

**DEVELOPING THE LAW CURRICULUM  
TO MEET THE NEEDS OF THE  
21<sup>ST</sup> CENTURY LEGAL PRACTITIONER:  
A SOUTH AFRICAN PERSPECTIVE**

## **1 Introduction**

The law curriculum in African countries must reflect the realities of the needs of their own societies, but law faculties and law schools in developing countries also need to equip their law graduates to deal with the wave of globalization sweeping the world. This is particularly important for countries in transition from dictatorship to democracy, and from closed to open societies. Using South Africa as an example, it is intended to deal briefly with the changes made to the law curriculum to meet the domestic needs of the new democratic order. Thereafter, the broader curriculum needs of aspiring African lawyers in the 21<sup>st</sup> century, again with reference to South Africa, will be considered in the context of globalization.

### *1.1 Meeting the domestic needs of the 21<sup>st</sup> century*

After the first democratic elections in South Africa in 1994, a number of legal forums were convened by the Ministry of Justice to re-examine different aspects of legal practice, legal qualifications and legal education. Amongst these were forums dealing specifically with the university law curriculum (see for instance, Ministry of Justice *Legal Forum on Legal Education: Proceedings* (1995)).

The law deans of the country's 21 law faculties came together at several legal education forums and by 1997 there was agreement that the LLB degree in South Africa should be changed from a three-year postgraduate to a four-year undergraduate programme. It was agreed that in formulating a new curriculum law schools should: (a) take into account that South African law exists in and applies to a pluralistic society; (b) endeavour to ensure that students acquire skills appropriate to the practice of law; and (c) strive to inculcate ethical values. To this end it was agreed that in addition to the traditional core courses taught in the three-year LLB programme a number of new skills courses should be introduced. However it was left to individual law schools to decide which courses they wished to teach (McQuoid-Mason "Message from the Chairperson of the Board of Control, Durban School"

# Developing A Crosscultural Law Curriculum

**AN Whitehead**



## **Developing A Crosscultural Law Curriculum:**

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In a world consumed by displays and the ceaseless chatter of immediate communication, the melodic beauty and emotional symphony created by the published term frequently diminish into the background, eclipsed by the constant sound and disturbances that permeate our lives. But, set within the pages of **Developing A Crobcultural Law Curriculum** a wonderful literary value full of natural thoughts, lies an immersive symphony waiting to be embraced. Crafted by a masterful musician of language, that fascinating masterpiece conducts readers on an emotional trip, skillfully unraveling the concealed songs and profound influence resonating within each carefully constructed phrase. Within the depths with this emotional evaluation, we can investigate the book is central harmonies, analyze their enthralling writing type, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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### **Table of Contents Developing A Crobcultural Law Curriculum**

1. Understanding the eBook Developing A Crobcultural Law Curriculum
  - The Rise of Digital Reading Developing A Crobcultural Law Curriculum
  - Advantages of eBooks Over Traditional Books
2. Identifying Developing A Crobcultural Law Curriculum
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Developing A Crobcultural Law Curriculum
  - User-Friendly Interface
4. Exploring eBook Recommendations from Developing A Crobcultural Law Curriculum

- Personalized Recommendations
  - Developing A Crobcultural Law Curriculum User Reviews and Ratings
  - Developing A Crobcultural Law Curriculum and Bestseller Lists
5. Accessing Developing A Crobcultural Law Curriculum Free and Paid eBooks
    - Developing A Crobcultural Law Curriculum Public Domain eBooks
    - Developing A Crobcultural Law Curriculum eBook Subscription Services
    - Developing A Crobcultural Law Curriculum Budget-Friendly Options
  6. Navigating Developing A Crobcultural Law Curriculum eBook Formats
    - ePub, PDF, MOBI, and More
    - Developing A Crobcultural Law Curriculum Compatibility with Devices
    - Developing A Crobcultural Law Curriculum Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Developing A Crobcultural Law Curriculum
    - Highlighting and Note-Taking Developing A Crobcultural Law Curriculum
    - Interactive Elements Developing A Crobcultural Law Curriculum
  8. Staying Engaged with Developing A Crobcultural Law Curriculum
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Developing A Crobcultural Law Curriculum
  9. Balancing eBooks and Physical Books Developing A Crobcultural Law Curriculum
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Developing A Crobcultural Law Curriculum
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Developing A Crobcultural Law Curriculum
    - Setting Reading Goals Developing A Crobcultural Law Curriculum
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Developing A Crobcultural Law Curriculum

- Fact-Checking eBook Content of Developing A Crobcultural Law Curriculum
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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