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# The Need for Legal Education of Children in Bulgaria

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An attempt has been made to defend the idea of including a legal education module in the national educational framework for early childhood.

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# The Need for Legal Education of Children in Bulgaria

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## I. Introduction

The global economic and political crisis and the processes of uncontrolled breakdown of moral, family and personal values have a negative impact on the educational framework and the education of children. Influenced in a negative aspect by the length of the deepening crisis processes are also the parents of the children.

The family environment is respected by their reflection on the existing educational model, which is increasingly criticized and becoming useless for the social inclusion of young people.On the one hand, the family does not have a toolkit useful for adolescents in the process of their legal educational development, because they do not have the capacity and the ability to introduce and learn from children the legal norms related to their family, gender and social status. Families of vulnerable groups have no competence and education level to pass on to their children.

As Vassilev notes, ".... school is the blessed place in which the legal socialization of children can be further developed. It is the institution in which the child, in addition to his teachers and classmates, performs the rules and norms imposed by and in the educational system. "The current formal education model of the national education system does not offer an opportunity to study the legal norms and their social dimensions, and the environment in which the students develop and educate and depend on them.The state is a conductor and supporter of only the formal educational model the fundamental role in the implementation of the national educational framework, protected by the text of Article 53, paragraph 6 of the Constitution, which reads: "The State promotes education by creating and financing schools, assisting capable students and students, creates conditions for vocational training and retraining, and controls all types and grades of schools. "In such a social and educational environment, models of non-formal education are respected, moreover, they are ignored and have no degree of influence on the current education system.

Educational subjects and the overall curriculum located in our educational space do not provide opportunities to properly study, shape and level legal issues related to children's rights, social, family, and educational backgrounds, regardless of existing requirements. Thus, according Yankulova national educational system "does not fulfill the texts" of Appendix to Recommendation CM / Rec (2010) 7 whose Section I - General Provisions pt. 2 b. "B" is written: "Education on Human Rights" means education, training, awareness raising, information, practices and activities which aim, by providing the students with the knowledge, skills and understanding, and through the development of their relations and attitudes to enable students to contribute to the building and defense of a universal culture of human rights in society, with a view to promoting and protecting human rights and fundamental freedoms. " The niche in the national educational framework remains empty. Children continue to have no idea of their rights and obligations, and the current national education model does not apply the existing Council of Europe legal norms.

The aim of this paper is to attempt to address the problem of the lack of legal capacity in the educational space to properly study legal disciplines at the initial and subsequent levels of education.

Our postmodern society, the dynamics in communication and information processes, the introduction of electronics into education modules require knowledge and responsibilities that children unfortunately learn from either the street or the negative messages of the electronic network. Undoubtedly, the legal fact is that children are full holders of rights and obligations and, according to the meaning of Art. 53,

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para. 1 of the Constitution of the Republic of Bulgaria, not only they, but: "Everyone has the right to education".

An attempt to find an answer to the question of why it is useful to properly study law is equivalent to trying to find an answer to why math, native language or geography is needed. It is crucial for the children to have an idea of the legal system of the country they live in, their constitutional and legal rights, their constitutional and legal obligations, the rights and obligations of their parents, relations between people, people and nature , between people and institutions in the world in which they live, which are also the product of existing legal norms.

There are all the necessary social prerequisites and legal grounds for the idea of imposing legal education models as learning objects to find a place in our educational framework and there is no need for institutional persuasion in the presence of many legal acts to which our country is.

The lack of legal education of children necessitates a change in the perimeter of the educational framework and should be extended to include legal education in its scope, not only in order to fulfill the texts of the existing international norms, but also to increase social, general and legal culture and knowledge of students.

In our educational space there is no debate on the subject of the missing educational disciplines in our educational framework, related to the appropriate study of legal disciplines by the Bulgarian students. This fact changes in a negative aspect the educational profile of the Bulgarian pupil, because the lack of knowledge of the legal norms related to child growth is a sign of a crisis in the educational standards and in the whole educational system.

The Republic of Bulgaria is a member of the European Union, ratified the United Nations Convention on the Rights of the Child and has long since accepted it as a priority document of its national legal doctrine, allowing the legal education to become part of the national educational framework. This legal status is an instrument in support of the thesis of this analysis. Education is one of the basic, basic elements for shaping social inclusion and conscious civic behavior on the part of students and is the point in which we should look and analyze the gap in our educational space, which so far does not provide for school education) with legal focus.

Recommendation CM / Rec (2010) 7 on Education for Democratic Citizenship and Human Rights Education adopted at point 3. "Link between education for democratic citizenship and education on human rights" that: "Education for Democratic Citizenship and Education human rights are closely linked and mutually supportive. They differ in focus and scope, not in goals and practices. Education for Democratic Citizenship focuses mainly on democratic rights and responsibilities and active participation in civil, political, social, economic, legal and cultural spheres of society, while human rights education deals with a wider range of human rights and fundamental freedoms in every aspect of people's lives. "The European Commission for Democracy, right in its report "Child Rights Protection: International Standards and National Constitutions", proposes that the Council of Europe countries take concrete steps to incorporate the rights of the child into national cannabis models.

Educationally analyzed, these recommendations indicate the need to change the current educational model in our country and to rethink the possibilities of studying the legal norms as a condition necessary for the education and socialization of Bulgarian students.

The realities deriving from the rule of law, the norms advocating the action, inaction, crime, antisocial behavior, opportunities for active social inclusion, obligations towards the country, family, nature, school, administrative and judicial bodies with their functions remain unknown to the pupils. Due to their lack in the educational framework, students have no opportunity to get acquainted with them, their work, their meaning, their functions and their influence on their personality and society, to study them, to understand them and to adapt to their own behavior.

These realities from the existence of the national educational framework distort the way for a possible educational discussion and deprive society of a specialized analysis of the dangers to children and their behavior in the family environment, in the school environment, among friends and on the street. In the sense of Art. 53, para. 1 of our Constitution "Everyone has the right to education", and with this text the state guarantees the fulfillment of its obligation to respect children's rights in respect of their right to education.The subject of analysis in the present study is the restructuring of the educational model and the possibility in the state-guaranteed educational framework to find a place for the missing legal education, ie for the disciplines that would enrich the education system. Such action by the state would be predictable and would provide guarantees and an understanding of its attitude and care for the fulfillment of the essential part of the components representing the welfare state model.

In recent years, the national government has made efforts to align the existing educational framework with the requirements of the European Union and the requirements imposed by the Convention on the Rights of the Child to eliminate possible forms of discrimination by creating conditions for equal access to education. In this respect, it is about improving standards for children with special educational needs, but in the same way

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there is a need for debate and real steps to improve the educational standards and the study of legal disciplines in schools.The answer to the question of why it is necessary to study law in schools can be addressed in at least two aspects related to:

*a) Legal culture*

We adopt it as a model representing the child's harmonized behavior in the social environment built and imposed by the state and its understanding and attitude towards its regulatory boundaries.We can adopt legal culture as an element that supports the process of spiritual and educational growth of children as a guide to fostering their social relationships in the process of interacting with the environment. Legal culture has a broad spectrum of human knowledge, including legal awareness and legal knowledge. Student formation of legal culture implies a higher degree of respect for legal norms because it is related to the development of their mental and moral development. The postmodern legal culture has adopted different in nature and severity, but fundamental principles, related to the development of the democratic model of state political functioning, such as:

- The universal principle of freedom and equality;
- The principle of popular sovereignty and the power of the majority;
- The principle ofrepresentativeness.

This is the point that gives us reason to believe that the legal culture accumulated by the study of common and legal disciplines in schools could discipline child behavior and contribute to forming and strengthening the power of legislation.

The well-established social and legal activity of children, the use of legal knowledge of law and order have a positive impact on mass legal culture. The broad and real guarantee of studying and respecting children's personal rights and freedoms is one of the first and important signs of a legal culture.

*b) Legal Awareness*

The necessary missing element of the legal education and legal culture of the children would provide them with knowledge of the public and natural environment, moral norms, would create a sense of justice, responsibility, would bring them the knowledge to build their own position in the social and legal space. Among the arguments in support of this analytical conclusion is the fact that legal reality is inevitably reflected in the public and in the individual consciousness of the children, which is why we can accept legal consciousness as a form of public consciousness as a system of concepts and ideas important for legal regulation of public and private life.

The arguments presented would not be enough if the realities did not support them. In an attempt to prove the thesis, the present study presents the results of an empirical online survey conducted at the International Youth Center in Stara Zagora, Bulgaria.

The International Youth Center - Stara Zagora is built on a project of Stara Zagora Municipality and aims at social inclusion of children and young people at risk through informal educational methods. The International Youth Center works to increase the knowledge and skills of young people in different fields, to develop youth policies at local, regional and national level, and to develop an active civic position among young people. The Center works both locally and internationally, organizing forums, seminars and conferences to promote European values such as the rule of law, democracy, equality.

The present study was conducted among thirty youngsters, 12 of whom were aged 16-18, 11 - over 18, and 7 under 16.

In terms of gender distribution, 66.7% of the respondents are girls, and 33.3% or 10 are male - male. On the question "Would you support the idea in schools to learn the rights of children?", 83.3% of the respondents answered positively, 6.7% disagreed and 10% did not comment on the issue. Concerning the idea that a school discipline should be included in the study of the responsibilities and responsibilities of children related to the family and the family environment, 43.3% or a total of 13 respondents answered positively, 33.3% - negative, and 23 , 3% can not judge.

The results of the survey are complemented by the following opinions:

– According to 53.3% of the young people involved, it is necessary to study legal disciplines related to the legal and social status of the family and its social functions;
– 46.7% believe that they know their rights under the current legislation.

The analysis of the survey results presented in the survey (30 respondents, 10 m and 20 g) gives an idea of several main conclusions:

The first is: The respondents express their opinion in support of the thesis of the necessity of studying legal disciplines in the educational framework of the country;

The second is: The necessity of profiling the school legal disciplines related to children's personal rights as well as those that define their role in the family and family environment;

The main conclusion is that, despite the fact that over 45% of respondents believe they are aware of their rights, they are much more willing to study legal subjects found in the curriculum related to child behavior.

Children's rights are an integral part of the social, legal and political doctrines of democratic



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countries that have implemented their education policies in national schools. Their study is the main thesis of Recommendation No. R (85) 7, adopted by the Committee of Ministers on 14.05.1985, as well as the Supplement to Recommendation No. R (85) 7, where the following text is already written in point 1.: "Proposals for Human Rights Education at School. Human Rights in the School Program ". For our educational system, the necessary legal grounds for changing curricula and introducing legal disciplines are available. The full legal framework is finally ready for use by the changeover countries following the adoption of Recommendation 2006/962 / EC of the European Parliament and of the Council of 18.12.2006 on key competences for lifelong learning, OJ L 394 of 30.12.2006. 2006 and the Council of Europe's Charter of Democratic Citizenship and Human Rights Education adopted in the framework of Recommendation CM / Rec (2010) 7 of the Committee of Ministers of the European Union as a separate chapter on Education for Democratic Citizenship.

Designing and implementing the opportunities offered by these legal acts in our educational area would enrich national education policy. It is necessary to update the curricula and curricula and to draw up teaching aids for the implementation of a new legal education model aiming to have a lasting time effect in an attempt to restructure the educational system and with its influence to impose changes in the values and moral attitudes of the students.

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