

The Innovation of Legal Education in the Primary and Secondary Schools in Minority Areas —Taking a Minority County in the South of GuiZhou

Province as an Example

Zhongze Chen^{1,*}, Ye Bi^{1,[1]}

¹ School of Arts and Law, WHUT.

No.205,LuoShiRoad,HongShanDistrict,Wuhan,Hubei,China.430070

*E-mail:448338373@qq.com and 412215664@qq.com

Abstract. Legal education in the primary and secondary schools in minority areas is very important to the development of compulsory education in minority areas, the prevention of juvenile delinquency and the protection of left-behind children. At present, due to the slowly development of economy and society in minority areas, there exists defects in legal education in the primary and secondary schools in respect of teachers, education contents and methods, etc. The normalized, targeted legal education with minorities' features has not come into being. In view of the author, the primary and secondary schools should combine legal education with minorities' features, reinforce flexibility and mobility of legal education, combine it with voluntary service, and take special measures to teach special teenagers.

Key words: Legal education; Minority areas; Primary and secondary schools

1 Introduction

Legal education in primary and secondary schools plays an important role in legal construction in China. Since the 1990s, China began to vigorously promote the development of legal education in the primary and secondary schools, issued documents named "*Several opinions of CPC Central Committee on Further Strengthening and Improving School Moral Education*", "*Opinions of Strengthening Legal Education in Schools*" and a series of guiding documents, providing scientific and reasonable implementation plans and paths in legal education. The 4th plenary session of 18th CPC Central Committee passed "*The CPC Central Committee's decision on a number of important issues in relation to comprehensively implementing governing the country by law*", the document putted the promotion of public awareness of rule of law and the building of a law-based society forward as the main point, cleared emphasis on legal education in teenagers once again.

China is a multi-ethnic country, The principle of ethnic equality was written in the constitution and law of regional national autonomy, reflected in other laws and regulations, practical measures are taken to safeguard rights and interests of all kinds of equality^[2], and that principle should also be reflected in the rule of law. Promoting legal education in the primary and secondary schools in minority areas takes a significant part in the development of national education, it helps to cultivate legal belief and spirit among minority people from childhood, helps to promote national identity and unity in China.

2 The function of promoting legal education in primary and secondary schools in minority areas

2.1 Promote balanced development of compulsory education in minority areas

Many minorities are living in the southwest of China, confined by the nature conditions, society development and history, these areas are relatively underdeveloped, that results in a weak and low level foundation in education. Recent years, China has attached attentions to compulsory education in undeveloped areas, now, in the respect of elementary course such as Math, Chinese and English, the gap between undeveloped and developed areas are gradually shrinking, but a big gap still lies in the respect of students' the rule of law literacy, civic consciousness.^[3]

In 2016, the state council general office issued a document named "*The guiding opinions on accelerating the development of education in the Midwest*", it put forward the goal that balanced development of compulsory education should be realized in 75% counties in the central and western regions by 2018. The legal education has always been an important aspect in the compulsory

education, promoting legal education in the primary and secondary schools helps to promote balanced development of compulsory education in minority areas.

2.2 Help to reduce juvenile crime in minority areas

In 2014, a research in China's 12 provinces for one year conducted by the China Youth and Children Research Center found that the juvenile crime is still a serious social problem, the criminals tend to be younger. According to the research, juvenile crimes was 12.3% under the age of 14 in 2001, the ratio rose to 20.11% in 2014. It is worth noting that increasing younger criminals may increase the probability of recidivism in the future, and this trend shows that the control of juvenile crime in our country is at stake.^[4] The defects of legal education in schools can cause the lack of legal common sense among teenagers, not to mention law-abiding consciousness. Legal education in schools is an important factor to reduce juvenile crime.^[5]

2.3 Help to protect left-behind children in minority areas

Most of southwest minority areas are located in economically backward regions, there lives a large number of left-behind children. In 2012, the all-china woman's federation group issued a report named "*The study of the condition of left-behind and migrant children*"^[6], this report pointed out China's rural left-behind children highly concentrated in the mid-west big labor export provinces, Guizhou's rural left-behind children accounted for more than 40%. Left-behind children lack family care and monitoring, they are prone to mental illness leading to bad behavior, and are easy to become victims and criminals of illegal behavior. Legal education in schools can effectively improve their legal sense and self-protection consciousness, teach them to comply with law, consequently, reduce the possibility that they suffer from illegal violation.

3 The problems of legal education in primary and secondary schools in minority areas

The southern area of GuiZhou has complex natural geographical conditions, relative backward economy and society and strong minority features. Based on voluntary teaching experience in a minority county in the south of GuiZhou province, the author will analyze the present situation and problems in the subject of implementation, scope, content and methods of legal education in local primary and secondary schools.

3.1 The implementation subject of legal education

The implementation subjects of legal education in the primary and secondary schools are teachers, teachers' legal knowledge and professional level directly affect the effect of legal education. The author has been a voluntary teacher in the biggest primary school in a minority county in the south of GuiZhou province, the level of teachers of that school represents the highest level of teachers in the county. In 2014, the school has 69 teachers and hired a local judge as vice school president. Among those teachers, no one got a master's degree, no one is equipped with professional knowledge of law, 98% teachers graduated from junior colleges, and one of them got the qualification of psychological consultant. To conclusion, for a lack of good economic and development condition to attract good teachers, about the present implementation subject of legal education, teachers' low degree, low legal quality and the lack of legal education professionals caused big problems in legal education.

In addition, the primary and secondary schools in minority areas did not make full use of social forces in legal education. On the one hand, the local lawyers groups, judicial and public security system has a lot of legal professionals, except for hiring the vice president, local schools has not invite other workers to conduct conventional legal education.

On the other hand, due to the development of volunteer services in western China, currently, there are a lot of college students voluntary groups in minority areas. Taking "Voluntary teaching Group of Graduate" as an example, being different from short-term voluntary teaching, Voluntary teaching Group of Graduate is a relaying long-term project, volunteers are all outstanding graduates from colleges through several selections, having good scientific cultural quality and basic legal literacy. Local schools in minority areas could have cooperated with these volunteers to carry out legal education activities, but most schools does not make full use of the good social forces.

3.2 Scope and students covered by legal education

Scope:In minority areas,legal education is concentrated on schools in county center,gradually spreading to the surrounding villages and towns.The distance from the center is farther,the implement level and effect of legal education is poorer.

In a primary schools in a minority county where the author voluntary taught before in 2014,the county has a total of 143 primary schools including 107 complete primary schools,6 primary sections and 30 village teaching stations.2 schools are located in the county center,111 rural primary schools and 30 village teaching stations are located in 6 towns and a sub-district office^[7].In 2 schools in the county center,the legal education were implemented more comprehensively,various kinds of legal education were adopted.In 111 rural primary schools,legal education were mainly implemented through moral classes,lacking a variety of legal education. Moreover,in schools or teaching stations in the more remote mountainous area,due to the shortage of teachers,the legal education can not be implemented.

Students:Among students covered by legal education in minority areas,most of them come from different minorities,and are left-behind children.In a minority county in the south of Guizhou province,there lives Shui,BuYi,Miao,Dong and other 26 ethnic minorities,in county's biggest primary school,minority students accounted for more than 95%.Compared with other areas,the differences of students in minority areas are more obvious.

Besides,most parents chose to leave their home to work forced by living pressure,many students are monitored by grandparents,relatives and acquaintances,even by no one,the proportion of left-behind children among students is large.When carry out legal education,many schools ignore the special need of minority students and left-behind students in the majority,the implementation of legal education was indifference,and the content and methods of legal education were not adjusted based on minority students and left-behind students' characteristics.

3.3 Contents, Methods and Time Schedule of Legal Education

(a)**Contents:**legal education in the primary and secondary schools is mainly to teach students basic legal common sense,to develop students' preliminary legal consciousness,right consciousness and self-protection consciousness,and to prevent juvenile delinquency.In addition, students accepted warning education to fight against heresy and drugs.When I was teaching the fifth grade students "morality and society"course,I found a special legal education unit named "*The law on my side*"in the textbook,aiming to teach students what basic rights they have and how to protect them,such as the right of education,right of life and health,right of privacy.

(b)**Methods:**legal knowledge are mainly conveyed by what teachers said during the class,in addition,schools adopt a variety of ways,such as holding lectures about legal consciousness,holding the legal knowledge competition,convening legal subject class meeting or class blackboard newspaper comparison.

(c)**Time schedule:**All local schools have not arrange specialized legal education course,legal education is only conducted by 1-2"morality and society"classes.Related lectures,class meeting,knowledge competition are adjusted according to overall teaching progress,legal education tends to be canceled when schools' academic burden overweight or students should take part in other large activities.Considering the above circumstance,currently,legal education in minority areas only stay on the popularization of legal knowledge,lacking the education of legal spirit and legal belief ; Most education methods are boring and " force-feeding ", lacking flexibility,mostly adopt the "one-size-fits-all"education mode.Finally,time for legal education cannot be guaranteed,a normalized legal education has not formed,legal education is superficial and not systematic.

4 The innovation of legal education in primary and secondary schools in minority areas

Under the present situation of legal education in primary and secondary schools in minority areas,if the local schools can make some changes and adjustments,the legal education will be more effectiveness and pertinence.Therefore,the author examined all aspects of legal education in primary and secondary schools in a minority county, try to put forward the following suggestions for innovation of legal education .

4.1 Combine legal education with minority's features

To meet the needs of minority students in the majority, the legal education in minority areas should be combined with minorities' unique culture and language.

(a) Bilingual legal education: Recent years, China has been promoting "bilingual education" (Minorities' language plus Chinese) and made some achievements, although, in many schools in remote minorities' areas, Chinese teaching has not been so popular that most students can not adapt to textbooks and teaching in Chinese^[8]. If language barrier can not be eliminated, the quality of legal education will be at a discount greatly. For students in minority areas, legal education should also be conducted in the bilingual mode.

(b) Legal knowledge in the form of minorities' culture: Minorities have their own special culture and art forms, such as calligraphy, music, etc. Legal knowledge in the form of minorities' culture can stimulate students' interest, and improve the student's commitment and participation in legal education. In 2005, in a minority county where I voluntarily taught in the south of GuiZhou province, the local education department, the justice department, and schools began to try to combine legal education with minorities' culture, carried out a series of effective activities welcomed by students. The legal educational songs written by minorities' language were promoted to teach students to fight against drugs and heresy, these songs won widespread attention and praise. Moreover, the local education department held the first calligraphy and painting competition called "know legal and use legal" among teachers and students, aiming to encourage students use their own minority' culture forms to express their understanding of the law.

4.2 Strengthen flexibility and mobility of law education

In an important document issued by the Central Committee of the Communist Party of China in 2014, it highlighted that legal education should be incorporated in national education system from the youth, specialized legal courses should be set up in primary and secondary schools. In fact, most minority areas are located in the mountains, distance between schools is relative far, traffic is inconvenient and schools' teaching hardware conditions are poor, forcing these schools to set up specialized legal courses is not reality. Besides, due to the relatively isolated living environment, there are some conflicts between the modern concept of legal and minority's traditional patriarchal clan and customary law, students' thinking are more easily affected by the former, the effect of law in minority areas tends to be ignored, the overall legal education for local people is equally important, so legal education in minority areas should enhance its flexibility and mobility.

(a) Establish a regular flow "legal classrooms", send policemen, judicial personnel and teachers to villages and towns schools to conduct legal education at fixed period, guarantee rural minority students can accept legal education.

(b) When local judges go to rural areas to go on mediation and trial, local students can be organized to watch and listen, the scene teaching approach aims to let students intuitively feel the presence of the law, realize the importance of law, eliminate their unfamiliar or fear of policemen and judges, eventually make up for the shortage of legal education resources.^[9]

(c) In remote minority areas, the local government can make schools become the center of legal education, and try to gather local people together to join regular legal education activities such as playing law propaganda, holding legal educational lectures, by using schools' resources and space. In this way, minority students can stimulate minority families, minority families can stimulate minority communities, it helps to create law ruling environment, and encourage minority residents to learn about law and solve problems by law. Besides, it helps primary and secondary schools to get rid of isolated situation in legal education, maintain the virtuous cycle of legal education in the whole area.

4.3 Combine legal education with voluntary service

In 2013, several government departments jointly issued a document named "*Opinions on further strengthening law education among teenagers*", it suggested that China's legal education among teenagers should strengthen the construction of legal volunteers and professional social work team. At

present, four ministries and most universities are jointly promoting a voluntary service project called "Western Plan" about encouraging college students to do voluntary service in western China.

According to statistics, in 2016, the "Western Plan" attracted more than 80000 graduates from 2084 universities all over the country, 55692 people got bachelor degree or above, accounted for 69.6% of total number of registration; 3220 people are graduate student; 11971 people are members of Communist Party of China, accounting for 14.96% of the total number of registration.^[10] Most volunteers joining "Western Plan" were sent to minority areas in China, such as Xinjiang, Tibet, Yunnan, Guizhou, volunteers generally have a higher degree and professional knowledge, besides, many of them graduated from the universities and colleges located in minority areas, they had a deep and comprehensive awareness of minority areas, they are the supplement of teachers in legal education in minority areas.

Primary and secondary schools in minority areas should make full use of the volunteer service resource. On the one hand, schools which has a volunteer shall arrange volunteers to assist its legal education, the volunteer can provide intellectual support and innovative ideas. On the other hand, local schools should contact the local college students voluntary team actively, to develop a positive, cooperative legal education combining with voluntary service, voluntary teachers are better to be invited into school to carry out legal education activities in interesting, lively, various forms.

4.4 Take special measures to teach special teenagers

According to long-term observation of left-behind children in minority county, in the author's view, due to the defect growth environment, the development of characters and behaviors of left-behind children in minority areas tend to go to the two extremes. One extreme is that they are extremely autistic and vulnerable to become the victims in violence and sex crime. The other extreme is that they are easily affected by bad social ethos, went to illegal crime road and become the perpetrators. For left-behind children under these two kinds of extreme condition, schools should pay special attention and take special measure to teach these special teenagers.

For the first kind, legal education should focus on the right consciousness and self-protection consciousness, don't use boring and adult-like methods to convey legal knowledge. What matters is getting trust of left-behind children. For example, in self protection consciousness education, it is important to be interesting and vitality, teachers can combine youth favorite cartoon characters to create scripts, and then organize students to perform these scripts.

For the second kind, legal education should be warning education related to the minor crime. In minority areas, for a lack of monitoring, teenagers are easy to be influenced by bad social ethos, and participate in the campus violence, drugs, prostitution and other illegal and criminal activities, they should be the "key focus" of legal education.

(a) Schools should actively associated with family, society, consolidate "the trinity" education mode. Left-behind children parent-teacher conference should be held regularly, complete "parent-school contact cards" and make use of SMS platform between home and school.

(b) Schools should strengthen the cooperation with community residents' committees, public security, judicial organs, put an end to illegal places and bad people, create a good social environment for teenagers' legal education.

(c) Warning education, correct education and reform education need to be done at the same time. For teenagers in juvenile reformatories, custody, detention, forced isolation rehab, the rule of law consciousness is of the most significance to prevent them from committing a crime again.

REFERENCES

[1] Chen Shao song, Huang Shuo, in: Reflections on Strengthening the Rule of Law in Minority Areas, edited by Zhengang Zhou, Vol.35 of Guizhou Ethnic Studies, Guizhou Ethnic Studies Publishers(2014).

- [2]Jiantao Wu,Xiaomei Zuo,in:Equilibrium and development: the dual responsibility of compulsory education development,edited by Jinxin Wu,Liaoning education,Liaoning education Publishers(2014).
- [3]Ying Guan,in:Compare the minor crime characteristics of ten years,edited by Yi Fang,China Youth Study,China Youth Study Magazine(2012).
- [4] Xiaohua Xi,in:School's legal education and prevention of juvenile crime,Journal of Capital Normal University(Social Science Edition),China Academic Journal Electronic Publishing House(2000).
- [5] The all-china woman's federation research group ,in The study of the condition of left-behind and migrant children ,Chinese Woman's Movement,The Editorial department of Chinese Women's Movement(2013).
- [6]Basic education situation of primary schools in Sandu Shui autonomous county on <http://www.sdx.gov.cn/html/article/479/3726.shtml>
- [7]Congyin Mao,in How to put the rule of law culture into the value of the identity and behavior of the youth in the western national regions ,Collected Papers of "Decision-making BBS - based on public management perspective seminar"(under)(2015).
- [8] Youping Xie,Yongjie Wang,in Under the Multiple View of American Teenagers Education under the Rule of Law:Approaches, Strategies, and Enlightenment,edited by Yuansheng Song,Issues on Juvenile Crimes and Delinquency,China Academic Journal Electronic Publishing House(2007)
- [9]The “Western Plan”attracted more than 80000 graduates in 2016 on http://xibu.youth.cn/index/gdxw/201606/t20160616_8143843.htm