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RENOVATING THE SUBJECT MATTER OF INFORMATION LAW: RIGHT TO EDUCATION IN INFORMATION SOCIETY

Education is one of the first intrinsic rights enshrined in 1948 Universal Declaration of Human Rights [4; art.26]. In the context of integration and international law principles, implementation of human rights achieves growing interest by state mechanisms, civil society representatives and global community. In this respect, central attention is paid to the system of preparing high-level professionals for fulfilling and promoting human rights both in national and international arenas. Of course, this system requires innovations and novels in educational and scientific fields what raises again the fundamental concerns about the realization of right to education. Probably, all of the universal and regional institutions have placed human right to education, be it UN, EU, CoE or others. One can highlight that wide range of international human rights instruments are dedicated especially to the definition of proper requirements for the right to education, be it binding tools or of advisory character. It should be mentioned that right to education includes essential elements that interrelates it with other primary human rights. Right to education also covers human-rights education which is the cornerstone for developing knowledge societies.

On the other hand, increasing interest of public bodies and scholars are attracted by emerging legal field named “information law” which ensures free flow of information and has general subject matter covering information rights, media law, internet law, digital human rights, intellectual property law etc. Hence, information law demands reviewing and rebuilding its subject matter in order to define properly the main elements included by this new legal field.

Nowadays, vast majority of scholars accepted that information flow ensured by information law is significant tool for the establishment and development of information societies in world context [2; p.9] Although, it is without doubts that we agree and accept this idea, still, creating conditions for only free flow of information does not allow us to talk about effective management of developing societies. Because, growing digital aspects of human rights, as well as information rights and freedoms place a need for more organized, complex approach that could not be covered by *information society*, but *knowledge society*. Additionally, recent human rights problems and challenges such as concerns regarding internet users, online privacy and copyright raise the demand for broadening the scope of public awareness and protection [1]. Taking into account these paradigms, we may easily prove that information society details, together with human rights education and information rights fall under the subject matter of information law.

We should be remarked that there exists the third approach that proves direct linkage among right to education, information law and knowledge society widely accepted by international community. As right to education claims for efficient ICTs offerin unlimited access to academic databases, international instruments reacts to this point of view too. Regarding to this, The Jomtien World Declaration on Education for All provides recommendation saying “All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues. In addition to the traditional means, libraries, television, radio and other media can be mobilized to realise their potential towards meeting basic education needs of all” [5; art.5]

It is certain that the aforementioned opinions and expressions encourage scholars to redefine the subject matter of information law. Also the transition towards information society confronts state bodies along with society representative to managem new education standards for children and adults without any grounds of discrimination. Bearing this in mind, we may also agree that “Each individual must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world” [3; p.14]. Moreover, this procedure contributes to reform legal education and human rights teaching too. New methods are needed to cover emerging information law subjects as universities such a internet law, media law, digital human rights, e-governance etc. In this regard, key practice of BSU Law Faculty may play the role of the best example for CIS countries. Chaired by prof. Amir Aliyev who is the author of the first official course book “Human Rights: Theory and Practice” for law students, the Law Faculty has achieved great success in providing special information law education wthin the framework of bachelor and master programs. In this respect, LL.M programs in “ Information law”, “Human rights”, “International law”, “Sport Law; Tourism Law” are supported and

assisted by European and American prominent educational institutions. Several information law subjects such as “Freedom of information and human rights”, “Information law”, “Contemporary issues of information law”, “E-governance” etc. are taught in English, Azerbaijani and Russian at Law Faculty,

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A GENERAL REVIEW ON LEGAL EDUCATION IN TURKEY

A system created by humans can never be flawless, because due to their nature, every human has flaws on their own. However, even a flawed system can work correctly with the right implementation, likewise, a flawless system cannot work if the implementers are inefficient and uneducated. The interpretation and implementation of the legal system of a country is made by the lawmen of that country, thus, a steady and orderly implementation depends on the efficiency of them. Which is why, all around the world, people always talk about the necessity of a proper legal education and consider honest, hardworking, well-educated lawyers as a requirement for a just country. But is the importance of an effective education recognized by governments, does our education system provide a sufficient and quality education to raise the lawyers, judges, academicians that everybody needs? In this article, I wish to touch on some of the main problems in Turkish legal education system and state some opinions about the subject as a newly graduate.

Legal education can be given by different institutions such as faculties, law schools, or institutes; depending on the main educational system in each country. In Turkey, legal education is given in the law faculties of universities, and lasts for four academic years. Aside from public universities, private and