

The Need for Legal Education of Children in Bulgaria

Vesela Mareva¹

¹ Trakia University

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Abstract

The necessity of changing the framework of the educational profile and the curriculum of the students is emphasized. The positive role and influence of law studying, as an appropriately presented training model, is emphasized. The need to study in the reforming national educational system of our country the main international, community and national normative acts related to the rights of children, parents and family, as well as the daily meeting of students with the norms of behavior in society of the current legal framework. An attempt has been made to defend the idea of including a legal education module in the national educational framework for early childhood.

Index terms— right, children, education, school, educational framework.

1 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 nonformal 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 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

1 INTRODUCTION

46 fundamental freedoms. ” The niche in the national educational framework remains empty. Children continue to
47 have no idea of their rights and obligations, and the current national education model does not apply the existing
48 Council of Europe legal norms.

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

51 Our postmodern society, the dynamics in communication and information processes, the introduction of
52 electronics into education modules require knowledge and responsibilities that children unfortunately learn
53 from either the street or the negative messages of the electronic network. Undoubtedly, the legal fact is that
54 children are full holders of rights and obligations and, according to the meaning of Art. 53, T Author: PhD
55 student in ”Social Sciences” department, Medical faculty, Trakia University-Stara Zagora, Bulgaria. e-mail:
56 vesela.mareva@gmail.com para. 1 of the Constitution of the Republic of Bulgaria, not only they, but: ”Everyone
57 has the right to education”.

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

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

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

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

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

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

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

93 These realities from the existence of the national educational framework distort the way for a possible
94 educational discussion and deprive society of a specialized analysis of the dangers to children and their behavior
95 in the family environment, in the school environment, among friends and on the street. In the sense of Art.
96 53, para. 1 of our Constitution ”Everyone has the right to education”, and with this text the state guarantees
97 the fulfillment of its obligation to respect children’s rights in respect of their right to education. The subject
98 of analysis in the present study is the restructuring of the educational model and the possibility in the state-
99 guaranteed educational framework to find a place for the missing legal education, ie for the disciplines that would
100 enrich the education system. Such action by the state would be predictable and would provide guarantees and
101 an understanding of its attitude and care for the fulfillment of the essential part of the components representing
102 the welfare state model.

103 In recent years, the national government has made efforts to align the existing educational framework with the
104 requirements of the European Union and the requirements imposed by the Convention on the Rights of the Child
105 to eliminate possible forms of discrimination by creating conditions for equal access to education. In this respect,
106 it is about improving standards for children with special educational needs, but in the same way The Need
107 for Legal Education of Children in Bulgaria An attempt to find an answer to the question of why it is useful to
108 properly study law is equivalent to trying to find an answer to why math, native language or geography is needed.

109 It is crucial for the children to have an idea of the legal system of the country they live in, their constitutional
110 and legal rights, their constitutional and legal obligations, the rights and obligations of their parents, relations
111 between people, people and nature , between people and institutions in the world in which they live, which are
112 also the product of existing legal norms.

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

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

124 ? The universal principle of freedom and equality;

125 ? The principle of popular sovereignty and the power of the majority; ? The principle of representativeness.

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

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

132 2 b) Legal Awareness

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

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

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

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

150 In terms of gender distribution, 66.7% of the respondents are girls, and 33.3% or 10 are male -male. On
151 the question "Would you support the idea in schools to learn the rights of children?", 83.3% of the respondents
152 answered positively, 6.7% disagreed and 10% did not comment on the issue. Concerning the idea that a school
153 discipline should be included in the study of the responsibilities and responsibilities of children related to the
154 family and the family environment, 43.3% or a total of 13 respondents answered positively, 33.3% -negative, and
155 23 , 3% can not judge.

156 The results of the survey are complemented by the following opinions: ? According to 53.3% of the young
157 people involved, it is necessary to study legal disciplines related to the legal and social status of the family and
158 its social functions; ? 46.7% believe that they know their rights under the current legislation. The analysis of the
159 survey results presented in the survey (30 respondents, 10 m and 20 g) gives an idea of several main conclusions:

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

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

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

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

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[Preporyka ()] 85) 7 na Komiteta na ministrite kym Syveta na Evropa, otnosno prepodavaneto I izuchavaneto na choveshkite prava ot 14.05, ? Preporyka . 1985 g.

[For our educational system, the necessary legal grounds for changing curricula and introducing legal disciplines are available. The 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, 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. It is necessary to update the curricula and curricula and to draw up)

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[Prilozhenie kym Preporyka CM/Rec (2010)7Harta na Syveta na Evropa p? obrazovanie za demokratichno grazhdanstvo I obrazovanie po pravata na choveka. prieta v ramkite na Preporyka CM/Rec (2010)7 na Komiteta na ministrite,

[Report on the Protection of Children's Rights: International Standards and Domestic Constitutions, adopted by the Venice Commission] *Report on the Protection of Children's Rights: International Standards and Domestic Constitutions, adopted by the Venice Commission at its 98-th Plenary Session, March 2014. Venice. p. . (European Commission for Democracy through Law (Venice Commission))*