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CURRENT NEEDS OF LEGAL EDUCATION IN THE REPUBLIC OF GHANA

The proper preparation of lawyers in the Republic of Ghana is the relevant theme for professional discussions and scientific researches.

The scientific endeavor in Africa and the developing world is saddled with challenges of which one of the most critical is infrastructure. A major concern within infrastructure is equipment. It is important to recognize that the equipment challenge is intimately associated with deficiency of policies and frameworks that facilitate and enable procurement, commissioning and decommissioning of science equipment, and management systems for maintenance, including the availability of trained manpower. The urgency of the task facing today's scientists in Africa and across the developing world will require continuous support to enable them to contribute to securing affordable food, water and energy for the increasing population. Scientists need to have an enabling environment that will enable them to deliver on their mandates. All of this is dependent on the hardware conditions they work with. It is against this background that the International Foundation for Science and African Academy of Sciences initiated the project "Developing an enabling scientific equipment policy in Africa" to help develop effective policy to overcome the challenges in the sector [1, p. 1].

According to Francis Goode, Ghana's higher education system is facing serious challenges regarding the training of students in practical and entrepreneurship education with skills to access gainful employment to sustain a high quality of living in a 21st century competitive global market economy. Some of the challenges include training students in campusbased career development programs to acquire the skills and work experience required by community business organizations and industry. Other challenges include equitable distribution of education subsidies to encourage underprivileged students' participation in 110 higher education opportunities to qualify them as educated skilled workers for a competitive labor market in Ghana. While the central government provides a small percentage of reduced tuition cost in return for national service upon graduation, evidence of inequities still exists in the current system. According to student interviewees, education subsidies are awarded to affluent and privileged students because of corruption among public officials in Ghana's higher education system. As a result, if their perceptions are true, many underprivileged students from middle and low income families are denied access, or continue to defer, delaying the time for the completion of

their academic training [2, p. 109-110].

Ghana has built a fairly solid science and technology system to facilitate national development. In particular, the institutional framework for research and development has been structured over the years. To be able to achieve the goals and objectives of the National STI Policy and realize socioeconomic development through science in Ghana, it is recommended, among other things, to: 1) Provide adequate funding for science research equipment acquisition and maintenance; 2) Ensure the effective implementation of the exemption policy regarding taxes and duties on scientific equipment; 3) Train scientific staff in scientific skills and use of scientific equipment, and incentivise staff retention; 4) Encourage local production of quality laboratory research equipment especially for schools; 5) Curtailing the bureaucracies associated with sole-sourcing will encourage its greater and more effective use [1, p. 22-23].

In accordance with Francis Goode, higher education practitioners in Ghana are responsible for designing academic programs and courses to ensure economic growth in order to prepare their students to compete successfully for gainful employment to sustain a high quality of living. In addition, the curriculum in Ghana's higher education system must be redesigned to include career development programs such as writing resumes, job interviews, communication, IT, data processing, and entrepreneurial skills to meet business and industry standards. These are critical investments in human capital needed to train students to develop early work experience and technical skills required by business and industry to ensure participation in their local market economy to increase productivity and to improve the quality of life [2, p.111].

The four recommendations emerging are the following: 1) The Ministry of Communications should design and implement an internet development policy to accelerate internet deployment. The objective would be to reach a critical threshold permitting the country to take advantage of the full potential offered by the network. Special emphasis should be devoted to high-speed connections. 2) The Ministry of Education should design plans of action that would ensure a clear linkage between the ICTE policy's thematic objectives and its implementation phases and specify clearly the role of the different actors and budget each of the actions. 3) Evaluation of distance learning programmes should be carried out and evaluation outcomes considered carefully. 4) The universities involved with distance education with the support of MOE should consider combining their efforts and establishing a joint distance education programme. The joint programme could aim to lead to the eventual creation of an Open University. A major objective of this university would be to answer the unfulfilled need for university training, since only 42 per cent of qualified applicants (16,628 out of a total of 40,062 qualified applicants) were accepted at public universities to continue their studies in 2006, and the number of applicants will grow further in the future [3, p.128].

In conclusion, we have to admit that nowadays legal education in Ghana is

under the reforming process. The effective development of future lawyers' preparation directly depends on the proper implementation of the mentioned reforms.

Literature

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УДК 347 (043.2)

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ФОРМУВАННЯ КОМПЕТЕНТНОСТЕЙ СТУДЕНТІВ ПІД ЧАС ВИВЧЕННЯ ТРУДОВОГО ПРАВА ЄС

Перехід до єдиної європейської системи зарахування навчальних досягнень студентів визнаний більшістю країн світової спільноти, в тому числі і Україною, як механізм формування загальноєвропейського освітнього простору, що дозволить забезпечити міжнародне визнання національних освітніх програм, мобільність студентів і викладачів, підвищить якість освіти. У зв'язку з цим змінюється не лише основна нормативна база системи освіти України, але й формуються нові вимоги до навчально-методичного забезпечення освітнього процесу. В умовах демократизації навчального процесу, пошуку форм співробітництва викладача та студента нагальним стає впровадження новітніх технологій та засобів, що сприяють якісному отриманню освіти, зокрема індивідуальних навчально-дослідних завдань (далі – ІНДЗ) під час вивчення трудового права ЄС.

ІНДЗ виконується з метою формування професійних компетентностей