



REPUBLIC OF KENYA



COUNCIL OF LEGAL EDUCATION

NEWSLETTER

A publication of CLE

January 2026

17TH EDITION



Features:

- Celebrating Excellence
- CLE Bulletin
- Stakeholder Engagements
- The Explainer
- A Guide to ATP Exam Remarking





REPUBLIC OF KENYA



COUNCIL OF LEGAL EDUCATION

EDITORS NOTE

Mission Possible:

Championing Responsive Regulation and Quality Training



17TH EDITION

As we usher in the 2026–2027 academic year, the Council of Legal Education (CLE) remains steadfast in its mission *"To ensure quality legal education through responsive regulation and administration of Bar Examination"*.

This edition of our newsletter serves as both a roadmap and a warm welcome to the ATP 2026–2027 Cohort, who recently embarked on their journey at the Kenya School of Law.

Our lead story highlights the recent engagement between CLE CEO Prof. Jack Mwimali and the incoming candidates. This visit was more than a formal introduction; it was a reaffirmation of our commitment of *"Transforming legal education and training in Kenya."*

We have also featured the 2026 Gazettement Timelines. We urge all candidates to take note of these critical deadlines to ensure their progression remains seamless. At CLE, our goal is to empower you with the information and standards necessary to become the next generation of world-class legal practitioners.

To the new cohort: the Bar awaits.



STAKEHOLDER ENGAGEMENT

Council of Legal Education and Kenya School of Law Stakeholder Engagement



A group photo of stakeholders during the joint stakeholder engagement between CLE and KSL

by Peter Kipyegon

Within Kenya's legal education ecosystem, the Kenya School of Law (KSL) occupies a pivotal role as the institution charged with the delivery of the Advocates' Training Programme (ATP).

In parallel, the Council of Legal Education (CLE) oversees the administration of the ATP examinations, ensuring that assessment remains aligned with national standards of professional competence.

Together, these two institutions steward a nine-unit, clinically driven curriculum designed to bridge the often-daunting gap between academic study and the realities of legal practice in Kenya.

The joint CLE-KSL workshop emerges from this shared responsibility and reflects the spirit of collaboration envisioned under Key Result Area III—Image, Partnerships and Collaborative Engagements—of the Council's 2023–2027 Strategic Plan.

Held on 28 January 2026, the workshop forms part of an evolving conversation on quality assurance within the ATP, one that recognizes that excellence in legal training is a continuous, rather than static, pursuit.

This engagement builds upon foundations laid in an earlier workshop convened in 2021, which focused on refining ATP course outlines and Test Tables of Specifications. The 28 January 2025 workshop, hosted at the Panari Hotel in Nairobi, extended this work by turning a critical eye to the ATP examination processes.

Through reflective dialogue and collective expertise, participants interrogated existing assessment practices with the aim of generating practical, forward-looking recommendations capable of enhancing both credibility and coherence in the training of Kenya's future advocates.



Prof. Jack Mwimali, the CEO, CLE addressing the media during the stakeholder engagement

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Continued



Dr. Henry Mutai, the CEO, Kenya School of Law addressing the media during the stakeholder engagement

Community of Practice

Learning is a continuous, lifelong journey of self-improvement rather than a finite destination, essential for personal/ organizational professional growth. Key quotes on continuous improvement emphasize that staying curious, embracing change and learning from failures as the true drivers of continuous development.

What is a Community of Practice?

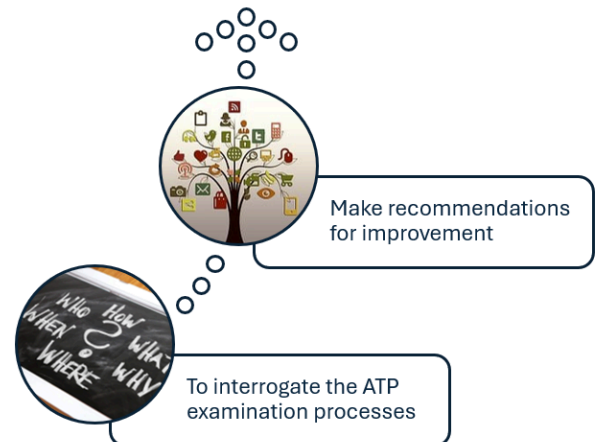
A community of Practice, a phrase coined in the early 1990's by two cognitive anthropologists, Jean Lave and Etienne Wenger, refers to a group of people or institutions that share a passion, concern, or interest in a topic, regularly interacting to learn, share knowledge, solve problems and improve skills within that domain, creating new insights and best practices.

Fully recognizing the vital and intricate relationship it shares with the Kenya School of Law (KSL), the Council participated in the workshop as a dedicated member of the ATP Community of Practice.

Workshop Participants

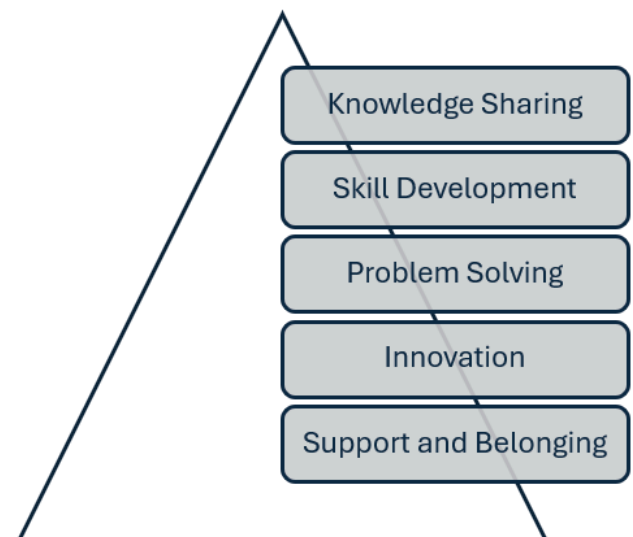
The workshop brought together several ATP faculty members from KSL under the leadership of KSL Director Dr. Henry Mutai, alongside officials from the Directorate of Examinations led by CEO Prof. Jack Mwimali and Dr Felix Odhiambo, Director of Examination.

Objective of the Joint CLE-KSL Workshop



Dr Felix Odhiambo, Director Examination addressing the stakeholders

Benefits of Being in a Community of Practice



CLE BULLETIN

CLE Commended by Controller of Budget for Excellence in Institutional Reporting

By Wambui Njoroge

Prof. Jack Mwimali, CEO of the Council of Legal Education (CLE), together with the CLE team, recently hosted technical officers from the Office of the Controller of Budget (OCOB), led by Director Mohamed Isaack Hassan, for a strategic knowledge-sharing session.

The engagement provided a platform for the two institutions to exchange insights on annual report preparation.

CLE was commended for consistently producing high-quality, professional, and insightful annual reports.



CLE. CEO, Prof. Jack Mwimali Chairing the meeting

CLE Champions Fiscal Responsibility in Strategic Budget Retreat



CLE Team during the budget review retreat

The Council of Legal Education (CLE) team recently held a strategic retreat to review its budget for the upcoming financial cycle. The session focused on aligning financial planning with institutional priorities, ensuring efficient resource allocation, and strengthening fiscal accountability.

The retreat provided an opportunity for the CLE team to reflect on past performance, identify key funding needs, and chart a strategic path to support the Council's mission of delivering quality legal education and training.

CLE Publishes Gazettement Timelines for ATP Candidates

The Council of Legal Education (CLE) has released the official gazettement timelines for all Compliant Advocates Training Programme (ATP) candidates, as outlined in General Notice No. 2 of 2026.

This initiative ensures transparency and provides candidates with clear deadlines for inclusion in the gazettement list.

GENERAL NOTICE NO. 2 OF 2026

GAZETEMENT TIMELINES

It is notified for general information that the Gazettement of all Compliant Advocates Training Programme (ATP) candidates, as approved by the Council of Legal Education (CLE), will be gazetted within the following timelines:

S. No	Quarter	Quarter Dates	Deadline for Inclusion in the Gazettement List
1.	1 st Quarter	1 st July-30 th September	31 st August
2.	2 nd Quarter	1 st October-31 st December	30 th November
3.	3 rd Quarter	1 st January-30 th March	28 th or 29 th February (depending on the year)
4.	4 th Quarter	1 st April-30 th June	31 st May

STAKEHOLDER ENGAGEMENT

CLE Engages ATP 2026-2027 Cohort at Kenya School of Law



Prof. Jack Mwimali, CLE. CEO addressing ATP Students at Kenya School of Law

By Wambui Njoroge

In a proactive move to foster transparency and excellence in legal training, the Council of Legal Education (CLE) CEO, Prof. Jack Mwimali, led a senior team from the Examination Directorate to engage with the Advocates Training Programme (ATP) 2026–2027 Cohort.

The engagement, held at the Kenya School of Law (KSL), marks the beginning of the cohort's journey into professional legal practice.

By meeting students at the onset of their training, the Council aims to strengthen collaboration between the regulator and the candidate trainees, align expectations with the CLE Strategic Plan and enhance partnerships within the legal education ecosystem.



ATP student engaging the CEO in a Q & A session

CLE CEO assured the students that the CLE is committed to providing a fair, credible, and responsive environment throughout their period of study and eventual examination.

The session featured a robust Question and Answer (Q&A) segment where Prof. Mwimali addressed concerns directly from the candidates.

He highlighted that these interactions are not isolated events, citing a high-level engagement held just yesterday with the Kenya School of Law administration aimed at refining training standards.

CLE wishes the 2026–2027 Cohort the very best as they embark on this rigorous and rewarding program.



ATP students during the session with CLE at Kenya School of Law

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CELEBRATING EXCELLENCE

2025 ATP Graduation and Prize-Giving Ceremony



Prof. Jack Mwimali (seated on the right) in a group photo after 2025 ATP Graduation Ceremony

by Peter Kipyegon

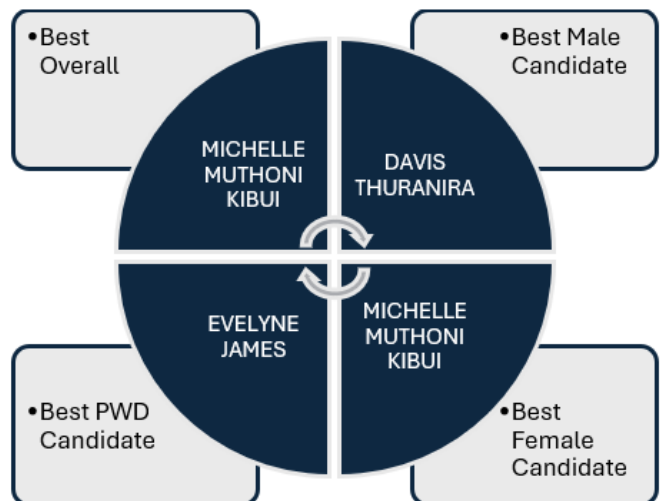
The Council of Legal Education participated in the 10th Graduation and Prize-Giving Ceremony held on 11 December 2025 at the Kenya School of Law, Karen Campus, as part of its commitment to strengthening strategic partnerships with key stakeholders in legal education and training.

The ceremony provided a platform to formally recognize and celebrate outstanding academic achievements by 2025 ATP Candidates.

Through this engagement, Council reinforced her collaborative efforts with the Kenya School of Law as a key partner institution in advancing the effective administration, integrity and quality of the Advocates' Training Programme Examination, in line with the objectives of the 2023–2027 Strategic Plan.

The 2025 award ceremony was attended by several guests and speakers. The Kenya School of Law's CEO Dr. Henry Mutai, who hosted the event welcomed the guests, parents and graduands. The Chief Executive Officer, Professor Jack Mwimali, represented the Council of Legal Education.

Top candidates Awarded Under Various Categories



Prof. Jack Mwimali, the CEO, CLE presenting an award to the Top Candidate

AUDIT TIME!

All Eyes on Standards | Keeping Quality in Check



Prof. Jack Mwimali, CEO, CLE, fourth from right during an inspection at Umma University School of Law

By Wambui Njoroge

CLE conducted a comprehensive compliance audit at Umma University, focusing on the renewal of the license for its unique Bachelor of Laws (LL.B) & Sharia program.

The exercise is a statutory fulfillment of Section 8 of the Legal Education Act (CAP 16B), which mandates the Council to license, supervise, and regulate all institutions providing legal education and training in Kenya to ensure they meet the set standards.



Standards and Licensing Senior Officer inspecting e-library services



Prof. Jack Mwimali, CLE, CEO with Umma University VC Dr. Halima Saado Abdillahi during the audit

Speaking during the audit exercise, Professor Mwimali commended the university for its uniqueness in its programs and reaffirmed CLE's role of ensuring quality legal education training. He urged them to ensure quality training remains at the core of the law school.

Umma University Vice Chancellor, Dr. Halima Saado Abdillahi and Dr. Hawa Omar, Registrar, Academic and Student Affairs, reaffirmed their commitment to making Umma University a great University through unique programs that aim at serving the people.

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THE CLE EXPLAINER

Licensing of Legal Education Providers in Kenya: A Guide

By Moses Muchiri

The Licensing Process

The Council has established a transparent, systematic six-step process for licensing legal education providers. Each step involves specific requirements and timelines designed to ensure thorough evaluation while providing certainty to applicants.

Step 1: Application Submission

Institutions must create an account on the CLE portal to apply using a prescribed virtual application form.

Step 2: Preliminary Review (30 Days)

Within thirty (30) days of receiving an application, the Council notifies the applicant whether the application complies with the Regulations.

Step 3: Substantive Evaluation

This comprehensive evaluation involves multiple layers of review:

Internal Assessment: Council staff evaluate the application and accompanying documentation using criteria and standards prescribed in the Legal Education Regulations. This assessment examines all aspects of institutional readiness and program quality.

Independent Curriculum Review: The program curriculum undergoes rigorous assessment by two external independent reviewers:

Step 4: Institutional Audit

The Council schedules an audit to determine the institution's level of compliance and readiness for formal inspection by the Quality Assurance and Compliance sub-committee.

Step 5: On-Site Inspection

The Council conducts a thorough on-site inspection at the location where the legal education program will be offered. This inspection determines whether the applicant has complied with provisions of the Act and Regulations, including standards set out in the Third Schedule.

Step 6: Final Council Determination

The Audit and Inspection Reports, together with recommendations from the Quality Assurance and Compliance sub-committee, are presented to the full Council, which makes the final decision on accreditation.



CLE and Umma University Teams following keenly on a presentation during Umma University audit

The Value of Licensing

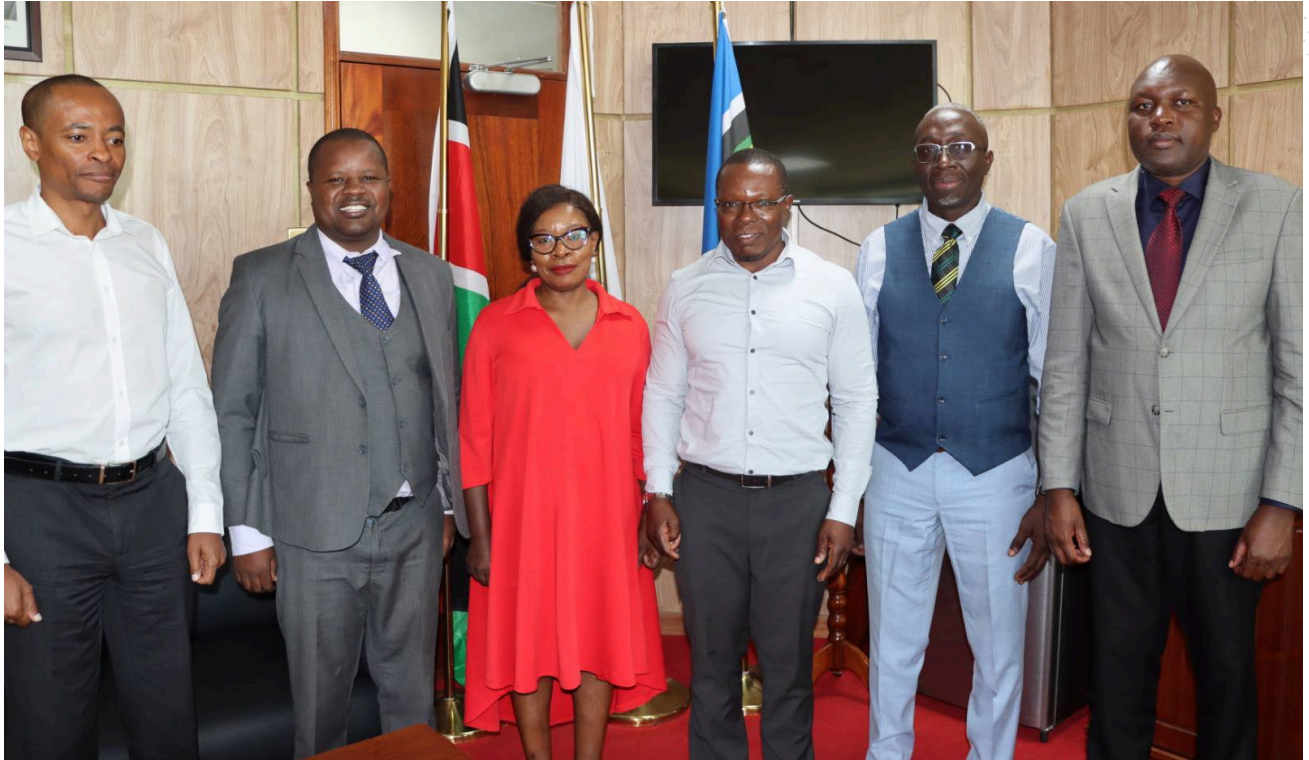
The comprehensive licensing process serves multiple vital purposes:

- **Protecting Students:** Ensures students receive quality legal education that prepares them adequately for legal practice.
- **Maintaining Professional Standards:** Upholds the integrity and competence of the legal profession by ensuring proper training.
- **Supporting Institutional Development:** The process itself helps institutions strengthen their programs and capacity.
- **Ensuring Public Confidence:** Demonstrates to the public that licensed legal education providers meet established national standards.
- **Promoting Innovation:** By establishing clear standards while allowing institutional flexibility, the process encourages innovation in legal education.

To access a list of licensed Legal Education Providers in Kenya visit www.cle.or.ke or send an email to qcl@cle.or.ke

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CLE AND PSK STRENGTHEN COLLABORATION ON PARALEGAL TRAINING IN KENYA



Council of Legal Education and Paralegal Society of Kenya Team after the Consultative Meeting

By Wambui Njoroge

The Council of Legal Education held a consultative meeting with the Paralegal Society of Kenya (PSK) to discuss key matters relating to paralegal training and practice in Kenya.

The discussions focused on the accreditation of the PSK training curriculum, the status of the paralegal accreditation guidelines, experiential learning for paralegals, and broader collaboration towards strengthening paralegal practice within the justice sector.

PSK was represented by members of its Governing Council and CLE was represented by CEO, Professor Jack Mwimali and Moses Muchiri Deputy Director, SLSC.

CLE reaffirmed its commitment to working with stakeholders to advance quality, standardised, and recognised paralegal training in line with access to justice goals, emphasizing the importance of collaboration in strengthening the justice sector.



CLE. CEO, Prof. Jack Mwimali Chairing the meeting



PSK Team during the consultative meeting

DID YOU MISS A MARK?

A Guide to ATP Exam Remarking

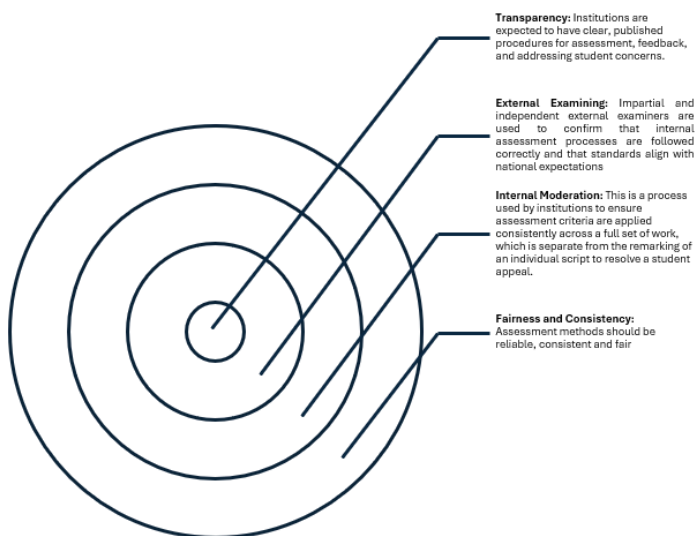
By Peter Kipyegon

The exam marking process is carefully designed to be fair to all students. However, if a candidate feels that the examination result does not represent their work, then one can ask to have their paper re-marked. Remarking (also called re-evaluation or rechecking) means requesting the Council to review your answer script after the results are ratified and released.

According to the Quality Assurance Agency (QAA) for Higher Education in the UK, re-marking is a process to address potential grievances on wrong grades or wrongfully marked papers.

For purposes of uniformity and fitness for purpose across institutions, the QAA has developed guidelines focusing on ensuring the overall fairness, reliability and consistency of assessment procedures within institutions. These are the guiding principles of the assessment framework currently in place at Council.

QAA Examination Re-marking Guidelines



Remarking, what scholars say...



1

Marker Inconsistency and Subjectivity

Studies consistently find that there can be significant variations in marks awarded by different examiners, even when using the same marking scheme. This is particularly pronounced in subjective, essay-based subjects (e.g., English, Humanities) where interpretation of the candidate's response is required, as opposed to objective questions like multiple choice or simple calculations.



2

Quality Assurance (QA) and Process Improvement

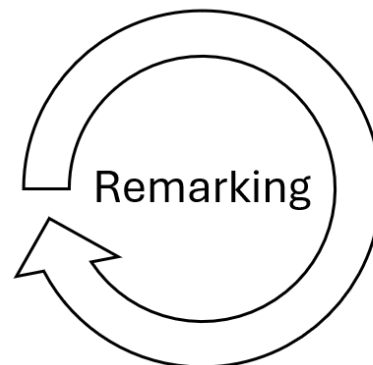
Marking results serve as a valuable QA tool, highlighting areas in the marking process or question paper design that lead to inconsistent marking. Analyzing remark data in detail (e.g., by question type or section) allows examining bodies to identify common errors, improve marker training, and refine complex marking memorandums to reduce ambiguity.



Candidate Motivations and Perceptions

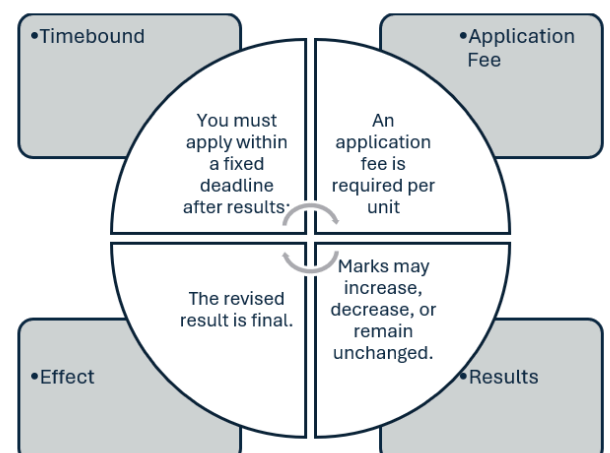
Research indicates that candidates often apply for remarks when they are close to a grade boundary, need a specific score for university admission or scholarships, or simply mistrust the initial marking process. Candidates express acute concern over the accuracy of marking, especially in subjects like speaking and writing assessments, due to single examiner marking and a lack of detailed feedback.

So, what is remarking?



- Verify the marking of all the answers
- Confirm accuracy in addition of marks.
- Ascertain the transfer of marks and computation of the final results.
- Evaluate the quality of marking

Thinking of Remarking?



CLE in the Media

CLE CEO on NTV *Fixing the Nation* Segment



Watch the interview on CLE's YouTube Channel - https://youtu.be/9FYp7GbB-_o?si=7SWjcXom0D1svYzU

CLE CEO on NTV, The Standard, KTN and KBC News after stakeholder engagement





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For the Love of the Song

(in remembrance of the sacrifices made by all the November 2025 ATP Candidates)

Written By : Peter Kipyegon

I stayed on,
Not for the applause,
Nor for the gold-coated gate,
But the echo of my future name-Advocate!

But for the quiet moments...
Before the 1st... term...break,
If the air remembers,
What it means to listen.

I sang through chilly mornings,
Through nights that answered back!
With silence instead of harmony,
and still—I sang, in my 2nd term.

Because the song already knew me,
Before the world could.
So I held my breath...
And waited for my grief to ebb away.

I managed my voice,
My trembling,
My almossts and maybes,
And it gave my 3rd term the truth.

So if I am ever heard,
Let it be said plainly:
I did not sing to be seen.
I sang for the love of the song.





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