

Reflections on the Implementation of Clinical Legal Education in Moi University, Kenya

T. O. Ojienda* & M. Oduor**

INTRODUCTION

Clinical legal education has been defined simply as learning law by doing law.¹ It is a method of instruction in which students engage in varying degrees in the actual practice of the law. Students get the opportunity to apply the theoretical aspects of their training to real life or simulated situations.²

In Kenya, legal education has over the years been imparted by way of the traditional lecture method. This has mainly been theoretical with little or no attention being paid to the practical aspects of the law and the legal profession. It is only recently that the importance of incorporating practical skills began to be recognised. This recognition can be traced back to the year 1994 following the establishment of the Moi University Faculty of Law (the faculty).

In this work the author intends to examine the challenges faced by the faculty in its quest to incorporate the clinical based approach into its curriculum. In doing so, the author will have to examine the basis upon which the faculty's CLE is grounded and the method used by the faculty implementing it. An assessment will be made of the specific successes and challenges faced by the faculty in implementing the programme and lastly recommendations to improve its operation will be made. Though references will be drawn from other jurisdictions in certain instances, the author will confine himself within the subject of this work, i.e. CLE in Moi University, Kenya.

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1 Grimes, R., (2000) "Learning Law by Doing Law in the UK" in *International Journal of Clinical Legal Education* p.34.

2 See Iya, F.F., (2000) "Fighting Africa's Poverty and Ignorance Through Clinical Legal Education: Shared Experiences with New Initiatives for the 21st Century" in *International Journal of Clinical Legal Education* p.16 and also, Gold, N., (2000) "Why not an International Journal of Clinical Legal Education?" in *International Journal of Clinical Legal Education*, p.7

Reflections On Clinical Legal Education

JG Myers



Reflections On Clinical Legal Education:

Reflections on Clinical Legal Education Philip G. Schrag, Michael Meltsner, 1998 Influential articles on the evolution of clinical legal education over the past three decades by members of the founding generation of clinical law professors

Australian Clinical Legal Education Adrian Evans, Anna Cody, Anna Copeland, Jeff Giddings, Peter Joy, Mary Anne Noone, Simon Rice, 2017-02-17 Clinical legal education CLE is potentially the major disruptor of traditional law schools core functions Good CLE challenges many central clichés of conventional learning in law everything from case book method to the 50 minute lecture And it can challenge a contemporary overemphasis on screen based learning particularly when those screens only provide information and require no interaction Australian Clinical Legal Education comes out of a thorough research program and offers the essential guidebook for anyone seeking to design and redesign accountable legal education that is education that does not just transform the learner but also inculcates in future lawyers a compassion for and service of those whom the law ought to serve Established law teachers will come to grips with the power of clinical method Law students struggling with overly dry conceptual content will experience the connections between skills the law and real life Regulators will look again at law curricula and ask law deans when

A Student Guide to Clinical Legal Education and Pro Bono Kevin Kerrigan, Victoria Murray, 2011-03-21 Clinical legal education the participation by law students in the giving of legal advice and representation to actual clients is playing an increasingly important role within UK law schools Pro bono the provision of free legal advice or representation for those who may otherwise have no access to justice is a vital part of the legal profession's commitment to the rule of law This book is written by members of staff at Northumbria University's ground breaking legal clinic the Student Law Office The authors all of whom are qualified solicitors have applied their long experience of clinical legal education into providing an authoritative and practical guide to all aspects of the subject from valuable advice on establishing a law clinic and the professional and ethical issues involved to practical skills such as interviewing drafting and advocacy Accompanying online resources for this title can be found at bloomsburyonlineresources.com a student guide to clinical legal education and pro bono These resources are designed to support teaching and learning when using this textbook and are available at no extra cost

Contemporary Challenges in Clinical Legal Education Matthew Atkinson, Ben Livings, 2023-08-18 This edited book addresses contemporary challenges in clinical legal education CLE considering its role in legal education and in the broader community it serves Written by experts from various international contexts the book explores how the changing nature and requirements of legal practice alongside social and technological developments affect the pedagogy of clinical legal education Chapters chart the development of clinical legal education across various jurisdictions and examine developments in programme design and supervision of and in CLE along with the role of CLE in the community The authors also reflect on the dynamic and developing role of clinical legal education and offer recommendations for the future This book will be essential reading for academics researchers in clinical legal

education and those interested in legal education across the world It will also be of interest to students of clinical legal education whose research requires a deeper understanding of the current themes and issues of the subject **Thinking About Clinical Legal Education** Omar Madhloom,Hugh McFaul,2021-11-25 Thinking About Clinical Legal Education provides a range of philosophical and theoretical frameworks that can serve to enrich the teaching and practice of Clinical Legal Education CLE CLE has become an increasingly common feature of the curriculum in law schools across the globe However there has been relatively little attention paid to the theoretical and philosophical dimensions of this approach This edited collection seeks to address this gap by bringing together contributions from the clinical community to analyse their CLE practice using the framework of a clearly articulated philosophical or theoretical approach Contributions include insights from a range of jurisdictions including Brazil Canada Croatia Ethiopia Israel Spain UK and the US This book will be of interest to CLE academics and clinic supervisors practitioners and students *Global Clinical Legal Education* Jeff Giddings,2025-01-28 This book explores the distinctive nature of clinical legal education in a range of global contexts The emergence of law school based clinical legal education has been recognised as a major innovation in modern legal education At its best it integrates the academic rigour of university based learning with the practical ethical and social justice insights that come from structured work with clients This book examines what makes clinic different from other aspects of legal education and how it differs from experiential learning in other disciplines particularly in its emphasis on social justice It provides an analysis of various models that support student learning in community settings from 66 contributors across the globe Learning goals teaching methods focus areas forms of student involvement engagement with lawyers and the challenges faced are all identified as important in giving clinical legal education its local flavour Exploring the role of technology in clinic and the significant growth in technology based clinics the book reviews the ways in which clinics harness technology to serve diverse client communities and extend the global reach of clinical legal education particularly in light of the ongoing COVID 19 pandemic This book will be of particular interest to researchers in the fields of clinical legal education and the use of emerging technologies in legal education **Through the Looking Glass** Wendy Wheeler,David A. Thomas,J. Reuben Clark Law School,1994 *A Handbook of Legal Education in Nigeria* Emiri, Oghenemaro Festus,2018-05-22 This book is on the nature and practice of legal education in Nigeria with comparative material sometimes deployed to shed light on current local situation The primary goal of legal education is to prepare students for the profession To do this a faculty will need to pay attention to a theory of learning to guide it in implementing a programme that will serve the mission It is hoped that the basic information here provided on the basic structure and content of legal education and ensuing challenges should point in more fruitful directions to all in the legal profession in Nigeria **Reimagining Clinical Legal Education** Linden Thomas,Steven Vaughan,Bharat Malkani,Theresa Lynch,2018-10-04 Clinical Legal Education CLE can be defined in broad terms as the study of law through real or simulated casework It enables students to experience the

law in action and to reflect on those experiences CLE offers an alternative learning experience to the traditional lecture seminar method and allows participants to take the study of law beyond the lecture theatre and library CLE has been a part of English law schools for several decades and is becoming an increasingly popular component of a number of programmes It is also well established in North America Australia and many other countries around the globe In some law schools CLE is credit bearing in others it is an extracurricular activity Some CLE schemes focus on social welfare law whilst others are commercially orientated A number are run in conjunction with third sector organisations and many are supported by private practice law firms This edited collection brings together academics lawyers third sector organisations and students to discuss the present experience and potential of CLE As such it will be of interest to a wide and diverse audience both within and outside the UK

New England Law Review: Volume 51, Number 1 - Winter 2017 New England Law

Review,2017-06-05

Street Law Frances Ridout,Linden Thomas,2023-11-16 The first book of its kind published in the UK Street Law Theory and Practice is the ideal companion for all students engaging in credit bearing or non credit bearing Street Law projects Highly accessible and student focussed it teaches readers not only how to successfully design deliver and reflect on Street Law sessions but also the theory behind this practice It covers a full and diverse range of topics beginning with initial project design and ending at post project reflection and evaluation with a host of topics including interactive teaching techniques ethics and problem solving in between Designed to be read chronologically or as standalone chapters it is the perfect textbook for students at each stage of their Street Law journey Including quotes from active Street Law practitioners and coverage of contemporary Street Law topics such as the housing crisis the text is a fully up to date resource for today s law students Its original workbook format including an abundance of reflective questions activities and prompts with space included for students to write their responses ensures every reader develops not only a comprehensive insight of this important form of public legal education but also their own learning and practice

Epistemic Communities at the Boundaries of Law Cecilia Blengino,Andrés Gascón-Cuenca,2019 As richly described in the various chapters of this book we see that clinics can act as a window to the functioning of law and the legal system Clinics allow students and faculty to see how laws and the legal system are functioning for groups of people who otherwise likely would not be a part of the common experience of professors and their students poor people generally migrants and refugees women and children exploited by trafficking people with disabilities ethnic minorities prisoners and so on Legal systems the world over tend to give less care and attention to the problems of the poor and other disempowered groups and such people usually lack access to well educated legal advocates to help them fight to make the legal system work for them Through clinic cases students and faculty see the day today lives of people marginalized by the society see how the law affects and influences their lives and see how it serves or fails to serve them For law professors involved in clinical education such as the authors of this book heightened awareness of the law s operation for poor people adds another important perspective to the subjects of their

research and work as commentators on the law Students can also be inspired to select topics for research papers master or PhD theses by exposure to problems in the law and legal system as it functions for their clients Dall introduzione *The Ethics Project in Legal Education* Michael Robertson,Lillian Corbin,Kieran Tranter,Francesca Bartlett,2010-10-06 This book discusses the teaching of legal ethics arguing that the current formal rules governing lawyers are inadequate as true engagement with ethical issues requires lawyers to exercise judgment and therefore there is a need to rethink the aims scope and methodology of legal ethics education The volume presents the views of a number of internationally renowned legal ethicists including Brent Cotter and David Chavkin exploring and questioning the teaching of legal ethics The contributions examine legal ethics teaching in a range of jurisdictions including the USA Canada Australia South Africa and Hong Kong A number of contributors discuss design issues that cover a broad field of methods including simulations the pervasive use of problem solving exercises and real world experiences with some of the essays revealing their empirical findings on the effectiveness of these methods and particularly as they affect the students

Handbook of Reflection and Reflective Inquiry Nona Lyons,2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it s necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire theHandbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau s wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times

International perspectives in social justice programs at the institutional and community levels Enakshi Sengupta,Patrick Blessinger,2021-04-09 Universities and faculty members play a vital role in providing education that helps build a strong foundation for a society where people get equal opportunities for upward social mobility This book addresses the role of education in overcoming poverty and oppression by imparting social justice education at the institution and community level

Legal Thoughts between the East and the West in the Multilevel Legal Order Chang-fa Lo,Nigel N.T. Li,Tsai-yu

Lin,2016-11-11 This book focuses on the interaction and mutual influences between the East and the West in terms of their legal systems and practices In this regard it highlights Professor Herbert H P Ma s achievements and his efforts to bring Eastern and Western legal concepts and systems closer together The book shows that while there have been convergences between different legal regimes in many fields of law diverse legal practices and approaches rooted in differing cultural social political and philosophical backgrounds do remain and that these differences are not necessarily negative elements in the contemporary legal order By examining different levels of the legal order including domestic regional and multilateral it goes on to argue that identifying these diversities and addressing the interactions and mutual influences between different regimes is a worthwhile undertaking not only in terms of mutual enrichment but also with regard to intensifying the degree of desirable coordination between different legal systems All chapters were written by leading experts practitioners and scholars from different jurisdictions with expertise in various fields of law and different levels of the legal order and discuss a number of issues with particular focus on either one way or mutual influences between the Eastern and the Western legal systems practices and philosophies *Roma Tre Law Review - 01/2023* ,2023-10-05 The Roma Tre Law Review R3LR is an open source peer reviewed e journal which aims to offer a digital forum for scholarly debate on issues of comparative law international law law and economics law and society criminal law legal history and teaching methods in law *Looking Forward, the Next Sixty Years of Clinical Legal Education* ,2008

Developing Expertise for Teaching in Higher Education Helen King,2022-03-21 This book provides a contemporary view of the characteristics of expertise for teaching in higher education based on the strong foundation of research into expertise and empirical and practical knowledge of the development of teaching in higher education Taking key themes related to the characteristics of expertise this edited collection delivers practical ideas for supporting and enabling professional learning and development in higher education as well as theoretical constructs for the basis of personal reflection on practice Providing an accessible evidence informed theoretical framework designed to support individuals wishing to improve their teaching *Developing Expertise for Teaching in Higher Education* considers teaching excellence from an expertise perspective and discusses how it might be supported and available to all It invites a call to action to all policymakers and strategic leaders who make a claim for teaching excellence to consider how professional learning and the development of expertise can be embedded in the culture environment and ways of working in higher education institutions Full of practical examples based on scholarship and experience to guide individual teachers educational developers and policymakers in higher education this book is a must read text for those new to teaching in higher education and those looking to improve their practice **Legal pedagogy, practice and curriculum transformation: What does the future hold and look like?** Charles Maimela ,2025-07-18 In an era marked by rapid technological innovation and complex socio political shifts legal education stands at a critical crossroads This timely publication explores the imperative for a curriculum that is both responsive and resilient capable of adapting to

the evolving needs of students institutions and society at large Blending theoretical analysis with practical insight the book offers forwardthinking strategies to navigate the multifaceted challenges of curriculum transformation Drawing on the lived experiences and reflections of law educators across diverse institutions it provides a unique lens into how curriculum innovation can enhance teaching learning and research in the legal academy More than a commentary this book is a call to action a vital resource for educators academic leaders and policymakers committed to ensuring the continued relevance excellence and social responsiveness of legal education in the 21st century

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