



COUNCIL OF LEGAL EDUCATION



STRATEGIC PLAN
2023 - 2027



Vision

Innovative Legal
Professionals
Transforming
Society



Mission

To ensure quality legal
education through responsive
regulation and administration
of Bar Examination



Core Values

Accountability
Excellence
Integrity
Inclusiveness
Innovation



Strategic Goal

Transformative legal
education and training in
Kenya.

FOREWORD



It is with great pleasure that I present the Council of Legal Education (CLE) Strategic Plan (SP) for the period 2023-2027. The five-year plan aims to transform legal education and training in Kenya. It focuses on strengthening innovative approaches to legal education and training in response to the dynamism present in the practice of law today. This strategy draws from CLE's mandate, which is to set and enforce standards in legal education and training and to administer the Bar Examination.

I am pleased that this Strategic Plan recognises that the world is experiencing unprecedented changes in all sectors, including general education and training, and hence the need for transformational learning as a fitting response. The world has become one global village where events in one country impact other countries. Innovations are also spreading rapidly where social media and Artificial Intelligence (AI) continue to disrupt the old order. These strands of innovation have changed the legal practice terrain and have also eliminated various domains of the workforce, causing global uncertainties that necessitate flexibility within the Kenyan legal education and training sector.

Legal education for today's world must adapt to this new world and to a new order of business. It must be bold enough to explore innovative tools and resources if it will help its graduates navigate legal issues with greater ease and confidence. Many countries across the world have begun to revisit their curricula on legal education and training, rethinking the knowledge and skills needed by the next generation of legal professionals. Those whose legal education focuses only on common law, for example, are slowly providing basic tools on civil law.

In Kenya and in many other countries, there is growing concern that the present curricula for legal education and training do not adequately prepare students to practise law in the current and emerging field of practice. The practice of law today requires agility, legal skills, ethics, professionalism, technological knowledge and skill, all of which must be perceived as a core outcome of any legal education and training programme.

This Strategic Plan has been developed to address the challenges of present-day legal education and training in Kenya. Its purpose is to produce innovative legal professionals who will contribute to transforming our society. The vision of this Strategic Plan is **“Innovative Legal Professionals Transforming Society,”** and its mission is **“To ensure quality legal education through responsive regulation and administration of Bar Examination.”**

This Plan is aligned with the Constitution of Kenya 2010, Kenya Vision 2030 MTP IV, Bottom-Up Economic Transformation Agenda (BETA), Africa Agenda 2063, and the UN Sustainable Development Goals (SDGs). These are important frameworks to which Kenya is a signatory and are the guiding campus of any institution that has set its sights on transformation. The Plan is focused on transforming the provision of legal education and training through improved innovation, coordination, resource mobilisation, monitoring, evaluation and reporting.

The Council is committed to laying a strong foundation for transformative legal education in the country. It will devote its attention to achieving Strategic Objectives and ensuring coherent interlinkage with national education policy reforms, among other policies. The Council is further committed to building a shared vision of legal education with other stakeholders. This will be achieved by strengthening existing partnerships and linkages and collaborating with stakeholders in the legal education and training ecosystem under this plan.

I call upon our partners and stakeholders to support the implementation of this Plan. Theirs is an important role in actualising the Plan’s intended results. The Council commits to providing the required policy direction, allocating resources, and closely monitoring the Plan’s implementation in order to ensure that the set targets are met and exceeded.



Prof. Collins Odote Oloo
CHAIRMAN
COUNCIL OF LEGAL EDUCATION

PHOTOS



Prof. Collins Odote, Chairman Council of Legal Education gives his remarks during the Strategic Plan 2023-2027 validation workshop in a hotel in Nairobi.



The Council members, CLE staff, and key stakeholders unite for the validation of the Advocate Training Programme in Nakuru County in 2022, ensuring Council's commitment to shaping tomorrow's legal professionals



CLE Council Members, a section of staff and stakeholders pose for a photo during the Strategic Plan 2023-2027 validation workshop in a Nairobi hotel.



CLE Council Members, Strategic Plan core team, and facilitators pose for a group photo during the Strategic Plan retreat in Naivasha.



CLE Staff and a facilitator pose for a group photo during Strategic Plan 2023-2027 staff retreat



Council members and CLE staff pose for a photo after diligently inspecting Embu University in Embu County



Council of Legal Education staff unite at a team-building event! Gearing up for collaborative efforts by building bonds and memories in the heart of Mombasa in February 2024

PREFACE AND ACKNOWLEDGEMENTS



The Legal Education Act of 2012 mandates the Council of Legal Education to regulate, supervise and license legal education providers in Kenya. This Strategic Plan (2024-2028) is developed in line with this mandate and, above all, seeks to transform legal education and training in the country. It seeks to put Kenya ahead by anticipating a future where our lawyers are well-equipped with the necessary knowledge and skills to competitively serve both the region and the rest of the world.

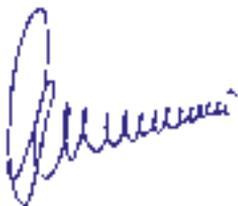
The type of legal education and training required for the future is one shaped by new forms of knowledge, technology, and an appreciation of the role the law plays in ensuring sustainable development. Indeed, this Strategic Plan is developed on the understanding that legal education is a means to the transformation of a society. This means that the role of legal education should be aimed at building competent lawyers who will transform society and make the world a better place for all.

This Strategic Plan builds on the success and lessons learned during the last two planning cycles (2014-2018 and 2019-2023) and addresses the concerns raised by stakeholders over the years. It also aligns with the regional and international development frameworks and the national development priorities, particularly the Kenya Vision 2030 and its Fourth Medium-Term Plan (MTP IV), Bottom-Up Economic Transformation Agenda (BETA), African Union Agenda 2063, and Sustainable Development Goals (SDGs). Overall, this Plan gives CLE a unique opportunity to navigate challenges and respond to emerging issues in Legal Education and Training proactively. The Plan is built on four Key Result Areas (KRAs):

- **KRA 1:** Innovative curricula
- **KRA 2:** Legal education policy and regulatory framework
- **KRA 3:** Image, partnerships, and collaborative engagements
- **KRA 4:** Institutional strengthening and sustainability

These have been identified through extensive research and consultations with stakeholders. They have been identified as the pillars that will support the legal education transformation agenda within the next five years. Combined, these KRAs will drive the efforts to revamp CLE and build a foundation for the development of innovative legal professionals, in turn transforming society.

We sincerely acknowledge the contribution and support of the Council under the chairmanship of Professor Collins Odote. Without his encouragement, ideas and intellectual input, this work would not have been accomplished. We extend gratitude to the Council members Hon. Justice (Dr.) Smokin Wanjala , Prof. Winifred Kamau, Dr. Nelly Wamaitha, Mr. George Nyakundi, Mr. Oscar Eredi, Ms. Aisha Abdallah, CPA Rita Njiru, Mr. Samson Alosa for their dedication and support of the process. Additionally, special thanks to the Strategic Plan core team - Mr. Morris Gitonga, Ms. Victoria Wahu, Ms. Mary M. Mutugi, Mr. Moses Muchiri, Mr. Zadock Amboko, Ms. Angela Kiprop, and Ms. Purity Makena - who devoted their time to finalise this work and the staff for their invaluable input to better the document. We are grateful to UKaid through the Foreign, Commonwealth and Development Office's (FCDO) Kenya Devolution Programme (KDP) - Timiza Ugatuzi implemented by Act Change Transform (Act!) who provided resources to support the development and publication of the Strategic Plan.



Ms. Jennifer Gitiri, HSC
AG. SECRETARY/CHIEF EXECUTIVE OFFICER
COUNCIL OF LEGAL EDUCATION

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DEFINITION OF CONCEPTS AND TERMS

Accountability: This is the responsibility individuals have for their actions in an organisation. It means that one is answerable for their actions/decisions.

Baseline: The initial state of an indicator before the start of a project/programme, against which progress can be assessed or comparisons made.

Excellence: To be outstanding and exceptionally good; to excel in performance by showing mastery of one's work.

Inclusive: Embracing diversity and ensuring that all individuals are valued and respected and that 'No One is Left Behind.' It involves accommodating all people and their contributions.

Innovation: Introducing changes and creative ideas or improving on an existing idea or product or service. Innovation entails improving what is already existing to bring about positive change.

Integrity: To be honest, morally upright and adhering to the principles of fairness and truthfulness in personal and public activities and engagements.

Indicator: This is a measure of a change in a situation or condition and confirms progress towards the achievement of a specific result. It is used to measure a project impact, outcome, output, or input under monitoring during project implementation to assess progress.

Outcome Indicator: A specific, observable, and measurable characteristic or change that will represent achievement of the outcome. Outcome indicators include quantitative and qualitative measures.

Outcome: A measure of the intermediate results generated relative to the objective of the intervention. It describes the actual change in conditions/situation because of an intervention output(s) such as changed practices as a result of a programme or project.

Output: Immediate result from conducting an activity, for example, goods and services produced.

Performance Indicator: A measurement that evaluates the success of an organisation or of a particular activity (such as projects, programs, products and other initiatives) in which it engages.

Programme: A grouping of similar projects and/or services performed by a Ministry or Department to achieve a specific objective. Programmes must be mapped to strategic objectives.

Project: A set of coordinated activities implemented to meet specific objectives within defined time, cost and performance parameters. Projects aimed at achieving a common goal form a programme.

Target: The planned level of achievement for an indicator.

Transformative: That which brings significant change, often by improving existing conditions or systems. The change itself is impactful in a positive and lasting manner.

ABBREVIATIONS AND ACRONYMS

ADR	Alternative Disputes Resolution
AI	Artificial Intelligence
AIA	Appropriation in Aid
AU	African Union
ATP	Advocates Training Program
BETA	Bottom-Up Economic Transformation Agenda
CBC	Competence-based Curriculum
CEO	Chief Executive Officer
CLE	Council of Legal Education
CUE	Commission for University Education
COVID-19	Corona Virus Disease, 2019
DDCC	Deputy Director, Corporate Communication
DDFA	Deputy Director, Finance and Accounts
DDHRA	Deputy Director, Human Resource and Administration
DDIA	Deputy Director, Internal Audit
DoE	Director of Examinations
DDS&P	Deputy Director, Strategy and Planning
DDSCM	Deputy Director, Supply Chain Management
DQCL	Director, Quality Assurance, Compliance and Licensing
EAC	East Africa Community
FGD	Focus Group Discussion
HELB	Higher Education Loans Board

HR	Human Resource
ICT	Information, Communication, and Technology
ISMS	Information Security Management System
KDP	Kenya Devolution Programme
KNEC	Kenya National Examinations Council
KRA	Key Result Area
KSL	Kenya School of Law
LSK	Law Society of Kenya
MDA	Ministry, Department, and Agency
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Reporting, and Learning
MTP	Medium-Term Plan
NCA	National Committee on Accreditation
PESTEL	Political, Economic, Social, Technological, Environmental, and Legal
SDG	Sustainable Development Goal
SOP	Standard Operating Procedure
SP	Strategic Plan
SRA	Solicitors Regulation Authority
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TOR	Term of Reference
UK	United Kingdom
UN	United Nations

EXECUTIVE SUMMARY

This is the third Strategic Plan of the Council of Legal Education. It is inspired by the growing importance of technology in the world today and the need to train competent and innovative lawyers ready to transform society. The Plan recognises that legal education contributes towards the transformation of society through the strengthening of the rule of law and access to justice. Hence the necessity for legal education to respond to emerging issues in an innovative and transformative manner.

The Strategic Plan has identified several issues to address during this planning cycle: inadequate funding, institutional culture, capacity and governance, staff turnover, perceived mass failure in ATP examination, corporate image, lack of innovative curricula, lack of shared vision among stakeholders, conflicting mandate, policies, and regulations governing the legal education and training sector. The Plan will also adapt legal education into the Competence-based Curriculum, to which Kenya is transitioning during the planning period.

This Strategic Plan is developed to address the above challenges. The vision of this plan, therefore, is **“Innovative Legal Professionals Transforming Society,”** and the mission is **“To ensure quality legal education through responsive regulation and administration of Bar examination.”**

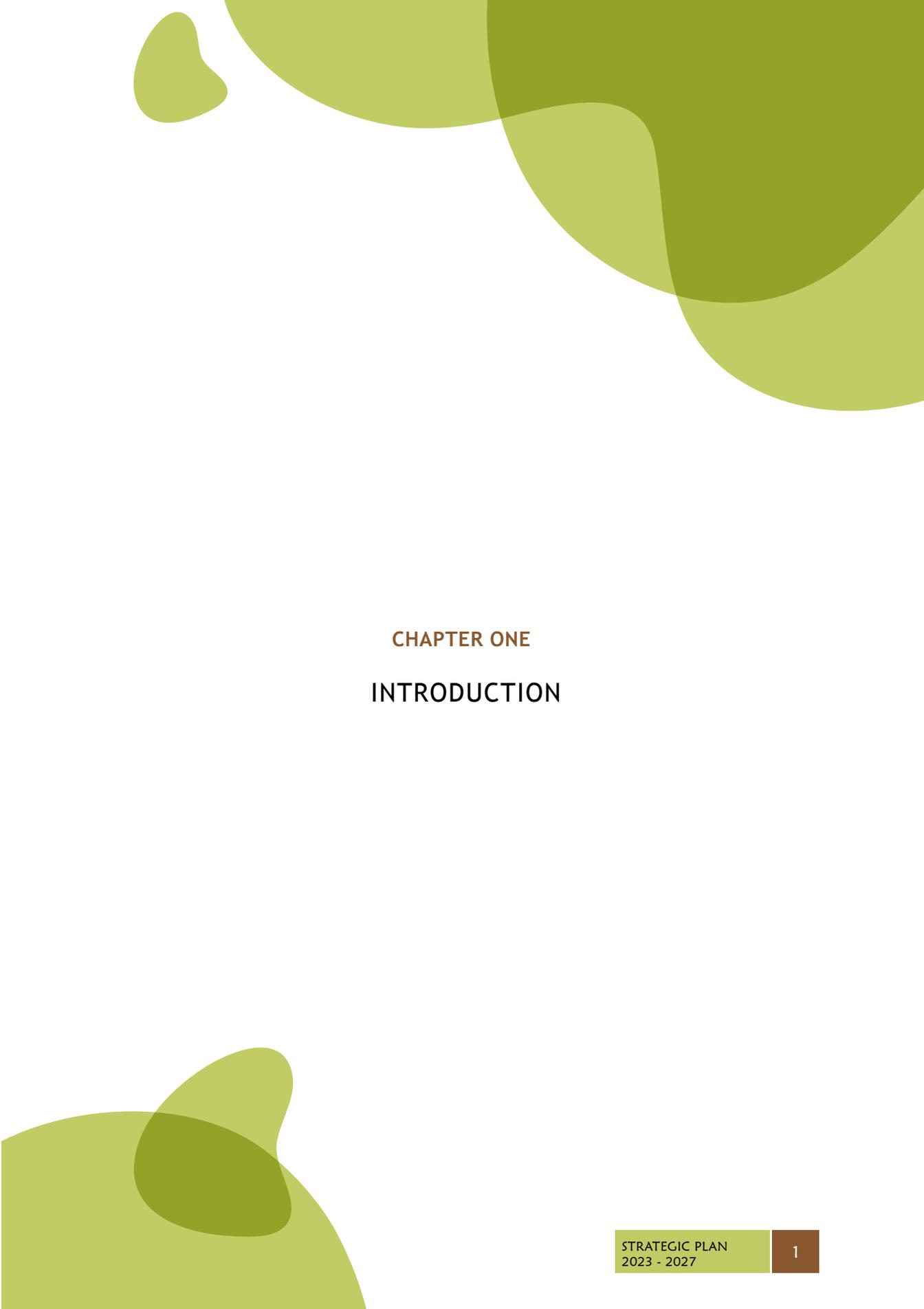
The core values that will drive CLE towards this vision are **Accountability, Excellence, Integrity, Innovation, and Inclusiveness**. It is by these that our goal of **transforming legal education and training in Kenya** will be achieved. This plan is built on four key result areas (KRAs) and 12 strategic objectives highlighted in Table 1.

The Council will provide overall oversight over the implementation of the strategic plan. The Secretary/Chief Executive Officer will lead in monitoring, evaluating and reporting.

The implementation of the SP is estimated to cost KSh.2,296.89 million over the five years and this creates a funding shortfall of KSh. 334.02 million. CLE will bridge the funding deficit through exchequer funding and enhancing the mobilisation of resources from development partners.

Table 1: KRAs and Strategic Objectives

Key Result Areas	Strategic Objectives
KRA 1: Innovative Curricula	1.1 Align the university curricula to the CBC and other contextual imperatives.
	1.2 Develop and implement a responsive ATP curriculum.
	1.3 Develop and implement the paralegal training curriculum.
	1.4 Reform the administration of the Bar Examination.
KRA 2: Legal Education Regulatory Framework and Policy	2.1 Reform and harmonise legal education policy and laws
	2.2 Advocate for the development and implementation of the national legal education and training policy.
	2.3 Review the standards and guidelines for regulating legal education and training.
KRA 3: Image, Partnerships, and Collaborative Engagements	3.1 Strengthen collaboration and partnership in legal education and training.
	3.2 Enhance corporate image and brand.
KRA 4: Institutional Strengthening and Sustainability	4.1 Enhance financial sustainability.
	4.2 Promote corporate performance, capacity, and staff morale.
	4.3 Revamp corporate governance.



CHAPTER ONE
INTRODUCTION

This chapter captures the rationale for developing the strategic plan, the context of strategic planning, the history of CLE and the methodology of developing the Plan.

1.1 Strategy as an imperative for Organisational Success

The development of this Strategic Plan has been informed by the need to align CLE's strategic direction with the Government's policy priorities in the MTP IV and BETA. It is also informed by the need to address the challenges constraining the provision of legal education in Kenya. The alignment with the government's policy context ensures effective coordination with the wider Government Policy Agenda and guidelines.

The Plan builds on the quest to improve legal knowledge and skills for transforming society by building a generation of innovative and responsive legal professionals. Importantly, the Plan recognises the need to ensure coherent interlinkage with national education reforms, among other policy reforms. For this reason, the Plan has established a mechanism for building a shared vision of legal education with other stakeholders. This will be achieved by strengthening existing partnerships, linkages, and collaboration with stakeholders in the legal education and training ecosystem.

1.2 The Context of Strategic Planning

This Strategic Plan has been developed in consideration of the international and regional frameworks as well as the national development goals and priorities. The implementation of this Strategic Plan will continually draw inspiration from aligned frameworks and contribute to the achievement of national development goals and priorities.

1.2.1 United Nations 2030 Agenda for Sustainable Development

The goal and vision of this Plan are aligned with the SDGs as the global blueprint for a better and sustainable future for all. The Strategic Plan draws from the understanding that SDGs are about the global community working together to address the challenges of today for a better world. The goal of this Strategic Plan, “**Transformative legal education and training**”, aptly echoes the quest for SDGs to transform the world.

The Plan seeks to contribute to several SDGs while recognising that the 17 SDGs are interrelated. The plan will contribute to:

- **SDG 4:** Quality education: Enable upward social mobility and end poverty by providing lifelong learning opportunities for all.
- **SDG 5:** Gender equality: Education regardless of gender, advancement of equality before the law, and fairer representation of women.
- **SDG 8:** Decent work and economic growth: Creating jobs for all to improve living standards and providing sustainable economic growth.
- **SDG 16:** Peace and Justice: Strong institutions, inclusive society, and equal access to justice.

The CLE Strategic Plan recognises that aligning with the SDGs and effectively implementing the plan will improve the legal profession in Kenya. This will in turn enable those in the profession to transform the society by improving the lives of everyone everywhere in the world.

1.2.2 Africa Union Agenda 2063

This Strategic Plan aligns with the Africa Union (AU) Agenda 2063 and with the aspirations of the African people to live in a prosperous Africa founded on inclusive growth and sustainable development. Similarly, CLE aligns with the spirit of an African society built on a strong foundation of good governance, democracy, access to justice and respect for human rights to drive sustainable development in the continent.

The transformative legal education envisaged under this Strategic Plan will prepare legal professionals for a multicultural, multidisciplinary, and diverse context of operation. The CLE Strategic plan, therefore, will directly contribute to the following goals under AU Agenda 2063:

- **Goal 1:** Well-educated citizens and a revolution of skills underpinned by science and technology.
- **Goal 3:** Democratic values, practices, respect for human rights and the rule of law.
- **Goal 12:** Capable institutions and transformative leadership.
- **Goal 13:** Peace, security, and stability.
- **Goal 14:** Stable and peaceful Africa.
- **Goal 17:** Full gender equality in all spheres of life.
- **Goal 18:** Engaged and empowered youth and children.

Figure 1: Key External Context Factors



1.2.3 East African Community Vision 2050

The East Africa Community (EAC) Vision 2050 articulates the aspirations of the member countries and citizens. Among others, the vision focuses on regional integration and the interconnectedness of people and economies. EAC has identified human capital development and a focus on quality and access to education as one of the key enablers of Vision 2050.

The Plan will contribute to EAC priorities and prepare the legal professionals for engagement in the region and the globe. In this regard, CLE will align legal education in Kenya to regional needs and contribute to the strengthening of regional peace, security and good governance.

Furthermore, the plan period coincides with the EAC's intensified commitment to infrastructure and economic development. These are important opportunities for innovative legal professionals in Kenya. It is expected that this Strategic Plan will well position the Kenyan legal education to tap into these opportunities.

1.2.4 The Constitution of Kenya

The Constitution of Kenya provides for a comprehensive Bill of Rights, which includes the right to education. Given this, the Constitution of Kenya has laid a firm foundation for strengthening legal education and training to produce competent and innovative legal professionals.

The Constitution remains the foundational policy framework that guides the implementation of this Plan. The specific provisions of the Constitution include: Article 6 on Devolution and Access to Services; Chapter 6 on Leadership, Integrity and Accountability; Article 10 on National Values and Principles of Governance; Article 201 on Principles of Public Finance; and Article 220 on Planning and Budgeting, among others.

1.2.5 Kenya Vision 2030, Bottom-Up Transformative Agenda (BETA) and Fourth Medium Term Plan (MTP IV)

Kenya Vision 2030 is the Country's long-term development blueprint and is intended to make it a better society by the year 2030. The Vision aims at creating a globally competitive and prosperous country by transforming Kenya into "a newly industrialising, middle-income country." It envisages undertaking reforms that will lead to a high quality of life for all citizens, offering them a clean and secure environment to live in. It is implemented through five-year Medium-Term Plans (MTP).

The MTP IV pays particular attention to objectives that align with Kenya's Vision 2030. These are based on three pillars: economic, social, and political. MTP IV has aligned with the objectives of the Bottom-Up Economic Transformation Agenda (BETA), the Kenya Kwanza approach to planning. In this way, BETA provides the foundation for achieving MTP IV and Vision 2030 objectives. In addition, the County Integrated Development Plans (CIDPs) have aligned with the BETA priorities and, therefore, the MTP IV objectives. The BETA policy priority on intensified integration of technology in government processes and innovation has informed the development of this Plan. Increased use of technology in teaching and CLE processes will contribute to this policy priority.

This Strategic Plan will contribute to MTP IV by implementing activities that fall within the Plan programmes and objectives. In particular, this SP has strategies that draw from MTP IV programmes under “Intra-governmental Services.” It draws from two major programmes, namely Legal Education and Training; and Transformation, Decentralisation and Digitisation of the State Law Office, with their objectives being to enhance access to quality legal education and training and to enhance the efficiency of legal services, respectively.

1.2.6 Sector Laws and Policies

The Strategic Plan period coincides with the implementation of comprehensive education sector reforms in Kenya. The Competence-Based Curriculum (CBC) has been rolled out, and as a result, significant changes in education at the university level will take place during the implementation of this Strategic Plan. In this regard, the plan is aligned with the National Education Strategic Plan to ensure coherent interlinkage with the broader education sector goals. In particular, the new policy focuses on practical skills and building a digitally literate generation of youth to fit in a complex global community. The plan will leverage the education sector reforms to achieve the goal of transformative legal education and training.

CLE is established by the Legal Education Act, 2012. The education sector reforms envisage amendments to several pieces of legislation during the implementation period. The amendments will strengthen the delivery of innovative sector reforms. The CLE Strategic Plan is developed in anticipation of these reforms and the need to relate with several existing laws and institutions. The Kenya School of Law Act, 2012; the Commission for University Education (CUE) established by the Universities Act, 2012; Advocates Act, 2012; and the Law Society of Kenya Act, 2014, among others, provide a basis for CLE to strengthen partnerships and collaborations. The respective mandates of these stakeholders and the laws establishing them are relevant to legal education and training in Kenya.

1.3 History of CLE

The history of Legal Education dates back to 1960, when the British government appointed a committee, chaired by Lord Denning, to review and make recommendations on how to strengthen members of local bars in Africa who had obtained legal qualification in Britain. The Committee concluded the task in 1961 and recommended that those trained in Britain should have additional local training in Africa.¹ The report underlined the need for legal training to

¹ The Denning Report on Legal Education for Students from Africa, 1961.

focus on practical experience, local context, and procedures. This informed the establishment of schools of law in Africa.

In Kenya, this development saw the establishment of the Kenya School of Law. At the same time, the Advocates Ordinance of 1961 led to the establishment of the Council of Legal Education with a mandate to vet those who would be admitted as Advocates in Kenya. However, the Council was placed under the Attorney General and, therefore, had limited independence in decision-making. The 1990s witnessed several efforts to address the challenge of legal education. First, in 1995, the government established the Justice Akiwumi Task Force to streamline the management of the Kenya School of Law and the provision of legal education.² The Committee recommended the re-establishment of the Council of Legal Education, which would also have the Kenya School of Law as an agent to provide legal education. Secondly, in 1998, Justice Richard Kwach chaired a committee that also examined broader matters of the administration of justice.³

Intertwining the Council of Legal Education and the Kenya School of Law remained problematic. In 2004, another task force chaired by Professor Githu Muigai was established and mandated to recommend an institutional design for the provision of legal education.⁴ The team recommended the establishment of both the Kenya School of Law and the Council of Legal Education as separate bodies. In 2012, these were established under separate laws - the Legal Education Act, Act Number 27 of 2012; and the Kenya School of Law Act, Act No. 26 of 2012.

There have been several recommendations in the past on how to improve legal education, but their implementation has not registered adequate success. Stakeholders continually demand improvement in the regulatory environment and enforcement, administration of examinations, and increased engagement between CLE and relevant institutions. The Strategic Plan recognises the importance of these past interventions and the need to be responsive to stakeholders. This Strategic Plan, therefore, has identified core objectives and strategies that will improve the quality of legal education. It has identified innovative strategies which, if applied, will make legal education transformative and fit for the multifaceted world.

² Republic of Kenya. 1994. The Report of the Task Force on the Status and Management of the Kenya School of Law.

³ Republic of Kenya. 1998. Report of the Committee on the Administration of Justice (1998).

⁴ Republic of Kenya. 2005. Report of the Ministerial Taskforce on the Development of a Policy and Legal Framework for Legal Education in Kenya,

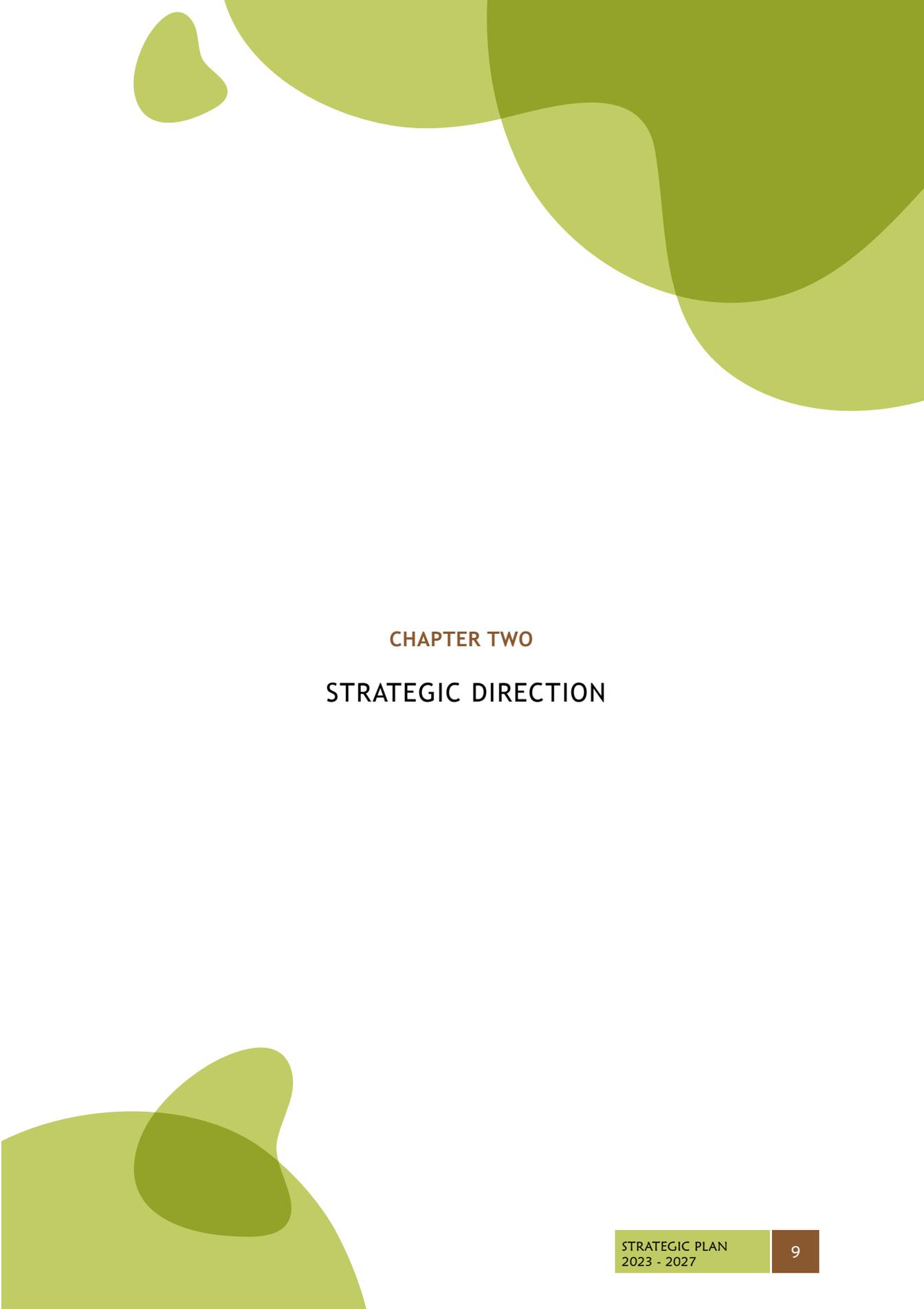
1.4 Methodology of Developing the Strategic Plan

The process of developing this strategic plan began with the understanding that extensive consultation with different stakeholders and review of relevant documents was important. Thus it was preceded by a survey targeting former ATP candidates who completed their training in the last eight (8) years. Additionally, interviews were conducted with individual experts with good knowledge of legal education in the country, while Focus Group Discussions (FGDs) were held with a cohort of former students of the KSL and practising Advocates of the High Court of Kenya.

An extensive review of literature and reports on legal education locally, regionally, and internationally was undertaken. Efforts were made to compare the state of legal education in Kenya with Singapore, India, Canada, South Africa, and the United Kingdom (UK) to identify key lessons to inform proposed strategies and objectives.

A Strategic Plan Committee was appointed by the CEO to spearhead the process. A retreat of the Council, Strategic Plan Committee, and a consultant was held in January 2024. This was followed by a series of cross-section staff meetings culminating in a staff strategic plan workshop in February 2024. The first draft of the Strategic Plan was reviewed by the Council and the Strategic Plan core team. After this meeting, a second draft was prepared with the support of the Strategic Plan Core team and re-submitted to the Council on 1st March, 2024.

The plan was validated by stakeholders on 4th March 2024. Issues raised were addressed, and the revised version was presented to the Council for review and approval.



CHAPTER TWO
STRATEGIC DIRECTION

2.0 Overview

This chapter presents the CLE mandate, vision, mission, and the core values on which this plan is anchored. These are the fulcrum around which the entire plan will revolve. The focus is on the need for innovation and transformative legal education and training.

2.1 Our Mandate

The mandate of the Council of Legal Education is provided under the Legal Education Act No. 27 of 2012. The Council is established to:

- i. regulate legal education and training in Kenya offered by legal education providers;
- ii. license legal education providers;
- iii. supervise legal education providers;
- iv. advise the Government on matters relating to legal education and training;
- v. recognise and approve qualifications obtained outside Kenya for purposes of admission to the Roll; and
- vi. administer Advocates Training Programme examination.

2.2 Our Vision

Innovative legal professionals transforming society.

2.3 Our Mission

To ensure quality legal education through responsive regulation and administration of Bar examination.

2.4 Our Goal

Transformative legal education and training in Kenya.

2.5 Core Values

Our core values are:

- (a) **Accountability:** We operate openly and are responsible for our actions in our undertakings.

- (b) **Excellence:** We aim to be the best and produce high-quality results in everything we do.
- (c) **Integrity:** We will do the right things all the time, and our actions will be based on honesty and strong moral principles.
- (d) **Inclusiveness:** We will foster a culture of belonging and always integrate diverse perspectives and experiences in everyday practices while recognising and promoting diversity.
- (e) **Innovation:** The execution of our mandate is driven by the desire to craft fitting and creative solutions to current and future challenges.

2.6 Quality Policy Statement

The Council of Legal Education is committed to setting standards for legal education and training, licensing of legal education providers, recognition and approval of foreign legal qualifications, and administration of credible ATP examinations in conjunction with our partners and in compliance with the legislative and regulatory framework. The aim is to not only meet, but exceed the expectations of stakeholders.

This quality policy statement is communicated and availed to stakeholders. It will be reviewed continuously in order to take into account the dynamics in the operating environment and emerging best practices in quality management.



CHAPTER THREE

SITUATIONAL AND STAKEHOLDER ANALYSES



3.0 Overview

This chapter presents the context of the Strategic Plan. It covers lessons learned from other jurisdictions, the performance of CLE under the previous planning cycle, the challenges faced, and lessons learned in the implementation journey. It also contains a scan of the internal and external environment of CLE using the Political, Economic, Social, Technological, Environmental, and Legal (PESTEL) Analysis tool, as well as a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, a Stakeholder Analysis, and a Risk Analysis.

3.1 Situational Analysis

3.1.1 External Environment

A notable feature of the period for implementation of the strategic plan is the growing influence and use of technology, specifically Artificial Intelligence (AI), in all sectors and particularly the education sector. Technology has eliminated national boundaries and continues to influence what professional services are required in the economic sphere, and how they are to be offered. It shapes the needs of the society, which must influence what is taught and how content is delivered. Technology is informing the provision of professional services in all sectors and, as a result, education must be responsive to the needs identified in the growing and evolving sphere called the practice of law.

Other factors, such as international economic interlinkages, regional trade, and the movement of people across borders, have widened the platform upon which the practice of law can be defined in the current context. These factors continue to influence legal curricula and the future of legal professionals. They raise the need for legal education and training that provide skills and knowledge to enable legal professionals to operate in a changing context effectively. Combined, these factors point to the need to nurture innovative professionals who will effectively transact on the global level without limitations of common law or civil law.

3.1.1.1. Macro-economic environment

An environmental analysis conducted by use of PESTEL revealed the key political, economic, social, technological, economic, and legal factors that will impact on the implementation. The Council will continue to pay attention to these factors during this plan period to ensure there are limited constraints to the effective achievement of the strategic objectives and steady progress toward the vision. Table 2 provides an analysis of these factors and their implications for legal education and training.

Table 2: PESTEL Analysis

Categories	Factors	Implications	Strategic Response
Political	Fourth Medium Term Plan of Vision 2030, incorporating the Bottom-up Economic Transformation Agenda	Focused on bringing down the cost of living; creating jobs; expanding the tax base; improving foreign exchange balances; and inclusive growth, among others	CLE will align its programmes to support the implementation of MTP IV (e.g., by responding to the need for legal education to support the productive sectors of the economy)
Economic	Increased regional trade within the Eastern African region	Increased opportunities for legal services	CLE will align curricula and other services to the demands of the business sector
	Kenya's geo-political position and status as a regional business hub	Increased opportunities for legal services	CLE will align curricula and other services to the demands of the business sector
	Decline in global economic growth with slow economic growth in Kenya	Increased pressure on resources due to debt servicing and reduced per capita incomes	CLE will increase resource mobilisation efforts targeted at the Exchequer and other sources while offering support to indigent students through its partnership with HELB
	Productive and dynamic workforce	Competitive legal service offerings	CLE will align curricula and other services to the expectations of employers
Social	COVID-19 and other pandemics	Economic growth will be slower and there is the risk of future disruptions	CLE will develop and review the Business Continuity Plan
	Increased demand for legal education	Increased pressure on legal education providers and competition to provide legal education and training	CLE will revamp its systems to align with the regulatory load arising from increased demand

Technological	The growing influence of artificial intelligence	Opportunity for delivery of educational and training programmes; risk of intellectual theft	CLE will seek to understand the opportunities and threats posed by AI and craft adequate responses
	The proliferation of social media and Web 3.0 technologies	Opportunity for delivery of educational and training programs; risk of intellectual theft	CLE will seek to understand the opportunities and threats posed by social media and Web 3.0 technologies and craft adequate responses
	Increased cybersecurity threats	Increased likelihood of disruptions	CLE will put in place measures to protect against cyber security threats
Environmental	Growing vulnerability to climate change shocks	Increased likelihood of disruptions	CLE will put in place measures to ensure business continuity in the event of adverse climate shocks
Legal	Mandate conflicts between CLE and other legal education and training institutions	Risk of inadequate regulation	CLE will pursue collaborations with CUE and KSL to effectively regulate legal education and training

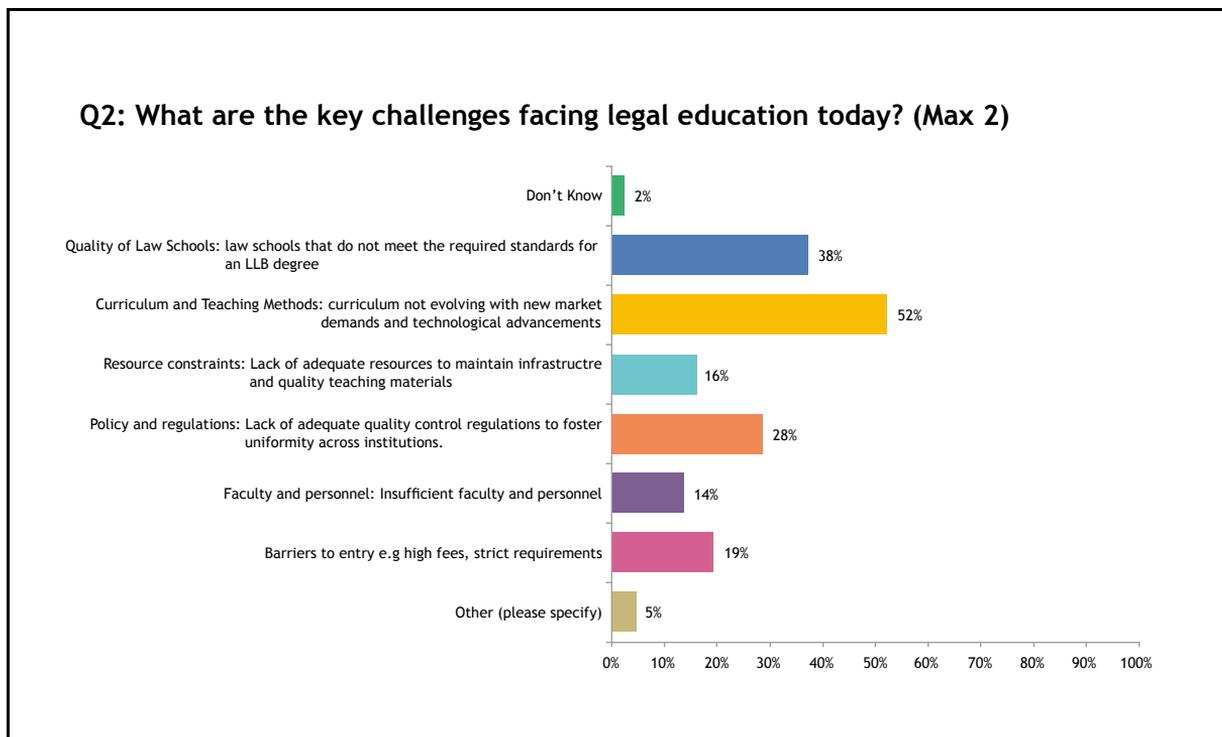
3.1.3 Internal Environment

The Context of Legal Education and Training in Kenya

There is consensus among stakeholders that the quality of legal education and training in Kenya requires improvement to match the present-day needs and dynamics of the new world. Stakeholders observe that the Legal Education and Training curricula on which present legal education is based do not sufficiently address the growing and continuously changing needs in the market, both local and regional.

The Survey conducted to inform the direction of this strategic plan provided the following as feedback relating to the challenges facing legal education and training in Kenya.

Figure 3: Key Challenges Facing Legal Education



How to address these challenges is a concern for many stakeholders. There is agreement that the harmonisation of policies, laws, and regulations should be prioritised to address the challenges emanating from multiple interpretations of existing laws and policies. How the various players interpret their mandate is giving rise to conflicts and sometimes constraining the extent to which CLE can supervise or monitor adherence to standards.

There are several opportunities too. There is growing demand for legal education, as shown by the increasing number of registered legal education providers and the growing number of students enrolling for a degree in law. There is also a vibrant regional market whose demand for legal professionals keeps growing. These opportunities combined signify the importance of reviewing curricula and establishing creative ways of providing legal education.

Many countries are also embarking on the journey of establishing creative ways of making their legal education more relevant to the present, especially now that technology and knowledge-driven interventions have become key in everyday professional life. The experience from several countries is discussed below.

Legal Education Lessons from Select Countries

i. Singapore

There are important developments taking place in other jurisdictions. In Singapore, legal education stakeholders have identified the growing role of technology as an issue worth integrating into teaching and learning. The country has identified digital literacy as a skill that legal professionals should have for Singapore to build a strong business hub backed by technological innovations in law. In addition, Singapore has noted that the growth of China in business and other sectors requires legal professionals to develop skills in civil law for China-led business engagements. The significant lesson here is that it is important to anticipate radical changes in the future practice of law and prepare for that future in advance.

ii. Canada

In Canada, the regulation of legal education is integrated with the regulation of the legal profession. The National Committee on Accreditation (NCA) of the Federation of Law Societies of Canada accredits law schools. Several law societies are mandated by the provinces and territories to regulate Canada's legal profession in the public interest. Further, while provincial law societies are not directly involved in law school curriculums, they are tasked with making sure applicants for admission to the bar have the knowledge, skills, and ability to perform the tasks essential for the competent practice of law.

The Canadian Centre for Legal Education is one of the institutions that support pro-bar preparations - "practice readiness Education Program." Their vision is simple: "We help people become competent lawyers". One lesson drawn from this practice in Canada is that training law is not an end; it is a means to an end. Legal education is a means for a better society, especially if the lawyers become competent enough to promote access to justice for all.

iii. The United Kingdom

In the UK, the Solicitors Regulation Authority (SRA) overhauled the legal training and solicitor licensure in 2020. The regulations removed restrictions that required solicitors to acquire a law degree for practice. The regulations now provide for a competency-based examination offering different paths to becoming a solicitor. This is an important lesson for Kenya, and there is a need to draw from this experience, especially because of Kenya's ongoing education reforms that include the implementation of a competence-based curriculum. This calls for CLE to be innovative in its approach to the curriculum and to be as open as the UK initiative.

iv. India

In India, the Constitution entrusts the regulation of legal education to both the Bar Council of India and the University Grants Commission. The Commission is responsible for coordinating, determining, and maintaining standards of higher education and providing recognition to universities in India. It also disburses funds to such recognised universities and colleges. The Bar Council of India sets minimum qualifications and standards for legal education, emphasising its regulatory and educational roles. The overarching goal is to furnish skills and competence for the creation and maintenance of a just society.

The Supreme Court has also played an important role in promoting legal education. Court judgments, such as *Deepak Sibal v. State of Punjab*⁵, highlight the need to encourage legal study without undue intervention. India has also identified the challenge of the unregulated proliferation of institutions offering legal education. Stakeholders are demanding comprehensive reforms in regulating and supervising colleges and introducing problem-solving teaching methods. They want legal education that aligns with global standards and one that is emphatic on practical skills that lawyers need. Like in Kenya, India is keen to reinvent legal education and ensure the trained lawyer is fit for modern society.

v. South Africa

The South African legal education context is relatively complex compared to many countries because of its origins in the apartheid period and the provision of civil law, common law, and African laws during the apartheid. However, there have been significant changes made in recent times to improve how legal education is provided.

There is a growing demand to make legal education practical and ensure legal professionals are service-oriented. Considering this, obtaining a degree in law from any of the universities opens to articulated clerkship for two years. The time can be shortened to less than this period if one has been working in legal practice. From then on, one goes through a series of other processes, including interviews with the law society to establish personal integrity and conduct. One sits for bar exams at the end of this process. Overall, South Africa is prioritising practice and service to society, which is an important lesson for Kenya that CLE should consider as a policy direction.

3.1 4 Summary of Strengths and Weaknesses

Table 3 summarises the key strengths, weaknesses, opportunities, and threats identified from a scan of the external and internal environment of CLE.

⁵ 1989 AIR 903 1989 SCR (1) 689 1989 SCC (2) 145 JT 1989 Supl.

Table 3: SWOT Analysis

Strengths	How CLE will build on them	Weaknesses	How CLE will eliminate them
Clear legal mandate	<ul style="list-style-type: none"> • Interpret and execute the mandate • Protect the mandate from encroachment by other entities 	High staff turnover	<ul style="list-style-type: none"> • Improve HR management • Implement staff retention initiatives
Funded by the Exchequer	<ul style="list-style-type: none"> • Supplement with funding from other sources • Negotiate for better funding from the Exchequer 	Inadequate funding for CLE programmes	<ul style="list-style-type: none"> • Lobby for improved funding by the Exchequer • Efficiency in resource use • Improve fundraising
Good working relationship with stakeholders	Strengthen stakeholder relations for the execution of its mandate	Frequent leadership changes	Strengthen corporate governance
Staff understand the core mandate	<ul style="list-style-type: none"> • Leverage attractive benefits to attract top talent • Engage SRC to improve the benefits 	Poor organisational culture	<ul style="list-style-type: none"> • Initiate change management at the Council and secretariat level • Implement culture change initiatives
Opportunities	How to exploit them	Threats	How to mitigate against them
Existence of International regulators in legal education and training	Partnerships and collaborations to improve legal education and training standards	Political interference with CLE's management and operations	Improved corporate governance
Growing demand for legal education in Kenya and the region	Improved service delivery to legal education and training stakeholders	Perceived failure in ATP examinations	<ul style="list-style-type: none"> • Improved management of the ATP examinations process • Closer collaboration with KSL in service delivery improvements
There is a vibrant market for professional legal services	Improve legal education and training to strengthen Kenya's competitiveness as a business hub	Lack of cooperation by some stakeholders	<ul style="list-style-type: none"> • Strengthen stakeholder analysis and management

3.1.5 Analysis of Past Performance

Key Achievements

The previous strategic plan had four Key Result Areas. These were: KRA 1 - Regulatory Framework and Policy; KRA 2 - Customer Focus; KRA 3 - Financial Sustainability; and KRA 4 - Institutional Capacity. The following are the achievements made under the respective KRAs and strategic objectives.

Key Result Area 1: Regulatory Framework and Policy

Strategic Objective 1: To Enhance Legal Education Regulatory Framework

- i. Developed a Draft ATP Curriculum.
- ii. Developed ATP Regulations and Licensing criteria.
- iii. Developed Paralegal Education Regulations and Policy on Licensing of Paralegal programmes.
- iv. Started the process of reviewing Legal Education (Licensing and Accreditation) Regulations 2016.

Strategic Objective 2: To Enhance the Quality of Legal Education and Training

- i. The Council conducted 27 inspections and 50 audits to ensure compliance with regulations and standards. There are now twenty (20) recognised Legal Education Providers cumulatively providing four licensed Master of Laws programmes; nineteen (19) Bachelor of Laws programmes, and five Diploma in Law programmes.
- ii. The Council prepared and submitted ten (10) advisory papers to the Government through the Office of the Attorney General and Department of Justice on matters legal education and training.
- iii. CLE undertook ten (10) research studies on legal education and training during the period. The findings informed the development of ten advisory notes, which in turn informed changes in several policies e.g., on ODEL; IGCSE qualifications; and accreditation of Professional programmes.

- iv. CLE signed and executed five (5) Memorandums of Understanding (MoUs) in various areas of mutual interest. They include KSL, Law Africa, Kenya Law, IDLO and UNDP.
- v. The Council participated in three (3) regional and international conferences on several thematic areas in legal education and training. Some of the conferences were the IBA, ICLR and Commonwealth Law Conference.
- vi. The Council published the status of LEPs ten times in the leading dailies.
- vii. The Council received and processed 1,085 applications for foreign qualifications recognition during the review period.
- viii. CLE developed the Quality Assurance & Licensing Policy.

Strategic Objective 3: Enhance Efficiency in Delivering Advocates Training Programme Examination

- i. Devolving of ATP Examination: During the review period, the Council established an ATP Examination centre in Nakuru County to enhance access by candidates.
- ii. Automation of ATP Examination processes i.e. Registration and release of results by adopting and implementing Enterprise Resource Planning (ERP) system: During the review period, 7,213 candidates were registered using the system.
- iii. The Council developed a draft ATP Examination Regulation and Policy, which is in the final stages of approval. Once approved, the regulations and policy will streamline and strengthen the administration of examinations.
- iv. The Council administered ATP Examination to 7,213 candidates and gazetted 10,178 candidates for admission to the Bar during the period.

Strategic Objective 4: To Strengthen CLE Policy Guidelines

- i. The Council developed a charter from which the respective Board committees cascaded their respective charters during the period.
- ii. During the period, the following policies/strategies were developed/reviewed and approved: Corporate Social Investment (CSI) policy;

Finance Policy and Procedure Manuals; Communication Policy; Gender policy; Transport and Road Safety Policy; Staff Welfare Policy; Whistle Blower Policy; Science Technology and Innovation (STI) Strategy; Alcohol and Drug Abuse (ADA) Policy.

- iii. Additionally, the following draft policies were developed/reviewed and are in the final stages of approval: Sexual and Gender-Based Violence Policy; Procurement Policy; Supply Chain Management Manual; ICT and Information Security Policy; Succession Planning Policy; Reward and Recognition Policy; and Records Management Policy.

Key Result Area 2: Customer Focus

Strategic Objective 1: To Attain and Maintain High Levels of Customer Satisfaction

- i. The Council undertook the Customer Satisfaction Survey during 2021/22 FY. The overall computed Customer Satisfaction Index (CSI) stood at 67.49%, which was a slight increase from the previous survey conducted in 2014. The report was disseminated to staff and the recommendations of the survey were integrated into various planning documents for implementation.
- ii. Upgraded the CLE website and social media channels (Twitter and Facebook), and updated them regularly. This has greatly enhanced communication and interactions with stakeholders.
- iii. Continued to implement and monitor Quality Management Systems (ISO 9001; 2015).

Key Result Area 3: Financial Sustainability

Strategic Objective 1: To Enhance Financial Resources and Utilisation

- i. Partnered with the Higher Education Loans Board (HELB) and provided funding to 903 needy students between 2019 and 2023 to undertake ATP Examination. The total disbursement was KSh. 40,692,000.

- ii. Lobbied for additional funding from the National Treasury, which saw the Council receive an allocation of KSh. 22.4M as strategic intervention for 2023/2024 FY.

Key Result Area 4: Institutional Capacity

Strategic Objective 1: To Enhance and Maintain Institutional Capacity for Efficient and Effective Service Delivery

- i. The Council reviewed and approved the Human Resource instruments in 2020. This resulted in the upgrading of Terms of Engagement for 34 members of staff from contracts to Permanent and Pensionable terms.
- ii. Undertook Training Needs Assessment (TNA) in 2019 and developed a Training Plan based on the recommendations. 39 staff were trained at least once during the review period.
- iii. To address the understaffing challenge, an additional 14 staff were recruited to bridge the approved establishment deficit. This led to a reduction of workloads and translated to effective service delivery.
- iv. Developed and approved the Internal Audit Strategic Plan, which is being implemented.
- v. Commissioned, implemented, and maintained an automated data backup system and upgraded the internet bandwidth from 10 mbps to 50 mbps.
- vi. Automated the HR and Procurement functions and embraced virtual meeting platforms to foster flexibility in engagements.
- vii. Enhanced ICT security through the implementation of endpoint security firewall and maintenance of the CCTV surveillance and access control systems.

Challenges

- i. The emergence of COVID-19 pandemic and the subsequent government containment measures led to operations scaling down and shutdowns, conversely affecting activities delivery timelines and costs. This occasioned a backlog in respect of ATP Examinations administration that is running to date and may require a strategy in the next planning cycle.

- ii. Reduction in budgetary allocation, coupled with low numbers of candidates joining the Kenya School of Law, hampered the revenue collection targets, hindering the implementation of some planned activities.

Lessons Learned

- i. There is a need to develop/review a Business Continuity Plan to take care of any unforeseen eventualities in the future.
- ii. There is a need to develop and implement a robust Resource Mobilisation framework to inform the partners' engagement, especially in the wake of inadequate funding from the Exchequer.
- iii. An effective Planning, Monitoring, Evaluation and Reporting system is crucial for tracking the implementation of strategies.
- iv. Partnerships, collaborations, networking, and engagements at all levels are key for the effective implementation of activities.
- v. Leveraging technology enhances efficiency in service delivery.
- vi. Mitigation of lawsuits risks is important and reduces the litigation costs.
- vii. Engagement of staff is key when developing Institutional Policies and strategies since it promotes document ownership and buy-in, making the implementation smooth.

Stakeholder Analysis

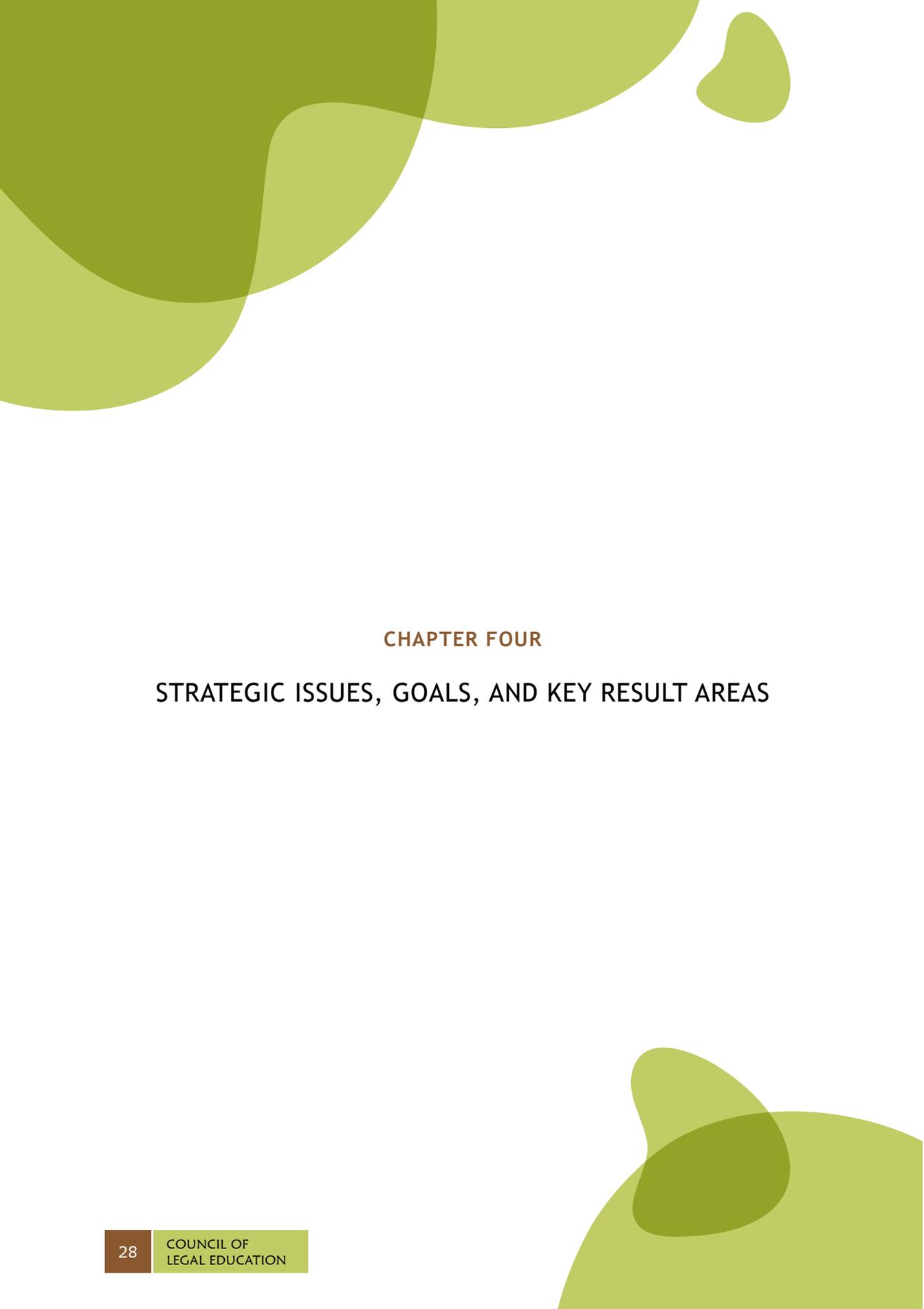
Table 4 contains an analysis of stakeholders' expectations from CLE and vice versa.

Table 4: Stakeholder Analysis

Stakeholder	Role in Legal Education	Expectations of CLE	How Stakeholders Can Support CLE
1. Office of the Attorney-General & Department of Justice	Provision of policy, ministerial coordination, and oversight regarding legal sector regulation; strengthening of legal sector institutions; and membership of CLE	Compliance with policy objectives; accountability; and effective regulation of legal education	<ul style="list-style-type: none"> - Participate in drafting supportive policies and enabling legislation - Financial and Administrative facilitation
2. The Kenya School of Law	Delivery of the ATP Training	Comprehensive coverage of the ATP Curriculum	<ul style="list-style-type: none"> - Delivery of quality legal education and training - Compliance with CLE standards
3. The Judiciary	Administration of justice	Admission of qualified candidates to the Roll of Advocates	<ul style="list-style-type: none"> - Participation in stakeholder engagements - Nomination of a Council member - Fair administration of justice
4. National Council for Administration of Justice	Ensure a coordinated, efficient, effective, and consultative approach in the administration of justice and reform of the justice system	Regulation of legal education and justice in ways that are consistent with the policy goals of the justice sector	Policy guidance on the leadership and management of the justice sector
5. The Commission for University Education	Accreditation of universities	Policy engagement and collaboration in the accreditation of Legal Education Providers (LEPs)	A Collaborative Approach in the Accreditation of LEPs
6. The Office of the Auditor-General	Annual audits and reports on the accounts of CLE	Professionalism and timely services and engagements	Timely and constructive feedback towards the enhancement of institutional compliance
7. County Governments	Service delivery to citizens at the county level	Providing an enabling environment for LEPs to function	<ul style="list-style-type: none"> - Support to students undertaking legal studies - Collaborations and partnerships - Absorb graduates
8. Legal Education Providers	Design and delivery of legal education and training programme	<ul style="list-style-type: none"> - Remain compliant with the standards and regulations - Drive institutional quality assurance mechanisms 	<ul style="list-style-type: none"> - Participate in policy and regulatory development process - Nomination of Council members - Compliance with CLE standards and regulations

Stakeholder	Role in Legal Education	Expectations of CLE	How Stakeholders Can Support CLE
		- Drive innovations in legal education and training	
9. The National Treasury & Economic Planning	Economic and Public Finance Management Policy Guidance	- Policy and government circulars on financial management compliance and accountability - Timely feedback on CLE reports	- Allocation of sufficient resources for the execution of the mandate - Nomination of a representative Council member - Participate in stakeholder engagements
10. Law Society of Kenya	Regulate legal practitioners	Give feedback on legal professionals' needs in the market	- Participate in engagement with CLE - Offer pupillage to ATP Pupils - Offer mentorship - Nominate a Council member
11. Legal sector CSOs	Partners in implementing programs and advocacy	Respectful partnership and accountability	Constructive engagement with CLE and its key stakeholders
12. Development partners	Support to CLE development programmes	Adherence to MoUs	Support to the programmes of CLE and its key stakeholders
13. Law publishers	Production and distribution of legal education publications	Clear guidelines on curricula, on which legal education materials are premised	Publication of legal education materials that are aligned with CLE standards
14. The Higher Education Loans Board (HELB)	- Administration of Bar examination Loan - Provision of affordable loans, bursaries, and scholarships to law students	- Support to needy students - Timely disbursement of Bar examination loans to applicants	- Financial support to students undertaking legal education and training - Timely feedback on loan utilisation
15. National Legal Aid Service	Provision of legal aid services to the poor, marginalised and vulnerable	Quality regulation of legal education to attain quality legal aid	- Participate in constructive engagement with CLE - Provide analysis of legal Aid requirements

Stakeholder	Role in Legal Education	Expectations of CLE	How Stakeholders Can Support CLE
16. Ethics and Anti-corruption Commission	Combating corruption in public institutions	A robust anti-corruption framework	Act on referrals from CLE
17. National Council for Law Reporting	Monitoring and reporting on the development of Kenya's jurisprudence	Partnership; and quality regulation of legal education	Publication of law reports and legal education materials that are aligned with CLE standards
18. Commission on Administrative Justice	Tackling maladministration in the public sector	Timely feedback on reports	- Fair administration of justice - Partnerships and engagements
19. Parliament	Representation; budget making; lawmaking; and oversight regarding legal education	Policy engagement and accountability	Adopting supportive policies and passing enabling legislation
20. Consultants	Provision of professional services	Timely completion of tasks/assignments	Delivery of quality professional services
21. CLE Suppliers	Provision of goods and services	Fair procurement and prompt payment	Delivery of quality goods and services
22. Media	Educate, inform, and entertain the public	- Fair coverage - Access to information on relevant matters	Responsible journalism



CHAPTER FOUR
STRATEGIC ISSUES, GOALS, AND KEY RESULT AREAS

4.0 Overview

This chapter covers the strategic issues and Key Result Areas (KRAs) against the backdrop of the overarching goal for the strategy period, which is to transform legal education and training in Kenya. Additionally, the respective strategic objectives of this Strategic Plan are highlighted.

4.1 Strategic Issues

4.1.1 Ineffective Curriculum

The evaluation of the 2014-2018 Strategic Plan highlighted that instruction at the Kenya School of Law “needs to be more practically oriented so that the programme lives up to its name of being ATP as opposed to adopting the University education methodology, which is more theoretical.” It recommended urgently developing a curriculum for ATP that would clarify its content and align it to the CLE examination. The evaluation also argued for the curriculum review to harmonise curricula in the EAC.

For law schools and other institutions offering legal education and training, CLE prescribes what should be in the curriculum. However, there is a broad stakeholder opinion that these curricula are in dire need of review and redrafting in order to harmonise legal education and training. There is widespread acceptance that the present curriculum is not in tune with the realities of the market. The prescribed mandatory 16 subjects in law may be preparing lawyers for the past. The infusion of technology in law practice has also since become a reality. Lastly, there is the need to balance between theory and practice in legal education.

4.1.2 Weak Institutional Leadership and Staffing

Since the re-establishment of CLE in 2012, it has undergone several leadership transitions. Following the Muigai Committee’s expected impetus to institutionalise international best practices and segregate institutions carrying out regulatory cum supervisory functions from those carrying out training functions, there are some concerns with how the transition was undertaken. Instability in leadership and attendant low staff morale have characterised the organisation for a long while. However, in October 2023, a new Chairman was appointed by the President, and two new Council members were appointed by the Attorney-General. They are expected to improve internal governance and introduce policies that will ensure staff morale, performance and capacity are improved during the planning phase.

4.1.3 Lack of a Shared Vision and Limited Collaborative Engagements

The pre-drafting consultations with stakeholders paint a picture of a sector whose players do not have a shared vision about the future of legal education and training. Various reform reports, some of which have been implemented, have not resulted in clarity on the direction of the sector.

Many contextual changes call for an agile and robust regulatory environment. For example, the population of legal practitioners has increased exponentially, with a sharp rise in the demand for legal education. Apart from those, there are rapid technological advancements that create new challenges and opportunities in legal education and training.

4.1.4 Inadequate Resources

Since its establishment, CLE has had funding shortfalls that have constrained its ability to provide services to its stakeholders. Table 5 shows the deficits analysis.

Table 5: Analysis of Deficits from Inception

Expenditure	Annual Deficits (KSh. Millions)											Total
	2023/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2024/25	
Recurrent	25	9.6	44.8	35.6	33.3	45.8	15.8	59.4	45.3	43.3	77.64	435.54
Development	15	0	0	0	0	0	0	0	0	0	0	15
Total	40	9.6	44.8	35.6	33.3	45.8	15.8	59.4	45.3	43.3	77.64	450.54

4.2 Strategic Goal

In this strategy period, CLE seeks to **promote transformative legal education and training in Kenya**. In doing so, it needs to respond to two urgent imperatives. The first is the need to review and change its modus operandi to reflect that of a modern and knowledge-led regulatory institution that is aligned with the unique circumstances in which it operates. The second is to change how sector players act in concert to deliver world-class legal education and training that is focused on producing innovative lawyers.

4.3 Key Result Areas

This Strategic Plan sets out four KRAs, 12 Strategic Objectives, and respective strategies, as indicated in Figure 5 below.

Figure 5: Key Result Areas and Strategic Objectives



4.3.1 Innovative Curricula

Many stakeholders have called for legal education curricula to be revisited to respond to changes in the legal education and training context. They have

called for changes in the number of mandatory units and elective units; the approaches to teaching; legal analysis and critical thinking; stronger linkages to the legal practice industry; and orientation towards the overall transformation of society. There is also a need to develop an ATP curriculum to harmonise teaching and assessment.

4.3.2 Legal Education Regulatory Framework and Policy

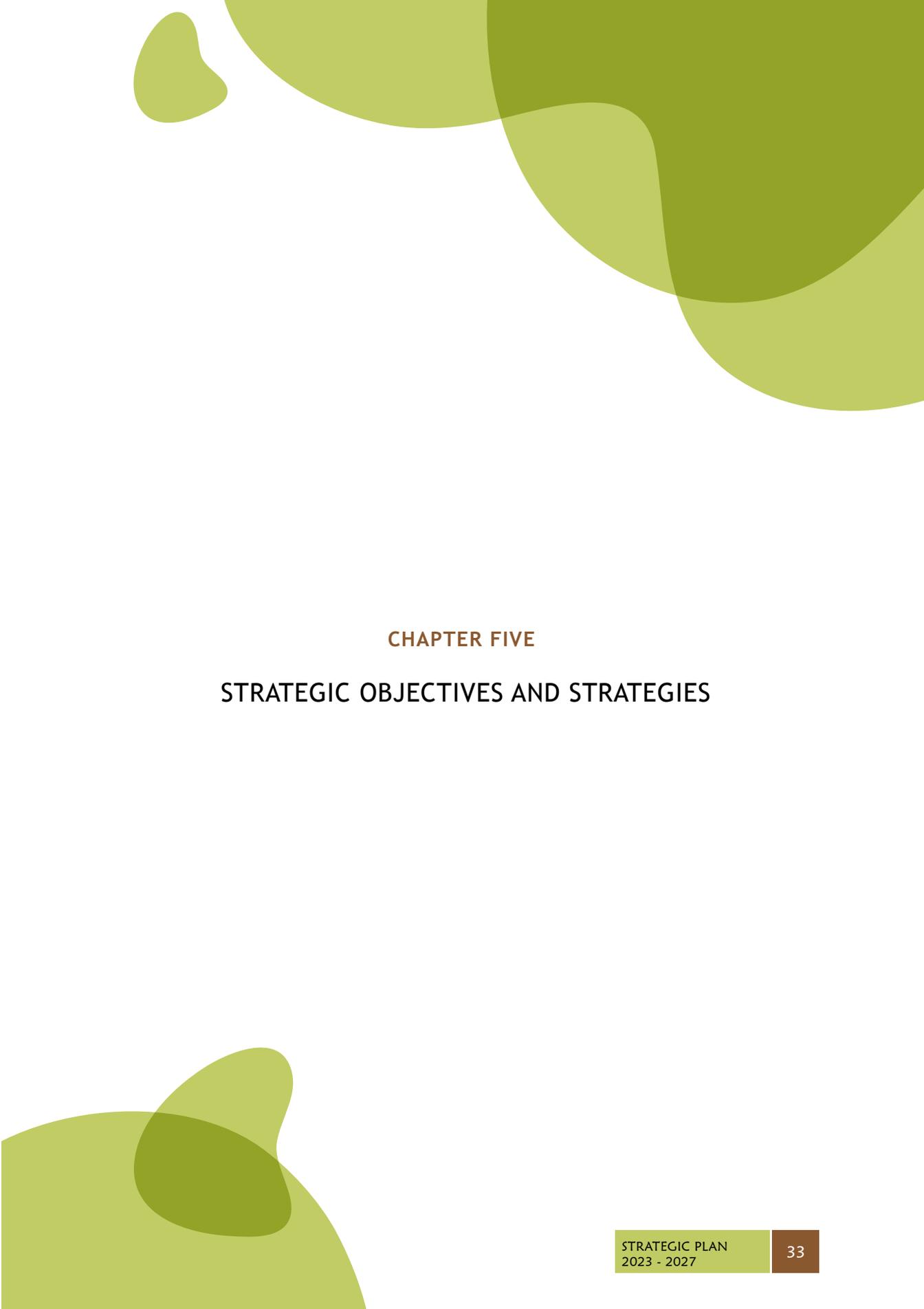
Although there have been significant changes in legal education regulatory framework and policy since the 2005 Muigai Committee, the firmament of challenges in the current context requires continuing analysis and response. For example, the mandate conflicts between CLE and other regulatory agencies call for policy clarity and possible legal reform. A shared vision of how the legal education and training sector should be organised, managed, and regulated is imperative. CLE will lead sector players in reviewing the necessary policies, laws, and regulations to ensure effective and efficient operations.

4.3.3 Image, Partnerships, Engagements, and Collaborations

Institutional relationships within the legal education and training sector are marked by needless turf wars and working at cross purposes. The sector players, therefore, need a shared vision for the growth of the legal education and training sector. Achieving the transformation required in the legal education and training sector will take some time and considerable investment of monetary and non-monetary resources. It is only by acting in concert, in a spirit of collaboration, that they will develop the resilience needed to achieve the sector's goals.

4.3.4 Institutional Capacity Strengthening and Sustainability

The changing circumstances of the legal education and training sector call for strong sector institutions. At its core, the sector needs a capable regulator with the right tools for the job. CLE will remain steadfast in building and strengthening internal systems and governance structures, enhancing staff capacity, morale and performance, and ensuring financial sustainability during the planning period.



CHAPTER FIVE
STRATEGIC OBJECTIVES AND STRATEGIES

5.0 Overview

This chapter is dedicated to the strategic objectives and strategies. The strategic objectives are organised per KRA and attainment of them will lead to the realisation of the strategic goal of this Plan. Each strategic objective has strategies that are feasible for high-level action whose successful implementation will contribute to the attainment of the related strategic objective.

5.1 Performance Projections

Table 6: Outcomes Annual Projections

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
KRA 1: Innovative Curricula							
1.1 Align the university curricula to the CBC and other contextual imperatives	University curricula aligned to CBC and societal needs	% Curriculum alignment	-	-	100	100	100
1.2 Develop and implement a responsive ATP curriculum	ATP curriculum revised and improved	% Curriculum development process	-	100	-	-	-
1.3 Develop and implement the paralegal curriculum	Paralegal curriculum developed	% Curriculum development process	-	50	50	-	-
1.4 Reform the administration of the Bar Examination	Administration of the Bar Examination reformed	% automation of examination processes	50	80	90	100	100

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
KRA 2: Legal Education Regulatory Framework and Policy							
2.1 Reform and harmonise legal education policy and laws	Legal education policy and laws reformed	% of laws harmonized	-	30	50	80	100
2.2 Advocate for the development and implementation of the national legal education and training policy	National legal education and training policy promulgated	Number of high level engagements held	-	2	2	2	1
2.3 Review the standards and guidelines for regulating legal education and training	Standards and guidelines for regulating legal education and training revised	% completion of standards and guidelines for regulating legal education and training review process	-	50	80	100	-
KRA 3: Image, partnerships, and collaborative engagements							
3.1 Strengthen collaboration and partnership in legal education and training	Collaboration and partnership in legal education and training strengthened	Number of MOUs signed to strengthen collaboration and partnership in legal education and training	1	2	2	2	2
Establish International /regional network established	Improved International /regional network collaborations	Number International /regional network established	-	-	1	-	1

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
3.2 Enhance CLE's corporate image and brand	Enhanced CLE corporate image and brand	Customer satisfaction index (%)	67.49	70	75	80	85
KRA 4: Institutional strengthening and sustainability							
4.1 Enhance CLE's financial sustainability	CLE financial sustainability enhanced	(%) increase in resources raised from external sources	X	X+5	X+10	X+15	X+15
4.2 Promote CLE corporate performance, capacity, and morale	Improved CLE corporate performance, capacity, and morale	composite Performance Contract scores	3.17	2.8	2.5	2.4	2.3
4.3 Revamp corporate governance	Revamped CLE corporate governance	Number of annual Council evaluations	1	1	1	1	1

5.1 Strategic Objectives

CLE's implementation of this strategic plan aims to achieve 12 strategic objectives aligned with the four KRAs in Table 6 below.

Table 7: Strategic Objectives and Strategies

Key Result Areas	Strategic Objectives	Strategies
KRA 1: Innovative Curricula	1.1 Align the university curricula to the CBC and other contextual imperatives	1.1.1 Harmonise the university curriculum with the CBC curriculum 1.1.2 Engage with CUE on a CBE framework for universities 1.1.3 Engage with actors in the CBC implementation framework 1.1.4 Enhance capacity to review alignment with CBC

Key Result Areas	Strategic Objectives	Strategies
	1.2 Develop and implement a responsive ATP curriculum	1.2.1 Finalise the development of the ATP curriculum 1.2.2 Implement the ATP curriculum 1.2.3 Monitor and continuously improve the ATP curriculum
	1.3 Develop and implement the paralegal curriculum	1.3.1 Review the paralegal curriculum in consultation with paralegal service providers 1.3.2 Implement the paralegal curriculum
	1.4 Reform the administration of the Bar Examination	1.4.1 Automate examination processes 1.4.2 Enhance the administration of the ATP examination
KRA 2: Legal Education Regulatory Framework and Policy	2.1 Reform and harmonise legal education policy and laws	2.1.1 Review the policy laws, regulations, and guidelines relating to ATP and paralegals in collaboration with stakeholders
	2.2 Advocate for the development and implementation of the national legal education and training policy	2.2.1 Develop proposals for the national legal education and training policy 2.2.2 Advocate for the adoption of the legal education and training policy 2.2.3 Implement the national legal education and training policy
	2.3 Review the standards and guidelines for regulating legal education and training	2.3.1 Review standards and guidelines for regulating legal education and training
KRA 3: Image, partnerships, and collaborative engagements	3.1 Strengthen collaboration and partnership in legal education and training	3.1.1 Enhance partnership framework 3.1.2 Strengthen stakeholder engagement 3.1.3 Promote research and innovations
	3.2 Enhance CLE's corporate image and brand	3.2.1 Develop a communication framework 3.2.2 Revamp the CLE brand 3.2.3 Increase CLE visibility 3.2.4 Enhance customer experience
KRA 4: Institutional strengthening and sustainability	4.1 Enhance CLE's financial sustainability	4.1.1 Strengthening the financial management system 4.1.2 Enhance resource mobilisation
	4.2 Promote CLE corporate performance, capacity, and morale	4.2.1 Strengthen corporate planning 4.2.2 Strengthen performance management 4.2.3 Develop staff capacity 4.2.4 Promote staff morale 4.2.5 Promote knowledge management 4.2.6 Institutionalise ICT/digitisation 4.2.7 Improve the Institutional Policy Framework

	4.3 Revamp corporate governance	4.3.1 Enhance corporate leadership and governance 4.3.2 Strengthen Council Oversight Role 4.3. Enhance Board oversight over CLE 4.3.4 Enhance board-staff linkages and engagements 4.3.5 Improve Council members capacity
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The 12 objectives above can be mapped onto a balanced scorecard as shown in Table 8 below.

Table 8: Balanced Scorecard

Customer	1.1 Align the university curricula to the CBC and other contextual imperatives
	1.2 Develop and implement a responsive ATP curriculum
	1.3 Develop and implement the paralegal curriculum
	1.4 Reform the administration of the Bar Examination
	2.1 Reform and harmonise legal education policy and laws
	2.2 Advocate for the development and implementation of the national legal education and training policy
	2.3 Review the standards and guidelines for regulating legal education and training
Financial	4.1 Enhance CLE's financial sustainability
Internal Processes	3.1 Strengthen collaboration and partnership in legal education and training
	3.2 Enhance CLE's corporate image and brand
Learning & Growth	4.2 Promote CLE corporate performance, capacity, and morale
	4.3 Revamp corporate governance



CHAPTER SIX

IMPLEMENTATION AND COORDINATION FRAMEWORK



6.0 Overview

This chapter highlights the organisation structure, establishment, and necessary establishment reforms to drive the attainment of the strategic objectives and, by extension, strategic goals. It also captures the institution's staffing challenges and provides important human resource development strategies for successful Plan implementation. Additionally, the chapter captures the coordination and implementation framework such as annual work planning and overall performance management.

6.1 Implementation Plan

The SP will be implemented through the actions described broadly in this chapter. In the sections that follow, we provide additional detail on the action plan, annual work plan and budget, and performance contracting that are necessary for the implementation of the SP.

6.1.1 Action Plan

The implementation matrix describes how the SP will be operationalised (Annex 1). The strategies, activities, output indicators, timelines, responsibility, and budget described in it constitute the action plan for the implementation of this SP over 5 years. It is a broad guide for how implementation should be approached. Additional specificity and response to contextual factors will be employed in developing the Annual Work Plans and Budgets.

6.1.2 Annual Work Plan and Budget

At the beginning of every year, an Annual Work Plan (AWP) will be developed aligned with this SP and the approved annual budget for CLE. It will be the basis for activity-based costing. Before the development of the AWP, the Council and management will hold an annual planning meeting to review the work and results of the year.

6.1.3 Performance Management

The costed AWP will be the basis for deriving the annual Performance Contracts (PC) and targets for CLE. While the Council is responsible for holding the CLE management accountable for the execution of the strategic plan, heads of functional areas bear responsibility for their departments' contributions to implementation and results. In this respect, they are the focal points for coordinating with internal and external stakeholders to drive the implementation of the strategic plan.

The Council will approve the format of regular reports for tracking performance as well as the mechanisms for doing so. CLE's staff evaluation and appraisal systems will also be reviewed and aligned with the overall institutional responsibility to execute the strategic plan.

To provide the relevant guidance and maintain effective oversight over the implementation of this SP, the Council will constitute a committee tasked with the coordination of the Strategic Plan implementation, monitoring implementation efforts, and preparing regular reports for the Council's consideration. The reports should be evidence-based, linked to the strategic objectives, and explain both the success at implementation as well as the attainment of results. Based on these considerations, the Council will provide advice and direction as necessary to ensure successful implementation.

6.2 Coordination Framework

The Council will provide overall oversight on the implementation of the SP through regular updates from the management. The Chief Executive Officer will spearhead the implementation of the SP. Monitoring, Evaluation, Reporting, and Learning will be important in providing data and information for decision-making.

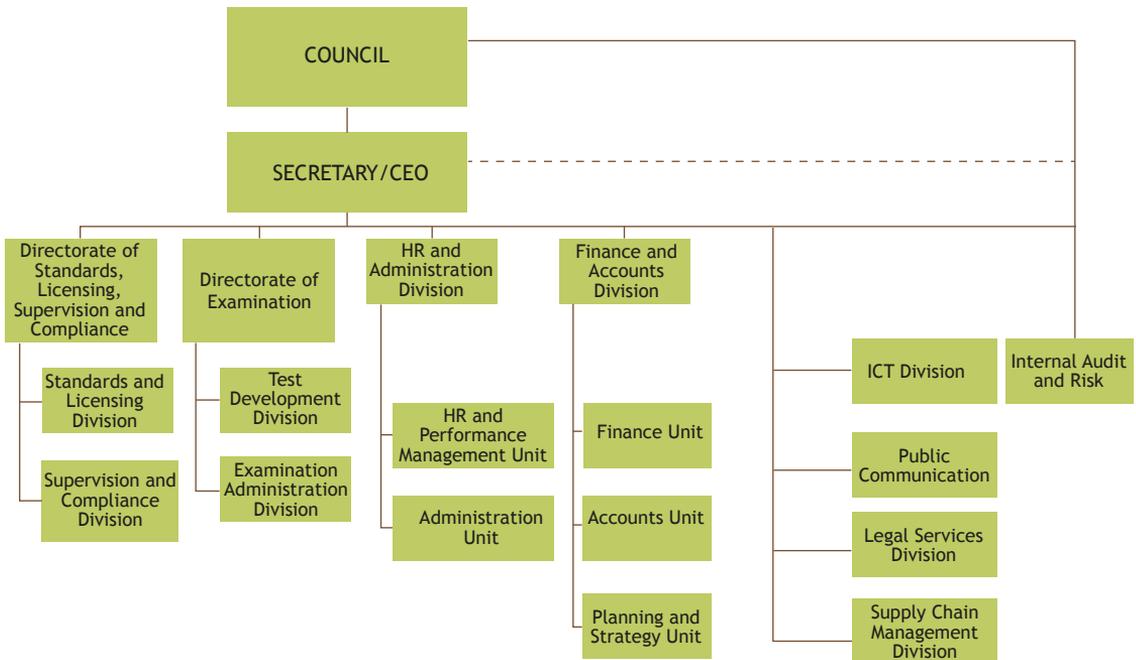
6.2.1 Institutional Framework

Figure 6 below shows the current organogram for CLE, which will support the implementation of this SP.

During the implementation of this Strategic Plan, the Council will review the extent to which the current organisational structure is fit for implementing

the strategic plan. The Council will adjust the roles and responsibilities of officers in line with the current approved organogram and establishment to help deliver the strategic plan. However, CLE, in consultation with the Public Service Commission, will consider reviewing the current structure, if necessary, during the mid-term review to ensure coherence, synergy, and achievement of the desired results. The reviews will determine the need to alter any structure for the effective implementation and alignment with the KRAs and Strategic Objectives.

Figure 6: Current Organogram



6.2.2 Staff Establishment, Skill Sets, and Competence Development

Currently, CLE has a workforce of 40 staff distributed in various cadres against an authorised establishment of 87. To fully implement the mandate and achieve the desired results in this SP, CLE will continue to grow and expand its human resource capacity through recruitment, mentorship and coaching, training, and development. Specifically, during this plan period, CLE will seek to enhance the current in-post through competitive recruitment to bridge the deficit. CLE will also develop and implement a Retention Strategy to attract and retain qualified, competent, and talented staff.

Current Staff Establishment

CLE has a current establishment of 87 staff distributed across 12 grades (Table 9). Of these, 37 are in post. This leaves a shortfall of 50 staff. With less than 50% staff in post, CLE is significantly understaffed and its capacity to implement this strategic plan is thereby imperilled.

Table 9: Current Staff Establishment

CADRE	AUTHORISED ESTABLISHMENT	GRADES	IN-POST	STAFF VARIANCE
CEO	1	CLE 1	0	1
Directors	2	CLE 2	2	0
Deputy Directors	12	CLE 3	3	9
Assistant Directors	12	CLE 4	3	9
Principal Assistant Officer/ Principal Officers	13	CLE 5	6	7
Senior Assistant Officer/ Senior Officers	16	CLE 6	11	5
Assistant Officers I/ Officer II	16	CLE 7	3	13

Principal Drivers/Principal Clerical Officer/Assistant Officer II/ Officer II	5	CLE 8	5	0
Office Assistant Supervisor/ Senior Driver/ Senior Clerical Officer/Assistant Officer III	7	CLE 9	4	3
Senior Office Assistant / Driver I/ Clerical Officer I	1	CLE 10	0	1
Office Assistant I/ Driver II/ Clerical Officer II	2	CLE 11	0	2
Office Assistant II	0	CLE 12	0	0
Totals	87		37	50

Human Resource Development Strategies

To effectively implement this SP as envisioned, empowered, motivated, and committed human resources is key to guaranteeing high performance and productivity. CLE will put in place measures to address the human resource bottlenecks that could hinder the attainment of the desired results. Specifically, the Council will:

- i. Ensure the health and safety of staff;
- ii. Undertake staff Skills Gap Analysis;
- iii. Undertake Training Needs Assessment;
- iv. Develop and implement annual training plans;
- v. Review and implement performance appraisal systems;
- vi. Review and implement HR tools;

- vii. Conduct a culture audit survey and implement the recommendations;
- viii. Develop and implement a Reward and Recognition Policy; and
- ix. Put in place proper succession mechanisms, identification, and management of talent to enhance productivity, among others.

6.2.3 Leadership

The Council retains overall leadership for the execution of the SP. The CEO has delegated responsibility to ensure that the Council's decisions are implemented. At the management level, the implementation of activities under each KRA will be coordinated by a Strategic Theme Team with clear Terms of Reference (ToRs). The Council's Strategic Plan Implementation Committee will receive and review the reports from the respective Strategic Theme Teams and be responsible for the analysis and engagement necessary to ensure effective SP implementation.

6.2.4 Systems and Procedures

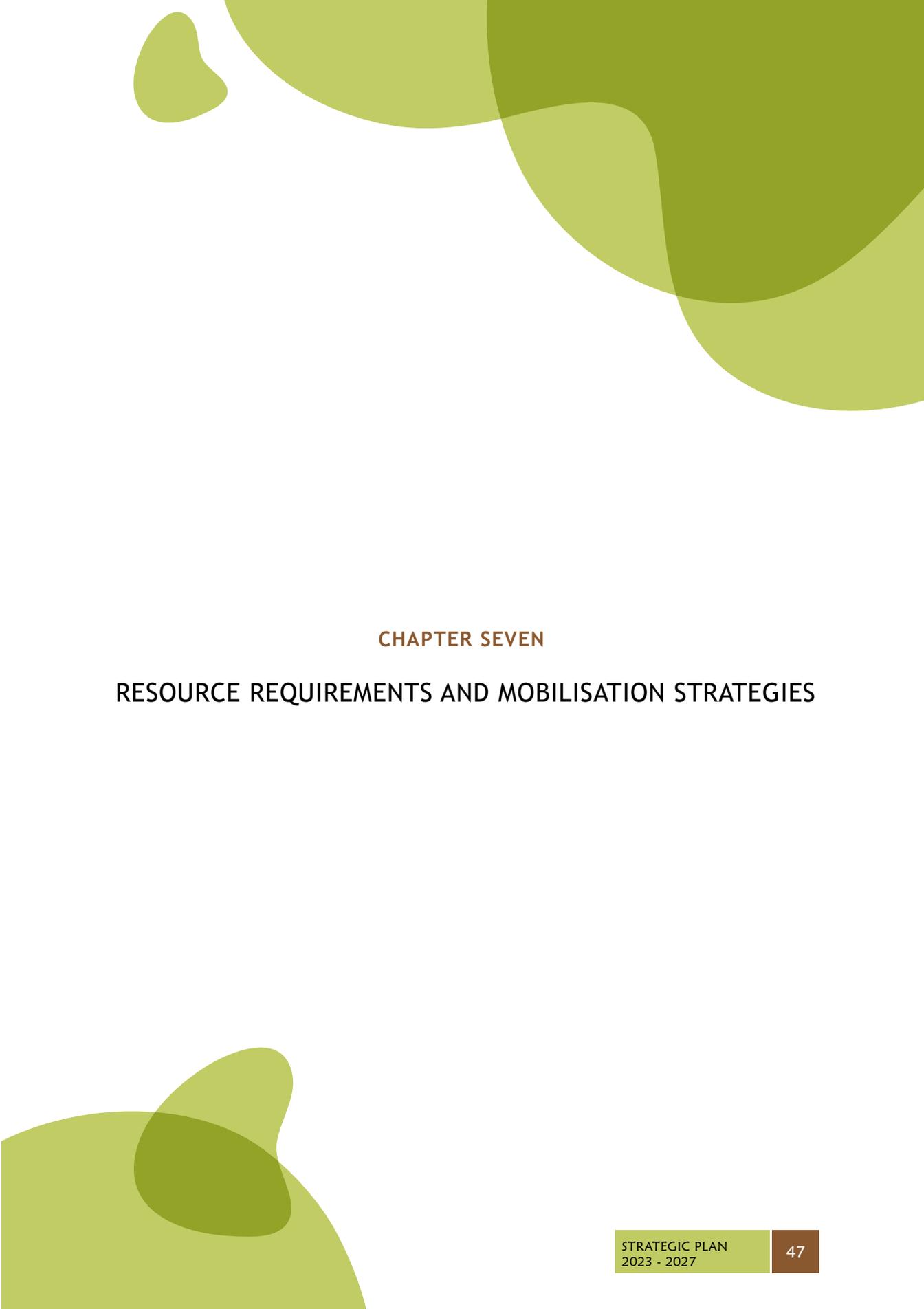
CLE will put in place adequate systems and processes to support the implementation of the SP. Accordingly, in addition to those identified in the foregoing strategies (e.g. the ERP), management will review current internal systems and processes and address any gaps that would hamper the implementation of the SP.

6.3 Risk Analysis

CLE faces several types of risks that it must manage in order to be guaranteed of business continuity and successful strategic plan implementation. The risks identified and analysed in this section will be kept under review using a risk matrix that will be regularly updated (Table 10).

Table 10: Risk Analysis

Risk Category	Risk	Probability	Impact	Mitigation Strategy
1. Strategic risks	Unethical practices	Medium	High	<ul style="list-style-type: none"> Minimise the number of people accessing examination papers Controlled access to the examination system Adherence to standards and guidelines for licensing Enforcement of code of conduct
	Disasters (fire, data loss, political unrests)	Medium	Medium	<ul style="list-style-type: none"> Review and implement the Business Continuity Plan Implement the Disaster Recovery plans Implement records management policy Acquire offsite data backup services
2. Operational Risks	Breach of contracts for outsourced services	Low	Medium	<ul style="list-style-type: none"> Vet the outsourced service providers Improve contract management
3. Financial Risks	Inadequate Government subvention and A-in-A collection	High	High	<ul style="list-style-type: none"> Lobby Parliament and the National Treasury Explore additional sources of AIA Source for funding from partners for strategic initiatives Develop and implement a resource mobilisation strategy
4. Technological Risks	Information security risk/ unauthorised access to the database	High	High	<ul style="list-style-type: none"> Review and implement the ICT policy Develop and implement a data protection policy Develop ISMS framework and obtain certification Improve physical security measures Vetting of outsourced vendors
5. Legal Risk	High court awards	Low	Medium	<ul style="list-style-type: none"> Promote the use of ADR mechanism Enhance legal compliance in key operations Enhance efficiency and effectiveness in our operations



CHAPTER SEVEN

RESOURCE REQUIREMENTS AND MOBILISATION STRATEGIES

7.0 Overview

This chapter describes the resource requirements for the implementation of the strategic plan and the financial resource deficits. The chapter also captures the strategies that CLE will employ to mobilise the deficit resources to ensure the successful implementation of the SP.

7.1 Financial Resource Requirements

CLE will require KSh. 2,296.89 million to undertake its activities during the implementation period of this SP (Table 11).

Table 11: Budget Summary Analysis

Cost Item	Projected Resource Requirement (KSh. Mn)					
	Yr1	Yr2	Yr3	Yr4	Yr5	Total
KRA 1	5.07	85.90	75.40	48.40	41.60	256.37
KRA 2	-	41.00	26.00	23.00	12.00	102.00
KRA 3	9.50	44.40	50.90	42.90	52.90	200.60
KRA 4	40.20	91.70	95.70	105.90	99.70	433.20
Administrative Costs	360.35	217.58	231.34	242.55	252.90	1,304.72
Total	415.12	480.58	479.34	462.75	459.10	2,296.89

This reflects a funding shortfall of KSh. 334.07 million (Table 12) based on the funding assumptions from the Exchequer and AIA. CLE intends to raise the deficit from the development partners and other sources.

Table 12: Resource Gaps

Financial Year	Estimated Financial Requirements (KSh. Mn)	Estimated Allocations (KSh. Mn)	Variance (KSh. Mn)
Year 1	415.12	370.35	44.77
Year 2	480.58	372.48	108.10
Year 3	479.34	390.89	88.45
Year 4	462.75	406.90	55.85
Year 5	459.10	422.20	36.90
Total	2,296.89	1,962.82	334.07

7.2 Resource Mobilisation Strategies

To effectively implement this SP, CLE recognises the importance of mobilising sufficient resources from both the existing sources and development partners. The council shall establish a resource mobilisation unit, lobby from the National Treasury, mainstream resource mobilisation skills among staff, and develop and implement a detailed Resource Mobilisation Strategy. Additionally, the Council will consider the development of a Legal Education and Training Fund.

7.2.1 Exchequer Funding

The primary financing framework for the implementation of the SP will be funded by the Government of Kenya's annual budgetary provisions. Consequently, the CLE Council and management will engage the relevant Sector Working Group, the Office of the Attorney-General, the National Treasury, and relevant parliamentary committees for increased funding from the Exchequer. CLE management will also improve its negotiating capacity to sensitise decision-makers on the need and justification for specific financial outlays to underwrite the implementation of the strategic plan.

7.2.2 Local and International Development Partners

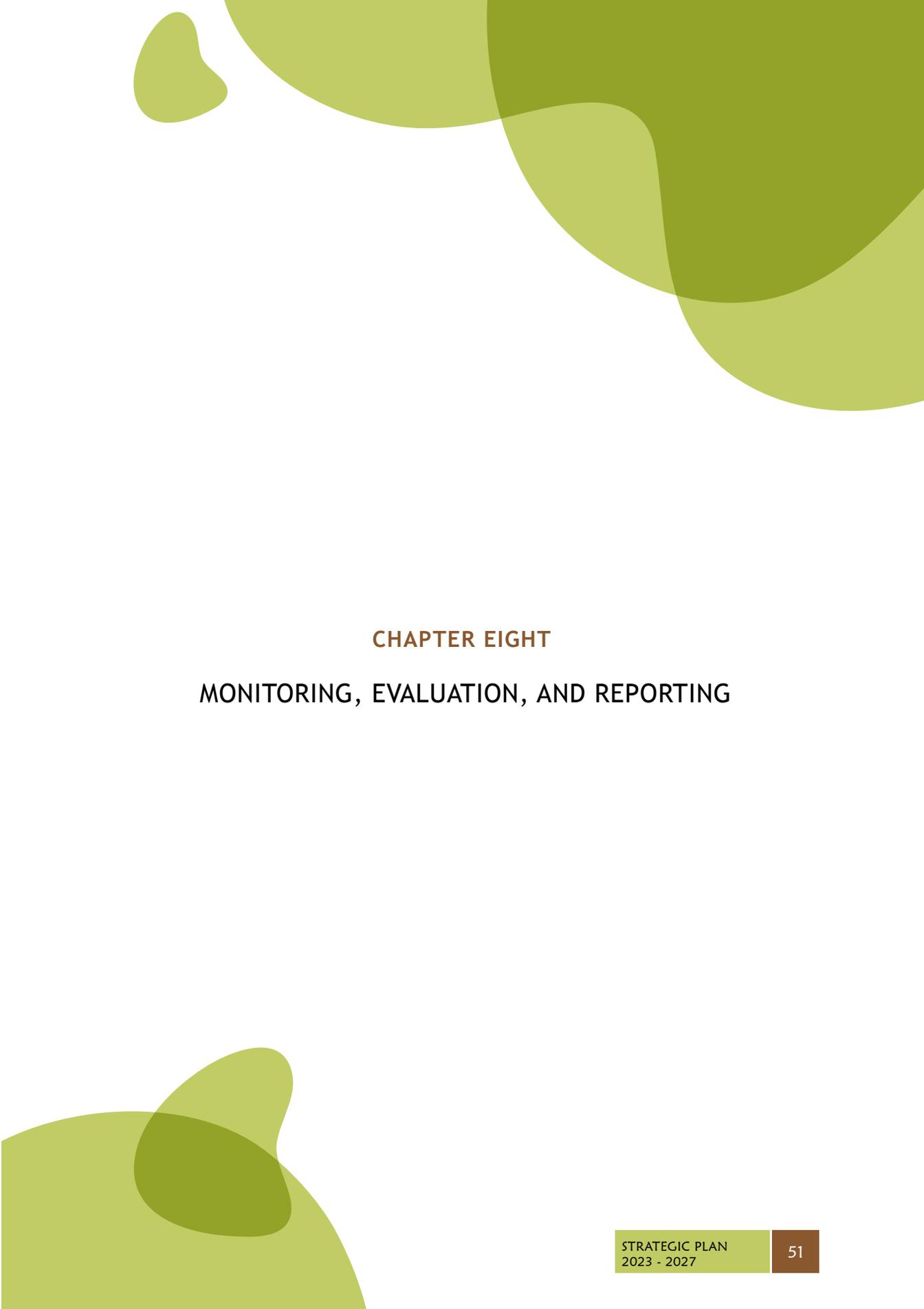
CLE's mandate is of interest to several local and international development partners. Locally, CLE can benefit from partnerships with civil society organisations that are active in the justice sector and the private sector. CLE will also engage international development partners to support aspects of its mandate for the mutual benefit of both institutions. The current Council has already made some progress in rebuilding trust and strengthening these partnerships. These efforts will be increased in the Strategic Plan implementation period.

7.3 Resource Management

This Strategic Plan will be implemented in line with the BETA Macroeconomic strategy that focuses on fiscal consolidation. The Council will allocate resources for implementing the Strategic Plan in a responsible and prudent manner that optimises CLE operations and benefits the public in line with the Constitution and other relevant laws and Government circulars/guidelines. CLE will focus on enhancing financial sustainability as outlined in KRA 4 on institutional strengthening and sustainability.

CLE will adhere to financial planning, timely reporting, and development and implementation of internal audit and risk assurance plans as guided by various laws and policies. Additionally, a robust risk management framework will be developed to actively identify and address potential risks and eliminate fiscal threats.

CLE will also endeavour to fully implement the Enterprise Resource Planning (ERP) system already in place by activating and operationalising all modules in order to derive maximum benefits. Also, CLE will continually identify possible processes that can be digitised to enhance service delivery and reduce operation costs during the planning cycle, while continuing to utilise the existing Government Investment Management Information System (GIMIS) for budget submission and reporting.



CHAPTER EIGHT
MONITORING, EVALUATION, AND REPORTING

8.0 Overview

This chapter sets out the framework for tracking plan implementation, analysing progress towards results, and implementing the adaptive management necessary to maintain focus on results.

8.1 Monitoring

In supporting the implementation of the Strategic Plan, CLE will track both implementation and the attainment of results.

8.1.1 Tracking Implementation

Monitoring will be undertaken to determine progress in implementing this strategic plan. This will involve the systematic collection and analysis of information continuously to determine and address deviations as implementation progresses. Information from monitoring will help the CLE answer the following questions:

- (i) are activities and initiatives taking place in line with timelines and set targets?
- (ii) are budgets being released and spent in line with allocations?
- (iii) are the activities implemented producing the planned outputs?

CLE Management has the responsibility to monitor the implementation of the strategic plan based on the annual work plan. The Implementation Matrix, Annual Work Plans, and Monitoring and Evaluation Framework will be used for tracking the progress of implementation. Management will also develop additional tools for activity monitoring and reporting. Quarterly reports on the implementation status will be developed and transmitted to the Council, which will inform the necessary Council intervention for the enhanced delivery of anticipated results.

8.2 Evaluation

The evaluation assesses the extent to which the strategic objectives have been achieved and identifies the lessons learnt from the implementation of the Plan. Evaluation will also assess the relevance and sustainability of the strategies for evidence-based decision-making. The three major evaluation activities

that will be undertaken, based on the outcome performance matrix (Table 13), are the mid-term evaluation, ad hoc evaluation, and end-term evaluation.

8.2.1 Mid-Term Evaluation

To be conducted mid-implementation in (FY 2025/26) to assess the implementation progress, take corrective actions, review the Strategic Plan, and inform the preparation of the next strategic planning, end-term evaluation and ad hoc evaluation.

8.2.2 End-term Evaluation

This will be conducted a few months before the expiry of this plan. CLE will commission an external evaluation to determine the overall success of implementing the SP. Significant consideration at this stage will be given to the extent to which the strategic objectives were achieved overall. A related concern will be an analysis of challenges and lessons learned. The achievements, challenges, lessons learned, and recommendations will inform the next cycle of strategic planning.

8.2.3 Ad hoc Evaluation

This will be conducted upon request by the Council in cases of significant unexplained variations in performance, particularly on critical activities and initiatives to inform decision-making.

8.3 Reporting

In modern management, reports are the formal documentation of processes, without which the institutional memory and accountability necessary to ensure performance would not be possible. In the implementation of this strategic plan, the production, dissemination and discussion of regular reports will be critical to success.

Accordingly, directorates and divisions will provide monthly reports on activities implementation and support the Strategic Plan Committee's annual reporting on overall plan implementation. This annual review will be an important input into the subsequent annual planning cycle. The Council meeting's minutes, the reports of the Auditor-General, activity reports, and other documentation will be important sources of data.



ANNEXE I

IMPLEMENTATION MATRIX



Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)					
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5	
	Develop comprehensive guidelines for mainstreaming legal education with CBC	Guidelines developed	No. of guidelines developed						DQCL	-	5.0	-	-	-	-
	Review the universities' curricula, including the number of mandatory courses	Universities' curricula reviewed	No. of Reviewed Curricula						DQCL	-	-	-	-	-	-
	Continuous monitoring and evaluation of the alignment of legal education and training with CBC	Monitoring of alignment of legal education and training with CBC conducted	Monitoring, Evaluation and Learning Report						DQCL	-	--	-	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Undertake review of Legal Education (Accreditation and Quality Assurance) Regulations 2016 to conform with CBC	Reviews of Legal Education (Accreditation and Quality Assurance) Regulations undertaken	Reviewed Regulations								8.0	-	-	-
Engage with CUE on the CBC framework	Conduct engagements with CUE on the alignment of legal education with CBC	Engagements with CUE conducted	No. of Engagements								2.0	-	-	-
Engage with actors in the CBC implementation framework	Undertake Stakeholder engagements on the developed guidelines	Stakeholder engagements undertaken	No. of engagements						CEO, DQCL		5.0	-	-	-
	Stakeholder engagement on the developed guidelines	Stakeholder engagements undertaken	Stakeholder Workshop reports						CEO, DQCL		6.0	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Enhance capacity to review alignment with the CBC	Training and capacity building for staff and Council members on the CBC	Training and capacity building for staff conducted	- No. of staff trained - No. of Council members trained					DQCL	-	-	-	5.0	-	
	Capacity building of LEPs on implementation of CBC within legal education and training	Capacity building events for LEPs held	No. of LEPs trained					DQCL	-	-	-	4.0	4.0	
	Research on legal education and training	Research products developed	- No. of Monographs - No of position papers					DQCL	-	-	-	-	-	
	Share best practices with other regulators in Kenya and East Africa	Best practices shared	No. of best practices shared					DQCL	-	-	-	-	-	

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Objective 1.2 Develop and implement a responsive ATP curriculum.														
Finalise the development of the draft ATP curriculum	Conduct a Needs Analysis on the ATP Curriculum	Needs Analysis conducted	Feasibility Report						DOE, DQCL	-	5.0	-	-	-
	Develop and review tables of specifications for ATP	Tables of specifications developed	Tables of specifications						DOE	-	5.0	-	-	-
	Engage with KSL regularly on legal education and training	Engagements with KSL undertaken	Minutes of meetings						DOE	-	-	-	-	-
	Finalise the development of the ATP Curriculum	ATP Curriculum finalised	ATP Curriculum						DQCL, DOE & CEO	-	5.0	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Implement the ATP Curriculum	Implement the ATP Curriculum	ATP Curriculum implemented	- Implementation status - Reviewed Curriculum						DQCL	-	-	1.5	2.0	10.0
Monitor and continually improve the ATP curriculum	Undertake Research on ATP.	Research on ATP undertaken	No. of research						DQCL, DOE	5.0	5.0	5.0	5.0	5.0
	Conduct a compliance audit of the ATP Curriculum.	Compliance audit conducted	No. of compliance audits						DQCL, DOE	-	-	-	-	-
	Capacity building the LEPs on the ATP Curriculum.	Capacity building events held	No. of capacity building fora						DQCL, DOE	-	-	4.0	4.0	4.0
Objective 1.3 Develop and implement the paralegal curriculum.														
Review the paralegal curriculum	Engagement with NLAS, LSK and CSOs on paralegal education	Engagements with NLAS, LSK and CSOs held	- MOU - No. of meetings						DQCL, CEO	-	3.0	-	3.0	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Conduct a feasibility study on the paralegal education in Kenya	Feasibility study conducted	Feasibility study report						DQCL DOE	-	-	5.0	-	-
	Develop and review tables of specifications for the paralegal curriculum	Tables of specifications developed	Tables of specifications						DOE		1.5	1.5	1.5	-
	Conduct sensitisation on paralegal curriculum	Sensitisation on paralegal curriculum conducted	No. of sensitisation sessions						DOE	-		3.0	-	-
	Review of the paralegal curriculum	Paralegal curriculum reviewed	Approved Paralegal curriculum						DQCL	-	5.0	5.0	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Implement the paralegal curriculum	Develop a Monitoring, Evaluation, Reporting, and Learning (MERL) framework for the implementation of the paralegal curriculum	MERL framework developed	Approved MERL Framework						DQCL	-	-	-	5.0	-
	Capacity building on para-legal training and education curriculum	Capacity building undertaken	No. of Engagement Fora						DQCL	-	-	-	4.0	4.0
Objective 1.4 Reform the administration of the Bar Examination.														
Automate examination processes	Link the CLE and KSL systems for the registration of candidates	CLE and KSL systems linked	System linkage report						DoE	-	2.0	-	-	-
	Revamp the ERP examination module	ERP examination module revamped	System setup report						DoE	-	-	1.0	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Implement biometrics registration and identification of candidates	Biometrics registration and identification implemented	Implementation level					DoE	-	-	10.0	-	-	-
	Develop a system for the release of examination results via email or text	Examinations release system developed	System setup report					DoE	-	0.2	0.2	0.2	0.2	0.2
	Review examination guidelines on the administration of ATP	Examination guidelines reviewed	Approved reviewed guidelines					DoE	-	1.0	1.0	1.0	1.0	1.0
Enhance the administration of the ATP examination	Conduct an ATP examination decentralisation survey and develop an action plan	ATP examination decentralisation survey undertaken	Survey report					DoE	-	3.0	-	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Decentralise / open more examination centres in other regions other than Nairobi	Examination centres decentralised	No. of new centres established and operationalised					DoE	-	-	1.0	1.5	2.0	
	Develop a training manual for professionals involved in bar examinations	Training manual developed	Training Manual					DoE	-	1.0	-	-	-	
	Hold annual training of service providers on setting, marking, and moderation	Training of service providers held	No. of trained service providers					DoE		3.0	3.0	3.0	3.0	
	Conduct a survey/study on proper ways of implementing the conveyor belt marking	Survey/study conducted	Survey report					DoE	-	-	3.0	-	-	

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Conduct annual examination stakeholders' fora	Examination stakeholders' fora conducted	No. of fora held					DoE	-	3.0	3.0	3.0	3.0	3.0
	Build a databank of qualified examination professionals	Databank of examination professionals built	Updated database					DoE	-	0.2	0.2	0.2	0.2	0.2
	Benchmark with other professional examining bodies on examination assessment in preparation for CBC	Benchmarking undertaken	Benchmark reports					DoE	-	-	1.0	1.0	1.0	1.0
	Develop and implement criteria for assessing pupillage	Criteria for assessing pupillage developed and implemented	Approved Criteria					DoE	-	3.0	3.0	2.0	2.0	2.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop a code of conduct for all persons involved in examinations	Code of conduct for examinations developed	Approved Code of Conduct					DoE	-	1.0	1.0	-	-	-
	Develop a framework for the assessment of oral and project examination	Framework for oral and projects examination developed	Approved assessment framework					DoE	-	2.0	2.0	-	-	-
	Align all examination documents to emerging practices	Examination documents aligned	- Aligned documents - Candidates guide book					DoE	-	-	3.0	-	-	-
	Establish and equip the examination test development resource centre	Examination test development resource centre established and equipped	Operational resource centre					DoE	0.07	3.0	3.0	1.0	0.2	0.2

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Revise ATP examination unit's tables of specification	Tables of specifications revised	Approved Revised table of Specifications					DoE	-	3.0	-	-	-	-
	Review the structure of each ATP examination paper	Structure of each ATP examination paper reviewed	Review report					DoE	-	-	3.0	-	-	-
	Conduct Annual ATP examinations candidate awards	Annual ATP examination awards conducted	No. of Awards ceremonies					DoE	-	2.0	2.0	2.0	2.0	2.0
KRA 2: Legal Education Regulatory Framework and Policy														
Objective 2.1 Reform and harmonise legal education policy and laws.														
Review laws, regulations and guidelines relating to ATP and paralegals	Review the Legal Education Act and harmonise laws for accreditation of legal education programs with legal education providers	Laws for accreditation of legal education programmes harmonised	Regulatory Impact Assessment report					DQCL, CEO	-	-	5.0	5.0	5.0	5.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement ATP regulations, guidelines, and SOPs	ATP regulations, guidelines, and SOPs developed	- Approved ATP Regulations - Approved ATP guidelines - Approved SOPs						DQCL, DOE	-	-	3.0	3.0	3.0
	Develop and implement paralegal regulations	Paralegal regulations developed and implemented	- Approved Paralegal Education Regulations - Implementation level						DQCL, CEO	-	3.0	3.0	-	-
	Develop and implement paralegal SOPs	Paralegal SOPs developed and implemented	Approved Paralegal SOPs							-	-	-	3.0	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)							
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5			
Advocate for the adoption of the Legal Education and Training Policy	Hold advocacy fora with legislators on Legal Education and Training Policy adoption	Advocacy fora with legislators held	No. of Advocacy fora										-	-	-	2.0	2.0
Implement the National Legal Education and Training Policy	Establish structures and processes to operationalise the Legal Education and Training Policy	Structures and processes to operationalise the Legal Education and Training Policy established	- Approved SOPs - Approved Monitoring, Evaluation and Reporting framework						DQCL				-	-	-	-	2.0
	Develop and implement a MERL for the Legal Education and Training Policy	MERL framework developed and implemented	MERL Framework						DQCL				-	-	-	5.0	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)							
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5			
	Write and submit a white paper(s) to the Attorney General on the anticipated review and amendment of responsive regulation of Legal Education and Training in Kenya	White papers written	No. of white papers Peer-reviewed Publications						DQCL	-	-	-	-	-	-	-	-
Objective 2.3 Review the standards and guidelines for regulating legal education and training																	
Review standards and guidelines for regulating legal education and training	Review and implement the Legal Education and Quality Assurance) Regulations 2016	Legal Education (Accreditation and Quality Assurance) Regulations reviewed	Approved Legal Education Act Subsidiary Legislation (Regulations)						DQCL, CEO	-	10.0	-	-	-	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)							
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5			
	Develop and implement Paralegal education regulations, guidelines, and SOPs	Paralegal education regulations, guidelines and SOPs developed and implemented	Approved Paralegal Education Regulations										5.0	-	-	-	
	Develop and implement policy and criteria for recognition of qualifications in law obtained outside Kenya	Policy and criteria for recognition of qualifications developed and implemented	Approved Policy on Recognition of Qualifications in Law Criteria for Assessing Qualifications SOPs										5.0	3.0	2.0	-	

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Review of the ATP Examination policy and SOPs	ATP Examination Policy and SOPs reviewed	Approved reviewed ATP Examination Policy ATP SOPs					DOE, CEO	-	-	-	3.0	-	
	Review operational documents: Criteria, Policy, Guidelines and SOPs	Criteria, Policy, Guidelines and SOPs reviewed	Approved Re-viewed QCL Operational Documents QCL Policy QCL SOPs					DQCL	-	3.0	2.0	-	-	
	Operationalise the ATP Licensing Policy and Regulations	ATP Licensing Policy and Regulations operationalised	ATP Licensing Regulations					DQCL	-	5.0	-	-	-	

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)					
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5	
	Hold deans caucus on the Legal Education and Training Regulatory Framework	Deans caucus on the Legal Education and Training Regulatory Framework held	Deans Caucus Report						DQCL		4.0	4.0	-	-	-
KRA 3: Image, partnerships, and collaborative engagements															
Objective 3.1 Strengthen collaboration and partnership in legal education and training															
Enhance partnerships and collaboration framework	Develop partnership policy and guidelines	Partnership policy and guidelines developed	Approved Partnership Policy and Guidelines						DDS&P	1.5	-	-	-	-	-
	Implement the partnership policy and guidelines	Partnership policy and guidelines implemented	Implementation level						DDS&P	1.8	1.0	1.0	1.0	1.0	1.0
Strengthen stakeholder engagements	Conduct a stakeholder mapping	Stakeholder mapping conducted	Stakeholder map						DDS&P	-	2.0	-	-	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Renew existing MoUs for continual engagement with partners	MOUs renewed	No. of renewed MOUs						CEO/ Legal	-	-	-	-	-
	Establish international /regional networks	International/ regional networks established	No. of networks						CEO	-	-	-	-	-
	Hold partners/donors annual round table meetings	Partners/donors annual round table meetings held	No. of Roundtable meeting						CEO	-	1.1	1.2	1.2	1.2
	Hold engagements with international and regional regulators	Engagements with international and regional regulators held	No. of engagements						CEO	-	2.0	-	2.0	-
	Hold quarterly candidate engagements	Quarterly candidate engagements held	No. of fora held						DoE, CEO	0.5	1.0	1.0	1.0	1.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)								
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5				
	Hold students bi- annual fora	Students bi- annual fora held	No. of fora held										0.5	1.0	1.0	1.0	1.0	1.0
	Hold bi-annual engagements with KSL	Bi-annual engagements with KSL held	No. of fora held											0.5	1.0	1.0	1.0	1.0
	Hold annual engagements with the Judiciary	Annual engagements with the Judiciary held	No. of engagements											-	1.0	1.0	1.0	1.0
	Hold annual engagements with other regulatory bodies	Annual engagements with other regulatory bodies held	No. of engagements											-	1.0	1.0	1.0	1.0
	Hold annual engagements with LEPs	Annual engagements with LEPs held	No. of engagements											-	1.5	1.5	1.5	1.5

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)					
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5	
	Hold bi-annual engagements with KSL	Bi-annual engagements with KSL held	No. of fora held						DoE, DQCL, CEO	-	1.0	1.0	1.0	1.0	1.0
	Hold annual lectures/ deans breakfast forums	Annual lectures/ deans breakfast forums held	No. of fora held						DOE/D QCL	-	1.0	1.0	1.0	1.0	1.0
Promote research and innovation	Establish and operationalise a research unit	Research unit established and operationalised	- Implementation reports - Research policy						CEO	-	-	3.0	3.0	3.0	3.0
	Establish and operationalise library services	Library services established	Implementation reports						CEO	-		3.0	2.0	2.0	2.0
	Undertake research on emerging issues in Legal Education and Training	Researches undertaken	No. of research products						CEO	-		5.0		5.0	5.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop a research repository on cutting-edge legal education research from diverse jurisdictions	Operational research repository	Research publications					CEO	-	-	3.0	-	-	-
	Hold annual conferences on legal education and training	Annual conferences held	No. of annual conferences held					CEO/D QCL	-	10.0	15.0	15.0	15.0	15.0
	Develop a Research Policy	Research policy developed	Approved Research Policy						-	2.0	-	-	-	-
	Develop, implement and review Intellectual Property (IP) Policy	Intellectual Property developed, implemented and reviewed	- Approved IP policy - Implementation level						-	-	-	-	-	2.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Objective 3.2 Enhance CLE's corporate image and brand														
Develop communication framework	Develop and implement the communication strategy	Communication strategy developed and implemented	- Approved Communication strategy - Implementation level						DDCC	-	3.0	-	-	-
	Develop a crisis management plan	Crisis management plan developed	- Approved crisis management plan - Implementation level						DDS&P	-	-	1.5	-	-
	Develop and implement a media engagement strategy	Media engagement strategy developed and implemented	- Approved Media engagement strategy - Implementation level						DDCC	1.0	1.0	1.0	1.5	1.5

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement social media policy	Social media policy developed and implemented	- Approved Social media policy - Implementation level						DDCC	1.5	0.2	0.2	0.2	0.2
	Review Citizens Service Delivery Charter	Citizens Service Delivery Charter reviewed	Reviewed Citizens Service Delivery Charter						DDCC	0.7	-	1.0	-	-
	Develop and implement complaint and feedback handling policy	Complaint and feedback handling policy developed and implemented	- Approved Complaint and feedback handling policy - Implementation level						DDCC	-	1.0	-	-	-
Revamp the CLE brand	Develop and implement the CLE Brand Book	CLE Brand Book developed and implemented	Approved CLE Brand Book						DDCC	2.0	-	-	-	1.5

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Increase CLE visibility	Revamp the CLE website and ensure it is regularly updated	CLE website revamped and updated	Reviewed CLE website					DDICT, DDCC	1.5	-	-	1.5	-	
	Re-brand CLE	CLE rebranded	Branding materials acquired					DDCC	2.0	2.0	2.0	2.0	2.0	
	Participate in shows and exhibitions	Shows and exhibitions held	Exhibition reports					DDCC	-	0.5	0.5	0.5	0.5	
	Implement Corporate Social Investment Policy	Corporate Social Investment Policy implemented	Implementation level					DDCC	1.0	1.5	1.5	1.5	1.5	
	Publish bi-annual magazines and newsletter	Bi-annual magazines and newsletters published	No. of magazine issues					DDCC	1.0	1.0	1.5	1.0	1.0	
	Produce CLE documentary	CLE documentary produced	CLE documentary					DDCC	-	2.8	-	-	2.0	

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Enhance customer experience	Conduct customer satisfaction survey and implement recommendations	Customer satisfaction survey conducted	Customer satisfaction index						DDCC	-	1.0	-	-	1.0
	Acquire and implement Customer Relations Management systems (CRM)	Customer Relations Management systems acquired	CRM system						DDCC	-	-	2.0	-	-
	Conduct a perception survey and implement recommendations	Perception survey conducted	Perception survey						DDCC	-	-	-	1.0	-
KRA 4: Institutional strengthening and sustainability														
Objective 4.1 Enhance CLE's financial sustainability														
Strengthen financial management	Prepare CLE Annual MTEF Budget	CLE Annual MTEF Budget prepared	Approved CLE annual Budgets						DD, F&A DD, P&S	2.0	2.0	2.0	2.0	2.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)						
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5		
	Update finance modules in the ERP	Finance modules in the ERP updated	ERP implementation report						DD, F&A		1.5			1.0		
	Link E-citizen and revenue module in the ERP	E-citizen and revenue module in the ERP linked	ERP implementation report						DD, ICT	0.5	-			-		
	Undertake annual financial audits	Annual financial audits undertaken	No. of Annual audit reports (unqualified)						DDF&A, IA	1	1			1		1
	Carry out post Examination series System Audit on Automation of revenue collection	Post Examination series System Audit conducted	Systems audit report						DDF&A, IA	0.5	1.0	1		1		1
Enhance resource mobilisation	Establish a resource mobilisation unit	Resource mobilisation unit established	Operational Resource Mobilisation unit						CEO	-	3.0	3.0		3.0		3.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Objective 4.2 Promote CLE corporate performance, capacity, and morale														
Strengthen corporate planning	Develop and implement CLE Master Plan	CLE Master Plan developed and implemented	Approved CLE Master Plan						DD, P&S	-	-	2.5	-	-
	Review implementation of CLE strategic plan	Implementation of CLE strategic plan reviewed	Quarterly reports						DD, P&S	-	-	2.5	-	-
	Hold annual planning meetings	Annual planning meetings held	No. of Meeting reports						DD, P&S	1.2	2.0	2.0	2.0	2.0
	Develop and implement productivity metrics	Productivity metrics developed and implemented	- Approved Productivity Metrics - Implementation level						DD, P&S	0.6	1.0	1.5	1.0	1.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement the business continuity plan	Business continuity plan developed and implemented	- Approved Business Continuity Plan (BCP) - Implementation level						DD, P&S	1.2	1.3	1.4	2	1
	Develop and implement CLE risk management framework	CLE risk management framework developed and implemented	- Approved Risk Management Framework - Implementation level						DD, P&S	2.2	1.9	1.5	1.5	1.5
	Acquire ISMS certification and monitor implementation	ISMS certification acquired	- ISMS certification - Implementation status						QMR DD, P&S	-	1.0	1.2	1.5	1.5
	Acquire CLE QMS Certification and monitor implementation	CLE QMS Certification acquired	QMS certification						DD, P&S	1.0	1.0	1.0	1.0	1.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement annual staff training plans	Annual staff training plans developed and implemented	- Approved annual Staff training plans - No. of trained staff per year						DD, HR&A	3.0	8.0	10.0	12.0	14.0
	Develop and implement a staff induction manual	Staff induction manual developed and implemented	Approved staff induction manual						DD, HR&A	-	1.5	-	-	-
	Develop and implement a succession management plan	Succession management plan developed and implemented	Approved Succession management plan						DD, HR&A	-	-	2.5	-	-
	Recruit staff to fill the establishment	Staff recruited	No. of staff recruited						DD, HR&A	-	1.5	-	2.5	2.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Promote staff morale	Develop and implement a staff welfare policy	Staff welfare policy developed and implemented	Approved staff welfare policy					DD, HR&A	-	1.5	2.0	2.0	2.0	2.0
	Review and implement HR policy instruments	HR policy instruments reviewed and implemented	Reviewed HR instruments					DD, HR&A	-	-	-	-	-	4.0
	Conduct employee satisfaction surveys	Employee satisfaction surveys conducted	Employee Satisfaction Index					DD, HR&A	-	-	2.5	-	-	-
	Conduct an annual culture audit	Annual culture audit conducted	Culture audits					DD, HR&A	-	-	1.5	1.5	1.5	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement culture change programs	Culture change programmes developed and implemented	Culture change programmes						DD, HR&A	-	-	-	2.0	2.0
	Hold annual team-building events	Annual team-building events held	Team building reports						DD, HR&A	3.8	3.9	4.0	4.1	4.2
Promote knowledge management	Develop and implement knowledge management policy	Knowledge management policy developed and implemented	- Approved Knowledge management policy - Implementation level						DD, HR&A	-	-	1.5	-	-

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)						
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5		
	Develop and implement a knowledge management strategy	Knowledge management strategy developed and implemented	- Approved Knowledge management strategy - Implementation level						DD, HR&A, DD, S&P		-	-	2.0	-		
Institutionalise ICT / digitisation	Audit the ERP system and implement the recommendations	ERP system audited	ERP system audit report						DDICT/ IA		-	-	-	-		
	Develop and implement ICT recovery plan	ICT recovery plan developed and implemented	- Approved ICT recovery plan - Implementation level						DDICT	3.0	-	-	-	-		
	Develop and implement ICT policy	ICT policy developed and implemented	- Approved ICT policy - Implementation level						DDICT	-	2.0	-	-	-		

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement ICT strategy	ICT strategy developed and implemented	- Approved ICT strategy - Implementation level						DDICT	-	2.0	4.0	4.0	4.0
	Digitise CLE services	CLE services digitised	Digitisation report						DDICT	-	1.0	1.0	1.0	1.0
	Develop and implement data protection policy	Data protection policy developed and implemented	- Approved Data protection policy - Implementation level						DDICT	3.0	3.0	-	-	-
	Conduct stress testing of ERP	Stress testing of ERP conducted	Stress testing reports						DDICT	-	-	-	-	-
	Host all ICT services in government facilities	ICT services hosted in government facilities	KONZA Cloud implementation reports						DDICT	4.0	4.0	4.0	5.0	5.0

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
Improve the institutional policy framework	Develop and implement a records management policy	Records management policy developed and implemented	<ul style="list-style-type: none"> - Approved Records management policy - Implementation level 						DD, HR&A	0.6	-	-	1.8	-
	Implement and review finance policies	Finance policies implemented and reviewed	<ul style="list-style-type: none"> - Revised finance policies - Implementation level 						DDF&A	0.9	-	-	1.3	-
	Review and implement procurement manual	Procurement manual reviewed and implemented	<ul style="list-style-type: none"> - Revised procurement manual - Implementation level 						DDSCM	-	1.5	0.8	0.8	0.8

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Review and implement the PC cross-cutting indicators policies	PC cross-cutting indicators policies reviewed and implemented	- Approved PC cross-cutting indicators policies - Implementation level						DDS&P	2.0	3.0	3.0	4.0	4.0
	Acquire additional office space	Additional office space acquired	Office space					DD, HR&A	-	-	-	10.0	10.0	10.0
Objective 4.3 Revamp corporate governance.														
Enhance corporate leadership and Governance	Integrate ICT in Internal audit operations and implement the module	ICT integrated in internal audit operations	Implementation reports					ICT/IA	-	3	0.3	0.3	0.3	0.3

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)							
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5			
	Develop and implement an asset disposal policy	Asset disposal policy developed and implemented	- Approved asset disposal policy - Implementation report						DDF&A		1.5	-	-	-			
	Conduct legal compliance audit	Legal compliance audit conducted	Legal compliance audit report						DD, LS		1.0	-	-	-			
	Automate procurement processes (E-procurement)	Procurement processes automated	Implementation reports						DD, SCM		2.0	-	-	-			
	Review and implement audit strategy	Audit strategy reviewed and implemented	Approved Reviewed audit strategy						IA		2.0	1.5	1.8	1.8	2.0		
Enhance Council oversight role	Restructure CLE Council committees	CLE Council committees restructured	Restructured committees						Chair-person		-	-	-	-			

Strategies	Key Activities	Outputs	Output Indicators	Timeline					Lead	Budget (KSh. Million)				
				Y1	Y2	Y3	Y4	Y5		Y1	Y2	Y3	Y4	Y5
	Develop and implement the Council and its committees' charters	Council and Committee charters developed and implemented	Approved charters						CEO, Chair-person	-	4.0	4.0	4.0	-
	Hold full Council and committees' meetings	Full Council meetings held	No. of meetings held						CEO	5.0	5.0	5.0	5.0	5.0
Enhance board-staff linkages and engagements	Hold annual meetings between the Council and staff	Annual meetings between Council and staff held	No. of meetings						CEO	-	5.0	5.0	4.0	4.0
Improve Council members' capacity	Train and capacity-build Council members	Council members' capacity improved	No. of Council members trained						CEO	-	5.0	5.0	5.0	5.0



ANNEXE II

MONITORING, EVALUATION AND REPORTING FRAMEWORK

KRA 1: INNOVATIVE CURRICULA						
Strategic Objective 1.1: Align the university curricula to the CBC and other contextual imperatives						
Key Performance Indicators	Baseline	Target	Achievements	Variance	Comments	
Annual university student performance assessments (Mean completion rate (%))	80%	90%				
University curriculum comparative assessments	x	2 Assessments				
Strategic Objective 1.2: Develop and implement a responsive ATP Curriculum						
ATP Curriculum	Draft in place	Approved ATP Curriculum				
ATP Curriculum implementation level	0%	100%				
Strategic Objective 1.3: Develop and implement the paralegal curriculum						
Paralegal curriculum	Draft	Approved paralegal curriculum				
Paralegal curriculum implementation level	x	100%				

Strategic Objective 1.4: Reform the administration of the Bar Examination					
Candidates pass rates	x			70	
No. of candidates examined	x			7,500	
KRA 2: LEGAL EDUCATION REGULATORY FRAMEWORK AND POLICY					
Strategic Objective 2.1: Reform and harmonise legal education laws and policies					
Quality of laws analysis	0			1	
Audit implementation of policies	0			2	
Strategic Objective 2.2: Advocate for the development and implementation of the national legal education and training policy					
Advisories/ memorandums developed and forwarded to the AG's Office	0			2	
Implementation level (%)	0			100	
Strategic Objective 2.3: Review the standards and guidelines for regulating legal education and training					
Guidelines and standards reviewed (%)	x			100	

KRA 3: IMAGE, PARTNERSHIPS AND COLLABORATIVE ENGAGEMENT					
Strategic Objective 3.1: Strengthen collaborations and partnerships in legal education and training					
Number of MoUs signed and implemented	x			X+5	
Number of international /regional networks established	-			2	
Strategic Objective 3.2: Enhance CLE corporate image and brand					
Customer satisfaction index (%)	67.49%			85	
Brand index	x			X+5	
KRA 4: INSTITUTIONAL CAPACITY STRENGTHENING AND SUSTAINABILITY					
Strategic Objective 4.1: Ensure financial sustainability					
(%) increase in resources raised from external sources	x			X+15	
% utilisation of the budget	97			100	
No. of unqualified audits	X			5	
Strategic Objective 4.2: Promote CLE corporate performance, capacity, and morale					
Composite Performance Contract scores	3.17			2.3	

Employee Satisfaction Index	72.19%	75				
Work Environment Satisfaction Index	75.44%	78				
Strategic Objective 4.3: Revamp corporate governance						
No. of Council and committees' meetings held	x	X+60				
No. of corporate governance audits	x	2				



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