effect in January, 2008); introduction of the Continuing Professional Legal Development Programme; establishment of Para-Legal Training; the re-organization of the structure and management of the School on the basis of the Ernst & Young Report on the Terms and Conditions of Staff, implemented in July 2006.

Developing a Strategic Plan can be both an odious and onerous task. The staff of the Kenya School of Law, Management, the Council and a wide variety of stakeholders has spent tireless moments weaving together this instrument, which should ultimately become the final guide and road map for our activities and programmes for the next three years. Because of the nature of our mandate, we have had to consult very widely with key stakeholders (notably: the Ministry of Justice and Constitutional Affairs, the Judiciary, the State Law Office, the Council of the Law Society and other providers of legal education and training) in order to devise programmes which are of relevance to all. We will continue to consult with these stakeholders during the implementation phase of the Plan to render our programmes even more relevant and contemporary.

We cannot thank enough all those who have collaborated with us in these efforts. We value and cherish your support and commitment to our course and thank you most sincerely for your invaluable contribution throughout this endeavour. May I, in particular, thank the Honourable Mutula Kilonzo, Minister of Justice, National Cohesion and Constitutional Affairs, for his unrelenting commitment to the course of the Kenya School of Law; Ambassador Amina C. Mohammed, Permanent Secretary, Ministry of Justice, National Cohesion and Constitutional Affairs and her entire staff for continued support and able representation of the School at various policy organs of the Council/School; the Chairman and members of the Council of Legal Education for the guidance on important issues; the Staff and Management of the School for the commitment and tireless efforts in fashioning a forward-looking institution based on professional values and teamwork.

May I single out for special mention the former Minister for Justice and Constitutional Affairs, the Honourable Martha Karua, for the foresight and determination to reform legal education and training in Kenya and the Attorney General, Mr Amos Wako, for the continued support and commitment to the course of the CLE/KSL.

I wish to pay special tribute to Professional Training Consultants for the professional manner in which they have carried out their work and the invaluable experience they shared with us during the entire planning period. Finally, may I thank GJLOS Reform Programme, the sponsors of this Plan, for the financial support, without which little would have been achieved.

**Professor W. KULUNDU-BITONYE,EBS,
Director/ Chief Executive & Secretary,
Council of Legal Education/
Kenya School of Law**

EXECUTIVE SUMMARY

Background

The Kenya School of Law was originally established to fill a gap which then existed in the training of lawyers in Kenya. It followed recommendations made by the Lord Denning Commission for legal education immediately after independence in 1963. Upon the establishment of the Faculty of Law at the University of Nairobi, the need arose to refocus the training at the Kenya School of Law to practical professional courses as opposed to the basic academic programmes being offered at the faculty of law. To this end, the CLE Act Cap. 16A was passed in 1995. Under the CLE Act a new autonomous body known as the CLE was created to oversee and regulate legal education and training in Kenya.

Mandate/Functions of KSL

Under the CLE Act, the mandate of the School is to undertake practical training in law for the professional development of lawyers and other actors in the legal sector. Specifically the KSL performs the following specific functions of the CLE:

- Establish, manage and control such training institutions as may be necessary
- Conduct examinations for the grant of academic awards and
- Award certificates, fellowships, scholarships and bursaries.

Approach and Methodology

The strategic planning process adopted a participatory and consultative approach involving all the departments and sections of the school vertically and horizontally as well as all the key stakeholders for the School. The key activities in the development of the Strategic Plan included review of all the relevant documents; counter parting with School personnel throughout the assignment period; holding a one-day training workshop for key KSL personnel on fundamental strategic planning concepts and process; conducting staff and stakeholders workshops/meetings to review the drafts and submission of the drafts and approval of the final product by the School

Kenya Vision 2030 and the CLE/KSL

Kenya's overall development framework is guided by Vision 2030, a long term policy that aims to create a "globally competitive and prosperous country with a high quality of life by 2030." The Council of Legal Education/Kenya School of Law through its mandate is expected to play a critical role in undertaking practical training in law and other related disciplines for the professional development of lawyers and other actors in the legal sector.

CLE/KSL will specifically implement programmes aimed at capacity development, improving legal education and promoting best practices.

Review of 2007-2010 Strategic Plan

The review was considered important for purposes of highlighting main achievements, challenges experienced and lessons learned that inform the development of the KSL Strategic Plan 2009-2012. The findings indicate that most of the planned objectives were achieved. The areas of achievement included implementation of the new curriculum on the advocates training programme; institutionalization of pupillage supervision, putting in place ICT based training programmes and providing continuing legal professional development. Challenges experienced included inadequate funding and staffing; delay in enacting KSL Act, unclear mandate between the CLE and KSL, amongst others.

A number of useful critical lessons were drawn from the experience of the 2007-2010 Strategic Plan implementations. The lessons learnt informed the way forward for the preparation of this Strategic Plan and included:

- The need for the staff and stakeholders to own the Strategic Plan to ensure successful implementation
- The need for the School to aggressively market its training activities
- The need for effective prioritization of strategic objectives, strategies and activities
- The need to ensure adequate capacity for implementation
- The need for timely procurement process
- The need for adequate budget for the implementation of the Plan
- The importance of leadership in the implementation of a strategic plan and
- The need for efficient monitoring and evaluation system

Vision, Mission and Core Values

The vision, mission, motto and core values of the Kenya School of Law were agreed upon through extensive consultations and discussions with KSL management staff and various stakeholders as follows:

Vision: A preferred centre of excellence in professional legal training in the Eastern African Region and beyond

Mission: To offer quality and practical legal training for professionals and other actors in the legal sector

Motto: Professional excellence for legal justice

Core Values

- Excellence
- Competence and Professionalism
- Integrity
- Team work and partnership
- Client orientation

Strategic Issues and Objectives

A number of strategic issues that KSL intends to address including its core mandate were identified and include the need to restore confidence of the legal fraternity in the School;

- the need to develop customer focused curricula for both public and private legal practitioners;
- the need to develop effective strategies to meet market demand while warding off competition;
- the need to recruit enough personnel with appropriate competencies, skills and experience to effectively respond to the dynamism in the sector in terms of the growing demand for legal education and the introduction of new demand driven programmes;
- the need for financial sustainability;
- the need to develop synergies with Judiciary, SLO, LSK and other stakeholders locally and regionally to support ethics and continuing education;
- the need to keep abreast with technological changes; and
- the need to expand and improve the physical facilities.

To address the above issues, (nine) (9) strategic objectives are proposed in the Plan for improvement of service delivery. These are as follows:

- i) To Improve the Regulatory and Supervisory Role of CLE and Entrench Training Role of KSL
- ii) To Improve Governance, Coordination and Collaboration Activities
- iii) To improve legal training and promote best practices
- iv) To Provide continuing legal education and under professional development, consultancy and research.
- v) To build human resource capacity
- vi) To enhance financial sustainability and improve procurement management
- vii) To provide adequate physical infrastructure
- viii) To adopt and utilize modern ICT
- ix) ix To improve library and information services

Implementation, Monitoring and Evaluation

One of the key elements of this Plan is the process for monitoring and evaluating performance. The M&E System, which will work in tandem with the Implementation Matrix, will be designed to ensure that effective information systems and clear reporting schedules channels and feedback mechanisms are established.

CHAPTER 1 INTRODUCTION

1.1 Background

The Kenya School of Law was originally established to fill a gap which then existed in the training of lawyers in Kenya. It followed recommendations made by the Lord Denning Commission for legal education immediately after independence in 1963. Upon the establishment of the Faculty of Law at the University of Nairobi, the need arose to refocus the training at the Kenya School of Law to practical professional courses as opposed to the basic academic programmes being offered at the faculty of law. To this end, the CLE Act Cap. 16A was passed in 1995.

Under the CLE Act a new autonomous body known as the CLE was created to oversee and regulate legal education and training in Kenya. It also functions as the effective supervisory body of the Kenya School of Law. A ministerial task force on the Development of a Policy and Legal Framework for Legal Education and Training in Kenya in 2005 recommended inter alia the de-linking of the KSL from the CLE

1.2 Mandate/Functions of KSL

Under the CLE Act, the mandate of the School is to undertake practical training in law for the professional development of lawyers and other actors in the legal sector. Specifically the KSL performs the following specific functions of the CLE:

- Establish, manage and control such training institutions as may be necessary
- Conduct examinations for the grant of academic awards and
- Award certificates, fellowships, scholarships and bursaries.

The 2005 ministerial task force on the Development of a Policy and Legal Framework for legal Education in Kenya expanded the mandate of the Kenya School of Law to include; advocates training; continuing professional legal development; paralegal training; the provision of specialized professional legal training in Public Service and conducting of projects, consultancies and research. It is however noted that the school's core programme continues to be Advocates Training Programme (ATP)

Although the statutory mandate of KSL is wide, the current functions are limited and only cover:

- i) Admission and training of lawyers seeking to be admitted as advocates of the High Court of Kenya
- ii) Supervision of students undertaking pupillage
- iii) Setting and marking examinations on behalf of the Council for Legal Education
- iv) Development of CLE/KSL policy and programmes as reflected above

1.3 Justification for the Review of the Strategic Plan (2007-2010)

Strategic Planning is widely accepted as a key tool in Results Based Management. It helps the institution to focus towards achieving results. Consequently, a strategic plan is the cornerstone for the implementation of performance contracts which have gained currency in public as well as private institutions.

The Kenya School of Law Strategic Plan (2007-2010) was anchored on the Economic Recovery Strategy (ERS) for Wealth and Employment Creation. The Plan became the guide

for all KSL activities and programmes. The launch of the Vision 2030 and the First Medium-Term Plan 2008-2012, require the development of strategic plans for the period 2008-2012 in line with the country's vision. This has necessitated the review of the strategic plan

In particular the review of the Strategic Plan addressed the following strategic issues:

- i) The need to clearly define the role of the Council of Legal Education/Kenya School of Law in the implementation of Vision 2030 through the 2008-2012 MTP.
- ii) The need to translate the identified roles into SMART objectives that can then be translated into actionable points
- iii) Examination of the current Council of Legal Education/Kenya School of Law objectives with a view of retaining relevant ones and discarding or recasting unsuitable ones.
- iv) Positioning the school in the context of developments in the legal sector and the changes in society as reflected by enhanced awareness of legal/human rights and emphasis on good governance
- v) Positioning the school in the context of East African cooperation and cross border legal education and practice
- vi) Enhanced financial sustainability
- vii) The relationship of CLE/KSL to other legal education providers.

1.4 Approach and Methodology

The strategic planning process adopted a participatory and consultative approach involving all the departments and sections of the school vertically and horizontally as well as all the key stakeholders for the School. At the beginning of the process, a preliminary meeting was held with the Director/CEO of KSL who gave in-depth situational analysis of what is expected from the assignment based on the mandate of the KSL. In addition, the consultants conducted the assignment together with the appointed school's counterpart staff/committee to ensure full coverage of all the components as well as to build team-work, commitment, support and sense of ownership which is crucial to plan development and implementation. The key activities in the development of the Strategic Plan included:

- Review of all the relevant documents
- Counter parting with School personnel throughout the assignment period
- Holding a one-day training workshop for key KSL personnel on fundamental strategic planning concepts and process
- Conducting staff and stakeholders' workshops/meetings to review the drafts
- Submission of the drafts and approval of the final product by the School

1.5 Organization of the Plan

The strategic Plan, 2009-2012 consists of the following components

- **Chapter 2-** Kenya's Development Agenda
- **Chapter 3-** Results of Review of Strategic Plan 2007-2010
- **Chapter 4-** Situational Analysis Results
- **Chapter 5-** Strategic Direction
- **Chapter 6-** Institutional Framework for Plan Implementation
- **Chapter 7-** Monitoring and Evaluation Framework

It is important to note that the results of Strategic Plan, 2007-2010 Review as well as Situational Analysis informed formulation of Strategic Direction and subsequent development of the Strategic Plan, 2009 – 2012. The Strategic Plan Implementation Matrix is in the Annex.

CHAPTER 2 KENYA'S DEVELOPMENT AGENDA

2.1 Overview

In 2008 Kenya's economy recorded a growth of a paltry 1.7 percent down from 7.1 percent which was recorded in 2007. This slowdown was as a result of internal and external factors which included 2008 post election disruptions, high fuel and food prices and the global financial crisis. The key sectors which declined in growth between 2007 and 2008 were agriculture from 5.1 to 2.0; manufacturing from 6.5 to 3.8, hotels and restaurants from 36.1 to 16.1 and transport and communication from 15.1 to 3.1 percent.

The Government identified the main challenges to the economy as being below levels of savings and investments, low levels of productivity in agriculture and industrial sectors, unemployment among the youth, high levels of poverty and regional disparities, undeveloped infrastructure, and erratic weather.

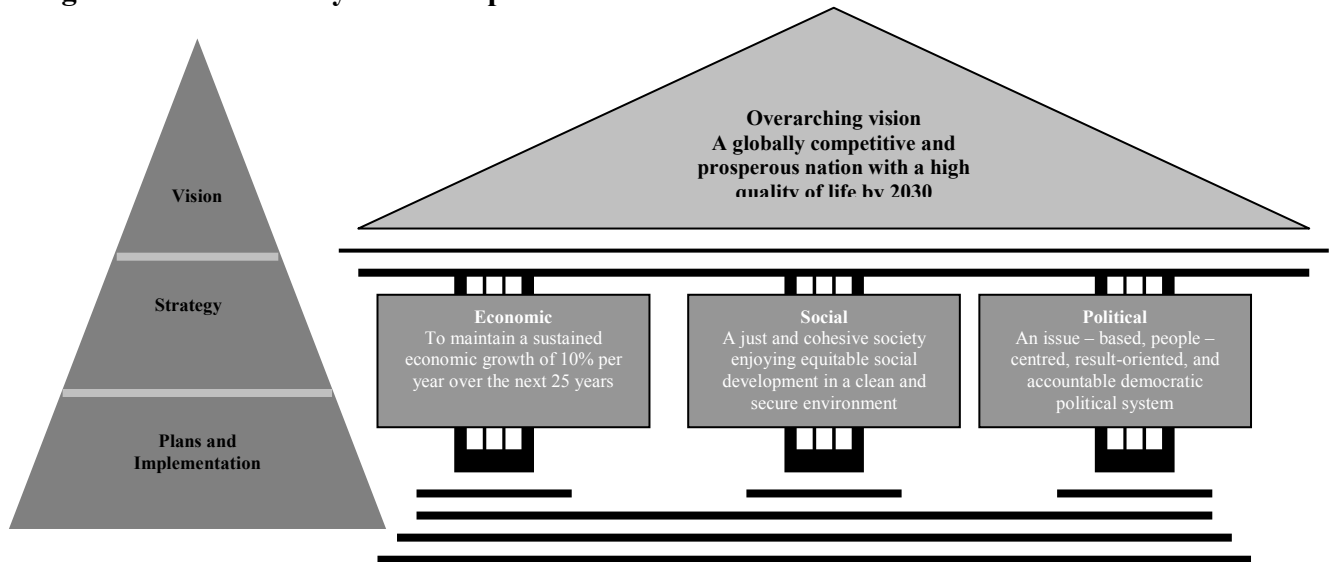
Bad governance and lack of respect for the rule of law have also been identified as other problem areas which are central to the development process. To address the above challenges, the government through its overall development framework has underlined the following areas for focus:

- Maintaining a stable macro-economic environment and enabling environment for business,
- Developing key infrastructure facilities and public works to stimulate growth, create employment and reduce poverty,
- Promoting equitable regional and social development for stability,
- Investing in environment and food security, and
- Strengthening governance for public service delivery.

2.2 Kenya Vision 2030

Kenya's overall development framework is guided by Vision 2030, a long term policy that aims to create a "globally competitive and prosperous country with a high quality of life by 2030." The vision aims at transforming Kenya into "a newly-industrialized middle income country, providing a high quality of life to all its citizens in a clear and secure environment" as well as meeting Millennium Development Goals (MDGs) by 2015. The Vision is anchored on three pillars namely, Economic, Social and Political and will be implemented through five year Medium Term Plans, the first of which, is the 2008-2012 MTP.

Fig 2.1: Pillars of Kenya’s Development Framework



As depicted in Fig.2.1, the economic pillar aims at providing prosperity to all Kenyans through an economic development programme aimed at achieving an average Gross Domestic Product (GDP) growth rate of 10 percent per annum for the next 25 years. The social pillar seeks to build a just and cohesive society with social equity in a clean and secure environment. The political pillar aims at realizing a democratic political system founded on issue – based politics that respects the rule of law, and protects the rights and freedoms of every individual in the Kenyan Society.

As stated in section 2.1, the country recognizes that achieving the development goals outlined in Vision 2030 will require a stable macro-economic environment, supported by real time structural reforms. Such reforms would focus on accelerating the rehabilitation and expansion of infrastructure; developing quality human capital to raise productivity and to enhance global competitiveness; maximizing economic opportunities for all Kenyans through targeted programs to reduce inequality and poverty; encouraging growth of business through improved governance; reducing the inequalities in the economic and social improvements; and developing a more targeted approach to improving overall welfare of the population.

2.3 Vision 2030 and the CLE/KSL

In achieving the medium term and long term goals of the Vision 2030, various/specific sets of flagship programmes and projects must be implemented either by the Government Agencies, the Private Sector and the Non-Governmental Organizations or through joint efforts. The Council of Legal Education/Kenya School of Law through its mandate is expected to play a critical role in undertaking practical training in law and other related disciplines for the professional development of lawyers and other actors in the legal sector. The CLE/KSL will contribute to the vision 2030 as follows: -

2.3.1 Economic Pillar

- Provide specialised legal training to support business
- Research on legislation and policies affecting agriculture and industrial sectors
- Conduct environmental governance courses.

2.3.2 Social Pillar

- Provide legal aid
- Conduct community street law programmes
- Provide paralegal training.

2.3.3 Political Pillar

- Conduct anti-corruption and anti-money laundering courses
- Conduct rule of law, governance and development courses

CLE/KSL will specifically implement programmes aimed at capacity development, improving legal education and promoting best practices. It is recognised that the demand for legal training outstrips available training vacancies and hence there is need to expand the facilities in the school to match the increasing demand.

CHAPTER 3 REVIEW OF KENYA SCHOOL OF LAW STRATEGIC PLAN (2007 – 2010)

This chapter presents the findings of the review of the Kenya School of Law Strategic Plan 2007-2010. The review was considered important for purposes of highlighting main achievements, challenges experienced and lessons learned that inform the development of the KSL Strategic Plan 2009-2012. During the Strategic Plan (2007-2010) period, KSL was expected to attain the following objectives:

- To raise standards for the training of advocates;
- To raise standards of legal knowledge and professionalism for paralegal staff in the legal profession;
- To introduce continuing legal education and improve professional competence and lawyering skills for judges, magistrates, state counsels, prosecutors, advocates in private practice, corporate world, and public service;
- To establish a projects research and consultancy unit to to enhance knowledge and practice of law;
- To introduce and provide specialised legal training for other actors in the legal sector;
- To enhance effectiveness of the management structure;
- To introduce a new curriculum in the Advocates Training Programme;
- To establish a Legal Aid Clinic

3.1 Summary of Achievements and Challenges

The review was taken through two stages. The first stage was done by a re-examination of the strategic goals and objectives while the second stage was done by a review of the key results areas which covered issues which were to be addressed by the departments.

3.1.1 Achievements by Strategic Goals and Objective

Table 3.1 summarises the findings of the review by strategic goals and objectives. Out of the 5 objectives prioritized, 4 were achieved and one was not implemented.

Goal 1: To promote Best Practices in Legal Education

Table 3.1: Achievements by Strategic Goals and objectives

Objectives	Achievements/Progress
1. Institutionalize pupillage supervision by 2007	Achieved as planned <ul style="list-style-type: none"> • Introduced institutionalised pupillage • Developed a workbook for use by pupils • Conducted five pupil master sensitisation workshops, two will be conducted in September 09 • Supervisory visits done by KSL lecturers
2. Ensure regular & quality instruction throughout Plan period	<ul style="list-style-type: none"> • Regular class attendance and course coverage; • Methodologies of instructions like moot courts, simulation and role play, guest lectures (clinical method of instructions implemented)

Objectives	Achievements/Progress
3. Ensure timely evaluation/examination of students throughout the Plan period	<ul style="list-style-type: none"> • Administration of coursework, oral and written examinations done on time; • Release of examination results needs to be improved,
4. Institute a system of periodic review of curricula by end of 2008/09	Implemented <ul style="list-style-type: none"> • Mid term review held on 14th July 2009
5. ICT based training programmes (including distance education by January 2008)	<ul style="list-style-type: none"> • It is on going • Ksl website established; • Server room established; • Cabling done; • Software acquisition and licensing undertaken; • In house training done 2007/08; • Regular preventive maintenance and repair of equipment is done; • Staff and student email accounts set up

Goal 2: To Provide Quality Legal Training for entry into Legal Profession

The review found that out of 5 Objectives, 2 were implemented, two were in progress and one was not implemented.

Objectives	Achievements/Progress
1. To implement the new curriculum on the advocates training programme by January 2008	Implemented as per plan <ul style="list-style-type: none"> • Implemented in January 2008
2. To introduce a clinical component coupled with the introduction of formal moot courts by January 2008	Implemented <ul style="list-style-type: none"> • Moot court, simku
3. To institute a lecturer's development programme by end of 2008	Not implemented
4. To recruit requisite training personnel by end of 2007	On-going
5. Establish a legal aid clinic and curricula by June 2008	On-going

Goal 3: To provide Continuing Legal Professional Development

Objective	Achievements/progress
Develop Training Programme and curricula by end of 2008	Implemented

Goal 4: To provide support services (paralegal) training

Objective	Achievements/progress
Develop training programme and curricula by end of 2008	Implemented

Goal 5: To provide specialized legal courses

Objective	Achievements/progress
Develop training programme and curricula by January 2009	On-going

Goal 6: To undertake research on legal issues

Objective	Achievements/progress
Develop a Research & Development Policy for KSL, by the end of the Plan period, 2010	Behind schedule

Out of 4 objectives covering goals 3-6, two objectives were implemented, one is in progress while one was behind schedule

3.1.2 Achievements by Key Result Areas

The Strategic Plan of 2007-2010 identified key result areas to be achieved by departments. The review found that out of 9 key result areas, 2 were achieved, 5 were in progress while 2 were not implemented as shown in Table 3.2 below

Table 3.2 Achievements by Key Result Areas

Key Result Areas	Achievements/Progress
1. Institutionalization of pupillage supervision by 2007	Implemented
2. Establishment of a legal aid clinic	On-going
3. Introduction of a clinical component, coupled with formal moot courts, within the first year of the plan	On-going
4. Inauguration of Continuing Legal Professional Development Training	On-going
5. Institutionalization of a lecturers development program by 2007	On-going
6. Institute ICT-based training programmes (including distance education) by January 2008	On-going
7. Institute a system of periodical review of curricula by 2008	Not implemented
8. Implementation of a new curriculum on the advocates training programme by 2008	Implemented
9. Development of a Research & Development policy for the School by the end of the plan period	Not implemented

3.2 Challenges Experienced in the Implementation of 2007-2010 Strategic Plan

During the implementation of the 2007-2010 Strategic Plan, various challenges were experienced that constrained full achievement of all the planned activities. Some of the major challenges were:

- Inadequate funding and budget cuts of 2009
- Inadequate staffing levels for various skills
- Delay in implementing proposed institutional organizational structure by Ernest and Young
- Competition from institutions in the region offering programmes similar to those offered by KSL
- Delay in procurement processes

- Delay in enacting KSL Act
- Unclear mandate between the CLE and the School/ Delay in de-linking the KSL from the CLE
- Lack of a Research and Development Policy for the School
- Inadequate ICT skills
- Lack of ICT Policy
- Weak coordination of the Strategic Plan

3.3 Lessons Learned to inform KSL Strategic Plan 2009-2012

A number of useful critical lessons were drawn from the experience of the 2007-2010 Strategic Plan implementation. These lessons are very important for informing the way forward and more so for the preparation of the KSL Strategic Plan 2009-2012.

- The need for the staff and stakeholders to own the Strategic Plan to ensure successful implementation
- The need for the School to aggressively market its training activities
- The need for effective prioritization of strategic objectives, strategies and activities
- The need to ensure adequate capacity for implementation
- The need for timely procurement processes
- The need for adequate budget for the implementation of the Plan – by observing statutory instruments
- The importance of leadership in the implementation of a strategic plan- by Mobilizing funds to become self – funding
- The need for an efficient monitoring and evaluation system

CHAPTER 4 SITUATIONAL ANALYSIS

Review of the situational analysis was aimed at assessing the internal and external environments in which the KSL operates. Consequently review included: Strengths, Weaknesses, Opportunities and Threats (SWOT), Analysis, Stakeholder analysis and Political, Economic, Social, Technological, Legal and Environmental (PESTLE) Analysis of the Kenya School of Law. These analyses were done in close consultation and collaboration with KSL staff and key stakeholders. The SWOT analysis provides an insight that will enable KSL to build on the strengths and address the weaknesses and threats. KSL will take advantage of the opportunities.

4.1 Internal Environmental Analysis

The internal analysis was aimed at identifying the strengths and weaknesses in which KSL operates. Table 4.1 gives a summary of the factors that constitute the strengths and weaknesses.

Table 4.1 Internal Environment Analysis

Strengths	Weaknesses
1. Broad mandate which provides for a wide range of activities	1. Ambiguity between regulatory and training functions
2. Motivated and dedicated staff who are facilitating the execution of CLE/KSL mandate	2. No clear delineation between KSL and CLE
3. Suitable physical facilities with potential for further expansion	3. Inadequate financial resources
4. Serene location. Available facilities can be used for income generating activities conducive for learning	4. Failure to get ICT upgrades and modern ICT equipment in time
5. ICT Facilities and Draft ICT policy facilitates development and coordination of ICT infrastructure	5. Inadequate staffing <ul style="list-style-type: none"> • Places pressure on existing staff
6. Core values	6. Inadequate library facilities <ul style="list-style-type: none"> • Limits teaching, learning and research
	7. Inadequate ICT facilities.
	8. Under- utilization of existing ICT resources <ul style="list-style-type: none"> • Slows down processes
	9. Lack of accommodation for students <ul style="list-style-type: none"> • Lack of student accommodation policy
	10. Limited commuting facilities available at the school
	11. Lack of an environmentally sound waste disposal system
	12. Corporate Social Responsibility <ul style="list-style-type: none"> • Gives a positive image
	13. Lack of a community policy
	14. Lack of career progression policy
	15. Reduces staff motivation
	16. Low bottom-up feedback
	17. Limited sense of belonging
	18. Hampers Mandate implementation
	19. Limited inter-departmental consultation
	20. Reduces teamwork and coordination
	21. Low attraction of academic staff <ul style="list-style-type: none"> • High student-lecturer ratio
	22. Limited physical facilities <ul style="list-style-type: none"> • Student numbers and demand quickly

Strengths	Weaknesses
	outstripping space 23. Insufficient training facilities for students 24. Lack of Staff Training and Development Policy 25. Low skills and capacity inventory to deliver on Mandate 26. Lack of a Gender Policy <ul style="list-style-type: none"> • Gender disparity and limited integration 27. Lack of PWD policy

4.2 External Environmental Analysis

The results of the analysis given in Table 4.2 show that the School has opportunities which it can take advantage of to deliver its mandate while at the same time recognising the threats that can hamper implementation of its activities

Table 4.2 External Environmental Analysis

Opportunities	Threats
<ul style="list-style-type: none"> • Political will – MOJNCCA supports the implementation of mandate • Policy Framework- Vision 2030 provides policy framework on CLE/KSL mandate • The Public Sector Reforms e.g. Government implementation of the following reforms is supportive of CLE/KSL Mandate Result Based Management; ; Performance Contracting; GJLOS Program and National M&E Programme • Kenya’s membership in bilateral and multilateral institutions e.g. EAC, COMESA and WTO • Government policy of holding conferences and seminars only in government institutions • Regional integration <ul style="list-style-type: none"> - Increased clientele base • More universities offering training in law <ul style="list-style-type: none"> - Increased clientele base • Emerging legal issues e.g. crime, e-commerce, environmental etc. <ul style="list-style-type: none"> - Availing opportunities for training and research to address the issues • Legal basis of KSL <ul style="list-style-type: none"> - CLE Act provides for KSL Mandate - KSL only trainer in ATP • Fibre-optic connectivity <ul style="list-style-type: none"> - Capacity for speedy and affordable ICT 	<ul style="list-style-type: none"> • Competition • CPD/Para-legal, LSK, Universities • Inadequate funding • Constraints Mandate implementation • Fast pace of changes in ICT • Ambiguity between regulatory and training functions

4.3 Stakeholder Analysis

A stakeholder is any person, group or institution that has interest in a project/ programme. The Kenya School of Law has strong linkages with a number of public and private institutions and development partners. The key stakeholders include the Council, KSL staff, Ministry of Justice, National Cohesion and Constitutional Affairs, Judiciary, State Law Office (SLO), Law Society of Kenya, GJLOS/FLSTAP, Ministry of Finance, Universities, colleges and research institutions, Commission for Higher Education (CHE) and Law firms, amongst others. Table 4.3 presents list of key stakeholders and their areas of interest.

Table 4.3: External Stakeholder Analysis

Whereas the CLE and KSL are one entity for the purposes of stakeholders analysis, they are treated distinctly as the two institutions prepare for delinking during the strategic plan period

Institution	KSL expectation from the stakeholder	Stakeholder expectation
Council of Legal Education(CLE) ¹	Regulation of Legal Education providers	<ul style="list-style-type: none"> • Ensuring that the courses the School will be offering conform to the CLE requirements • Re positioning itself to face competition from other licensed legal training providers
Ministry. of Justice, National Cohesion and Constitutional Affairs	Facilitation of implementation of legal education and training policy	<ul style="list-style-type: none"> • Undertaking required reforms on legal education and training • Ensuring that the KSL programmes are within the Government Policy as set out by the Ministry • Timely disbursements of GoK funds
Judiciary	Timely admission to the bar of candidates upon completion of ATP training programme	<ul style="list-style-type: none"> • Timely submission of names of successful candidates for admission to the bar • Well trained and skilled advocates
State Law Office (SLO)	Enhanced processing and publication of legal training related bills for approval by parliament Developing strong linkages for pupillage and subsequent employment into SLO	<ul style="list-style-type: none"> • To develop specific curriculum for SLO staff • Timely submission of draft bills

¹ This assumes de-linking of KSL from CLE

Institution	KSL expectation from the stakeholder	Stakeholder expectation
Law Society of Kenya(LSK)	<ul style="list-style-type: none"> • Active participation in pupillage supervision and instruction • Collaborate with KSL on CPD programmes • Collaborate in conducting KSL academic programmes • To implement the Legal Education Levy 	<ul style="list-style-type: none"> • To offer relevant CPD programmes • Provide accommodating venues for offering CPD programmes • Well trained and proficient advocates
GJLOS/SLFPA/FLSTAP	Continued facilitation and support for reforms in the legal training	<ul style="list-style-type: none"> • Prioritization and implementation of reforms in legal training
Development partners	Provision of Financial and other resources for its programmes	<ul style="list-style-type: none"> • Prudence in financial management • Completion of implementation of projects
The Ministry of Finance	Timely provision of Financial resources	<ul style="list-style-type: none"> • Prudent management of allocated budgetary resources • Ensure compliance with Financial Regulations and Guidelines • Mobilise internal resources to supplement GoK allocation
Local public and private Universities	Compliance with admission regulations for undergraduate law graduates who wish to practice Proper training at the time of admission at KSL	<ul style="list-style-type: none"> • Establishing collaborative mechanisms in developing courses so as to avoid unnecessary duplication of courses at the School. • Administration of clinical programmes at KSL • Appraising them on new developments at the school affecting Universities • Reviewing and developing criteria for admission to the Advocates' Training Programme that takes into account admission for law training at the Universities
Foreign Universities	Recognition by Commission of Higher Education Law graduates from the foreign Universities undergo further proficiency training at the School before admission as Advocates	<ul style="list-style-type: none"> • Updates of the new changes at the school pertaining to admission requirements at the school

Institution	KSL expectation from the stakeholder	Stakeholder expectation
Commission for Higher Education (CHE)	To liaise with HELB to provide funding for ATP/PS Collaboration in the accreditation and recognition of foreign programmes and courses	<ul style="list-style-type: none"> • Involvement in accreditation
Colleges offering training in law	To be accredited	<ul style="list-style-type: none"> • To admit their students graduating from their institutions • Appraising them on new developments at the school affecting Universities
HELB	Financial support (loans) to higher education students	<ul style="list-style-type: none"> • KSL to seek financing of its students from HELB
KACC	Ensure implementation of anti-corruption policy Developing courses and programmes on anti-corruption and other economic crimes	<ul style="list-style-type: none"> • Collaboration on institutionalising anti-corruption policy as KSL best practice
Kenya Law Reform Commission	Update all Kenya laws as and when necessary	<ul style="list-style-type: none"> • Ensuring that course content conforms with developments/changes in law
Law firms, organisations seeking corporate lawyers	Offer pupillage opportunities and mentor pupils Implement pupillage workbook Motivate pupils by way of sufficient remuneration	<ul style="list-style-type: none"> • Proficient advocates • Periodical update with the masters on the progress of pupils
Students	Compliance with admission requirements	<ul style="list-style-type: none"> • Provision of quality legal training
Suppliers	Timely supply of quality goods and services	<ul style="list-style-type: none"> • Fairness in procurement processes and timely payments
Public	Timely feedback	<ul style="list-style-type: none"> • Quality services and value for money

4.4 The PESTEL Analysis

The Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis was undertaken. The analysis enables the School to examine and describe the environment in which it operates with a view to knowing the factors that will either support or impede the process of implementing the Strategic Plan.

Table 4.4 PESTLE Analysis

Category	Issues	Effect (Can be positive and negative)
Political Factors	<ul style="list-style-type: none"> • The Public Sector Reforms • Kenya's Membership in EAC, COMESA, WTO 	Conduct legal training for regional legal awareness and practice

	<ul style="list-style-type: none"> • Change of Government Policies <ul style="list-style-type: none"> - From ERS to Vision 2030 - Greater rapport • Coalition Government <ul style="list-style-type: none"> - Poses as a challenge and a threat for the School 	
Category	Issues	Effect
Economic Factors	<ul style="list-style-type: none"> • Poverty and high cost of living • Globalization and Regional integration • Increased number of universities offering training in law 	<ul style="list-style-type: none"> • Inability by students to raise fees leading to increased competition from foreign institutions • Inability for professional to undertake continuous legal training • More students for KSL
Social Factors	<ul style="list-style-type: none"> • Growing preferences for quality legal services • Gender • PWD • HIV/AIDS 	<p>Increased demand for KSL services</p> <p>Provides an opportunity for KSL to be a lead provider of integrated training</p>
Technological Factors	<ul style="list-style-type: none"> • Use of ICT • Centre Based learning • Distance learning • e-Learning 	<ul style="list-style-type: none"> • Expanded customer base due to e-learning and teleconferencing • Improved research flexibility • Cheaper for out of town studies • Limits access by students who are technologically challenged
Legal Factors	<ul style="list-style-type: none"> • Legal basis of KSL. Other institutions offering legal education and training • Inadequacies of the existing legal framework on ICT transactions 	<ul style="list-style-type: none"> • Competition • Unclear Mandate
Environmental Factors	Demand for new (specialized) legal services	New training opportunities

CHAPTER 5: STRATEGIC DIRECTION

This Chapter gives the vision, mission, motto and core values of the Kenya School of Law as agreed through extensive consultations and discussions with KSL management staff and various stakeholders. The chapter also discusses strategic issues, objectives and strategies based on the reviews undertaken.

5.1 Vision:

A preferred centre of excellence in professional legal training in the Eastern African Region and beyond

5.2 Mission

To offer quality and practical legal training for professionals and other actors in the legal sector

5.3 Motto

Professional excellence for legal justice

5.4 Core Values

- **Excellence:** The school is dedicated to excellence to enable students acquire the critical and analytical skills, broad base knowledge and capacity to communicate effectively required to be a responsible professional.
- **Competence and Professionalism:** Commitment to professionalism is an integral part of legal education. We seek to develop students intellectual abilities, to inculcate the values and work habits associated with responsible professionals, and to inspire professionally responsible behaviour and decision making.
- **Integrity:** The KSL will be accountable, transparent, ethical and honest in word and deed and devoid of corrupt practices in service delivery
- **Team work and partnership:** To encourage team spirit, collaboration, partnership and consultation as a way of maximizing synergies for improved service delivery
- **Client orientation:** To treat clients with courtesy and respect and to delight in their satisfaction

5.5 Key Strategic Issues

From the findings of the review of KSL Strategic Plan 2007-2009, the number of strategic issues that KSL needs to address so as to foster and catalyze the realization of its key objectives remain the same. These are:-

- The need to restore confidence of the legal fraternity in the School;
- The need to develop adequate and quality activities under all of its mandates;
- The need to develop customer focused curricula for both public and private legal practitioners;
- The need to develop effective strategies to meet market demand while managing and responding to competition;
 - This entails undertaking a market analysis and developing a sound marketing strategy.
- The need to recruit enough personnel with appropriate competencies, skills and experience to effectively respond to the dynamism in the sector in terms of the growing demand for legal education and the introduction of new demand driven programmes;

- The need to enhance financial sustainability - to develop funding strategies that will ensure viability of its programmes
- The need to develop synergistic partnerships with Judiciary, SLO, LSK and other stakeholders locally and regionally to support ethics and continuing education
- The need to keep abreast with technological changes, and in particular instituting the use of state-of-the-art ICT in its programmes and operations
- The need to expand and improve the physical facilities

The above issues are to be addressed during the Plan period.

5.6 Strategic Objectives and Strategies

The strategic objectives and strategies identified for improvement of service delivery at the KSL are as follows:

- **Strategic Objective 1: To Improve the Regulatory and Supervisory Role of CLE and Entrench Training Role of KSL**
- **Strategies:-**
 - i) Establish CLE/KSL as autonomous SAGAs of Ministry of Justice, NCCA
 - ii) De-link KSL from CLE
 - iii) Develop and promulgate CLE Regulations
 - iv) Re-Establish CLE Board
 - v) Develop and promulgate KSL Regulations
 - vi) Establish KSL Board
- **Strategic Objective 2: To Improve Governance, Coordination and Collaboration Activities**
- **Strategies:-**
 - i) Establish a liaison mechanism with the Ministry of Justice, NCCA and other Stakeholders.
 - ii) Review organisational structures and organs
 - iii) Review and develop operational procedures/standards
 - iv) Develop a training and capacity building policy
 - v) Develop a career and remuneration policy
 - vi) Establish a Monitoring and Evaluation mechanism
- **Strategic Objective 3: To improve legal training and promote best practices**
- **Strategies:**
 - i) Ensure quality legal training
 - ii) Ensure curriculum review
 - iii) Build capacity for academic staff
 - iv) Set up a legal aid clinic
 - v) Establish linkages with other institutions
 - vi) Establish centre based, distance and e-learning programmes

- **Strategic Objective 4: To Provide continuing legal education and undertake professional development, consultancy and research.**
- **Strategies:**
 - i) To build capacity for programme consultants
 - ii) Implement approved training
 - iii) Develop a research policy
 - iv) Undertake periodic review of CPD programmes
 - v) Establish linkages with other institutions

- **Strategic Objective 5: To build human resource capacity**
- **Strategies:**
 - i) Enhance staff training and development
 - ii) Increase staff levels
 - iii) Mainstream gender issues
 - iv) Mainstream HIV/AIDS and related issues
 - v) Mainstream drug and alcohol dependence issues

- **Strategic Objective 6: To enhance financial sustainability and improve procurement management**
- **Strategies**
 - i) Explore alternative sources of funds
 - ii) Enhance prudent financial management of resources
 - iii) Market School services

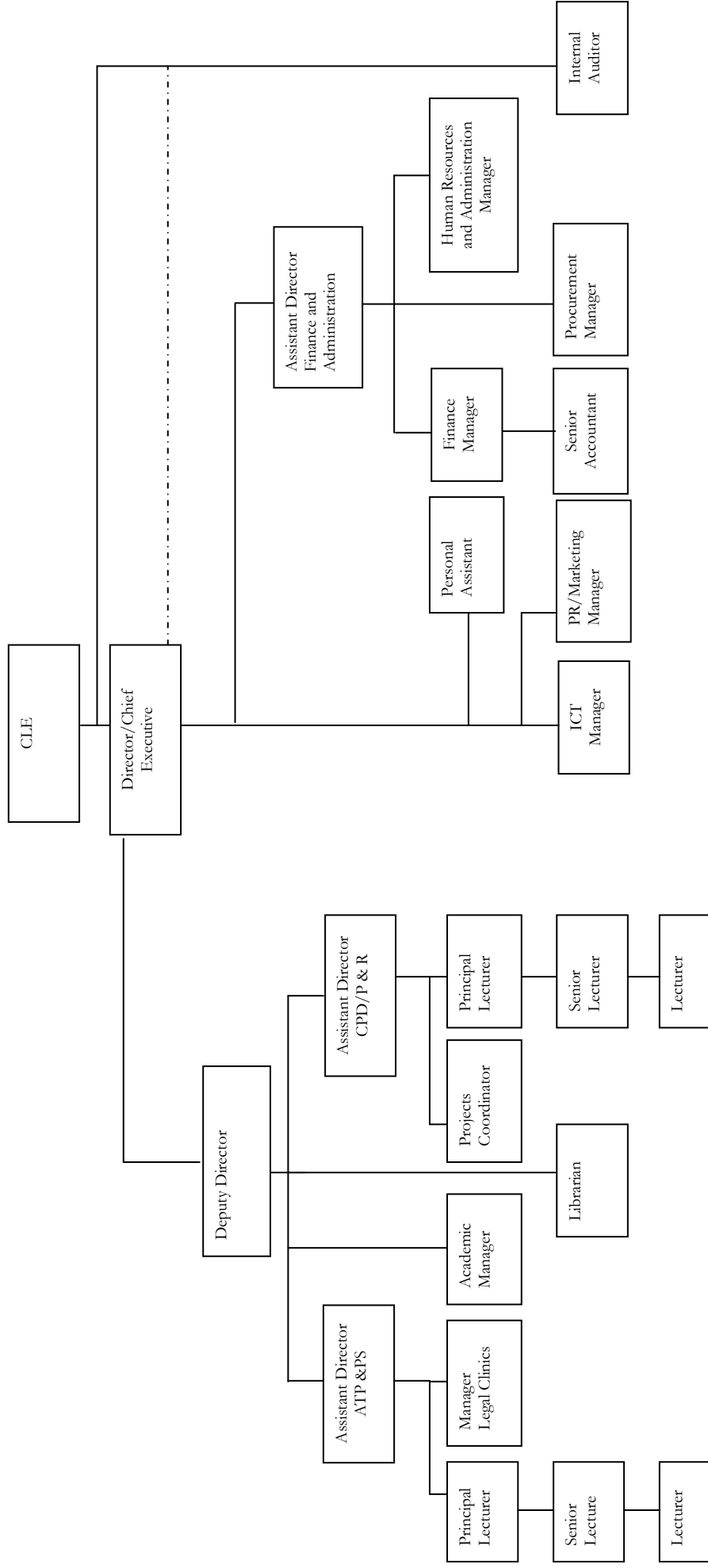
- **Strategic Objective 7: To provide adequate physical infrastructure**
- **Strategies:**
 - i) Expand existing infrastructure facilities
 - ii) Ensure buildings and facilities are usable by people with disability
 - iii) Comply with NEMA Regulations

- **Strategic Objective 8: To adopt and utilize modern ICT**
- **Strategies:**
 - i) Finalize ICT policy
 - ii) Strengthen ICT infrastructure
 - iii) Establish Information Systems
 - iv) Strengthen utilization of existing ICT resources
 - v) Providing adequate telecommunication equipment

- **Strategic Objective 9: To improve library and information services**
- **Strategies:**
 - i) Update library resources
 - ii) Implement a library security system
 - iii) Strengthen Electronic / Audio Visual Resource Centre
 - iv) Establish Digital library and information services
 - v) Networking with other law libraries locally and internationally

CHAPTER 6 – INSTITUTIONAL FRAMEWORK FOR PLAN IMPLEMENTATION

6.1 CURRENT ORGANIZATIONAL STRUCTURE



6.2 Staff Establishment

Table 6.1 shows that out of 114 authorised posts as at the time of the preparation of the plan there were 88 staff in post and 26 vacancies. Almost half of the vacancies are in the Academic Department. In general, the statistics provided confirm inadequacy in staffing at the school which is one of the major strategic issues for the implementation of the Strategic Plan.

In addition to the current staff establishment there will be need to review workloads in view of increased responsibilities of administering coordination roles of annual performance contracting and reporting, annual planning and implementation of donor funded activities and periodic ISO Quality Management audits and reviews. The need is further aggravated by the fact that the school is completing a lecture complex that will require more staff to clean and maintain.

Table 6.1 Current Staff Establishment

Department/Section	In-Post	Vacant	Complement
Director's office	6	1	7
Academic Department	17	14	29
Library	5	2	7
Finance – Admin Dep.	5	2	7
Human Resource & Admin School	4	0	4
Admin General Section	29	6	35
Hospitality Section	18	0	17
Procurement	3	1	4
ICT	1	2	3
Total	88	26	114

6.3 Financing Analysis

Although the Kenya School of Law continues to receive 60% of its funding from Government budget through the Ministry of Justice, National Cohesion and Constitutional Affairs, the School is increasingly becoming self funding from internal activities as depicted in the Table 6.2 for the 2007/08 financial year

Table 6.2 Sources of Revenue from GOK Budget (2007/2008)

Sources of Revenue	Amount in Kshs
Government Grant	98,199,981
Tuition Fees (Internal)	67,044,649
Other internal sources (hire of grounds, sports, conference facilities, rent etc)	29,054,347
Total Revenue	194,298,947

It is expected that during the Plan Period, internally generated funds will increase significantly. However, with the planned development programmes and activities during the implementation of the Plan, the current funding level is considered inadequate. The school will therefore take measures to increase financial flow for sustainability by mobilizing funds from various sources including donor support

6.4 ICT Infrastructure

In the last two years, KSL has focused on strengthening the ICT infrastructure that is available at the school. The major objective of this activity was to prepare for the automation of the KSL operations. The following tasks were undertaken as part of the Strengthening of the existing ICT infrastructure activity

- Server Rooms were established in the Administration, Hostels and Academic Blocks.
- Structured Cabling based on CAT5E was established throughout the entire school.
- Multimode Fibre Cable (approximately 1 KM) was installed to connect the data networks in the Administration, Academic and Hostel Complexes.
- Acquisition of Servers and other needed ICT infrastructure Equipment was undertaken
- Software licensing compliance was also undertaken.
- A website establishment project was completed at the beginning of 2008. The website address is www.ksl.ac.ke
- Facility for students to access material online was also developed. Students have been encouraged to use the facility and provide feedback.
- Under Microsoft Corporation sponsorship students were provided with email access that will facilitate email, collaboration, document sharing and student/lecturer interaction.
- Regular preventive maintenance and repair activities were undertaken on existing ICT equipment.

6.5 Library Infrastructure

The library provides information and library services to the students, staff, its alumni and a few community members within the area.

The library's collection includes: - Law Reports, Laws of Kenya, books, journals, magazines, newspapers as well as online databases. The library is currently organized by subject area in line with the new ATP program. The library collection is also being built in line with the CPD as well as the para-legal programmes being provided.

In response to developing a modern and computer-integrated library service to enhance the effectiveness of up-to-date information as outlined in the CLE/KSL strategic plan 2007/2010 the library has undertaken various activities to prepare for the exercise.

- Library refurbishment:- an issue desk was built to provide for effective services. Offices were partitioned for the Librarian, Assistant Librarian and Library Assistants. The front office was also erected to control traffic while providing photocopying services.
- Improved photocopying services, the library acquired a new photocopying machine as well as and ETR machine to improve on the management of the library collection.
- The electronic resource centre has been expanded to accommodate 80 machines. The library has also undergone the first phase of expansion and now provides seating space for approximately 160 library users. A special collections unit has also been set up.

CHAPTER 7 – MONITORING AND EVALUATION FRAMEWORK

7.1. Rationale for an M&E System

The success of the KSL Strategic Plan will depend significantly on how effectively the planned activities and outputs are monitored and evaluated with a view to ensuring that the School's development over the Plan period remains on the chosen road map. In this regard, one of the key elements of this Plan is the process for monitoring and evaluating performance. The M&E System, which will work in tandem with the Implementation Matrix, will be designed to ensure the following:

- i) Establishing an effective information system
- ii) Establishment of clear reporting schedules, channels and feedback mechanisms on an on-going basis, requiring time and commitment of all.
- iii) Candid specifications of the roles of individuals submitting or receiving the documents taking into consideration internal progress reports, external reviews and an annual report card
- iv) Clear statement and definition of action plans to be taken on specified monitoring results in terms of resource adjustment, change of strategy or review of activity
- v) Linking M&E to Performance Management and Staff Appraisal

7.2 The Monitoring Framework

7.2.1 The Plan Implementation Committee

The KSL Strategic Plan M&E framework will consist of a Plan implementation Committee, whose members will be appointed by the Director. The Committee will continuously monitor activities and outputs/outcomes with a view to advising the School's Management, on the plan implementation status. It will be meeting regularly to consider plan implementation progress reports and advise the Director accordingly through written submissions. It will be based on objectively verifiable indicators (OVIs) as set out in the Implementation Matrix.

7.2.2 Progress Reports

Progress Reports will be prepared by all departments and be undertaken regularly or to coincide with the School's budgetary cycles. There will be a unit/an officer² coordinating the M&E process to assist the departments in completing the reports for presentation. Reports will describe actions taken by departments toward achieving specific outcomes and strategies of the plan and may include costs, benefits, performance measures and progress to date.

7.2.3. Internal Audit Reports

The Internal Auditor will conduct regular audits of accounting and management systems in consultation with the Director.

² The Internal Auditor and/or Project Coordinator may be ideal candidates for the coordination of M&E activities.

7.3 Evaluation Mechanisms

Evaluation will also initially be undertaken by the Plan Implementation Committee which will continuously evaluate all strategies, activities and outputs/outcomes with a view to advising the Director on any performance gaps as well as offer feasible strategic alternatives. The evaluation will entail the following:

- i) Measuring actual performance against target levels and establishing size of gap or variance, if any.
- ii) Identifying the causal factors for the variance
- iii) Identifying and recommending appropriate remedial measures including a review of the objectives and/or strategies.
- iv) Undertaking service delivery surveys

7.4. Linking M&E to Performance Management and Staff Appraisal

To ensure sustainability, a culture of performance management will apply to cover all staff irrespective of levels. This will enable all staff to appreciate their linkage and contributions to the implementation of the strategic plan and the attainment the School's objectives. For the Implementation of the Plan to be effective, the M&E will be an integral part of the School's performance management system and will be linked to staff appraisal and reward systems.

7.5. Assumptions and Risks

7.5.1 Assumptions

- i) The proposed Legal Education Bill and the Kenya School of Law Bill will be enacted early in the Plan period.
- ii) Sufficient funds will be obtained to implement the expanded programmes and the necessary staffing levels
- iii) Procurement and implementation of a modern ICT system will be attained by the First year of the Plan

7.5.2 Main Risks

- i) Undue delay in de-linking the KSL from the CLE
- ii) Lack of funds to implement the proposed expansions
- iii) Universities start implementing programmes identical to KSL
- iv) Failure by the East African region to move towards similar legal systems
- v) A proliferation of institutions offering programmes similar to KSL emerge in the region, occasioning competition

ANNEX

STRATEGIC PLAN, 2009-2012 IMPLEMENTATION MATRIX

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

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
Delinking Policy developed	Establish CLE/KSL as autonomous SAGAs of MOJNCCA	i) Formulate Policy ii) Presentation of policy to Cabinet iii) Approval of policy	i) De-linking policy developed ii) De-linking policy approved	i) Task Force Report ii) Approved de-linking policy	i) Director/CEO ii) Task Force on Legal Education and Training iii) Minister, MOJNCCA	Completed 2006	-
CLE de-linked from KSL	De-link CLE from KSL	i) Form Task Force ii) Draft CLE/KSL Bills iii) Approval by Council of Legal Education iv) Approval by Minister, MOJNCCA v) Presentation of bills to Parliament vi) Publication and presentation of Bills to Parliament	i) Task Force formed ii) CLE and KSL Bills drafted iii) Bills approved by Council iv) Bills approved by Minister v) Bills presented to Cabinet vi) Bills published and presented to Parliament	i) Task Force Report ii) CLE and KSL draft bills document iii) Bills approved by Council iv) Approved Bills documents v) Cabinet Memo on Bills vi) Published Bills	i) Director/CEO ii) Council of Legal Education iii) Minister, MOJNCCA iv) Cabinet v) Parliament	Completed 2007 2008 2010 2010	2M 3M
Promulgated Regulations in place	Develop and promulgate CLE Regulations	i) Draft Regulations ii) Presentation and approval by Council iii) Assent by Minister	i) Draft Regulations ii) Approved Regulations iii) Assented to Regulations	i) Draft Document ii) Approved document iii) Assented to Regulations	i) Council of Legal Education ii) Director/CEO iii) Minister, MOJNCCA	2009 2009 2009	0.2M
CLE Board Re-established	Re-Establish CLE Board	i) Stakeholder nomination of members ii) Approval by Minister iii) Re-Launch of Board	i) Members nominated ii) List of members approved iii) New board launched	i) New Board in place	i) Council of Legal Education ii) Director/CEO iii) Minister, MOJNCCA	2010/2011	4M
KSL Regulations promulgated	Develop and promulgate KSL Regulations	i) Draft KSL Regulations ii) Presentation and approval by Council iii) Assent by Minister	i) Draft Regulations ii) Approved Regulations iii) Assent to Regulations	i) Draft Document ii) Approved document iii) Assented to Regulations	i) Council of Legal Education ii) Director/CEO iii) Minister, MOJNCCA	2009 2009 2009	-
Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time	Projected

Outcome			Verification	Partnership	Frame	Budget
KSL Board Established	Establish KSL Board	<ul style="list-style-type: none"> i) Stakeholder nomination of members ii) Approval by Minister iii) Launch of Board 	<ul style="list-style-type: none"> i) Members nominated ii) List of members approved iii) Board launched 	<ul style="list-style-type: none"> i) Stakeholder Institutions ii) Director/CEO iii) Minister, MOJNCC 	<ul style="list-style-type: none"> 2010 2011 2012 	2.5M

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

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
Liaison mechanism with MOJNCCA and other stakeholders established	Establish liaison mechanism with MOJNCCA and other stakeholders	i) Formulate policy on liaison ii) Establish contact iii) Hold meetings/consultations	i) Policy formulated ii) Committee/contacts established iii) Meetings/consultations held	i) Policy document ii) Meeting minutes	MOJNCCA, SLO, Judiciary LSK Chairman Director/CEO	2009 Continuous	500,000
Organisational structures and organs reviewed	Review of organisational structures and organs	i) Policy on review formulated ii) Approval of policy iii) Implementation of policy	i) Policy reviewed ii) Policy approved iii) Policy implemented	i) Policy document ii) Approved policy document iii) Minutes of implementation action	Council Council Council/Director	2009 2010 continuous	5M at least two workshops
Operational procedure/standards reviewed	Review and develop operational procedure/standards	i) Appoint ISO Consultants ii) Establish ISO Committee iii) Conduct departmental review of procedures iv) Approval of departmental procedures v) Audit departmental procedures vi) Carry out ISO Certification	i) ISO Consultants appointed ii) ISO Committee established iii) Departmental review of procedures conducted iv) Departmental procedures approved v) Departmental procedures audited vi) ISO Certification undertaken	i) Signed consultancy contract ii) Appointment letters/memos iii) Reviewed departmental procedure documents iv) Approved departmental procedure documents v) ISO Audit reports vi) ISO 9001:2008 Quality Systems Certificate	Director Director/CEO HODs/ISO Committee Director/CEO ISO Audit Committee/MR/ Director/CEO	2009 2009 2009 2009 2009 continuous	1.5M
Training and capacity building policy developed	Develop a training and capacity building policy	i) Appoint consultant ii) Conduct needs assessment iii) Conduct validation meetings iv) Approve policy v) Implement policy	i) Consultant appointed ii) Needs assessment conducted iii) Validation meetings/workshops conducted	i) Signed consultancy contract ii) Needs assessment report iii) Validation meetings/workshop	Director/CEO Director/HR Admin Director/HR Admin	2009 2009 2009	2M For review process

Career and remuneration policy developed	Develop career and remuneration policy	<ul style="list-style-type: none"> i) Appoint consultant ii) Conduct needs assessment iii) Conduct validation meetings/workshops iv) Approve policy v) Implement policy 	<ul style="list-style-type: none"> iv) Policy approved v) Policy implemented 	<ul style="list-style-type: none"> i) Consultant appointed ii) Needs assessment conducted iii) Validation meetings/workshops conducted iv) Policy approved v) Policy implemented 	<ul style="list-style-type: none"> iv) Approved policy document v) Policy implementation reports 	Director/Council Director/HR Admin	2009 continuous	5M at least two workshops
Monitoring and evaluation mechanism established	Establish a monitoring and evaluation mechanism	<ul style="list-style-type: none"> i) Hold monthly departmental meetings ii) Re-constitute management committee iii) Hold management meetings every 2 months iv) Quarterly meetings of statutory committees including Council meeting v) Implementation of resolutions and decisions vi) Mid-term review of Strategic Plan implementation 	<ul style="list-style-type: none"> i) Hold monthly departmental meetings ii) Re-constitute management committee iii) Hold management meetings every 2 months iv) Quarterly meetings of statutory committees including Council meeting v) Implementation of resolutions and decisions vi) Mid-term review of Strategic Plan implementation 	<ul style="list-style-type: none"> i) Monthly departmental meetings minutes ii) Appointment letters iii) Management meeting minutes iv) Statutory committees minutes v) Implementation reports vi) Mid-term review report 	HODs Director/CEO Director/CEO PA HOD's Director	2009 2009 continuous continuous continuous 2011	10M	

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
5. Partnerships established	Establish linkages with other institutions	<ul style="list-style-type: none"> i) Undertake exchange programmes ii) Undertake site visits 	<ul style="list-style-type: none"> i) Number of exchange programmes undertaken ii) Number of site visits 	<ul style="list-style-type: none"> i) Exchange programme reports ii) Site visit reports 	<ul style="list-style-type: none"> i) Director ii) AD, ATP 	Continuous	6M
6. Centre based, distance and e-learning programmes established	Establish centre based, distance and e-learning programmes	<ul style="list-style-type: none"> i) Undertake a baseline survey of existing programmes ii) Undertake study tours of institutions with centre-based, distance and e-learning programmes iii) Establish outreach centres iv) Develop the content for distance learning and e-learning programmes 	<ul style="list-style-type: none"> i) Baseline survey ii) Number of study tours iii) Number of centres established iv) Number of courses developed 	<ul style="list-style-type: none"> i) Baseline survey report ii) Study tour reports iii) Physical centres iv) Course materials 	<ul style="list-style-type: none"> i) Director ii) AD, ATP iii) ICTM iv) Librarian 	By June 2011	8M

Strategic Objective 4: To provide continuing legal education and professional development, consultancy and research

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
1. Pool of professional consultants	Build capacity for programme consultants	<ul style="list-style-type: none"> i) Undertake training needs assessment ii) Sponsor staff for training iii) Undertake exchange programmes and study tours 	<ul style="list-style-type: none"> i) Number of assessments ii) Number of staff sponsored and trained iii) Number of exchange programmes and study tours 	<ul style="list-style-type: none"> i) TNA report ii) Staff back to work reports iii) Exchange programme reports 	<ul style="list-style-type: none"> i) Director ii) AD, CPD 	continuous	4M
2. Trained legal professionals	Implement approved training programmes	Conduct seminars and workshops	<ul style="list-style-type: none"> i) Number of clients trained ii) Number of seminars conducted 	<ul style="list-style-type: none"> i) Training reports ii) Financial reports 	<ul style="list-style-type: none"> i) AD, CPD ii) CPD Staff 	continuous	2M
3. Research and consultancy policy developed	Develop a research policy	<ul style="list-style-type: none"> i) Review TORs for consultant ii) Develop policy iii) Solicit approval of policy 	<ul style="list-style-type: none"> i) TORs developed ii) Number of workshops held 	<ul style="list-style-type: none"> i) TOR document ii) Stakeholder Workshop report iii) Final policy document 	<ul style="list-style-type: none"> i) Director ii) AD, CPD 	Continuous	1.5M
4. Periodic review of CPD programmes undertaken	Undertake periodic review of CPD programmes	Hold curriculum review workshops	Number of workshops held	Workshop reports	<ul style="list-style-type: none"> i) Director ii) AD, CPD 	Every 3 years	3M
5. Partnerships established	Establish linkages with other institutions	<ul style="list-style-type: none"> i) Undertake exchange programmes ii) Undertake site visits 	<ul style="list-style-type: none"> i) Number of exchange programmes undertaken ii) Number of site visits 	<ul style="list-style-type: none"> i) Number of exchange programmes undertaken ii) Number of site visits 	<ul style="list-style-type: none"> i) Director ii) AD, CPD iii) FM 	Continuous	2M

Strategic Objective 5: To build human resource capacity

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
Staff trained and developed	Enhance staff training & development	i) Implement Training Needs Assessment ii) Develop Training Plan iii) Train Staff	i) Training Needs Assessment Implemented iii) Training Plan Developed iv) Number of staff trained	i) Training Needs Assessment Document ii) Approved Training Plan document iii) Training reports	HR/ADMIN	November 2009 October 2009 October 2009	30.5M
Adequate staffing level maintained	Increase staff levels	Fill vacant positions	No of vacancies filled	Minutes of recruitment panels	HR/ADMIN HODs	Start date October 2009	300M
Gender Awareness Created	Mainstream Gender/Youth issues	Advocacy and Awareness creation	Publicity materials developed	Reports	HR/ADMIN Gender Committee	2010	4M
HIV/AIDS Awareness Created	Mainstreaming HIV/AIDS -related issues	Advocacy and Awareness creation	HIV/AIDS workplace policy implemented	HIV/AIDS Policy documents	HR/ADMIN Counsellors	2010	4M
Drug & Alcohol Dependence Awareness Created	Mainstreaming drug and alcohol dependence support	i) Review policy on drug and alcohol dependence ii) Train staff	Drug and alcohol dependence policy reviewed and implemented	i) Policy document ii) Reports on drugs and alcohol dependence	HR/ADMIN Counsellors		5M

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

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget Kshs.
Increased Financial resources	Diversify sources of funds Explore alternative sources of funds	i) Increase number of CPD Programmes ii) Increase no of paralegal trainings iii) Develop proposals for funding iv) Expand catering services to include packages for social occasions v) Disposal of unserviceable and surplus assets vi) Partner with stakeholders for technical assistance	i) No. of trainings administered on CPD ii) No. of students training on Paralegal programme iii) Proposals for funding developed iv) Volume of sales v) List of boarded items	i) Number of training reports ii) No of students trained iii) Proposal Documents iv) Revenue collected from social activities v) Revenue generated from sale of boarded items	CPD ATP HR/Admin. Manager HR/Admin. Manager Procurement Manager Finance Manager	Begin 2010 Annual	2.5M
Prudent Financial resource management in place	Enhance prudent financial management	i) Comply with budgetary levels ii) Maintain audit and internal control system iii) Carry out market surveys to determine market prices	i) Expenses in line with set budgets ii) No. of Audit conducted and internal control system put in place iii) No. of market surveys conducted to determine prices iv) Implement a Procurement plan Document	i) Budgetary Review reports ii) Audit reports iii) Anti-corruption reports submitted to KACC iv) Market surveys reports v) Procurement Plan document	i) FM ii) Internal Auditor iii) Procurement Manager	Begin Sept. 2009	1.5M
Public awareness of the School created	Marketing School services	i) Recruitment of a Marketing/Public Relations Manager ii) Advocacy and awareness creation	i) Marketing/Public Relations Manager recruited ii) Number of public awareness activities carried out	i) Recruitment minutes ii) Public awareness reports	HR/ADMIN Procurement Manager	Dec. 2009 Annual	7M

Strategic Objective 7: To provide adequate physical infrastructure

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
Adequate Infrastructural facilities in place	Expand existing infrastructural facilities	<ul style="list-style-type: none"> i) Build two lecture hall complexes ii) Complete the hostel iii) Expand the library iv) Expand recreational centre v) Outsource transport services vi) Expand Cafeteria 	<ul style="list-style-type: none"> i) Lecture hall complexes built ii) Hostel completed iii) Library Expanded iv) Recreational facilities expanded v) Transport services outsourced vi) Cafeteria expanded 	<ul style="list-style-type: none"> i) Lecture hall in place ii) Hostel in place iii) Expanded Library iv) Expanded recreational facilities v) Outsourcing contract vi) Expanded Cafeteria 	<p>HR/Admin. Manager</p> <p>Procurement Manager</p>	<ul style="list-style-type: none"> To Be completed by 2012 2010 2010 2012 2012 2010 	400M
Facility usable by Persons with Disability in place	Ensure buildings and facilities are usable by people with disability persons	Implement persons with Disability Policy	Persons with Disability Policy implemented	Report on implementation of Persons with Disability Policy	HR/Admin. Manager	2010	80M
NEMA regulations complied with	Comply with NEMA regulations	Implement environmental audit findings	Environmental audit findings implemented	<ul style="list-style-type: none"> • Implementation report 	HR/Admin. Manager	2010	40M

Strategic Objective 8: To adopt and utilize modern ICT

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
7. ICT Policy in place	Finalize ICT policy	<ul style="list-style-type: none"> i) Review and Validate draft ICT Policy ii) Seek Approval for the validated ICT Policy iii) Implement ICT Policy 	ICT policy drafts	Approved ICT policy	ICTM/ Director	June 2011	1.5 M
8. ICT Infrastructure Strengthened	Strengthen ICT infrastructure	<ul style="list-style-type: none"> i) Acquire and install required ICT Equipment and Software ii) maintain ICT Equipment and Software iii) Replace and Dispose ICT Equipment that has reached end of life 	<ul style="list-style-type: none"> i) Specifications ii) Authorized Requisitions iii) Technical Evaluation Reports 	Asset Register	ICTM,PM/HODs, Development and Technical Assistance Partners	Continuous	20M
9. Integrated Information system in place	Establish Information Systems	<ul style="list-style-type: none"> i) Acquire and implement an Integrated Information System ii) maintain an Integrated Information System 	<ul style="list-style-type: none"> i) Specifications ii) Authorized Requisitions iii) Technical Evaluation Reports 	Integrated information system in place	ICTM,PM/HODs, Development and Technical Assistance Partners	Continuous	18 M

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
10. Increased Utilization of existing ICT resources	Strengthen utilization of existing ICT resources	<ul style="list-style-type: none"> i) Train staff on ICT utilization ii) enhance user support iii) Support ICT based training programmes 	<ul style="list-style-type: none"> • ICT TNA 	<ul style="list-style-type: none"> i) Surveys conducted by HR ii) ICT department Help Desk software in place 	ICTM / HODs	Continuous	5M
11. Adequate telecommunication equipment procured	Providing adequate telecommunication equipment	<ul style="list-style-type: none"> i) Acquire and install required telecommunication equipment. ii) maintain telecommunication equipment iii) Replace and dispose telecommunication Equipment that has reached end of life 	<ul style="list-style-type: none"> i) Specifications ii) Authorized Requisitions iii) Technical Evaluation Reports 	Asset Register	ICTM / HODs	Continuous	6M

Strategic Objective 9: To improve library and information services

Output/ Outcome	Strategies	Main Activities	Performance Indicators	Means of Verification	Responsibility/ Partnership	Time Frame	Projected Budget
Well stocked library in place at all times	Update library resources	i) Assess the current capacity. ii) Procure stocks iii) Weed old stock	Increased collection by 10%	Stock editing reports	Library committee, Librarian, PM/, Development and Technical Assistance Partners /	continuous	11.2M
Secured Library Stock	Implement a library security system	i) Acquire and install library security system ii) Maintain library security system	i) Library Security system specifications ii) Assessment reports	Operational library security system	Library committee, Librarian, PM/, Development and Technical Assistance Partners /		6M
Well equipped Electronic / Audio Visual Resource Centre	Strengthen Electronic / Audio Visual Resource Centre	i) Acquire and install the necessary equipment for the e-RC/Audio Visual Centre ii) Maintain the equipment for the e-RC/Audio Visual Centre		i) e-RC/Audio VC installation ii) e-RC/Audio Visual Centre maintenance	Library committee, Librarian, PM/, Development and Technical Assistance Partners /		5M
Establish Digital library and information services	Establish Digital library and information services	i) Have up to date and useful resources for off campus library users ii) Support ICT based training programmes	i) Assessment reports ii) Signed contracts for online databases	Online databases in place	Library committee, Librarian, PM/, Development and Technical Assistance Partners /		3M
Network with other libraries established and functional	Networking with other law libraries locally and internationally	i) Apply for institutional membership to KLA and IFLA ii) Acquire institutional members to KLA and IFLA	KSL library member to KLA/IFLA	Membership No./Certificate	Library committee, Librarian, PM/, Development and Technical Assistance Partners /		1.5M

The total cost of implementation of the Plan over the four year period will be Ksh. 1.0591 Billion