

THE SYSTEM OF PREVENTIVE, CORRECTIVE-EDUCATIONAL AND RESOCIALISING ACTIVITIES IN THE REPUBLIC OF BULGARIA

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ABSTRACT

The report presents the structure of the system of institutions for preventive, corrective-educational and resocialising activities in the Republic of Bulgaria. Three subsystems are distinguished: social, socio-pedagogical, and penitentiary. Each of them includes different institutions of boarding and non-boarding type in a complex relation of subordination and coordination, subject to specific regulations. The activity of the institutions in the system of preventive, corrective-educational and resocialising activities is characterised by a number of specific features in social, organisational, managerial, educational and methodological aspects, which are presented as working recommendations in accordance with the current socio-pedagogical conditions. A good knowledge of the system is extremely important for all specialists who work in the social, educational and judicial areas. For effective work in it, inter-institutional interaction is decisive, both within the system itself and outside it, with external factors in relation to the problems of the person with antisocial and illegal behaviour.

KEY WORDS: *prevention, correction, resocialisation, system of institutions, Republic of Bulgaria.*

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Introduction

When ‘legal health’ (the normal functioning and development of social relations) is damaged, the social organism is brought disharmony and turmoil. ‘Disease processes’ in social development appear. These are anti-social behaviours that sometimes become an integral part of the behaviour of individual members or groups in society. It is necessary to search for legal means and methods, and socio-pedagogical forms, methods, approaches and means, for restoring harmony and balance in public relations (Milkova, 2003, 96–97). If we consider deviant and illegal behaviour as disease states in the community, then their prophylaxis and treatment are precisely their prevention and correction.

These processes are related to the protective function of the law, which is ‘a kind of reaction of law against actions that are an expression of a kind of destructive force in society’ (Milkova, 2003, 96). It is carried out in three directions: *preventive* ‘creates in legal entities psychological mechanisms to refrain from carrying out acts that contradict the applicable law’ (Milkova, 2003, 97); *restorative* ‘enables the law to be implemented as a measure of social justice, depriving the offender of the illegal benefit obtained through the offence and, in addition, gives the owed to the victim’ (Milkova, 2003, 97); *punitive* enables the realisation of the ‘retribution idea’, ‘it is just that the one who has committed an offence suffers certain financial, personal or organisational deprivations in which legal responsibility is manifested’ (Milkova, 2003, 97–98).

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The term prevention is derived from the Latin word *praevertō*, ‘to thwart, to prevent’. The prevention of deviant behaviour is the protection of individuals from violating the norms and rules in society. The subject of preventive activity includes a complex of forms, methods, approaches and resources for the formation of competences in all structural components of the content of the educational process, which are aimed ‘at the formation of such consciousness, behaviour and emotions in children that will assert their moral position in any situation’ (Rangelova, 2003, 18).

The term correction comes from the Latin word *correctio*, which means ‘amending’. Correction ‘occurs as a result of insufficiently well implemented preventive and educational activities’ (Chavdarova-Kostova, 2016, 66). The correction of deviant and delinquent behaviour can be defined as a process of correcting those traits in behaviour which deviate the person from socially acceptable behaviour. The content of corrective-educational activity includes a complex of forms, methods, approaches and resources for the formation of competencies in all structural components of the content of the educational process, which are aimed at ‘correcting the child’s behaviour in a pro-social direction’ (Manasieva, 2003, 229–230). Its objective is ‘re-education by correcting the reinforced negative patterns of behaviour and, in parallel, mastering basic skills for the full functioning of the personality in society [emphasis added]’ (Manasieva, 2003, 230).

Resocialisation is a ‘re-inclusion of the individual in society’ activity (Manasieva, 2003, 230). The process of resocialisation includes three processes: *re-education*, a process ‘aimed at the complete reconstruction of the internal structure of the person temporarily excluded from society’ (Rangelova, 2000, 60); *social adaptation*, ‘a process of personality adaptation [...] to the requirements of the new social environment [...] and through this to the requirements of the macro environment’ (Rangelova, 2000, 66) and *social readaptation*, ‘a process related to the mastering of new social experience, as well as mastering the new requirements of the environment for a qualitatively new personal, moral, professional and civic expression of the child with deviant behaviour’ (Rangelova, 2000, 66).

The system for preventive, corrective-educational and resocialising activity ‘is an organic part of the educational system’ (Rangelova, 2000, 109). It coincides with it ‘in structural and content aspects [...] Its specificity lies in the weight of the respective components. In this case, it concerns the bigger place given to the re-education and self-education of the child with deviant and delinquent behaviour’ (Rangelova, 2000, 109).

The aim of the present theoretical study is to present in structural terms the system of institutions for preventive, corrective-educational and resocialising activity in the Republic of Bulgaria, and to bring out specific features of social and pedagogical activity in them.

The research methodology includes the following tools: analysis of normative acts and strategic documents; analysis of theoretical and methodological sources; analysis of the structure of the system of institutions and social services for prevention, correction and resocialisation; analysis of the reflection of the problem in the cultural and historical space in Bulgaria.

1. The system of preventive, corrective-educational and resocialising activities in the Republic of Bulgaria

The system of preventive, corrective-educational and resocialising activities in the Republic of Bulgaria is complex in terms of subordination and coordination of the various institutions within its scope. It can be divided into three subsystems: the social, socio-pedagogical and penitentiary system. ‘The different subordination of the institutions and the specific normative regulation of their activity, along with some documents valid for all or groups of institutions, are related to their particular functions, which in turn arise from the specific needs of the children placed in them’ (Manasieva, 2013, 31).

1.1. The social subsystem includes ‘institutions in which children are not placed on the basis of behaviour, but whose social conditions make them, in a number of cases, become ‘children at risk’ (Manasieva, 2010, 54). These include different social services in the community that provide ‘activities of supporting individuals in: 1. prevention and/or overcoming social exclusion; 2. exercising rights; 3. improving the quality of life’ (Article 3, Paragraph 1, of the Social Services Act). These are: *family-type accommodation centres*,

transitional, sheltered and supervised housing, crisis centres for accommodation of domestic violence and human trafficking victims, as well as non-boarding vocational training centres, centres for public support, preventive information centres. The methodological guidance in these institutions is carried out by the Ministry of Labour and Social Policy, and the financing by *the state or municipal budget and non-governmental organisations.*

1.2. The socio-pedagogical subsystem 'is oriented towards secondary prevention, and is intended for children at higher risk of manifestation or who actually manifest deviant and delinquent behaviour' (Manasieva, 2010, 54). It includes all institutions under Article 2 of the 'Act on Combating Juvenile Delinquency' (ACJD), commissions for combating anti-social manifestations by juveniles and minors, children's pedagogical rooms, socio-pedagogical boarding schools, educational boarding schools, and homes for the temporary accommodation of juveniles and minors.

1.2.1. The Central Commission for Combating Juvenile Delinquency comes under the Council of Ministers of the Republic of Bulgaria. It participates in the development, and proposes programmes to be applied and activities, for the prevention and limitation of criminogenic factors; manages and audits the activity of the local commissions for combating juvenile delinquency; coordinates the activity of state authorities and non-governmental organisations, and makes proposals to them regarding preventive and corrective-educational activity; researches, analyses and informs the public of the condition and tendencies of deviant and delinquent behaviour of juveniles and minors; etc (Article 8 of the ACJD).

1.2.2. Local commissions for combating juvenile delinquency are established in all local authorities and regions in the Republic of Bulgaria. Along with children's pedagogical rooms and the institutions in the educational system, they organise and coordinate preventive activities in the respective administrative area of operation; examine cases against juveniles and minors and impose educational measures; (*moral*) warning of the obligation to apologise to the victim, warning for placement in an educational boarding school with a probationary period of up to six months (Article 13, paragraph 1, items 1, 2, 12 of the ACJD); (*qualifying*) the obligation to participate in consultations, training and programmes to overcome deviations in behaviour (Article 13, paragraph 1, item 3 of the ACJD); (*supervisory*) placement under educational supervision of the parents or the persons replacing them, with an obligation to provide enhanced care; placement under educational supervision of a public educator (Article 13, paragraph 1, items 4, 5 of the ACJD); (*restrictive*) the prohibition of minors to visit certain places and establishments; the prohibition of minors to meet and establish contacts with certain persons; banning the minor from leaving his current address (Article 13, paragraph 1, items 6 to 8 of the ACJD); (*labour*) obliging the minor to remove the damage caused by his own labour, if this is within his capabilities; obliging the minor to perform certain work for the benefit of society (Article 13, paragraph 1, items 9, 10 of the ACJD); or they carry out a proposal to the District Court to impose *educational isolation*, accommodation in a socio-pedagogical boarding school; placement in an educational boarding school (Article 13, paragraph 1, items 11 and 13 of the ACJD) for these persons; or monitors the implementation of the most severe educational measures, placement in boarding institutions; to assist parents in the education of their children and impose measures under Article 15, paragraph 1 of the ACJD in case of insufficient care or allowing antisocial behaviour of their children, a warning, obliging them to attend specially organised talks and consultations on education issues; a fine ranging from 50 to 1,000 BGN; to examine the state and causes of delinquency of persons under the age of 18 in the respective local authority, and make proposals to the relevant state bodies and non-governmental organisations; to organise and carry out activities on projects and programmes for preventing and averting antisocial behaviour, etc (Article 10 of the ACJD).

Public educators are appointed to the local commissions for combating delinquency. They carry out supervision of juveniles and minors by educational measures imposed for anti-social acts committed, as well as of those 'for whom there exists a serious danger of their development and upbringing' (Article 41 of the ACJD). They assist the family and provide support for organising the education, training and upbringing of the supervised persons.

1.2.3. School commissions for combating juvenile delinquency exist in all institutions in the school system. Their role is to examine the anti-social behaviour of students in the respective school, and, failing to deal with the case, to seek assistance from the local commissions for combating juvenile delinquency.

With the adoption of the new ‘Law on Preschool and School Education’ (LPSE), many educational institutions do not establish such commissions, since no such commitment has been explicitly introduced. The only provision relevant to this issue is Article 188, paragraph 4 of the LPSE: ‘The personality development support team shall include, in all cases, a psychologist or a pedagogical advisor, and a speech therapist. The team may also include other specialists, as well as representatives of the child protection authorities and the law enforcement authorities fighting juvenile delinquency.’ The provision is interpreted as dispositive, i.e. it could preferably include a member of the local commission for combating juvenile delinquency.

1.2.4. Children’s pedagogical rooms are established for municipal councils, district councils and some local authorities. They are subordinate to the *Ministry of the Interior*. They are headed by inspectors with a higher pedagogical education. Their functions are related to: searching for and identifying juvenile and minor offenders and victims of criminal offences, abuse or neglect; investigating the causes and conditions of anti-social and criminal acts; reporting to the competent authorities and monitoring the implementation of restrictive educational measures imposed (Article 27 of the ACJD).

1.2.5. Homes for temporary accommodation of minors and juveniles are boarding institutions under the Ministry of the Interior with a relevant operational area. They accommodate persons aged from six to 18 years: ‘a) whose permanent and current address cannot be ascertained; b) caught in vagrancy, begging, prostitution, alcohol abuse, the distribution or use of drugs or other narcotic substances; c) arbitrarily left institutions for compulsory education or involuntary treatment; d) committed anti-social behaviour and fell into such a state of neglect that makes it inappropriate for them to stay with their parents or persons who replace them’ (Article 35 of the ACJD). People are accommodated for a period of 24 hours. With the permission of a prosecutor, the stay can be maximum of 15 days, and in exceptional cases up to two months. The distribution is in bedrooms according to gender, age and reason for accommodation. On admission medical, psychological and pedagogical examinations are carried out, as well as certification, and clarification of the reasons for the child’s accommodation. The families are sought in order for them to be returned to them, and recommendations are given for working with the child.

1.2.6. Social-pedagogical boarding schools (SPBS) and educational boarding schools (EBS) are special schools in the school education system, subordinate to the Ministry of Education and Science. They accommodate persons aged eight to 18 years. The maximum stay in them cannot be more than three years (Article 30, paragraph 2, ACJD). ‘Those placed in these schools remain there for education and training, including the acquisition of a professional qualification, until the age of 16, and if they express a written wish, until the age of 18’ (Article 30, paragraph 3, ACJD). Upon the written request of the juvenile, the pedagogical council, with the participation of a prosecutor and a representative of the LCCJD, may decide to extend the stay even after the age of majority, until the completion of the relevant educational or professional qualification degree.

There are several key differences between the two institutions. Firstly, *the grounds for placement*: while the EBS are intended to ‘provide instruction to pupils who are juvenile delinquents’ (Article 44, paragraph 8, of the LPSE), the SPBS ‘shall provide instruction to pupils who lack appropriate living conditions in their families, deprived of parental care and supervision, or juvenile delinquents’ (Article 44, paragraph 9, of the LPSE). Secondly, *distribution by gender*: while the EBS are specialised, for boys and for girls, the SPBS are mixed, as juveniles and minors are distributed by gender in different sleeping quarters. This is due to the fact that following the deinstitutionalisation processes, there are currently two educational boarding schools operating (for comparison, in the 1996–1997 academic year there were 12), and one socio-pedagogical boarding school (for comparison, in the 1996–1997 academic year there were 25) in the Republic of Bulgaria.

‘The main activity in these boarding schools is corrective-educational, understood as a complex of methods and approaches that are applied with two main goals:

- changing the child’s behaviour in a pro-social direction;
- changing the ingrained negative behavioural patterns along with learning the skills to support the child’s integration into society’ (Manasieva, 2010, 47).

The widely used term ‘confinement’ in the cultural-informational space in the Republic of Bulgaria (electronic and written media, non-governmental organisations, and even in speeches and publications by university lecturers) is incorrect and inexpedient in relation to measures of educational isolation provided for by the ACJD: placement in EBS and SPBS. Confinement is a statutory punishment imposed: on a specific individual, for an offence stipulated under the Penal Code of the Republic of Bulgaria; with statutory content; only by the court under statutory procedure for its imposing provided for in the ‘Criminal Procedure Code of the Republic of Bulgaria’.

1.3. The penitentiary subsystem in the Republic of Bulgaria includes all penal institutions under the General Directorate ‘Execution of Punishments’ under the Ministry of Justice. It includes prisons and prison dormitories of open and closed type, correctional facilities, and probation services. They carry out punishments affecting the freedom of the convicted: confinement, life imprisonment with or without the possibility of commutation, and probation.

1.3.1. Confinement is ‘the compulsory isolation of the convict in special places, thereby restricting the ability to move freely in space and determine a mode of life, limiting social contacts as well as the possibility to exercise some rights when it is incompatible with the character of the punishment’ (Stoynov, 2019, 397). The ‘Execution of Penalties and Detention in Custody Act’ (EPDCA) provides for four types of regime for serving the sentence of deprivation of liberty, light, general, strict, and special, as the initial regime is determined by the sentence and can be changed.

1.3.2. Life imprisonment is ‘forced isolation of the convict for the rest of his life in places for serving the prison sentence’ (Article 38a, paragraph 1, of the EPDCA). Life imprisonment can be:

1.3.2.1. With possibility of substitution ‘for imprisonment for a term of 30 years, if the convicted person has served no less than 20 years’ (Article 38a, paragraph 3, EPDCA), taking into account the period of the sentence served (Article 38a, paragraph 5, EPDCA), but not the work days (Article 38a, paragraph 4, EPDCA), which reduce the period of the deprivation of liberty served as ‘two work days are recognised for three days of deprivation of liberty, excluding work days not recognised by the court’ (Article 178, paragraph 1, EPDCA).

1.3.2.2. Without substitution: a ‘provisional and exceptional measure’ (Article 37 paragraph 2, of the Criminal Code), appeared as an alternative to the death penalty for the gravest crimes which endanger the foundations of the Republic, as well as for other particularly dangerous deliberate crimes. This is ‘the gravest punishment, its humanity is seriously questioned’ (Stoynov, 2019, 478).

A. Stoynov assesses the significance of a life imprisonment sentence as unfounded, ‘because even now it is neither the most frequently imposed punishment, nor is it relied upon in a substantial way for combating crime’ (Stoynov, 2019, p. 463).

1.3.3. Probation is ‘a system of non-custodial measures for control and intervention that shall be imposed collectively or separately’ (Article 42a, paragraph 1, of the Criminal Code) and ‘whose content is not defined in the law’, but ‘will be individualised by the court that imposes the punishment’ (Stoynov, 2019, 480). These measures can be conditionally divided into two groups:

1.3.3.1. compulsory: registration at the current address (Article 42a, paragraph 2, item 1, of the Civil Code) and regular appointments with a probation officer (Article 42a, paragraph 2, item 2, of the CC);

1.3.3.2. imposed at the discretion of the court: restrictions on free movement (Article 42a, paragraph 2, item 3, of the CC); admission to vocational training courses and public intervention programmes (Article 42a, paragraph 2, item 4, of the CC); corrective labour (Article 42a, paragraph 2, item 5, of the CC); community service (Article 42a, paragraph 2, item 6, of the CC).

Comment: In clarifying the nature of the punishment of probation, it is necessary to note its educational functions. They have a defining role in the re-education and resocialisation of offenders, as well as in the correction of their behaviour.

1.3.4. Regarding underage persons, Articles 62–63 of the CC adopt an adjusted system of punishments according to the psychophysiological features of the adolescents:

1.3.4.1. Life imprisonment and life imprisonment without substitution shall not be inflicted on minors (Article 63, paragraph 1, item 1, of the CC).

1.3.4.2. The gravest punishment for minors provided for in the Criminal Code is *deprivation of liberty*. Before reaching full age, they shall serve in *reformatory establishments* (Article 65, paragraph 1, of the CC), after that they shall be transferred to prison or a prison hostel, unless they continue their education and qualifications, upon the proposal of the Pedagogical Council and with permission of the prosecutor, but not later than the completion of 20 years of age (Article 65, paragraph 2, of the CC). The maximum sentence is ten years (Article 63, paragraph 1, item 1, of the CC), and for persons who have turned 16 years of age it is 12 years (Article 63, paragraph 2, item 1, of the CC).

For underage persons, deprivation of liberty finds the widest application in practice (Mihailov, 2007, 224).

1.3.4.3. Applicable non-custodial penalties are: public censure, probation and deprivation of the right to exercise a certain vocation or activity.

With the weakest application is the punishment of *deprivation of the right to exercise a certain vocation or activity*. This is due to its extremely narrow field of application in relation to the imposed restrictions on the occurrence of labour capacity and legal capacity to drive motor vehicles by minors (Andonova, 2019, 514).

Public censure ‘does not include measures tailored to the specific needs of young people in conflict with the law, and this would hardly contribute to overcoming their criminal habits’ (Andonova, 2019, 516).

Probation applies only to minors who have attained the age of 16 years. The application of this punishment is the lack of ‘special rules laid down for establishing an integrated system for youth probation (such as exists in many European countries), which guarantees adequate treatment of young people, in view of their particular psycho-physiological maturity, and achieving in the most satisfactory degree the re-educational purpose of punishment’ (Andonova, 2019, 517).

1.3.5. One of the most contemporary problems of modern criminal justice systems is the need to apply a ‘differentiated approach in the exercise of criminal responsibility, depending on the age’ (Stoynov, 2019, 151) and ‘expanding the application field of the non-custodial punishments’. These protective measures ‘provide broad opportunities for corrective and re-educational impact using minimum coercion, and with minimal means for their implementation’ (Stoynov, 2019, 464). Consequently, ‘the actual trends in a global aspect are related to *the application of influence methods which are alternative to the punishment, they are aimed at correcting the behaviour of minors and re-education. The democratisation, humanisation and depenalisation of the criminal justice system, aimed at the amending and correction of juvenile offenders’ behaviour, play an extremely important role in achieving these objectives*’ (Andonova, 2019, 513).

It is a fact that the amendments in socio-economic processes require a *rethinking of some methods of correctional-educational activity inadequate to the modern reality and their replacement with modern alternatives* (Mateeva, 2008, 194): *intermediation relationships on the recommendation of the Beijing Rules; the joint family conference embedded in the New Zealand and Australian models; the measure ‘proposal to the offender to attempt to reach an agreement with the victim’* (Mateeva, 2008, 190–192) *provided in the draft amendment to the ACJD*. In Bulgaria, a step towards the application of alternative measures to punishment for minors is the draft ‘Law on Diversion from Criminal Proceedings and Imposition of Disciplinary Measures for Minors’, which stipulates the introduction of a new system of educational measures: warning; restorative measures; prohibitions; obligations; special supervision; placement in a centre for educational supervision (Article 9, paragraph 1).

There is a need for a *revision of criminal law* in the direction of *correcting imperfections of the procedure, the institutions and sanctions for liability* of juvenile offenders who committed deviant and illegal acts (Mateeva, 2008, 194). Such an institution is the *specialised court for minors* (Kriviradeva, Chavdarova, 2011; Chavdarova et al., 2012). It is missing in our Bulgarian conditions, but it exists in the Republic of Lithuania.

The institution of restorative justice is successfully applied in civil disputes, but it can also find an application in criminal justice practice. Among the possibilities for combination with the ‘possible reasons and prerequisites for the admission and application of restorative approaches’ (Manov, 2019, 398) are criminal regimes: retort, ‘mitigation of the criminal consequences in a state of affect caused by the victim with illegal behaviour towards the perpetrator or his relatives’ (Manov, 2019, 398); ‘the privileged constituent elements of a number of crimes in the case of recovery or compensation for the damage caused’ (Manov, 2019, 398–399); and others.

Therefore, for the effectiveness of the work of the institutions in the system of preventive and corrective-educational activity, ‘the interaction both between themselves and between them and external factors related to the problems of children with deviant and delinquent behaviour is extremely important’ (Manasieva, 2010, 85). In this regard, it is necessary to create a ‘working mechanism, both for the prevention of antisocial manifestations and for adequate treatment of criminally irresponsible persons’ (Mateeva, 2008, 192), who have committed anti-social acts.

2. The specificity of the system for preventive, corrective-educational and resocialising activities

In the context of the problem of the specifics of the system for preventive, corrective-educational and resocialising activity, specific features in social, organisational, managerial, educational and methodological aspects can be summarised.

Labelling and stigmatisation lead to the social exclusion of the person and repetition of the acts. Therefore, it is recommended to avoid the use of terms such as ‘juvenile delinquency’, ‘difficult children’, ‘recidivist’, ‘thief’, ‘drug addict’, and others. Care should also be taken in the use of forms for *membership when naming different ethnic groups*, in order to avoid generalisations related to ‘evaluatively loaded attributions to a group in respect of a particular member of the group who in reality is not a carrier of such a characteristic’ (Chavdarova-Kostova, 2019, 41), because ‘membership is a direct path to the formation of stereotypes and prejudices, regardless of positive or negative attitudes’ (Chavdarova-Kostova, 2019, 41).

The contemporary reality requires compliance with trends in the manifestations of deviant and delinquent behaviour: on one hand, the emergence of *new mechanisms for positive and negative influence of educational conditions, factors and causes; increased dynamics* (increased statistics) and continuous *branching* (the emergence of new) *in the structure of delinquency and illegal acts*.

This, in turn, will lead to the weakening and elimination of the influence of the conditions, factors and causes that provoke deviant and delinquent behaviour in adolescents; it is advisable to engage them ‘in an *optimally functioning pedagogical system*, which is based on preventive and corrective-educational activities’ (Rangelova, 2000, 109).

Of fundamental importance is interaction both with the family and with other socio-pedagogical factors to overcome deviant behaviour: the engagement of parents and their involvement not only as partners but also as participants in preventive and corrective-educational activities.

At the same time, tendencies of decriminalisation and deinstitutionalisation are imposed, and isolation measures (accommodation in a social service) are applied only as a last resort. This is *one of the reflections of the idea of inclusion*, embedded in the current educational processes (Ordinance on Inclusive Education, 2017).

The idea of inclusion is leading in the current understanding of educational processes. S. Chavdarova-Kostova defines *inclusive education* as an ‘*umbrella concept*’ (Chavdarova-Kostova, 2019, 26), which includes not only ‘integration of children with SEN [...] integration of children from traditional and non-traditional minorities, but it is aimed also at children with other ‘differences’ (here the big question about the norm – difference relation personally in an educational context remains open), as well as the implementation of educational activities in a variety of fields (in-school and out-of-school)’ (Chavdarova-Kostova, 2019, 32). In this respect, the ‘Ordinance on Inclusive Education’ (2017) prescribes the provision of *timely general* (chapter two) and *additional* (chapter four) *support for personal, social and professional development*.

Therefore, it is necessary to know and take into account the age specificity and sensitivity in the child’s development, as well as the regulation of its psychological-pedagogical space. It is appropriate ‘to define the *positive, strong sides of the student or the group* and let them be a *point of reference and support for the education and accompanying activities* [emphasis mine, D.P.]’ (Epitropova, 2020, 103).

According to T. Manasieva ‘placing the child in a subject position allows the corrective-educational process to be realised in conditions of *active activity* [in the entire quote, underlining and italics mine, D. P.]’ (Manasieva, 2003, 212), combined with ‘continuous defining of the priority pedagogical values [emphasis

mine, D. P.] in the education, re-education and self-development of each child, including the child with deviant behaviour' (Rangelova, 2000, 111).

A logical conclusion from what has been said so far is that the *education of the culture of behaviour* through the application of the competence approach in educational institutions (*personal competence, social competence and competence to acquire learning skills; civic competence; cultural awareness and expression competence*) is necessary, as well as maintaining *pro-social behaviour* and *the counteraction of deviant behaviour*.

Simultaneously with the stimulation of students' cognitive activity, they *should be warned about the consequences of violating social norms*. The formation of *motivation for learning* in children who commit deviant acts of behaviour and the *prevention of their difficulties in the educational process* is also important (Kozuharova, 2003).

The formation of emotional intelligence is determined by social and emotional skills, among which are: self-knowledge, self-control, motivation, empathy, and adaptability. The orientation of pedagogical support is towards the '*self-development, self-affirmation, self-organisation and self-realisation of the student*' (Smantser, Rangelova, 2011, 87).

It is important to stimulate the child's free choice of behaviour and the ability to find a way out of difficult situations without compromising his moral position. 'The more *conscious* the violation of norms and *the deeper and more persistent the deviation* from normative behaviour, the *more complicated the corrective-educational task will be*' (Manasieva, 2015, 60).

An extremely important preventive and corrective-educational factor is the meaningfulness of leisure time through *activities of interest, volunteering, art, sports*.

The formation of a positive attitude towards work is conditioned by the consideration of: *the child's abilities and interests* when choosing activities, *the experience of success and satisfaction from work* (Manasieva, 2003, 235).

In the modern psycho-pedagogical space, the emphasis is on interactivity and variability in the selection of forms, methods, approaches and resources in preventive, corrective-educational and resocialising activities.

Thus, the proposed specific approaches, methods, concepts and forms of work in the system of institutions and social services are in line with modern European trends for prevention, correction and resocialisation.

The exposition so far logically leads to the search for answers to the following questions:

- Is it necessary to rethink and change the educational and penal measures applied to juvenile offenders?
- How expedient are the trends of decriminalisation and deinstitutionalisation in the pedagogical, social, police and justice systems?
- To what extent are employees in the social, police and justice system prepared regarding the psycho-pedagogical space of adolescents?

Conclusion

Is a good knowledge of the system of preventive, corrective-educational and resocialising activities really of extreme importance for all specialists working in the social, educational, police and legal spheres? It is an indisputable fact that, for the efficient operation of the system, inter-institutional interaction is decisive, both in the system itself and outside it, with the external factors related to the problems of the person who committed anti-social and illegal acts.

However, the process of the formation of professional competence also entails assuming responsibility for the performance of the social functions of the chosen profession. Meanwhile, it is closely dependent on the theoretical-practical training of future specialists, on the degree of the formation of socio-pedagogical and legal theories and concepts of processes and phenomena in the field of prevention and correction of deviant and delinquent behaviour, and on the ability to make sense of them and on the working conditions in socio-pedagogical institutions.

Therefore, an acquaintance with the system of preventive, corrective-educational and resocialising activities is of paramount importance in view of the tasks facing higher schools according to the preparation

of such specialists. The way to solve this problem is the application of a holistic approach as an amalgam of legal, pedagogical, psychological and social forms, methods, approaches and resources. In order to form, specify and expand the competences of future specialists in lecture and seminar lessons provided for the study of the system of preventive, corrective-educational and resocialising activities, the following theoretical-empirical methods of work are envisaged: discourse; discussion; brain attack; mind maps; case solving; analysis of normative and internal institutional documents; legal dogmatics, legal (linguistic, systematic, logical, functional) interpretation; preparation of working documents; visiting the system's institutions, non-university and university events related to the issues studied; analysis of already-existing good practices and the development of projects and work programmes in this system.

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BULGARIJOS RESPUBLIKOS PREVENČINĖS, KOREKČINĖS UGDOMOSIOS IR RESOCIALIZUOJANČIOS VEIKLOS ĮSTAIGŲ SISTEMA

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Santrauka

Straipsnyje pristatoma Bulgarijos Respublikos prevencinės, korekcinės ugdomosios ir resocializuojančios veiklos įstaigų sistemos struktūra. Skiriamos trys jos posistemės: socialinė, socialinė-pedagoginė ir penitencinė. Kiekviena jų apima skirtingas internatinio ir neinternatinio tipo institucijas, kurių pavaldumo ir koordinavimo santykiai gana sudėtingi, jiems taikomi specialūs reglamentai. Įstaigų veikla prevencinės, korekcinės ugdomosios ir resocializuojančios veiklos sistemoje pasižymi tam tikrais socialiniais, organizaciniais, vadybiniais, auklėjamaisiais ir metodiniais aspektais, kurie pateikiami kaip rekomendacijos dirbant šiuolaikinėmis socialinėmis-pedagoginėmis sąlygomis. Gerai pažinti sistema ypač svarbu visiems socialinės, švietimo ir teisės sričių specialistams. Siekiant efektyvumo būtina tarpinstitucinė sąveika – tiek pačioje sistemoje, tiek ir už jos ribų.

Ar visiems socialinėje, švietimo, policijos ir teisės srityse dirbantiems specialistams svarbu gerai pažinti prevencinės, korekcinės ugdomosios ir resocializuojančios veiklos sistemą? Be abejo, siekiant sistemos efektyvumo ypač svarbi tarpinstitucinė sąveika – tiek pačioje sistemoje, tiek už jos ribų, susijusi su asmens, padariusio asocialius ir neteisėtus veiksmus, problemomis.

Profesinės kompetencijos formavimo procesas apima ir atsakomybės už pasirinktos profesijos socialinių funkcijų vykdymą prisiėmimą. Tai priklauso nuo būsimų specialistų teorinio ir praktinio pasirengimo, socialinių-pedagoginių ir teisės teorijų bei procesų ir kt. Taigi pažintis su prevencinės, korekcinės ugdomosios ir resocializuojančios veiklos sistema ypač svarbi, atsižvelgiant į aukštųjų mokyklų uždavinius rengiant

atitinkamus specialistus. Ši problema sprendžiama laikantis visa apimančio požiūrio, kaip teisinių, pedagoginių, psichologinių ir socialinių formų, metodų, požiūrių bei išteklių visumos. Siekiant ugdyti būsimų specialistų kompetencijas paskaitų ir seminarų pamokose, vykdant prevencinės, korekcinės ugdomosios ir resocializuojančios veiklos sistemos studijas, numatyta taikyti šiuos teorinius-empirinius darbo metodus: diskurso, diskusijos, smegenų šturmo, minčių žemėlapių, atvejo sprendimo, norminių ir vidaus institucijų dokumentų analizės, teisės dogmatikos, teisinės (lingvistinė, sisteminė, loginė, funkcinė) interpretacijos, darbo dokumentų rengimo, lankymosi sistemos institucijose, neuniversitetiniuose ir universitetiniuose renginiuose, kurie susiję su nagrinėjamais klausimais, esamos gerosios praktikos analizės ir projektų bei darbo programų kūrimo šioje sistemoje.

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