



**THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
PRESIDENT'S OFFICE CONSTITUTION, LEGAL AFFAIRS,
PUBLIC SERVICE AND GOOD GOVERNANCE**



**THE LAW SCHOOL OF ZANZIBAR
STRATEGIC PLAN
2022/23-2026/27**

Foreword



It is my pleasure to present the Law School of Zanzibar's Strategic Plan that accounts for the period of five years from July, 2022 to June, 2026. This plan provides a systematic implementation of the Law School of Zanzibar's mandate and activities. It aligns with national, regional and international documents such as the Zanzibar Development Vision 2050 and other sector related laws, policies

and plans, Sustainable Development Goals (SDG) and Agenda 2063 for Africa which are crucial milestones in tracking and reporting the progress in their implementation.

The Strategic Plan serves as compass of our activities in the management and supervision of the newly established Law School of Zanzibar. In the first year since the School was established, we used to operate without the Strategic Plan and we had, therefore, to take extra care to ensure we work within the parameters of the government plan and expenditure. It was really an uphill task to swim to the uncharted waters. But, at last we have made it and we have now in place the Strategic Plan that would guide us in all of our activities. We know and believe that the Strategic Plan is one of the fundamental instruments in any organisation. However, we were left with no option except to take-off without the Strategic Plan in the first year of our operations and the rest of the instruments would come in as quick as soon as practicable.

At this juncture, I would like to take this opportunity to thank in a special way the Revolutionary Government of Zanzibar, the President's Office, Constitution, Legal Affairs, Civil Service and Good Governance and the Council of the Law School for the maximum support they have offered us in ensuring that the School operates smoothly. I would also like to thank the School Management for operating with extra caution to ensure we were in strict compliance with the national plan and budget. In addition, in my official capacity as the chairman of the Council of the Law School of Zanzibar, I would like to take this opportunity to sincerely thank the United Nations Development Programme (UNDP), one of our development partners for funding this Strategic Plan. It would have not been easy to prepare the Strategic Plan without having funds in place.

Lastly, but not least, I would like to thank all of our stakeholders who devoted much of their time and energy to read our documents supplied to them and actively contribute in

preparation of the Strategic Plan. We say thank you very much for the support.

Hon. Mbarouk Salim Mbarouk

Retired Judge of the Court of Appeal of Tanzania/ Chairman of the Governing Council.

Acknowledgement



The Law School of Zanzibar (LSZ) would like to thank the Revolutionary Government of Zanzibar, the President's Office Constitution, Legal Affairs, Public Service and Good Governance, the United Nations Development Programme (UNDP) and other stakeholders who made the preparation of the LSZ Strategic Plan 2022/23-2026/27 possible. We thank for their technical insights and expertise during the preparation of this strategic plan.

The Law School of Zanzibar is indebted to Consultant Prof. William Amos Pallangyo and his Assistant Mr. Dominick Godfrey Kisamo from the Law School of Tanzania and the Technical working Team involving members from the President's Office, Ministry of Constitution, Legal Affairs, Civil Service and Good Governance, the Law School of Zanzibar especially the Planning Officer Mr. Ramadhan Ali Jecha and the Zanzibar University (ZU) for their hard work, patriotism and creativity. We are also so grateful for the administrative support of LSZ staff.

Finally, this Strategic Plan would not have been possible without the engagement of all key stakeholders, including the Ministries, Departments and Agencies, legal fraternity, students, development partners, and academia. At this juncture, I would like to thank in a special way Mr. Yussuf M. Ali, the Director of Planning, Policy and Research in the President's Office, Constitution, Legal Affairs, Public Service and Good Governance for his personal efforts to review and make close follow up of the Strategic Plan.

We thank you all for the invaluable support and active involvement throughout the process of developing the LSZ and the entire legal education sector to facilitate timely access to justice in Zanzibar. Let us stand extremely united in support of the Legal Empowerment and Access Programme to Justice in Zanzibar and the nation development programme.

Dr. Ali Ahmed Uki,
Principal,
The Law School of Zanzibar.

Executive summary

The Law School of Zanzibar 2022/23-2026/27 Strategic Plan has considered the requirements stipulated in the National and International Planning Frameworks and policies on legal issues, justice, prosperity of human life and Revolutionary Government of Zanzibar (RGoZ) Constitution. The reviews included the National Development vision 2025, Medium Term Strategy, National Strategy for Growth and Reduction of Poverty NSGRP III (in Swahili acronyms is MKUKUTA III) and Millennium Development Goal (MDGs). The Law School of Zanzibar (LSZ) also considered environment dynamism and factors outlined in the listed policy documents. The environmental analysis was carried out using Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis. The SWOC environmental analysis provided required details from various stakeholders.

This strategic plan provides a road map on how the LSZ is intending to be a ‘preferred centre of excellence in professional legal training, research and consultancy in East Africa’. The Plan provides a framework for setting the LSZ’s strategic results, strategies as well as the strategies for mobilizing resources for funding the School’s programmes. The plan lays the ground for the LSZ to enhance its performance in offering quality legal training while managing threats as well as exploiting opportunities brought about by the intended liberalization.

In light of the above, the plan defines achievable set of objectives derived from the following nine (9) strategic results: Infrastructure and facilities for effective delivery of legal training developed; Human resources capacity strengthened; High quality of the practical legal training provided; Capacity to conduct research and consultancy developed; Continuing legal education and seminars conducted; Student’s welfare systems and facilities enhanced; Systems and procedures strengthened; Partnerships and networks developed and Cross cutting issues are managed and improved.

The overall role of implementing the plan rests on the Management’s Committee. The Committee will be in charge of offering policy direction in the implementation of all activities outlined in the strategic model including allocation and reallocation of the resources. To ensure effective implementation of the identified activities and strategies, Departments, Units and Divisions will ensure alignment of their annual Departmental/Divisions work plans to the Strategic Plan. The Departmental work plans will

then form a basis for the School annual work plan. This approach will ensure alignment of the Departmental work plans, annual work plan to the strategic plan.

During plan period, the School will pursue several strategies that will enhance coordination and effective implementation of the plan. The strategies include; Performance Management; Employee Motivation; Strategic Partnership Management; Monitoring, Evaluation and Reporting.

The plan recognizes the importance of monitoring, evaluation and reporting the intended results. Progressive monitoring of the plan will help in determining whether the implementation is on track. Monitoring will be carried out based on the expected outputs and measurable indicators set out in the implementation matrix. Management review meetings will be held every month to report on the implementation progress. At the end of each financial year an evaluation exercise will be undertaken to assess the extent to which the plan has met its strategic objectives and timelines.

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List of Abbreviation

AOD	Administration and Operations Division
ALPD	Academics, Law and Practise Division
BS	Balanced Scorecard
CCM	Chama cha Mapinduzi
CRPD	Consultancy, Research and Publications Division
DPAC	Deputy Principal Academic Affairs
DPAD	Deputy Principal Administration Affairs
EAC	East African Community
FA	Finance and Accounting Unit
GEWE	Gender Equality and Women's Empowerment
HR	Human Resources
ICT	Information and Communication Technology
ICTU	Information and Communication Technology Unit
IEC	Information, Education and Communication
IPA	Institute of Public Administration
KPI	Key Performance Indicators
KRA	Key Result Areas
LL. B	Bachelor of Laws
LSD	Library Services Division
LSU	Legal Services Unit
LSRP	Legal Sector Reform Programme
LSZ	Law School of Zanzibar
M&E	Monitoring and Evaluation
MTEF	Medium Term Expenditure Framework
NACSAP	National Anti-Corruption Strategy and Action Plan
NSGRP	National Strategy for Growth and Reduction of Poverty
PMU	Procurement Management Unit
PRM	Public Relations and Marketing Unit

PSD	Planning and Statistics Division
QAC	Quality Assurance and Control Unit
RD	Registrar Division
RGoZ	Revolutionary Government of Zanzibar
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
SP	Strategic Plan
SWD	Students' Welfare Division
SWOC	Strength, Weaknesses, Opportunities and Challenges
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
ZADEP	Zanzibar Development Plan 2021-2026
ZDV50	Zanzibar Development Vision 2050

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SECTION ONE

INTRODUCTION

1.1. Background Information

This Section presents LSZ's background information in terms of history, institutional set-up and the Planning process. It then narrates the rationale and evolution of strategic plans from a historical perspective. It further shows alignment of Strategic Plan (SP) with national, regional and international policies and strategies.

The Law School of Zanzibar's Strategic Plan covers a five-year period, from 2022/23 - 2026/27. The Plan describes the School setup, the Vision, Mission, Objectives, Core Values, Desired success, Mandate, Strategic Result, Measures, Targets, Strategic Initiatives and Key Performance Indicators (KPIs). In the process of developing this Strategic Plan, the School undertook a detailed situational analysis which examined Strength, Weaknesses, Opportunities and Challenges (SWOC) and identified a list of critical issues which were the basis for developing the strategic objectives, targets, performance indicators for the next five years.

The planning process took into account the following National, Regional and International frameworks: Zanzibar Development Vision 2050; Zanzibar Development Plan (ZADEP) 2021-2026; MKUZA III 2020, Sector Strategies; Sustainable Development Goals (SDGs 2030); Zanzibar Legal Sector Reform Strategy 2014/15 – 2018/19, and President's Office Constitution, Legal Affairs, Public Service and Good Governance, Guideline for Developing Strategic Plans for Ministries, Departments and Agencies (MDAs) in Zanzibar and LSZ approved functions and organization structure.

1.2. Origin of Law School of Zanzibar

The LSZ is a newly independent established government institution under the President's Office, Constitution, Legal Affairs, Public Services and Good Governance in Zanzibar. The School was established under Section 3 of the Law School of Zanzibar (Act No. 13 of 2019) as a body corporate with perpetual succession and common seal. Among the core functions of the School are to train law graduates to be qualified advocates or vakil; provide continuing professional development for all categories of the legal professionals, provide training to paralegals in consultation with the Legal Aid Department under the Legal Act and to provide

other specialized trainings in the legal sectors. As the case of other countries, the School is expected to play a fundamental role to sharpen the competency of legal practitioners in the courts of different jurisdictions in Zanzibar. As a matter of fact, the School is all out to provide competency based skills and not based knowledge. At the end of one year training programme, four months class-cum-practical sessions and eight months in the fields.

The origin of the Law School of Zanzibar is due to a number of studies conducted. Some of the studies conducted are: The Legal Sector Reform Strategy 2014 up to 2018/2019, the Report of the Judicial System Review Commission of Tanzania of 1977 and the report of Legal Practitioners Decree Cap. 28 of 1941 published in 2014.

The studies highlighted the weaknesses of the Zanzibar legal sector, including the poor capacity of lawyers which affects access to justice in Zanzibar Courts contrary to the Zanzibar Constitution of 1984 and Goal 16.3 of the United Nations: the 2030 Agenda for Sustainable Development. In addition, section 198 (d) of the Revolutionary Party Election Manifesto for the year 2000/2005 states that the Law School Zanzibar will be established.

The establishment of LSZ is an important development in the broader Legal Sector Reforms implemented by the Ministry of Justice and Constitutional Affairs. These reforms began in 2013 following the launching of the Legal Sector Reform Medium Term Strategy (2014/2015 to 2018/2019). The reforms themselves have their origin in the legal sector reform study conducted by a high-level task force headed by Judge Mark Bomani in 1996. Indeed, reform in the legal sector can be traced back to 1977 Pius Msekwa report. The report recommended establishment of an appropriate institution for provision of practical legal education. The report indicated that the then internship system for law graduates had a number of limitations that could not guarantee training of competent legal professionals.

Some of the weaknesses experienced in the internship system as reported in the Msekwa report included insufficient quality time provided to students by senior legal officers and lack of clear focus in the internship system. The report, therefore, proposed that practical training in legal education be conceptualised in a course properly conceived and executed. Establishment of the Law Schools in the Tanzania mainland and Zanzibar islands was one of the recommendations to achieve that end. The Bomani Report coming about ten years later proposed even wide-ranging reforms in the legal sector. The reforms were implemented within the framework of the Legal Sector Reform Programme (LSRP).

The objectives of the LSRP include speedy dispensation of justice; affordability and access to justice for all social groups; integrity and professionalism of legal officers; enhanced independence of the judiciary; and a legal and regulatory framework and jurisprudence of high standards responsive to social, political, economic and technological trends at both national and international levels. The shared mission for the legal sector reform sector is:

‘To support the development of social justice, equality, and rule of law through quality and accessible legal services’¹

Within these broader reforms, the establishment of the Law School was considered necessary in order to improve the vocational training for graduates of LL.B. According to the Bomani Report, the establishment of the Law School was an opportunity to establish a formal training programme for post-LL. B education. The additional role of the Law School would be to provide continuing legal education for advocates, as it would organize short-term courses and seminars. Participation in these training courses and seminars is currently a condition for renewal of qualification to practice. With respect to vocational legal training, the Bomani Commission recommended:

- i. Adopting the common staged model of professional training, in which the normal route of entry of admission as an advocate should be a three years LL. B course, followed by not more than a two-year examinable full-time vocational training programme during which the trainees will be attached to various non-teaching legal institutions.
- ii. Drawing up detailed plans for the vocational programme, taking into account recent developments in professional training in other parts of the Commonwealth.
- iii. Establishing the proposed Law School as an independent legal education centre with its own Governing Council.
- iv. Realistic considerations such as accommodation of students, availability of teaching and library facilities and the convenience of teachers, and that, if necessary, temporary accommodation should be sought.

¹ See the Medium-Term Strategy, 1999.

- v. Funds be sought to enable the staff to visit vocational training institutions and when appropriate, participate in vocational training programmes elsewhere in the Commonwealth.
- vi. Preparation of new teaching materials, adapting, where appropriate to Tanzania requirements, materials and practiced exercises from other jurisdictions with a new view to having a basic set of practical training materials ready when the course starts.
- vii. Selected trainers including part-time teachers to be given some instruction and guidance on the methodology of practical legal training, including a 'law teaching clinic' prior to the introduction of the course.

Key reasons under girding the establishment of the Law School of Zanzibar are:

- i. The number of graduates entering the legal sector was increasing due to the increased number of academic institutions providing law degrees locally as well as an increase in the number of law graduates from outside the country. In order for these graduates to be admitted into the Bar a form of practical training in legal education was imperative. The internship programme as offered through the Attorney General's Chamber and later the externship programme as offered by some Universities were not able to absorb the growing number of graduates. Thus, the establishment of LSZ would facilitate the smooth admission of law graduate into the Bar.
- ii. Access to Justice, establishment of the law school is expected to increase supply of the competent lawyers which will enhance access to justice.
- iii. Secondly, being one of the leading supporters of regional integration in sub-Saharan Africa, Tanzania is an active member of East African Community which is in the final stages of transforming into a common market. The main thrust of the common market is free mobility of labor and other factors of production. The establishment of the law school will provide an opportunity for better training of Tanzanian lawyers to be able to function effectively within the community. It makes the issue of practical legal education a strategic one, which added a sense to the establishment of the LSZ.

Reflecting the foregoing discussion, the establishing law mandates the LSZ to carry out the functions:

- a) Training persons to be qualified advocates or vakil;

- b) Providing continuing professional development for all categories of the legal professionals;
- c) Providing training to paralegal in consultation with the Legal Aid Department established under the Legal Aid Act;
- d) Providing other specialized trainings in the legal sectors;
- e) Developing curricula, training manuals, conduct examinations and confer academic awards;
- f) Undertaking projects, research and consultancies; and
- g) Arranging for publication and dissemination of legal practise literature generated from activities of the School as may be determined by the Council.

1.3. Importance and purpose of developing a Strategic Plan

Since its establishment in 2019, the LSZ has been operating without a strategic plan to assist in focusing its activities in addressing its mandate. At the same time, due to the large number of issues that need to be addressed by the School and owing to the limitation of resources, development of a strategic plan was necessary in order to aid prioritization and targeting of resource use as well as maximizing achievements. The Strategic Plan will stand out as the fundamental guidance of the operations of the school in terms of its functions, activities, targets, budget, determine the organizational structure, the coverage and duration of the work and above all, will enable the monitoring and evaluation exercise to take place.

Strategic Plan is a tool for planning in government funded institutions. The SP is motivated by the need to achieve better utilization of resources with the Medium Term Expenditure Framework (MTEF) set up. A strategic plan provides a sound basis to perform yearly planning and budgets and it is a key tool for achieving better utilization of resources. It provides a sound basis to perform yearly planning and budgets that feed into the MTEF. This plan addresses a number of issues for the LSZ including:

- i. The objectives that the LSZ must strive to achieve over the plan period
- ii. The need to develop infrastructure and facilities
- iii. The need to address the human resources issue
- iv. Enhance organization and management capacity to deliver on its mandate
- v. The strengthening of financial capacity and sustainability.

It is expected that this strategic plan will service the following purposes:

- i. Serve as tool for controlling organizational drifting from targets
- ii. Serve as a means for soliciting financial support from various stakeholders
- iii. Outlining the key expectations of the stakeholders
- iv. Encourage forward thinking within management and board level.
- v. Facilitate efficient utilization of resources both human and non-human

1.4. National Frameworks

1.5.1 The Constitution of the United Republic of Tanzania of 1977

The state authorities and all its agencies are obliged to direct their policies and programmes towards ensuring that:

- (i) Human dignity and other human rights are respected and cherished;
- (ii) The laws of the land are upheld and enforced;
- (iii) Activities of the Government are conducted in such a way as to ensure that the national wealth and heritage are harnessed, preserved and applied for the common good and also to prevent the exploitation of one person by another;
- (iv) The national economy is planned and promoted in a balanced and integrated manner;
- (v) Every person who is able to work does work, and work means any legitimate activity by which a person earns a living;
- (vi) Human dignity is preserved and upheld in accordance with the spirit of the Universal Declaration of Human Rights;
- (vii) The Government and all its agencies accord equal opportunities to all citizens, men and women alike without regard to their colour, tribe, religion or station in life;
- (viii) All forms of injustice, intimidation, discrimination, corruption, oppression or favoritism are eradicated;
- (ix) The use of national wealth places emphasis on the development of the people and in particular is geared towards the eradication of poverty, ignorance and disease;
- (x) Economic activities are not conducted in a manner that may result in the concentration of wealth or the major means of production in the hands of a few individuals; and;
- (xi) The country is governed according to the principles of democracy and socialism.

1.5.2 The Zanzibar Constitution of 1984

The Constitution of Zanzibar recognizes and guarantees the rights to fair trial which includes the provision of legal aid as fundamental human rights of all people. The recognition of these

rights under the constitution as well as its inclusion in the Vision 2020, MKUZA III and the President's Office Constitution, Legal Affairs, Public Service and Good Governance Strategic Plan, is an affirmation of the commitment by the Revolutionary Government and people of Zanzibar to ensuring compliance with international human rights principles and standards.

1.5.3 The Tanzania Development Vision 2025

The Tanzania Vision 2025 advocates for people-centered national development based on sustainable and shared growth that will free citizens from abject poverty. In this regard, Tanzania is required to create a strong, diversified, resilient and competitive economy, which can effectively cope with the challenges of development. Such economy should be able to easily and confidently adapt to the changing market and technological conditions in the 'regional and global economy. The realization of the National Vision 2025 calls for the development of competent human resources and research capacities. National aspirations will inevitably shape organizations' future strategic development. Thus, LSZ has the responsibility of producing well trained and innovative graduates to manage law planning and technology in important areas to sectorial performance.

1.5.4 Zanzibar Development Vision 2050

The Zanzibar Development Vision 2050 (ZDV50) is centred on human development as we want improvements in economic growth to be accompanied by higher overall standard of living as well as the attainment of near-zero extreme poverty in Zanzibar. As part of this holistic planning perspective, the vision is shaped by four pillars namely: Governance and Resilience, Human capital and social services, Infrastructural linkages and Economic transformation. Each pillar is subdivided into different priority areas, reflecting the layers of Zanzibar's economy and society. Every priority area in turn consists of aspirations for the next 30 years and targeted performance indicators.

Vision 2050 details the long-term goals and aspirations of Zanzibar to achieve high middle-income status. It distinguishes the blue economy as the key strategic driver for realizing its development goals. Therefore, the blue economy has been tasked to deliver accelerated sustainable development through the sustainable utilization of ocean resources. From the economic and business point of view, achieving accelerated sustainable development requires a country to develop a competitive economy; in this case, a competitive blue economy for

Zanzibar. To achieve this ambitious goal a realistic strategy must be developed and implemented.

1.5.5 Zanzibar Development Plan 2021-2026

The Zanzibar Development Plan (ZADEP), 2021-2026, is a successor strategy for Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP III, 2016-2020) developed following the inauguration of the Zanzibar Development Vision 2050. The aim of ZADEP is to improve efficiency and effectiveness in implementation of the National plan through organizing and rationalizing national resources. Salient features of the plan includes Policy and institutional reforms for private sector investments; Promote strategic partnerships with the private sector, facilitating its development and competitiveness through upgrading and creating conducive environment for it to thrive and achieve sustainability with emphasis on introduction of corporate culture to the government; and Packaging together of some of interventions for improving efficiency and easy coordination and sequencing of their implementation in order to realize high impact. Interventions of the plan includes; Exploring Blue Economy Potentials; Enabling Environment and Infrastructure Development; Boosting Economic Diversification; Human Capital and Social Development; Governance and Resilience.

1.5.6 Zanzibar Legal Sector Reform Strategy 2014 up to 2018/2019

The Legal Sector Reform Strategy is a medium-term strategic plan which identifies five core Key Result Areas as follows: Reforming the Criminal Justice; Reforming the Civil Justice; Improving Access to Justice; Reforming the Zanzibar Child Justice System; and The Zanzibar National Legal Framework. The critical role of the Legal Sector in promoting good governance, rule of law and socio- economic development of the country and in protecting human rights is emphasized. Over the years, initiatives have been undertaken aimed at strengthening the legal sector in Zanzibar. This strategy considers such initiatives in a more comprehensive manner, hence improved legal sector as a whole.

This Strategy provides an opportunity to address holistically the challenges facing the Legal Sector. It also provides a more comprehensive way of addressing Legal Sector issues; a collective approach towards capacity development, maximizing individual strengths of the agencies (both public and private) that form the chain of justice including a more fundamental review of activities and a more systematic response, in light of Zanzibar's legal sector capacity development.

1.5.7 Zanzibar Strategy for Growth and Reduction of Poverty

The RGoZ has been implementing the five-year Zanzibar Strategy for Growth and Reduction of Poverty - ZSGRP III (2016-2020), commonly known as Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar (MKUZA) III. The objective of ZSGRP III is to initiate and guide structural reform that will move Zanzibar's economy from traditional agrarian activities, which have low productivity, to high-productivity industrial and service sector activities on a sustained basis. The theme of ZSGRP III is based on the Zanzibar Development Vision 2020: "Economic Growth and Social Development for the Well-Being of All". This theme emphasizes that while we work toward improved economic outcomes, the end goal is that all citizens of Zanzibar are free from abject poverty, are educated and healthy, and have access to quality social services and a stable living environment. The theme of ZSGRP III is translated into a clear mission statement aimed at "Achieving Social and Economic Prosperity to Reach Middle-Income Status". This statement is supported by five Key Result Areas (KRAs) including KRA (A) on Enabling Sustainable and Inclusive Growth; KRA (B) on Promoting Human Capital Development; KRA (C) on Providing Quality Services for All; KRA (D) on Attaining Environmental Sustainability and Climate Resilience, and KRA (E) on Adhering to Good Governance Principles, which are further specified in defined Outcomes. Finally, the Plan also includes a set of flagship projects and the M&E framework with a clear set of indicators facilitated appropriate measurement of the impact of ZSGRP III.

Gender Equality is considered in MKUZA III in KRA E and A, namely "Adhering to Good Governance Principles and the Promoting Human Capital Development" respectively, with a focus on Attainment of gender equality and equity, social inclusion and empowerment of women, girls, youth, people with disabilities, and people in vulnerable situations; and Increased access to justice, respect for rule of law, adherence to basic human rights, and greater participation in the democratic process".

MKUZA III makes reference to the importance of adopting a gender-responsive approach to human capital development, to enhance on-going Government efforts to reduce gender gaps in knowledge, skills development and competitiveness between women and men in line with SDG 5 Attain gender equality and empower women and girls everywhere. The RGoZ commitment to implement a number of international and regional instruments for promoting gender equity and equality, as well as women and youth empowerment, is highlighted, noting

the importance of domesticating and mainstreaming Gender Equality and Women's Empowerment (GEWE) instruments in sector policies, programmes, plans and budgets to build strong, sustained, inclusive and sustainable economic growth with prosperity for women and youth. MKUZA III highlights the importance to create dynamic, sustainable, innovative and people-centred economies, promoting youth employment and women's economic empowerment in the country.

1.5.8 Zanzibar Legal Aid Policy of 2017

The Legal Aid Policy aims at increasing the level of access to justice for all the people of Zanzibar particularly by increasing the quality and coverage of legal aid service provision, removing barriers that limit its access and promoting the existence and use of alternative dispute resolution system through effective oversight, coordination and through a multi-stakeholder approach to monitoring and evaluating service provision.

1.5.9 Chama cha Mapinduzi Election Manifesto 2020-25

Since 1992, Tanzania adopted a multiparty political system. The country also has adopted decentralization by devolution policies in which decisions are made from grass root level via Local Government Authorities. The LSZ has a key role to play in improving the political environment by contributing to civic education, which includes training of politicians, Members of the Zanzibar House of Representatives and other stakeholders on the role of law in development.

The Chama Cha Mapinduzi (CCM) is the ruling Party from 2020 to 2025. According to its current Election Manifesto (198d), the ruling Party aims to build on the gains made by the implementation of the previous Election Manifestos. It addresses the opportunities and challenges posed by the various political, economic, social and technological changes that occur in the country and the world. CCM recognizes that the implementation of the National Development Vision will reach its climax in the period of implementation of this Manifesto. In the next five years, CCM's goal is to continue to improve the lives of every Tanzanian, eradicate poverty and consolidate the country's middle economy status. Accordingly, in achieving this goal, the main priorities of CCM government in the next five years will be as follows: -

- a) To protect and strengthen the principles of dignity, equality, justice and good governance in order to maintain peace, unity and solidarity of our Nation;

- b) Promoting modern, integrated, inclusive and competitive economy built on the foundation of industry, economic services and enabling infrastructure;
- c) Transforming agriculture, livestock and fisheries to ensure food security and self-reliance in food at all times and contribute fully to economic development;
- d) Enhancing access to quality health care, education, water, electricity and housing in rural and urban areas;
- e) Encourage the use of research, science, technology and innovation as a tool for rapid socio-economic development; and
- f) To create at least 8,000,000 (eight million) jobs in the formal and informal sectors for youth.

The LSZ, as a public institution, vested with the mandate of providing education, training, research and consultancy services has a key role to play in attainment of the set roles.

1.5. Regional Frameworks

One of the objectives of LSZ is improve and maintain relationship with key stakeholders and development partners. Therefore, the functions and responsibilities of LSZ call for Regional Corporation in order to excel.

1.6.1 The East African Community Treaty

Tanzania is an active member of the East African Community (EAC). The East African Community Treaty, under Article 102 on Education and Training, provides for the following priority areas:

- Strengthening research institutions;
- Harmonizing curricula, examinations, certifications and accreditation of education and training institutions;
- Encouraging and supporting the mobility of students and teachers within the community;
- Exchanging information and experiences on issues common to the educational systems of the partner states;
- Encouraging and supporting participation of the private sector in the development of human resources through education and training; and
- Identifying and developing centres of excellence in the region including universities.

On its part, the LSZ considers the EAC Treaty legal provisions as an important opportunity to be tapped by fostering collaboration and partnership with other EA institutions/universities as a means of implementing the EAC protocol on education and training.

1.6.2 The SADC Protocol on Education and Training of 1997

Tanzania is also a member of SADC. The SADC Protocol on Education and Training of 1997 addresses science and technology issues as follows:

- Establishing institutions of specialization to build capacity for regional training institutions to offer education and training programmes in critical and specialized area;
- Establishing institutions of specialization at existing institutions in order to enable them to offer regional programmes;
- Supporting institutions by sending students to respective institutions;
- Establishing bilateral and multilateral links between and among the institutions;
- Collaborating in the production of training and learning materials such as text books, computer software etc.;
- Encouraging and supporting the creation of regional professional associations; and
- Requiring institutions to consider students from SADC as home students as far as fees charged are concerned.

Therefore, LSZ considers the above as an opportunity for expanding enrolment in its programmes.

1.6.3 African Agenda 2063

Africans of diverse social formations and in the Diaspora affirmed the African Union (AU) Vision of “an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena” as the overarching guide for the future of the African continent. Further, they reaffirmed the relevance and validity of the AU 50th Anniversary Solemn Declaration.

The converging voices of Africans of different backgrounds, including those in the Diaspora have painted a clear picture of what they desire for themselves and the continent in the future. From these converging voices, a common and a shared set of aspirations have emerged:

- i. A prosperous Africa based on inclusive growth and sustainable development;

- ii. An integrated continent, politically united, based on the ideals of Pan Africanism and the vision of Africa's Renaissance;
- iii. An Africa of good governance, respect for human rights, justice and the rule of law;
- iv. A peaceful and secure Africa;
- v. An Africa with a strong cultural identity, common heritage, values and ethics;
- vi. An Africa whose development is people-driven, relying on the potential of African people, especially its women and youth, and caring for children; and
- vii. Africa as a strong, united, resilient and influential global player and partner.

Aspiration number three of the Agenda 2063 intends to promote an “Africa of good governance, democracy, and respect for human rights, justice and the rule of law”. In this concern, the School will have to play a fundamental role in the realization of this aspiration including analyzing and monitoring issues related to good governance, democratization, rule of law, justice for all, and human rights. Therefore, the purpose of this Strategic Plan is to set strategies that will strengthen the existing legal system to improve the capacity of LSZ in providing legal services, access to justice, good governance, and human rights aspects of Agenda 2063.

1.6. International Frameworks

1.7.1 Sustainable Development Goals 2030

As part of The 2030 Agenda, the UN has adopted 17 Sustainable Development Goals (SDGs) with 169 targets and 232 indicators, covering a broad range of sustainable development issues. The SDGs issues range from no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumptions and production, climate action, life below water, life on land, peace and justice and partnerships for the goals.

The Sustainable Development Goals, particularly goal 16 which addresses Peace, Justice and Strong Institutions aim at:

- (i) Promoting the rule of law at the national and international levels and ensure equal access to justice for all,
- (ii) Ensuring public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements.

- (iii) Promoting and enforcing non-discriminatory laws and policies for sustainable development
- (iv) By 2030, provide legal identity for all.

LSZ on its core functions (Training, Research and Consultancy) on legal aspects will contribute to the achievement of the listed SDGs.

1.7. Law School of Zanzibar Organizational Structure

The school's supreme body is the Council. Members of the Council are appointed by the Minister responsible for Legal Affairs. According to LSZ Act No. 13 of 2019, the Chairman of the Council shall be appointed by the President, while members are:

- i. The Principal who shall be an ex-officio member;
- ii. Judge of the High Court of Zanzibar;
- iii. An active member of the Zanzibar Law Society;
- iv. State Attorney from Attorney General Chambers;
- v. Member from a higher learning Institution; and
- vi. Member from the Legal Aid Department.

The School's Deputy Principal for Academic Affairs shall serve as the Secretary to the Council. The Chairman has tenure of four years and members of the Council have the tenure of three years and both may be eligible for a re-appointment.

The functions of the Board include; providing guidance in the formulation of strategic development plans, study programmes and capacity building programmes; approve curricula and study programmes; approve tuition fees and charges for various services rendered by the School; approve schedules for examination; confirm examination results; monitor and evaluate the performance of the School.

The Principal of the School is a Chief Executive Officer responsible for the overall daily management of the School affairs with the following functions; ensure the maintenance of efficiency and discipline by all staff of the School; conduct examinations in accordance with the schedule approved by the Council; manage the budget of the School to ensure that its funds are properly expended and accounted for; and perform other duties as the Council may, from time to time, assign. The Principal is supported by two Deputy Principals, one responsible for Academic matters and the other for Administration matters who both will hold office for a term of three years.

In carrying out the functions of the School, the analysis of the current structure is based on the Nomination Authority through Act No. 13 of 2019 where Hon. The President of Zanzibar and Chairman of the Revolutionary Council made the appointment of the Chairman of the School Council and Head of School and Hon. Minister (PO) for Constitution, Law, Personnel and Good Governance made the appointment of the members of the School Council. In addition, the School leadership in collaboration with (PO) - Constitution, Law, Personnel and Good Governance succeeded in filling various vacancies for the transfer of staff from Government institutions.

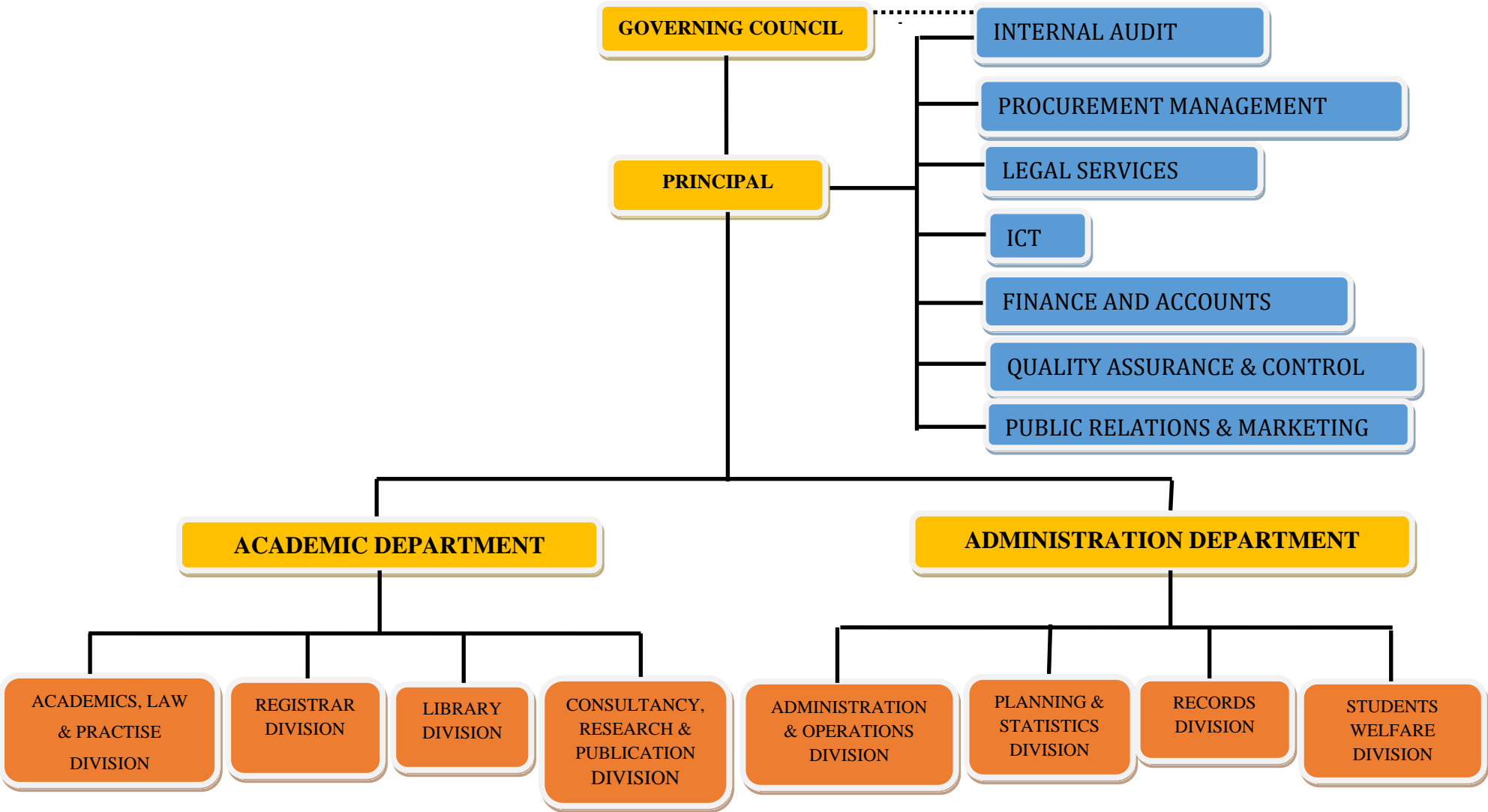
The current structure has identified the existence of seven (7) special units and eight (8) Divisions. Special units reporting to the Head of School (Principal) includes: Internal Audit Unit; Procurement Management Unit; Legal Services Unit; Information and Communication Technology Unit (ICT); Finance and Accounting Unit; Quality Assurance and Control Unit; Public Relations and Marketing Unit. Divisions under Administration includes: Personnel and Operations Division; Planning and Statistics Division; Records Management Division and Students' Welfare Division. Divisions under Academics includes: Academics, Law and Practise Division; Registrar Division; Library Services Division; Consultancy, Research and Publications Division.

The purpose of establishing a School Structure is to ensure good organization and allocation of guarantees and responsibilities as well as the placement of human resources in appropriate spaces. The expected benefits from the proposed new structure are as follows;

- i) The structure of the Law School will help to establish order and eliminate conflict in order to differentiate the functions and responsibilities of the Office, Unit and Division in line with the School Plan of Action to be prepared;
- ii) The proposed Institutional structure will meet the requirements for the effective execution of responsibilities as well as facilitate the resolution of emerging operational challenges;
- iii) The proposed structure will enable the institution to discharge its responsibilities based on the knowledge, experience and capabilities of the available human resources;

- iv) The structure of the establishment of the Zanzibar School of Law will support the provision of legal education, Rules and guidelines to strengthen the Good Governance sector; and
- v) The structure of the School of Law will identify the Legal Profession Division in practice which will help to strengthen the level of justice that will be based on the values of the Law.

Figure 1: LSZ Organizational Structure



1.8. Context of the Strategic Plan

LSZ Strategic Plan is prepared using the Strategic Plan guideline provided by the Zanzibar Planning Commission. The main methodology used in this Strategic Plan is the balanced scorecard which is a set of methodologies for strategic design, implementation and monitoring. Zanzibar Strategic Plan guide align with the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP III) and directs how Strategic plans have to be prepared to meet the desired Strategic Performance Result.

The preparation of the LSZ Strategic Plan 2022/2023-2026/2027 relied on a participatory and consultative approach. At first, various documents and reports were reviewed and analyzed to establish the strategic position of the School and develop a draft plan. Consultations were also held with LSZ staff in the development of the draft plan. The draft plan was presented to a small group of people called the reference group drawn from the President's Office Constitution, Legal Affairs, Public Service and Good Governance, LSZ and other stakeholders. Based on the feedback from this group the Strategic Plan was revised in consultation with LSZ staff. Then the, document was tabled before stakeholders who provided further feedback and comments on the Strategic Plan. Feedback and comments from stakeholders were addressed and the final Strategic Plan document was presented to the Governing Council for approval.

SECTION TWO

ORGANIZATION STRATEGIC ASSESSMENT

2.1. Preamble

The Law School of Zanzibar organisation strategic assessment involved examining the existing situation with regard to service delivery to community. The analysis of internal environment was centered at performance assessment of the School in terms of analysis of Strengths, Weaknesses, Opportunities and Challenges (SWOC) and Stakeholders' analysis.

2.2. Implementation of LSZ Mandates

The Law School mandate includes offering of postgraduate diploma in legal practice, continuing legal education, research and consultancy. At the time of developing this Strategic Plan, the actual training activities are conducted in temporary classrooms being set-up at the Institute of Public Administration (IPA), Tunguu area and offices at Michenzani Mall. To date First cohort of 21 students are registered and undergoing practical legal training.

Due to the limited number of staff and lack of adequate infrastructure it has been difficult for the LSZ to provide other continuing legal trainings which fall under its mandate. For the same reasons, it has not been possible to provide consultancy and research services or organize seminars.

2.2.1 Formation of Governing Council

The School Governing Council was established. The Council will be chaired by a Chairman who was appointed by the President of Zanzibar and Chairman of the Revolutionary Council. The Council consists of seven (7) members as set out in section 5 (1) (a), (b), (c), (d), (e), (f), (g), 5 (2) and 5 (3) of the School Act No. 13 of 2019.

The Council have the primary responsibility for overseeing and directing the implementation of the functions of the School and issue directives in matters pertaining to the School as set out in Article 17 (1), (2), (3), (4). The Council will provide guidelines in preparing, approving, validating and supervising;

- a. Strategic Development Plan;
- b. Training programs and fees and fees for students;
- c. Capacity building programs;

- d. Curriculum, schedules, exams and test results;
- e. Evaluate performance, manage budgets and finances of the School;
- f. Develop Policies, Regulations, Guidelines, Evaluations and Research;
- g. Build partnerships with other institutions.

2.2.2 Appointment of Principal and Deputy Principal

The Principal of the School was appointed by His Excellency the President of Zanzibar and the Chairman of the Revolutionary Council, who shall be the executive and superintendent of the day-to-day running of the School as provided for in Article 16 (1), (2), (3), (4), (5), (6) of the School Act No. 13 of 2019. The responsibilities of the Head of School are set out in section 16 (5) (a), (b), (c) and (d) as follows:

- i. Ensure he maintains efficiency and discipline for all School staff;
- ii. Conducting Examinations in accordance with the schedule determined by the Council;
- iii. Manage the School budget by ensuring that its funds are used efficiently and effectively; and
- iv. To perform such other functions as may be prescribed by the Council from time to time.

The Deputy Principals of the School were appointed to assist the Principal. Deputy Principal for Academic Affairs will be responsible for the management and operation of education, professionalism, registration and research in the legal sector for lawyers, lawyers, magistrates, court officials and various stakeholders as defined in the functions and responsibilities of the School in Article 4 (1) of the School Act No. 13 of 2019.

The Deputy Principal for Administration Affairs will be responsible for the provision of human resource services, administration as well as human resource management, planning and statistics, maintaining, updating and storing School records as well as providing counselling and student well-being. In addition, the Deputy Principal will handle operational responsibilities such as recruitment and management of staff interests, security and safety, transportation, hygiene, maintenance of office and office environment.

2.2.3 Staff Recruitment

The School's staff establishment stands at 36 although currently there is only 16 full time staff. The staff recruitment process is currently underway to fill some key managerial and operational posts.

2.3. Environmental Analysis

The assessment of the internal and external environment of the School reveals a number of conditions/factors within the institution which enable/facilitate the attainment of the objectives in the Plan. Strength refers to all aspects that LSZ does well or all internal characteristics that will enhance performance of LSZ. Weakness refers to something that lacks within an organization or things that an organization does poorly or conditions that places an organization at a disadvantage position.

It also reveals those conditions which represent opportunities and threats that the School may take advantage/measures to exploit or mitigate in order to achieve the goals of the Plan. On the other hand, opportunities refer to conditions or things that will enable an organization to achieve its objective and threats are those conditions out of the organization that places an organization at a disadvantage in achieving its objectives. Assessment of the internal Environment reveals a number of strengths and weaknesses.

2.3.1 SWOC Analysis

A key element of the Implementation Planning process was to work with stakeholders to conduct assessment on Strengths, Weaknesses, Opportunities and Challenges (SWOC) in respect to Balanced Score card perspectives. In this respect Strengths and Weaknesses are internal attributes that will determine the success or failure to deliver the required services. The external environment of the LSZ includes opportunities and challenges within and outside the School operations which have a bearing on the relevance and development of the LSZ. Thus, social, political, economic, technological developments and challenges are key aspects to be considered. At the local scene, Zanzibar's Development Vision 2050 provides the overarching framework to accommodate the emerging national and global realities to attain sustainable human development in terms of economic, social, political, institutional, technological and environmental dimensions.

Table 1: LSZ SWOC analysis

Perspective	Strengths	Weaknesses	Opportunities	Challenges
Stakeholder	<ul style="list-style-type: none"> i. Networking and Cooperation with other stakeholders ii. Presence of other institutions' libraries. 	<ul style="list-style-type: none"> i. Low level of community awareness on LSZ operations. 	<ul style="list-style-type: none"> i. RGoZ commitment to support the mission of Law School is very strong. ii. Development partners are positively inclined to the LSZ mission. 	<ul style="list-style-type: none"> i. Unpredictability levels of cooperation from the Schools Stakeholder.
Finance	<ul style="list-style-type: none"> i. Government and Public support. 	<ul style="list-style-type: none"> i. Insufficient funds. 	<ul style="list-style-type: none"> i. Guaranteed government subvention. ii. Increase in demand for specialised legal services. 	<ul style="list-style-type: none"> i. Untimely disbursement of funds by government (problem of delays may be experienced). ii. Possibility of decline in funding levels by government as experienced by Higher learning institutions. iii. Low capacity of the Loans Board to finance the all LSZ students. iv. Inability of the Law School to keep up with changes in technology due to limited

Perspective	Strengths	Weaknesses	Opportunities	Challenges
				funding.
Internal Process	<ul style="list-style-type: none"> i. Presence of Legal framework/Established by Act No.13 of 2019. ii. Adopted Curriculum from the Law School of Tanzania. 	<ul style="list-style-type: none"> i. Absence of permanent physical infrastructures. ii. Shortage of permanent competent and qualified staff. iii. Dependence on Part-time Instructors. iv. Insufficient training materials. 	<ul style="list-style-type: none"> i. Demand for customized training triggered by economic diversification. ii. Increased demand for specialized legal education and training. 	
Learning and Institutional Capacity	<ul style="list-style-type: none"> i. Presence of Institutional Setup/Competent Management and Governing Council. ii. Presence of prominent staff iii. Solidarity, Commitment and Unity. 		<ul style="list-style-type: none"> i. Access to skilled staff enhanced. E.g., retired judges. ii. Access to qualified and experienced legal professionals. iii. Most retired legal professionals enjoy associating and training at the School. iv. Opportunities for e-learning and training 	<ul style="list-style-type: none"> i. Delays in getting recruitment permits from the government. ii. Greater competition from other schools in East Africa.

2.3.2 Stakeholders Analysis

Through the environmental analysis, a number of stakeholders have also been identified. These are found both in the internal and external environment.

i. Internal stakeholders

The employees of the LSZ are the key internal stakeholders of the School. These are critical for the realization of the plan. Although currently, the Law School is only beginning to recruit staff to fill up the organizational structure, it can be expected that staff within the organization have expectations. They expect to be offered better terms of service such as better salaries, security of tenure and opportunities for personal development. Management of the LSZ on the hand plays the role of developing and implementing policies and strategies to achieve the School's mission. They expect better contract terms and recognition. The Governing Council plays the role of overall policy guidance and approving strategies and expects in return recognition and appreciation. Finally, students and other participants of various programs organized by LSZ are key beneficiaries of LSZ programs and they expect to get quality training and learning environment.

ii. External stakeholders

The LSZ operates in an environment in which it affects and gets affected by a number of parties or stakeholders. The LSZ depends on these stakeholders to be able to obtain resources it needs to carry out its mission. The type and quality of relationships that the LSZ will develop with these stakeholders are key factors that determine the extent to which resources will flow to the LSZ. The LSZ will need to develop mechanisms from interacting with these stakeholders and harnessing good relationships with them.

Table 2 below provides a list of some of the key stakeholders of the School.

Table 2: External stakeholders of the LSZ

S/N	Stakeholder	Service Offered	Stakeholders' Expectations	Potential impact if Stakeholders' expectations are not met
1.	Students and Broader society	<ul style="list-style-type: none"> • LSZ operates within society to provide legal services 	<ul style="list-style-type: none"> • LSZ should be play its mandated role • Provision of quality legal training and education. • Reasonable fee structure. • Provide conducive learning environment. 	<ul style="list-style-type: none"> • Low level of awareness on issues relating to the LSZ • People loose trust in the LSZ • Increase in complaints against the government
2.	House of Representatives	<ul style="list-style-type: none"> • Passing of bills into acts of House of Representative • Oversight over the School • Approval of regulations 	<ul style="list-style-type: none"> • Ensuring that training is provided as mandated in law and in line with Government policy • Ensuring that allocated funds are effectively utilized • Timely response to parliamentary questions 	<ul style="list-style-type: none"> • Degradation and reduction of Resources • Invalidation of government support to the School.
3.	Central Government	<ul style="list-style-type: none"> • Develop and disseminate policy, laws, guidelines and regulations. • Monitor revenue and expenditures of LSZ • Staff recruitment 	<ul style="list-style-type: none"> • Proper utilization of the allocated fund • The School will meet society's demand. • Comply with disseminate policy, laws, guidelines and regulations. 	<ul style="list-style-type: none"> • Degradation and reduction of Resources • Invalidation of government support to the School.

S/N	Stakeholder	Service Offered	Stakeholders' Expectations	Potential impact if Stakeholders' expectations are not met
4.	President's Office Constitution, Legal Affairs, Public Service and Good Governance	<ul style="list-style-type: none"> • Coordination and Policy Direction of the Legal Sectors • Represents all the key legal institutions in the House of Representatives. 	<ul style="list-style-type: none"> • Ensuring that training is provided as mandated in law and in line with Government policy • Ensuring that allocated funds are effectively utilized 	<ul style="list-style-type: none"> • Poor working Cooperation
5.	Zanzibar Law Review Commission	<ul style="list-style-type: none"> • Promotes research on legal issues 	<ul style="list-style-type: none"> • Collaborate on training, research and publications. • Identify areas of law reforms that will affect the School's mandate. 	<ul style="list-style-type: none"> • Mistrust • Reduced support
6.	The Judiciary of Zanzibar	<ul style="list-style-type: none"> • Provide field work placements for LSZ students • Judiciary officials will also be beneficiaries of the courses offered by LSZ including induction courses. 	<ul style="list-style-type: none"> • Well trained and skilled advocates. • Provide quality education to the students. • Involve members of the Judiciary in the activities of the LSZ especially training. • The LSZ will in consultation with the Judiciary to develop relevant course for the Judiciary officials. 	<ul style="list-style-type: none"> • Mistrust • Reduced support
7.	Development Partners	<ul style="list-style-type: none"> • Supporters of practical legal education • Technical and financial support 	<ul style="list-style-type: none"> • Become transparent toward them, utilize funds and other support given by them effectively and efficiently 	<ul style="list-style-type: none"> • Negative attitude towards resource support • Low financial investment interest

S/N	Stakeholder	Service Offered	Stakeholders' Expectations	Potential impact if Stakeholders' expectations are not met
			<ul style="list-style-type: none"> • Maximum collaboration • Compliance to agreements 	<ul style="list-style-type: none"> • Withdraw supporting to the School
8.	Zanzibar Law Society	<ul style="list-style-type: none"> • Provide field work places for LSZ students • Participation in pupillage instruction and supervision by members • Provide Code of conduct for advocates. 	<ul style="list-style-type: none"> • Well trained and skilled advocates. • Provide quality education to the students. • Involve members of the Judiciary to take part in the activities of the LSZ especially training, seminars and workshops 	<ul style="list-style-type: none"> • Mistrust • Reduced support
9.	Academic and Research Institutions	<ul style="list-style-type: none"> • Students from these institutions join the LSZ for practical training • Conducting research, training and consultancy services • Providing policy recommendation 	<ul style="list-style-type: none"> • Involvement in curriculum and regulations development. • Use of clinical teaching methodology. • Creating awareness on any new developments affecting legal education. • Maximum cooperation/support. 	<ul style="list-style-type: none"> • Withdraw from doing research in legal sector. • Wrong decisions
10.	Loans Board	<ul style="list-style-type: none"> • May provide financial support to LSZ students 	<ul style="list-style-type: none"> • LSZ in consultation with government to approach the Loan Board to offer support to LSZ students • Proper accountability for the funds 	<ul style="list-style-type: none"> • Mistrust • Conflict

S/N	Stakeholder	Service Offered	Stakeholders' Expectations	Potential impact if Stakeholders' expectations are not met
11.	Law enforcement agencies	<ul style="list-style-type: none"> • Provides placement places; site of research, receive relevant training from LSZ • Provision of data and information required for legal justice. 	<ul style="list-style-type: none"> • Maximum Collaboration • Timely access to data and information required for legal justice. 	<ul style="list-style-type: none"> • Increased crimes rate • Delay on legal justice
12.	Private Sector	<ul style="list-style-type: none"> • Service delivery through PPP • Provides placement places • Receive relevant training from LSZ 	<ul style="list-style-type: none"> • Compliance on PPP contracts 	<ul style="list-style-type: none"> • Reduction of quality service delivery
13.	Civil Society Originations and Non-Government Organizations	<ul style="list-style-type: none"> • May attend short-courses organized by LSZ • May work with LSZ to undertake research and consultancy on legal issues 	<ul style="list-style-type: none"> • Offer them relevant training • Supporting from the Council • Sustainability of projects • Value for money • Community participation 	<ul style="list-style-type: none"> • Withdrawal from contract of the project implementation • Delays of project • Tarnishing the School's image. • Lack of their support
14.	Law firms	<ul style="list-style-type: none"> • Provide field placements 	<ul style="list-style-type: none"> • Quality service delivery 	<ul style="list-style-type: none"> • Reduction of quality service delivery • Lack of their support
15.	Contractors, suppliers, consultants and service providers	<ul style="list-style-type: none"> • Implementers of LSZ projects 	<ul style="list-style-type: none"> • Involved in the construction of development projects 	<ul style="list-style-type: none"> • Poor service delivery • Collapse of core functions • Poor quality of project implementation • Withdraw or delays in delivering of

S/N	Stakeholder	Service Offered	Stakeholders' Expectations	Potential impact if Stakeholders' expectations are not met
				goods and services or completion of works <ul style="list-style-type: none"> • Lack of value for money.
16.	Media	<ul style="list-style-type: none"> • Dissemination of School functions, operations and information to community. • Disclosing misconduct 	<ul style="list-style-type: none"> • Timely and access to credible information. • Conducive working environment 	<ul style="list-style-type: none"> • Publicity of wrong information. • Tarnishing the image of the School.
17.	Financial institutions	<ul style="list-style-type: none"> • Receiving financial support in implementation of development project • Deduction from loan beneficiaries 	<ul style="list-style-type: none"> • Maximum collaboration. • Compliance to financial regulations. 	<ul style="list-style-type: none"> • Mistrust • Conflict
18.	Staff	<ul style="list-style-type: none"> • High performance and ethical behaviour. • Compliance with relevant legislation, regulations and policies. • Innovative interventions to counter competition 	<ul style="list-style-type: none"> • Provision of training and capacity building • Compliance with statutory and administrative obligations • Conducive working environment • Commensurate reward for performance 	<ul style="list-style-type: none"> • Mistrust • Loss • Reduced working morale

2.3.3 Approaches to addressing issues from the environmental analysis

For the LSZ to achieve the strategic objectives, it will have to:

i. Take advantage of its broad mandate by:

- Using its broad mandate as basis to ask more resources needed to implement needed activities.
- Outsourcing required professional expertise which it does not have in-house. Example the services of retired judges and other professionals.
- Using its relatively attractive package to attract staff with appropriate qualifications and experience.

ii. Minimize the potential negative effect from the identified weakness by:

- Undertake a review of the adopted curricula for the current courses and improve them based on the review.
- Working closely with the President's Office Finance and Planning to ensure timely disbursement of funds to finance infrastructure development and other activities.
- Expedite the modernization of systems for managing students' information.

iii. The LSZ will capitalize on the opportunities available in its external environment by:

- Making use of the existing Development Partners commitment and goodwill to elicit further support for infrastructure development, partnerships/network and programmes.
- Taking advantage of its position as the only training institution in legal practice and continuing legal education in Zanzibar.

iv. LSZ will address the threats through the following strategies:

- Persuading government to expedite permission to recruit additional staff.
- Ensuring that quality practical legal training is provided.
- Lobbying government to press the Loans Board to provide financial support to the LSZ students.

2.3.4 Strategic issues for the LSZ

The LSZ is only two years old. It therefore has many issues to address as it establishes itself and provided the mandated services. During the next five years of this plan the strategic issues that the LSZ will address include the following:

a) To develop infrastructure and facilities

LSZ needs to build/develop its own facilities for teaching and learning. These include lecture theatres, seminar rooms, library and reference, moot court room facilities and teaching books and literature. These facilities are critical for effective and efficient delivery of the LSZ services.

b) Enhance organization and management capacity to deliver on its mandate

LSZ still needs to develop its capacity to deliver on its mandate. A number of areas require the attention of the School in capacity development. These are: Recruitment of core and administrative staff; Staff development and motivation systems; Human resources management operational policies and procedures; Establishment of management information system to support operations of the School (Financial reporting systems, Student information management systems).

c) Developing Partnerships

The LSZ will need to develop effective collaboration partnerships with other local and international institutions such other as Law Schools in the region and beyond, the Bar and other key institutions.

d) Strengthening financial capacity and sustainability

Although government is currently providing financial support to the LSZ, the adequacy and reliability of these funds may decline overtime. LSZ needs to start working out ways to strength their financial capacity and reduce over-reliance on government. The following suggestions are offered to LSZ: offer short courses, establish a consultancy and research unit and collaboration with other training institutions on establishment of joint projects, research, training and consultancy. The School should also consider lobby the government to allow loan board to sponsor LSZ students.

The LSZ intends to address all the strategic issues during the period of the plan. It will annually develop action plans to address the issue in consonance with the planning and implementation matrix given in annex 1.

2.3.5 Desired Outcome

LSZ has diverse desired success when this strategic plan is successful implemented that include:

- i. Improved quality of advocates in the country

- ii. Equal and timely access of justice for all
- iii. Enhanced human rights
- iv. Shall increase levels of institutional, departmental and individual accountability
- v. Shall improve transparency and communication between management, employees and stakeholders

SECTION THREE

INTERNAL STRATEGY IMPLEMENTATION PROCESS

3.1. Internal Strategic Implementation Process

The starting point in the strategy implementation process is for LSZ is to conduct inclusive planning, strategic thinking and implementation; making participatory monitoring, evaluation and learning. More importantly in the strategy implementation process is for LSZ Clients and other stakeholders to participate in the planning and decision making for all the important issues affecting their livelihood in various levels. Besides, LSZ will also be responsible to implement directives from Central Government through President's Office Constitution, Legal Affairs, Public Service and Good Governance. Another important stage in the strategy implementation process is for LSZ to coordinate translation of long-term national development vision and strategy to guide the School development path and communicate to its stakeholders.

The School send the plans for proposed projects and programs to the Governing Council and President's Office Constitution, Legal Affairs, Public Service and Good Governance for approval. If accepted, the plans are sent down again for preparation of their strategic plans, but if not approved, the plans are returned to the School to accommodate the suggestion provided by the Ministry. The approved plans and projects are then included in the School strategic plan and stakeholders are given chance to finalize the documentation of the Strategic Plan that shall be implemented through annual plans and budget. Planning commission will then appraise the project/programs and if it requires Development Partner to provide fund, the project proposal is submitted to them but if the government is funding the project, the proposed project is included in the Ministry's annual plan for budget approval by central government and House of Representatives. During implementation of the plans, LSZ will conduct day-to-day monitoring and evaluation of development programs and projects for the purpose of tracking progress. The School will provide performance report of the programs and projects on monthly, a quarterly and annual basis, submitting this to the respective authority.

3.2. Strategic Results

Based on the analyses of each process stage, this process is expected to deliver Strategic Results for LSZ which will enable it to deliver more benefits to its stakeholders and attain sustainable growth:

- a. Infrastructure and facilities for effective delivery of legal training developed
- b. Human resources capacity strengthened
- c. High quality of the practical legal training provided
- d. Capacity to conduct research and consultancy developed
- e. Continuing legal education and seminars conducted
- f. Student's welfare systems and facilities enhanced
- g. Systems and procedures (HR policies, financial regulations, Research and consultancy policy) strengthened
- h. Partnerships and networks developed
- i. Cross cutting issues are managed and improved

3.3. Key assumptions in the Plan

- i. Legal practical knowledge
- ii. Adequate funds will be raised to fund the implementation of various activities in this plan
- iii. President's office public service management will grant the LSZ permission to employ the required staff
- iv. The salary and incentive levels provided by LSZ will attract applicants

SECTION FOUR

THE STRATEGIC PLAN FRAMEWORK

4.1. Organization Description

The LSZ Strategic Plan is intended to provide guidance toward realization of the future encapsulated by vision, mission and values of the School. The Strategic Plan reflects the aspirations of the key stakeholders.

i. Vision

The Vision of the School is:

‘To be a centre of excellence in professional practical legal training, research and consultancy in East Africa’

ii. Mission

The Mission of the School is:

‘To offer quality practical legal training for professional development of actors in the legal sector, to undertake research, consultancies and projects’

iii. Motto

‘Excellence in legal practice’

iv. Core Values

The efforts of the Law School of Zanzibar to achieve the mission and vision will be underpinned by observance of a key core values. These are:

- 1) **Excellence:** The School will be committed to ensuring that all services offered meet the highest level of quality through adherence to industry best practices.
- 2) **Professionalism:** LSZ staff shall maintain professionalism in carrying out their official duties and shall work diligently.
- 3) **Transparency:** Decision making within LSZ will be made in a transparent manner and stakeholders will be informed of important decisions that will impact the wellbeing of the LSZ.
- 4) **Discipline:** Compliance with agreed procedures shall characterize the running or management of the LSZ.

- 5) **Integrity:** Adherence to the values of fairness and justice and others expounded herein shall be paramount in the pursuance of the LSZ business.
- 6) **Accountability:** Explanation and justification for decisions and resource use shall be hallmarks of the LSZ actions and processes
- 7) **Teamwork:** Cooperation and mutual support among the constituencies of the LSZ for joint results is a valued attribute.
- 8) **Non-discrimination: The School will** affirm its commitment to equality, social justice and respect for human dignity for all.

4.2. Description of Measurable Strategic Objectives

LSZ has developed a Balanced Scorecard (BS) which focuses on, and monitors four perspectives, Customer, Financial, Internal Business and Innovation and Learning. The BS translates the School's mission and goals into a set of objectives, measures and targets in the above four perspectives.

The School has developed initiatives to support the achievement of targets in each of the perspectives. Progress against targets and progress with implementing initiatives will be assessed on a regular basis. Each Division will develop and report progress within subsidiary Balanced Scorecards. These are linked to the School scorecard but have objectives, targets and measures as appropriate to their areas of responsibility.

Through the Balanced Scorecard, the School aims to monitor both its current performance and its efforts to provide training, learning, consultancy, research and publication activities of the highest quality, improve customer services, streamline key processes, provide an environment in which its employees are motivated and developed, and enhance information systems.

As part of this process, the School will be implementing a Balanced Scorecard to formalise existing measures of its activities, communicate its strategic objectives to all its stakeholders and ensure alignment between the School's strategic plan and different frameworks.

4.3. Explanation of Strategic Objectives under each Perspective

4.3.1. The Stakeholders Perspective

The School has identified customer satisfaction, provision of ‘value added’ training services, superior employment outcomes for graduates and improved relationships with employers, alumni and other stakeholders as its objectives for this perspective. Highlighting its service role, the customer perspective is placed at the top of the School’s Balanced Scorecard. The objectives focus on ensuring customer satisfaction with resources, services and facilities; effective communication and collaboration with the staff; and ensuring customer awareness of the quality, relevance and appropriateness of information resources provided.

i. High quality of the practical legal training provided

Quality and accessible library services are described to be a fundamental factor to students’ academic performance. Proper library services contribute to the teaching and learning outputs and outcome in most teaching institutions.

ii. Student’s welfare systems and facilities enhanced

Students’ community at the LSZ forms the largest and most important part of the stakeholders. Thus, the concern for the various needs of students underlines the primary objective and function of the School. Students’ welfare issues the concern of which lies with the School’s administration include academic matters, social and psychosocial needs. Therefore, this objective is intended to guarantee for the students’ welfare in its wide scope.

4.3.2. Financial Stewardship Perspective

One of the objectives on the School’s scorecard for the financial perspective is “financial sustainability”. In alignment with this objective, the main focus of the financial perspective for the School is to ensure that resources are allocated cost-effectively in order to achieve low costs per transaction, per product, per service and so on. Currently available resources for the School are relatively scarce. To alleviate the situation the School will undertake important strategies to ensure that more resources are made available to fund the identified activities. Under this objective the School will enforce strict adherence to financial management procedures and regulations in the utilization of the sectors funds.

i. Capacity to conduct research and consultancy developed

Research and consultancy are important functions complementary to the core functions of the LSZ. Research activities and consultancy are very important in terms of income generation

and for academic and professional enrichment. The School will strive to develop the existing potentials for research and consultancy through training and recruitment of competent personnel and developing new relations with other research institutions.

ii. Continuing legal education/training and seminars conducted

Setting standards of quality in legal training by enhancing and sustaining quality examinations and building strategic alliances with similar institutions

iii. Partnerships and networks developed

Partnership and networking have become way of life in the contemporary world. The LSZ is desirous to open up networking relations with other institutions in the same field as to enable it exploit the rich academic fields of the world around hence adding to its credibility in the career development and students' overall performance. The School will also establish network with development partners to gain technical and financial assistance to finance core functions of the School.

4.3.3. Internal Business Process Perspective

i. Infrastructure and facilities for effective delivery of legal training developed

Currently the RGoZ is undertaking several reforms to ensure efficiency and effectiveness in rendering public services. In order to face the challenges in the delivery of legal services to the public, the School needs to build better working environment such as provision of equipment, and office accommodation that accommodate practical legal training concept. It will also ensure the provisions maintenance of office building and working facilities and vehicles. This objective has strategies and targets for necessary interventions to realize efficiency and effectiveness in the delivery of services to our customers.

ICT application has remained a technological breakthrough of the century for various spheres of life. The School is keen to reap the benefits of ICT in service delivery. In the quest to achieve its mission, the School will work to modernize policies and expand application of ICT to its fullest potential. To enhance customer service delivery and implementation of the strategic results defined in this Plan, the School will put in place an ICT strategy and infrastructure that enhances interconnectivity and information flow within the School. The School recognizes that information technology is a dynamic field that requires constant capacity building of the ICT staff. With an envisioned uptake of information technology and

to keep up with the ever-evolving technological demands, an enhancement of the School's ICT infrastructure is pertinent.

ii. Systems and procedures strengthened

In this case Institutional governance relates to the internal policies, rules and processes within which the LSZ operates. It also refers to external forces such as clients and government regulations. The purpose of the objective is to rationalize the governance processes within the School, enhance adherence to statutory instruments and students involvement.

Successful implementation of the plan will depend on interaction among all players. An unstructured communication network always acts as a hindrance to successful implementation of any strategic plan. In implementing its strategies, the School recognizes the need to prioritize its communication between and among different stakeholders identified in this Plan. It is for this reason that the School will develop and implement a communication strategy. The communication strategy will capture the communication needs of different stakeholders, the official channels of communication and the expected outcomes.

4.3.4. Learning and Institutional Capacity Perspective

i. Human resources capacity strengthened

Human resource is the most important of all other resources the management of which is very crucial for survival of any organization. In that respect, LSZ will make sure that its staff are properly recruited, developed, motivated intrinsically and extrinsically, proper succession and retention. Thus, services that will be provided will include coordinating, recruitment, selection, replacement, confirmation and transfers for the organization and supervising the implementation of Scheme of Services, salary structures and other Incentive Schemes.

The School endures very limited number of staff especially academic staff. The School will take a holistic approach towards HR improvement and look at it from the individual, organizational, functional and societal perspectives.

ii. Cross cutting issues are managed and improved

Crosscutting issues relate to functions which cut across sectors and social groups, in many cases these have a general negative impact on income and non-income poverty. Factors include imbalance gender relation, HIV/AIDS and Corruption. By mainstreaming the crosscutting issues into that process will reduce imbalance, promote gender equality and

promote good governance. LSZ will develop workplace interventions by providing care support services to staff living with HIV/AIDS. It will focus on improved care services and elimination of new HIV infections among the LSZ's personnel. LSZ will formulate activities to promote HIV/AIDS awareness among staff and students and promote activities that reduce non-communicable diseases.

The National Anti-Corruption Strategy and Action Plan (NACSAP) aims at reducing corruption incidences with an objective of leading to a corruption free society. Combating corruption is one of the primary goals that will lead to reduction of poverty by ensuring resources are put to the rightful uses. LSZ as a key catalyst of socio-economic development will facilitate and participate in the implementation of the NACSAP. Strategically, the LSZ will promote anticorruption programs and reduce fraud at workplace.

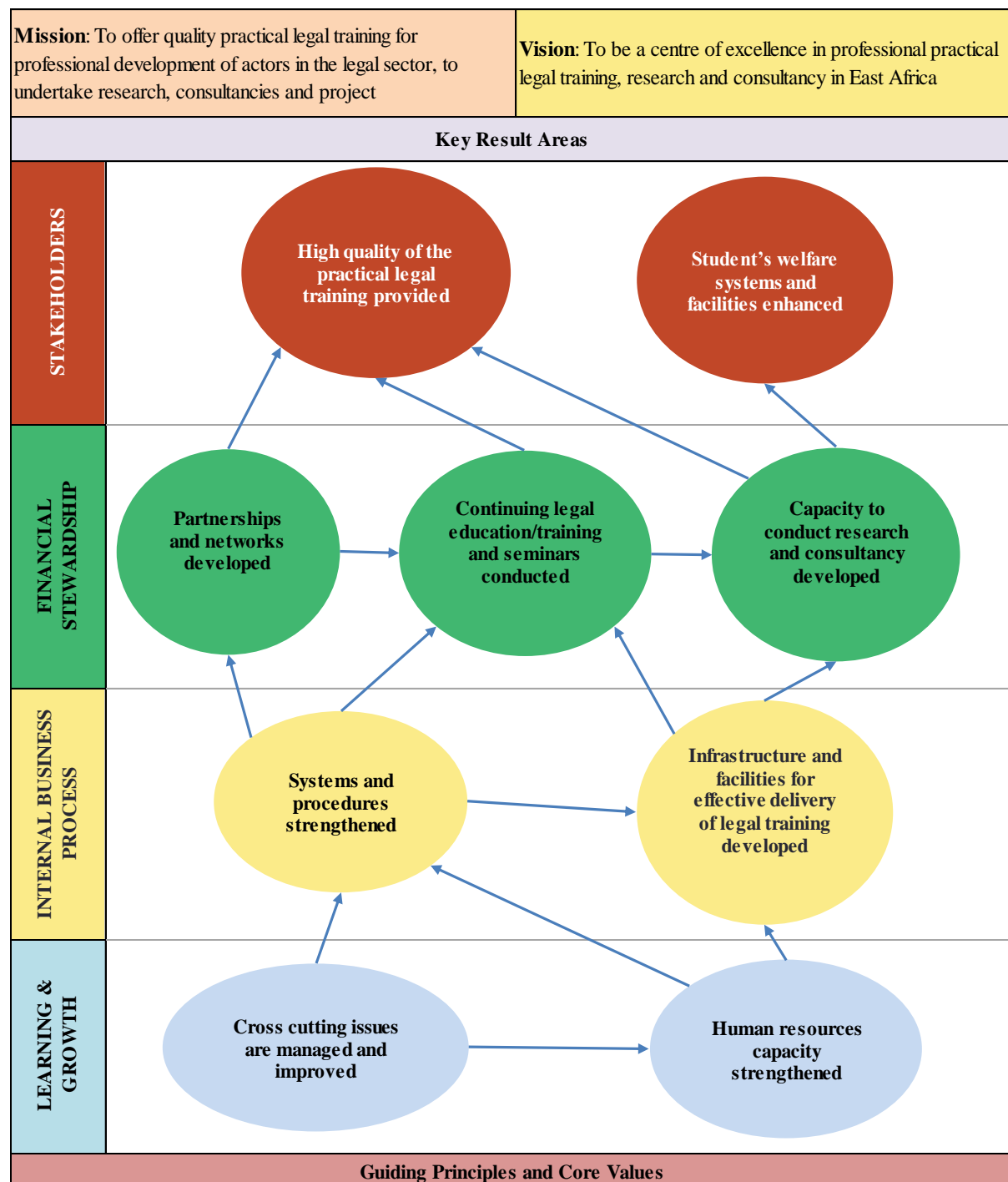
4.4. Balanced Scorecard Matrix

Vision	To be a centre of excellence in professional practical legal training, research and consultancy in East Africa		
Mission	To offer quality practical legal training for professional development of actors in the legal sector, to undertake research, consultancies and project		
MKUZA III KRA	Adhering to Good Governance Principles		
Stakeholders	C. High quality of the practical legal training strengthened; 20%	F. Student's welfare systems and facilities enhanced; 15%	
Financial Stewardship	E. Continuing legal education/training and seminars conducted; 10%	D. Capacity to conduct research and consultancy developed; 10%	H. Partnerships and networks developed; 15%
Internal Business Process		A. Infrastructure and facilities for effective delivery of legal training developed; 15%	
Learning and Institutional Capacity	B. Human resources capacity strengthened; 10%	I. Cross cutting issues are managed and improved; 5%	

4.5. Cause-Effect Linkage through Strategy Map

LSZ Strategy Map is a visual representation of the School's strategies. The power of the strategy map lies in its concise and visual presentation of strategic objectives, in a way that highlights the cause-effect relationships among the strategic objectives. In a strategic map, objectives are summarized through the four aforementioned balanced score card perspectives. It also shows the way in which LSZ strategy influences its mission and vision.

Figure 2: LSZ Strategy Map



4.6. Balanced Scorecard Matrix

Table 3: LSZ Balanced Scorecard Template

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
Stakeholders	High quality of the practical legal training strengthened	LSZ training programmes regulation	-	1						Setting standards of quality in legal training by enhancing and sustaining quality examinations and building strategic alliances with similar institutions; Undertake benchmarking missions locally and internationally	DPAC, ALPD, RD, QAC
		Examinations policy	-	1							
		Benchmarking trips		5							
		Number of Senior Practitioners who conducted guest lectures								Using experienced legal practitioners (e.g., retired judges, state attorneys etc.)	DPAC, ALPD
		Number of developed and updated training manuals									
		Training Needs Assessment		1						Building capacity of academic personnel to deliver on training programmes	DPAD, AOD
		Curriculum Review Policy		1						Develop and implement Curriculum review policy;	DPAC, ALPD

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
										Review and deliver curricula	
		Quality Assurance Policy document		1						Develop quality assurance and control mechanisms	DPAC, QAC
		Student management system		1						Develop and implement a student management system	DPAC, DPAD, ICTU
		Number of students applied for Practical Legal Training								Increasing student intake: (i) Intensify marketing (ii) Diversify training programmes	DPAC, ALPD, RD,
		Gradual increase in student enrolment									
		Number of students admitted for Practical Legal Training									
		Number of registered students for Practical Legal Training	16								
		Student to Instructor Ratio		15:01						Deliver legal training; Develop mentorship; programmes; Diversify mode of delivery of training; Expand and improve learning	DPAC, ALPD, RD,
		Number of students attended class practical training	16								

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of students attended field practical training								facilities	
		% of students sat for examinations		100							
		% of marked examinations		100							
		% of moderated examinations		100							
		Total number of graduates registered as Advocates		100							
		Library Policy		1						Build and modernise library services; Develop framework for library policy; Acquired and installed a Library Information Management; Provide training to Librarians and Students on Information Literacy and Competency, use of online law journals and accessing Online Public Access Catalogue	DPAC, ALPD, LSD
		Library Information System		1							
		Number of Books and Reference materials procured									
		Linkages established between LSZ Library with other Libraries	1	8							

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		E-learning system		1						Developing an appropriate e-learning/distance learning strategy; Establish e-learning policy; Capacity building on e-learning; Set up distance, e-learning and centre-based learning, Acquire/procure information resources/materials	DPAC, ALPD, ICTU
		Stakeholders Service Delivery Reports		1						Engage stakeholders/ conduct focus groups to get feedback on LSZ legal trainings; Increase use of ICT in service delivery and information access to users.	DPAC, DPAD, ALPD, PSD
		Number of Stakeholders participating in development processes									
		Level of Stakeholders awareness on LSZ Services and Policies.		100%							
		Number of students provided Legal Aid								Establish legal aid clinic;	DPAC, ALPD

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of indigents received Legal Aid								Develop legal clinics programmes	
	Student's welfare systems and facilities enhanced	Student Welfare Policy		100						Develop and implement student welfare policy	SWD
		% of students assisted to access Health services									
		% of students obtained guidance and counselling services		100							
		Number of sports and games established		5						Establish sport and game competitions; Providing Sets of Sport and Game gears	SWD
Financial Stewardship	Partnerships and networks developed	Number of collaboration and networking meetings conducted								Establish linkages towards adding value to the School programmes; Identify and establish partnerships and linkages with local and international practical legal	DPAC, DPAD
		Number of collaboration and networking channels established									

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of effective collaboration and networking channels								education institutions; Consult donor agencies to encourage the continued support to LSZ; Enhancing the image of the LSZ; Identify special partners that can have significant influence on the implementation of the plan.	
		Amount of funds received due to established effective collaboration and networking channels									
		Resource Mobilization Strategy		1						Conduct a comprehensive stakeholders' analysis to develop a data base of existing and potential partners, their interests and formulate strategies for engagement	
	Capacity to conduct research and consultancy developed	Consultancy policy document		1						Establish consultancy framework	CRPD
		Research & Publication policy document		1						Establish research and projects framework; Identify priority research areas	CRPD

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of Research Publications produced								Establish a research and consultancy unit; Diversify research portfolio	CRPD, PSD
		Number of Research project proposals submitted and approved for funding								Train on proposal writing in research and project management; Building capacity for designing and delivering research services; Develop proposals for research and undertake research	CRPD, AOD
		Number of papers/articles received and reviewed								Establish and publish a law journal; Establish a reputable editorial board	CRPD
		Number of articles/titles published									
		Number of Journal copies printed									

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of staff received training on how to provide Consultancy services								Train on proposal writing and consultancy assignments; Building capacity for designing and delivering consultancy services	DPAC, CRPD
		Number of Consultancies done								Diversify consultancies and projects portfolio; Develop proposals for consultancy	CRPD
		Amount of revenue generated from Consultancy assignments								Undertake consultancy assignments	
	Continuing legal education/training and seminars conducted	CLE Training Needs Assessment Report		1						Carry out a CLE Training Needs Assessment	DPAC, ALPD
		Established Short course calendar		1						Develop short term courses training schedule and materials	

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of CLE programmes conducted								Develop and deliver new CLE Courses; Develop capacity for conducting CLE Programmes; Market and deliver new courses; Create and establish strategic alliances and linkages with key stakeholders; Enhance quality assurance	
Internal Business and Governance Processes	Infrastructure, facilities and equipment for effective delivery of legal training developed and maintained	Constructed buildings	0	8						Expand and improve learning facilities; Construction of the Learning and Teaching Facilities and office facilities (Teaching, Teaching Court, Administration, Library, Multipurpose Hall, Canteen, Library and Staff Residence buildings); Furnishing of Teaching facilities and offices (including fittings – e.g., Public Address System)	DPAD, DPAC, PSW, PMU, FA

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of computer and computer accessories procured								Developing adequate ICT Infrastructure; Undertaken Trainings for all ICT staff in different ICT areas	ICTU, AOD
		Data Protection/ Security Policy		1						Develop and Implement Information Security Management System frameworks	ICTU
		IP Set/digital phones installed in the offices								Developing adequate ICT Telecommunication Infrastructure; Installation of ICT facilities (computers, printers, photocopiers, WAN, Wireless, Telephone systems, Servers, Teaching aids etc.); Automate Financial records and information Management system; Providing ICT support to Centre based, distance and e-learning programmes	ICTU, AOD
		Installed wired and wireless networks		1							
		Established Unified communication through Telephone & Email		1							
		E-filing system		1							
		% of maintained ICT systems		100							

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
	Systems and procedures strengthened	IEC needs assessment		1						Upscale the use of IEC as a communication tool	PRM, PSD
		Communication policy		1							
		IEC strategy		1						Develop and implement IEC strategy	
		Published LSZ Newsletters									
		Monitoring and evaluation framework		1						Develop and implement a monitoring, evaluation and implementation framework	DPAD, PSD
		Checklist of compliance		1						Develop Checklist of compliance issues (regulatory and legal); Strengthen and enforce laws, rules, regulations on corruption	DPAD, DPAC, PSD, QAC
		Client Service Charter		1							
		Performance Management policy developed		1						Develop and implement an integrated performance management system-consequence management policy; Develop a code of ethics and Code of Conduct; Develop and implement Client service charter	DPAD, QAC, AOD

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		ICT Policy developed		1						Integrating ICT for human development; Develop and implement approved ICT Policy	ICTU, PSD
		Contracts/ Agreements Management Database		1						Contracts/ Agreements Management Database (register) developed	LSU, ICTU
		Unqualified Financial Statement reports		5						Financial statements are prepared and complied with Regulations	DPAD, FA
		Annual MTEF		5						MTEF are Complied with budget guidelines	DPAD, PSD
		Annual Procurement plan		5						Prepare and Implement Annual Procurement Plan	DPAD, HPMU
		Risk Management Framework		1						Identification and evaluation of potential risks associated with LSZ operation; Conducted on Job training to Heads of Departments, Units, Divisions, Risk Management Coordinators and Champions;	QAC
		Fraud Prevention and Control Framework		1							

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
										Training on risk management process to Risk management Coordinators	
		% of customer satisfaction		100						Enhance brand awareness; Upscale the use of IEC as a communication tool; Develop and implement IEC strategy; Incorporate and utilise both traditional and modern channels of communication.	DPAC, DPAD
Learning and Institutional Capacity	Human resources capacity strengthened	Number of Competent permanent staff recruited	16							Recruitment of teaching and administrative staff; Develop Training and development policy; Career progression policy; Scheme of service; Recruitment and retention policy; Train staff in specialized and emerging areas; Train heads of divisions and departments on	DPAC, DPAD, AOD
		Training and development policy		1							
		Training Needs Assessment Report		1							
		Career progression policy		1							
		Scheme of service		1							
		Recruitment and retention policy.		1							

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Number of staff attended induction training								how to manage change	
		Number of staff attended local professional meeting and seminars/workshops									
		Number of staff attended local short courses									
		Number of staff received statutory and non-statutory allowances									
	Cross-cutting issues are managed and improved	Number of sensitization seminars on HIV and AIDS conducted		5						Create awareness on HIV/AIDS infections and willingness to voluntary test for HIV/AIDS and Non-Communicable Diseases; Create awareness on Anti-corruption Strategy and Good Governance	DPAC, DPAD, PRM, AOD
		% of staff undertake VCT		100							
		Number of workplace HIV/AIDS prevention programmes established		1							
		HIV and AIDS prevalence rate									

Perspectives	Strategic Objective	Measures	Baseline	Target	Time frame					Strategic Initiatives	Initiative Owner
					Y1	Y2	Y3	Y4	Y5		
		Non-Communicable Diseases prevalence rate									
		Number of employees sanctioned for involvement in corrupt practices.		0							
		Number of corruption incidence reported		0							
		Number of employees convicted or involved in corruption cases		0							
		Assessment Index on transparency, accountability and corruption in the public sector									
		Number of suggestion boxes employed									
		Number of leaflets distributed									

4.7. Implementation

Once agreement was reached regarding the objectives, measures and targets by members of the Technical Work Group, appropriate systems were set up to collect and analyse the data for the assessment of progress. This has been achieved by linking the Balanced Scorecard to a list of initiatives taking place within the School.

Each initiative has an objective, owner, timelines, performance indicators, resource requirements and priority rating. Each year a report on progress against the balanced scorecard measures will be prepared for review and discussion by Division heads. The balanced scorecard metrics will be revisited annually as part of the School's strategic planning, goal setting and resource allocation process. It is important to consider eliminating non-strategic initiatives and develop missing initiatives and then reprioritise the remaining initiatives during the review process.

A key success factor is the involvement of staff in the process of building the scorecard. This approach ensures that the Balanced Scorecard is understood and agreed to by all staff and align their day-to-day activities with the School's strategic objectives. Both the creation and implementation of the Balanced Scorecard will be driven top down and bottom up to strike a balance.

SECTION FIVE

BUDGETING AND FINANCING OF A STRATEGIC PLAN

5.1. Linking Resource Allocation to Strategy

Resource allocation strategy is fundamental in a successful implementation of this strategic plan. The chapter therefore presents the rationale for resource mobilization for the implementation of the strategic plan; outlines potential sources of revenue, strategies; and projections of revenues and expenditure for 5 years.

5.2. Rationale for Resource Mobilization for the Implementation of the Strategic Plan

Resource mobilization is the critical process of identifying potential resource base or sources, determining required resources, implementing collection procedure and enforcing payments. The successful implementation of the first strategic plan for LSZ requires effective mobilization of sufficient financial and non-financial resources so as to meet the School's expenditure and financial obligations.

5.3. Budget Estimates for implementation of SP

The LSZ will need about Tsh **24.66 billion** to implement activities outlined in the Strategic Plan. This amount will be required to finance capital works as well as developing organizational capacity to implement its mandate. The organizational capacity will be in terms of systems and procedures. These are expected to be provided by Government and Development Partners. The Management of the School will also endeavour to develop partnerships with the private sector and other actors who might be interested in supporting the LSZ.

Table 11: Summary budget for implementing the LSZ Plan

Perspectives	Strategic Objective	Budget Estimates ('000,000')					Total	Source
		Y1	Y2	Y3	Y4	Y5		
Stakeholders	High quality of the practical legal training strengthened	200.00	245.00	243.00	244.00	245.00	1,177.00	Government Subvention, Internal Revenue & Donor funds
	Student's welfare systems and facilities enhanced	25.00	23.00	23.00	22.00	25.00	118.00	Government Subvention & Donor funds
Financial Stewardship	Partnerships and networks developed	35.00	40.00	32.00	28.00	33.00	168.00	Internal Revenue
	Capacity to conduct research and consultancy developed	40.00	40.00	40.00	45.00	50.00	215.00	Government Subvention & Donor funds
	Continuing legal education/training and seminars conducted	56.00	60.00	61.00	61.00	63.00	301.00	Internal Revenue & Donor funds
Internal Business and Governance Processes	Infrastructure, facilities and equipment for effective delivery of legal training developed and maintained	770.00	6,177.00	6,001.00	5,960.00	3,250.00	22,158.00	Government Subvention & Donor funds
	Systems and procedures strengthened	50.00	50.00	45.00	45.00	40.00	230.00	Government Subvention, Internal Revenue & Donor funds
Learning and Institutional Capacity	Human resources capacity strengthened	40.00	45.00	48.00	51.00	54.00	238.00	Internal Revenue & Donor funds
	Cross-cutting issues are managed and improved	10.00	10.00	11.00	11.00	13.00	55.00	Government Subvention

5.4. Sources of funds

As an organization that is only two years old, the LSZ requires significant amounts of funds to finance capital works as well as developing organizational capacity in terms of systems and procedures. The major sources of funds for the LSZ are expected to be the following.

- i. Government subventions:** This is currently the major source of funds for the LSZ. RGoZ provides funds which are appropriated by the House of Representatives for use by the LSZ. The challenge with government funding may be inadequacy and unpredictability.
- ii. Fees from students pursuing practical legal training:** Currently, students joining the School for practical legal training are required to pay a fee to the School. While this could be sound source, the fact that many students come from less well-to-do backgrounds means that they will not afford to pay the fees.
- iii. Short-terms courses and seminars:** Overtime, the LSZ will need to exploit this area to raise funds to meet its costs.
- iv. Research and consultancy services:** This is also another potential source of funds for the LSZ. Efforts need to be pursued with the Law Review Commission of Zanzibar to assess areas of joint work which can be carried with the LSZ in order to increase its revenue base.
- v. Development partners:** Development Partners (DPs) may be willing to support the School initially but overtime, it may be difficult to predict. The School should utilize the present support of DPs to develop networks with other schools in the region and beyond to enhance its revenue sources.

SECTION SIX

MONITORING, EVALUATION AND REPORTING

6.1. Monitoring, Performance Reporting and Accountability

This Chapter provides for the Monitoring and Evaluation (M&E) System designed for the LSZ. It also provides for templates for the Action Plans for preparation of Annual Plans and Progress Reports to be used by all Units and Divisions in the course of implementing this Plan.

6.1.1. Implementation Arrangements

Implementation of the LSZ strategic plan will be the responsibility of all School staff. In order to increase efficiency and effectiveness, the Deputy Principal of Administration will coordinate activities related to the implementation of the Strategic Plan.

The Deputy Principal of Administration will prepare a School level annual work plan (operational plan) to operationalise strategic plan. This will show clearly the activities to be implemented by each department and division in the School. Furthermore, each Department/Unit will be required to develop its annual work plan in line with the School level operational plan. It is important for each key officer responsible for the implementation of a specific activity to observe the agreed targets as well as the time frame and resources provided.

6.1.2. Management Committee

Monitoring and Evaluation of the implementation of the LSZ strategic plan will be the overall responsibility of the Management Committee. The committee will be chaired by Principal. The Principal shall appoint members of this management committee. The Deputy Principal of Administration through Planning and Statistics Division will be the secretary of the committee. The Deputy Principal of Administration shall prepare and issue monitoring and reporting guidelines to all officials who will be involved in the implementation and audit exercise as approved by the Management Committee.

6.1.3. Monitoring

Monitoring being the systematic process of collecting, analyzing and using information to track progress toward reaching objectives and to guide management decisions will be a shared responsibility between all Units and Divisions under coordination of the Deputy

Principal of Administration. The Principal of LSZ will be the Chairperson of all implementation review meetings while Deputy Principal of Administration will be Secretary.

6.1.4. Methodology

Monitoring will be instituted immediately after approval of the Implementation Plan. Three major methods will be used:

- i. Implementation Committee shall link targets with resources available for the year to portray quarterly targets report on the extent to which the accomplishments of the operational plan are being met using the formats given in Appendix 1.
- ii. Physical observation and interviews/discussions between the Implementation Committee and the various users in order to get informed insights and clarifications. The Implementation Committee will prepare a schedule before making the physical observations.
- iii. Conducting enquiries with the assistance of a questionnaire administered once every year to detect warning signs that may indicate potential problems during the implementation of the Implementation Plan.

6.1.5. Reporting

6.1.5.1. Types of Report

The Implementation Committee shall submit the following to the Management:

- i) Departmental monitoring reports;
- ii) A narrative Implementation Plan implementation report supported by a summary table as shown in **Appendix 1**.

Contents of the narrative report will include, but not be limited to the following: -

- a) The approved strategic goals and their target indicators at the relevant levels,
- b) Approved strategies, activities and outputs related to the strategic goals, achievements in terms of outputs, the deviations in the planned activities and outputs,
- c) Achievements should reflect both the qualitative and quantitative achievements,
- d) Constraints in the implementation of the Implementation Plan and any internal and external factors which have affected implementation,
- e) Proposed remedial actions and the way forward for solving the problems faced,
- f) Indicating clearly the planned activities to be carried out in the next period (six months or one year depending on the nature of the report).

6.1.5.2. Details on Implementation Report

Strategic Implementation Committee shall prepare report for management, which shall include, but not be limited to the following:

- a) Semi-annual and annual reports on the implementation, achievements and constraints of the Implementation Plan.
- b) Physical observations and responses to interviews and questionnaires included as part of the annual reports.
- c) Summary of the major recommendations for improving the rolling of the Implementation Plan, annual operating plan and the implementation and monitoring process in the subsequent year.
- d) Schedule of the July-December departmental performance reports on implementation and scheduled Implementation Plan activities.
- e) Planning and development report for the end of the year, progress report by end of June with rolled over revised Implementation plan of the next three years. The Operating Plan for the next year shall be produced by the end of July.

Department's narrative performance report (July-December) shall include achievements and constraints for the last six months and how efforts to address them. It should comply with the Implementation Committee format and shall provide for the operating plans for implementation in the subsequent year (i.e., the reports will be accompanied by an operating plan scheduled for the subsequent year).

The Progress Report on Rolled Implementation plan implementation will be discussed in a management meeting at the end of financial year in second week of July of each year to share views on the implementation process and recommendations on ways to improve the process.

6.1.5.3. Reporting Period

The Committee shall also submit a report on activities undertaken during the first half of the year July to December and an annual report, which will cover overall performance for the period.

6.1.6. Evaluation

There will be two types of evaluation of the Strategic Planning Process at the LSZ. Once every two years using internal evaluators and another one once every five years use an

external evaluation team working with one internal evaluator not responsible for the implementation of the plan.

The internal and external evaluations will have similar Terms of Reference (ToR) and will focus on:

- i. Assessing the reasons for success or failure of specific aspects of the strategic plan,
- ii. Assessing whether the strategic plan is achieving its objectives and targets,
- iii. Finding out whether the effects of the strategic plan are contributing to a better fulfilment of the Mission and Vision of the LSZ,
- iv. Assessing the adequacy of resources being mobilised to implement the plan,
- v. Determining whether available resources are being utilised efficiently to achieve the targets set for the strategic objectives in the Plan,
- vi. Determining whether the process of strategic planning and implementation is facing any problems that need immediate or long-term solutions.

The School Governing Council will approve terms of references prepared by Management Committee that will provide a clear and comprehensive guide for both evaluations. The ToRs of the two evaluations shall in addition cover, but not be limited to:

- i. Subject of the evaluation,
- ii. Methodology to be adopted, data collection procedures, sampling procedures, indicators to be used, basis for comparisons, etc.,
- iii. Analysis of the field findings,
- iv. Evaluation of the achievements and,
- v. Feedback of evaluation of findings.

Both the internal and external evaluators will have the mandate to decide on other additional issues to be included or evaluated and agreed by the School Governing Council in advance. Selecting the appropriate evaluators will consider relevant technical skills, evaluation skills and experience in similar organizations/assignments. Both internal and external evaluation teams shall be appointed by Principal. The evaluation reports will be discussed at the annual progress review workshop. The recommendations adopted will be implemented and included in the rolled over strategic plan.

6.1.7. Selection Criterion for Evaluators

- i) Relevant technical skills,

- ii) Evaluation skills and
- iii) Experience in similar assignments.

The evaluation reports shall be discussed at all levels at the bi-annual progress review meetings of Management. The recommendations adopted will be implemented and included in the rolled over Implementation Plan.

6.2. Linking the Plan to MTEF and Appraisal system

In order to ensure that the plan is implemented, the preparation of the annual plans and budgets in line with the government approved framework, that MTEF, the plan shall be used a key document during planning and budgeting. Targets contained in the plan should also be linked to the appraisal system of staff. This will enhance performance management. The appraisal and reward system need to in turn be linked.

6.3. Implementation Plan Review

The LSZ Implementation Plan shall be reviewed after 6 months and rolled over every 12 Months. The review will be based on the internal and external review recommendations. Rolling forward of the plan will make the plan dynamic as it will always take on board achievements/developments made.

6.4. Review of Strategic Plan

The LSZ strategic plan shall be reviewed every five years before it is rolled over. Mid-period (after 2 ½ years) reviews will also be undertaken to ensure that plan is still relevant. The review will be based on the internal and external review recommendations, which will be held every second and fifth years respectively. It should be noted that the aspect of reviewing the plan will make the plan to become dynamic as it will always take on board achievements/developments made both internally as well as externally.

SECTION SEVEN

STRATEGIC PLAN RISKS AND ITS IMPLEMENTATION PLAN

7.1. Strategic Risk Overview

Strategic Risk refers to any risk that affects or is inherent in an organization's business strategy, strategic objectives, and strategy execution. Potential areas of strategic risks associated with the Strategic Plan include the following:

- i.) the plan not explicitly explaining how the objectives can be achieved which may be due to ineffective strategy designed to achieve the objectives;
- ii.) not explaining how the objectives will be accomplished, particularly at start up through short term detailed operating plans, not making assumptions explicit;
- iii.) not identifying the risks associated with the assumptions, and not taking account of regulatory priorities; and
- iv.) not updating the risks associated with the objectives or not being regularly updated.

Strategic risks identified for this strategic plan are associated with the key assumptions applied to develop the strategic plan. A set of assumptions to which the success of the LSZ operations is most sensitive in line with the critical success factors are outlined below:

7.1.1. Assumptions

The set of assumptions relate to the future size of the economy, potential changes in the macroeconomic fundamentals, and the ability to deliver amongst others. The set of assumptions include the following:

- i.) high rate in savings and investment;
- ii.) strong resource mobilization and management;
- iii.) strong internal control systems;
- iv.) competent and committed personnel; and
- v.) service delivery in line with public expectations.

7.1.2. Strategic Risks and Mitigation Actions

Potential strategic risks associated with the assumptions and the corresponding risk mitigations are presented in table 4 below. The risk mitigations have been considered while setting the strategic interventions and actions.

Table 4: Strategic Risks and Mitigation Actions

Risk	Description	Risk Type	Likelihood of Risk	Impact of the Risk	Mitigation Plan
Insufficient funds	Shortage of funds to meet core functions	Operational	High	i. Failure to provide competitive compensation to lecturers and other academic staff. ii. Poor performance from the workers	Establishment of Internal Income Generating Unit
Low quality of the Post Graduate Diploma in Legal Practice	There is a possibility of a decline in the quality of the programs offered at LSZ	Academic	High	i. Low student interest in certain programs ii. Poor performance in the examinations iii. Poor quality of the LSZ graduates.	Conduct curriculum reviews periodically
Likely Poor quality of the graduates	Insufficient knowledge of LLB graduate	Academic	Very High	i. Mass failures ii. Failure to compete in the labor market iii. Failure to offer quality legal services to the public iv. Tarnished reputation of the LST	i. Initiate pre-entry examinations ii. Conduct curriculum reviews periodically
Staff performance lower than expected	Inability of staff to effectively execute duties and responsibilities	Operational	High	i. Rapid dilapidation of infrastructures ii. Lack of reliable water supply iii. Poor working conditions iv. Tarnish image of the LST v. Complaints from clients vi. Poor service delivery	Effective human capital management system

Risk	Description	Risk Type	Likelihood of Risk	Impact of the Risk	Mitigation Plan
System collapse or breakdown	There is the possibility of the IT system to crash	Operational	Very High	<ul style="list-style-type: none"> i. Loss of data ii. Tarnished reputation and image of LSZ iii. Unauthorized access to the information iv. Leaking of examinations and other materials 	<ul style="list-style-type: none"> i. Procurement of modern security devices ii. Security awareness training for LSZ Staff iii. Periodical updating of software iv. Comprehensive testing and fixing of program flaws.

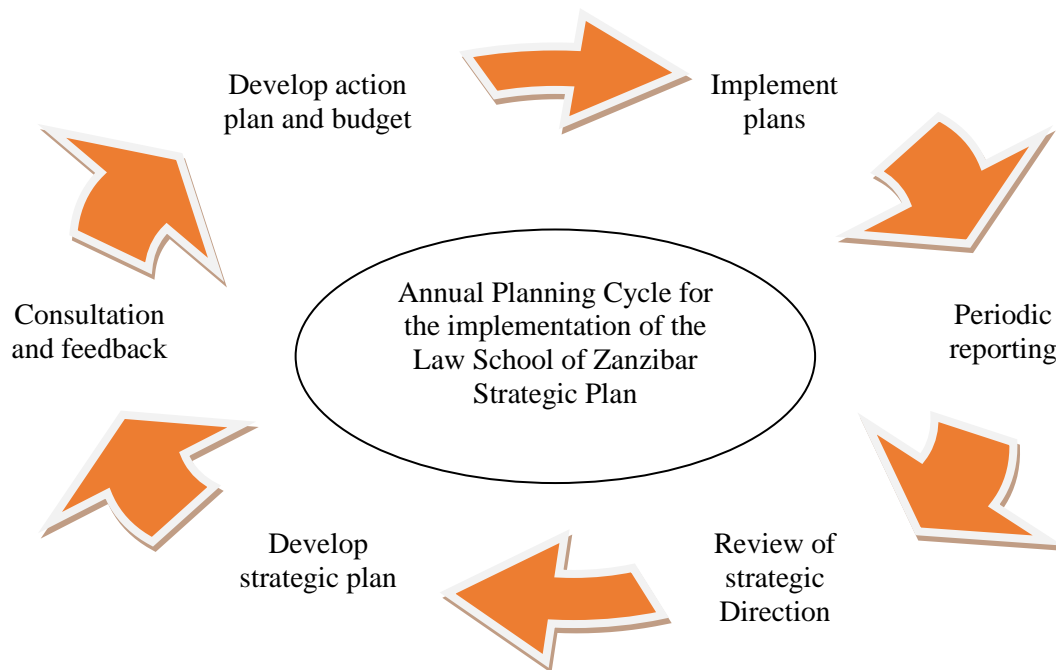
SECTION EIGHT

IMPLEMENTATION OF THE STRATEGIC PLAN

8.1. Description of Implementation

This stage could be used to prepare, implement and evaluate strategic plans that have been aligned with the overall National Cycle to ensure it contributes to rather than conflicts with it. The main components of this planning cycle include Review of strategic direction, Development of the strategic plan, Consultation and feedback from stakeholders, developing the operational or action plans and budgets, Implementation of the plans and conducting periodic performance reporting.

Figure 3: Annual Planning Cycle for the implementation of the Strategic plan for LSZ





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