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REPORT

Development Education / Global Education Bulgaria 2009

In 2007 DEEP gathered information about the state of Development Education in Europe and received the following information from Bulgaria which is very indicative about the current situation in the field.

To the question "Which are the activities identified as Development Education and awareness building" the answer is : "educational activities with students and teachers, introduction of the development problems into the curriculum, adult education, campaigning, education for intercultural competences".

Activities which are on the list of answers like advocacy, publications, information and media, volunteer programs in the Third World have not been chosen.

To the question "What is the focus of activities, connected with DE in relation to the target groups?" the important activities noted are – information and awareness building; changes of attitudes and behaviour; capacity building among the activists in the field; training of trainers.

As key and most important target groups are enumerated: students and teachers and as not important are assessed – trade unions, the church and religious groups.

The most important DE/GE topics considered are: globalization, minority rights, gender problems, sustainable development, racism, health, HIV/AIDS, political and civil rights

As less important are defined: North-South relations, fair trade, labour rights, corporate social responsibility, official aid for development, armament

According to respondents there is not enough state support for Development Education with the clarification – because the lack of capacity, human resources and financial resources.

These answers could serve as an introduction to this Report on the state of DE/GE, because they are highly indicative of the status of DE and of the state of minds of the social activists and of the representatives of the state in the field.

Introduction

The current Report is prepared for the **National Seminar on Global/Development Education which took part in Sozopol from September 25-27, 2009** and which gathered representatives of the national and local authorities, of civil society structures, of the educational community, media.

The Seminar was based on the **Agreement between the European Commission and the North-South Centre of the Council of Europe** aiming at strengthening public understanding and critical support for development cooperation in the country, supporting the global Development Education program and initiating and promoting National Development Education strategy process.

The **objectives of the Seminar** were:

- To explore the context of DE/GE and raising public awareness in Bulgaria on the basis of the Strategy approved by EU and on the other International documents and to prepare general assessment of the DE/GE situation and to elaborate a Strategy for DE/GE Education and based on the Strategy Plan of Action;
- To establish working relationships between the organizations and institutions working in the field of DE/GE;
- To explore the opportunities for development of regional and community DE/GE educational programs and campaigns;
- To get an agreement on the place of DE/GE in the present curriculum and to elaborate the outlines for a new approach for promoting DE/GE in Formal and Non-Formal Education.

This format of the National Seminar defined the objectives and the structure of the current Report.

The **Report aims at several things:**

- To present the current state of DE/GE in the context of the reforming educational system;
- To explore the foundations of the educational policy toward DE/GE and awareness raising;
- To explore the current status of DE/GE education in the formal and non-formal educational systems and the normative foundations for DE/GE in Bulgaria;
- To explore the status of the broadly understood social education in Bulgaria and to discover elements of DE/GE presented in the curriculum and in the current state educational requirements;
- To investigate the conditions for the introduction of DE/GE in the context of the full membership of Bulgaria in the European union;
- To explore the patterns of interaction between the main actors and stakeholders in the field of DE/GE;
- To define the dimensions of a policy aiming at development of a sustainable system for DE/GE.

Report Methodology

The DE/GE Report is based on the co-operation and partnership between the participating in the Meeting NGO's and state institutions. The investigation is founded on the **data gathering** where different methods have been used:

- Analysis of education-related documentation (state educational standards, educational programs and materials; legislative documents, etc);
- Analysis of national, regional and municipal (where available) programs for DE/GE;
- Analysis of DE/GE projects currently run and/or proposed in the participating countries;
- Interviews with key players from the target groups, focus groups, school students and pupils, teachers, trainers, social activists and public figures;
- Finding and analyzing of good and bad practices in the DE/GE;

The Report aims **at connecting content analysis of data with the orientation towards practical steps and measures:** the activities and processes in the field of DE/GE were subjects to qualitative evaluation in order to go ahead with concrete recommendations for development.

That's why we could define the Report as one with explicit **future orientation, one which aims to assess** the existing good practices at school, extracurricular activities, cooperation with organizations and institutions in the European Union member states, from the point of view of the future.

In order to achieve these futurist dimension the Report is based as well on the principle of the **contextual searching for the best place and role of the DE/GE** in the wide context of Social Education and Education for Democratic Citizenship/ or Civic Education/.

The Report aims as well at providing **qualitative analysis** of the achievements reached until now in the formal education system, e.g. level of integration of contemporary DE/GE ideas into the school study plans and the everyday life.

In the Report we are looking for answers to whole set of questions:

- Are there any national standards for DE/GE in the country?
- Is there any national strategy and a relevant program/ action plan for DE/GE? Have any practical steps been undertaken in this direction?
- What is the accent of DE/GE and what are the social dimensions of DE/GE visible in curriculum?
- What are and how are realized links between DE/GE and Environmental Education and Education for Democratic Citizenship, Human Rights Education, Intercultural Education, Conflict Resolution and Education for Sustainable Development?
- Are there different approaches in the curriculum for primary, secondary and high schools?
- Which subject fields or separate subject do contain most DE/GE topics? Which grades and age groups receive most and least knowledge in DE/GE?
- Are there any programs / projects/campaigns for DE/GE realized until now and/or being in progress? What were/are their financial sources?
- What are the educational materials developed in the field of DE/GE? What is the state policy in the field. What are the relations between curriculum developers from the NGO's and those supported by the academic institutions and national educational institutes;
- Is there a specially formulated state policy referring to the Initial and In-Service teachers Training in the field of DE/GE? Are there special programs and courses in the field of DE/GE for teachers or for future teachers? What is the content of such training courses? Is there a group of well prepared trainers of trainers, are there school or local methodologists in the field of DE/GE, whether the cascade method of training is realized?

We had to identify most important and visible NGO's in the field, to involve their representatives in the processes of elaboration of the Report, to discover and describe what are the most interesting initiatives in the field provided by NGO's, to assess the degree of coordination and co-operation of NGO's efforts, their relationships with the local and national educational authorities.

The Structure of the Report is as follows.

Chapter 1 outlines the **context in which DE/GE develops in Bulgaria**: international and national context; the changes in the educational system and the elaboration of a new educational policy, the increasing coordination between the national agencies responsible for Bulgarian policy in the field of international development, sustainable development and for DE/GE policies, SWOT analysis of the current state of DE/GE.

Chapter 2 explores and presents the situation with **DE/GE in Formal Education**. The new educational developments are presented and the state educational requirements are explored at length.

Chapter 3 focuses on the **developments in the civil society sector**, on the projects which NGO's have been realizing, on the establishment of a National Platform for an International Developments as a model for co-operative efforts in the field.

Chapter 4 is presentation of the SWOT analysis on the state of DE/GE ion Bulgaria

Chapter 5 presents **conclusions and recommendations** concerning the future developments in the field of DE/GE.

This Report on DE/GE education is relied on the contribution of a broad range of individuals and organizations who gave generously of their time and expertise.

We would like to thank in first place to Mariana Bancheva – Chief expert / Ministry of Education, Mr. Boyan Belev - Head of International Organizations Department / Ministry of Foreign affairs, Mariana Baruch – Chief expert / Ministry of Environment and Waters, to the members of the National Platform for International Development and indeed to all those who provided valuable information and insights.

Chapter 1

Development/Global education – product and necessity for an educational system at the beginning of the new Millennium.

It is not surprising that the idea of Global Education becomes persuasive and gains in popularity by the turn of the century.

At first globalization of the world reaches a turning point and there is a growing consensus that the global problems should not be dealt in isolation and separately, that united efforts are required and new international order based on the ideas of solidarity, co-operation, social justice and safe environment should be established. As well it is a time that ideological approaches seem to be rather obsolete and are being replaced by co-operative global initiatives based on science and management and public policies.

DE/GE stops to be understood as a possible special subject field presented in the formal education of the developed countries but as a necessary stage of the social development everywhere at the world, The requirements of international development define not only the growing importance of DE/GE but as well the necessity of raising public awareness about global problems.

UN in its decision to start a Decade for Education for Sustainable Development sets a goal “ to integrate the principles, values, and practices of sustainable development into all aspects of education and learning. This educational effort will encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability, and a just society for present and future generations”.

From this broad perspective raising awareness and introduction of DE/GE becomes a challenge for every kind of authority and is a necessity for every citizen of the Earth and especially for the young people.

The European context is the most challenging and most favourable for the ideas of DE/GE. After the reunification of Europe and the fact that 27 countries of the continent are currently being members of the EU for the first time in history, we have an enormous community which officially strives to change the global landscape, to change the philosophy on which this world functions, to introduce the ideas of global co-operation. EU is the most helping human community in the history of the mankind. From this point of view the declaration that “ The aim of Development Education and awareness raising is to enable every person in Europe to have life-long access to opportunities to be aware of and to understand global development concerns and the local and personal relevance of those concerns, and to enact their rights and responsibilities as inhabitants of an interdependent and changing world by affecting change for a just and sustainable world” reflects the status of minds in EU and shows the direction and character of world developments.

For Bulgaria this period is a turning point in its history. The country undertook the difficult transition from totalitarian society toward a democratic one and in the same time managed to become a member of the European community. These developments had not only changed the lives of the people but as well meant deep reforms in every field of life. What is most important for the purposes of this Report many of these reforms and changes took place in the field of Education and changed totally the educational landscape.

The main points of the Educational reform are:

- Establishment of a new legal infrastructure/ in the centre of the reforms – passing a new Law of Education consistent with the new democratic Constitution and with the International Charter of Human Rights;
- Individual / the development of the student’s personality/ is in the focus of the educational efforts;
- Redefinition of all of the interactions between the educational actors and of the role of the educational institutions based on formal democratic principles;
- Development of new educational standards and of a new curriculum based on the new understanding of the essence and role of an Education and on the existing foreign models;
- Postulation of the principle of the continuous opening of the Educational system toward society and the world;
- This opening of the school and the development of the new educational interactions are beginning to be realized at several interconnected levels – interactions with the local community; at regional, national and international level.

- Development of the social sciences as a forefront of the realization of the new ideas and reforms of education , the renovation of the traditional social sciences/ history, geography, economics, psychology, law and ethics/ and incorporation into the system of a whole new package of educational content / DE/GE, Human Rights Education, Education for Democratic Citizenship, Education for Peace and Conflict Resolution, Intercultural Education, Sustainable Development and cet./
- Expanding of the limited in time and space process of formal education to the idea of Long Life Learning.
- Promotion of social inclusion becomes the main objective the education system itself, through the involvement of the main actors of the didactic process. The education becomes the strategic factor for the perspective development and concerns the multilateral and advanced shaping of human factor.

As we could see the general trend of the educational reforms is toward a globalization of the processes of education and of the educational content which is a good foundation for the emerging of a DE/GE as a formal part of the curriculum.

The ideas of DE/GE are realized in the context of development of a new type of social education - 'Education for Democratic Citizenship', for interculturality, education aiming at developing the potential of the personality. As "Education for a Sustainable Future" UNESCO Conference-Thessaloniki Greece, 1997 stated " a curriculum reoriented towards sustainability would place the notion of citizenship among its primary objectives."

One of the most important developments in the socio-educational context is the promotion of the idea of Education for Sustainable Development. The outcomes of the World Summit of Sustainable development in 2002 in Johannesburg underpin the need to integrate sustainable development into education systems at all levels of education in order to promote education as a key agent for change. Millennium Development Goals clearly defined what should be some of the priorities in the field of DE/GE.

DE/GE education is a process and therefore it should be based on actions – inside the country and actions in support and solidarity as well as actions trying to change the situation in the developing countries.

All these are relatively new ideas for the Bulgarian society and Bulgarian education which had been used only to the abstract communist concepts of the communist globalization of the world and rather insensitive toward the needs and the problems of the other people.

Development Education in Bulgaria

Development Education in Bulgaria is in a rather complicated situation and with somewhat ambiguous status because of the nature of the social developments of the country itself. Bulgaria is a member of European Union since 2007. In the same time Bulgaria still faces some problems and processes which are typical for the developing countries and had received enormous amount of support and aid from the EU for dealing with these difficulties: economic backwardness, restructuring of the ineffective economy, poverty, exclusion of social groups and discrimination, devastation of environment.

In the National Plans for Development Bulgaria envisages about 0.17 up to 0.50 % in 2015 from the GNP for International Development programs while in the same time Bulgaria still faces the challenge of the before mentioned processes some of which are really acute.

This fact defines the peculiar way in which DE/GE finds its place in the modern educational system in the country and plays a role in the process of awareness raising among the Bulgarian public in general. The programs for DE/GE and awareness raising toward global problems and especially toward poverty have to be based on educational models aiming at analyzing and understanding of these problems in the country itself and in the developing countries in the same time.

DE/GE should lead toward building of awareness, informed understanding and participatory attitudes for activities, support and solidarity for the significant segments of the Bulgarian society itself.

Normative documents referring to DE/GE

The developments in the field of DE/GE are at first based at the educational normative documents, such as the Strategy for development of education from 2009, on the Educational Law from 1991, on the State educational requirements from 2000.

In the **Concept for Development of International Co-operation** endorsed by the Council of Ministers in 2007 is properly described the complicated situation of Bulgaria but in the same time is indicative for the resolution with which the authorities aim at fulfilling the engagements stemming from the membership to the EU in the field. "As a state which had effected a complex and difficult economic and social transition under the conditions of a dynamic international environment, Bulgaria is particularly sensitive to the challenges of the global community. Bulgaria has always demonstrated its solidarity with the efforts of the global community to combat hunger and poverty on a global scale and has stated its readiness to offer assistance to the extent of its experience and capacity. In the past fifteen years Bulgaria attained significant progress in its political, economic and social development owing to its own efforts and to the support of the international donor community. Together with the other developed countries, Bulgaria has the moral responsibility to support the accomplishment of Millennium Development Goals in the poorer countries that still need aid.

Upon its accession to the EU on January 1st 2007, Bulgaria undertook commitments with respect to its involvement in the EU policy on development cooperation, and joint actions vis-à-vis third countries. This means that Bulgaria is about to change from a recipient of international aid into donor of such aid to developing countries, within its experience and capacity. At a number of thematic fora during its pre-accession period, Bulgaria expressed its readiness to try to contribute financially through ODA to combating poverty: with a targeted contribution of 0.17% of its GNP by 2010 and 0.33% of the GNP by 2015. The Bulgarian policy of development cooperation will be focused in sectors in which the country has comparative advantages in providing assistance, expertise and capacity:

- education and training of specialists;
- building and maintaining the infrastructure;

- conducting reforms in the economic, financial, administrative and social spheres, and in health care;
- cultural diversity and tolerance;
- environmental protection and promotion of the sustainable development;
- security and post-conflict reconstruction.

The basic aim is “ to overcome the poverty and connected with it problems which do hinder the processes of improvement of the standard of living in the developing countries, The Bulgarian policy on co-operation with the developing countries will be based on the common principles laid down in the Declaration of the UN on Millennium Development Goals and on the European Consensus for Development. The objective of the policy is the raising of public awareness and educational initiatives for development. The Bulgarian public should be persuaded that international solidarity, and co-operation for development and humanitarian aid in this number, serve the interests of the developing and of the developed countries”.

In the **Strategy for Sustainable development of Republic of Bulgaria** is very clearly defined the scope and the role of Development Education. ”Through this National Strategy for Sustainable Development Republic of Bulgaria contributes for the implementation of a coherent domestic policy in line with EU policies and EU international commitments resulting from the terms of the membership.

The challenges we face are: Climate change; Rising energy prices and limited opportunities for new energy sources; Growing social and regional imbalances; Accelerated regional integration in global economic competition, increasing dependence between countries and regions worldwide; Impact of enlargement on economic, social and territorial cohesion; The impact of an aging population and migration on the labour market, the supply of services of general interest in the housing market; Increasing traffic; Overexploitation of ecological resources and biodiversity loss, particularly expansion of urban areas and depopulation of some areas

In this Strategy is defined **Education for sustainable development and are set its objectives:** “The basic objectives of the **Concept for Education for Sustainable Development** are:

- To discover the interrelations and interdependencies between the economic, social and environmental processes and phenomena;
- To ensure critical attitude and higher awareness of the social, economic and environmental processes;
- To support respect and understanding of the different cultures and to recognize their contribution;
- To motivate the people of all ages to bear their own responsibility for shaping the sustainable future;
- To promote the civil society.

Under the frame of Education for Sustainable development the central is the place of the problems like equality, solidarity, interdependencies between generations, interrelations between the rich and the poor people, interrelations between the man and nature and man’s responsibilities toward himself, toward the society and the environment”.

The **Program for Education for Sustainable development (2007)** defines Education for sustainable development and its objectives in the current period: “ **Education for Sustainable Development (ESD)** – education for personal and social development, which includes ecological, social (social-political and social-cultural) and economic dimensions of development. It incorporates the environmental, ecological, health, civic, etc. education in a common one. This is education about relationships in our “common home where we all live”. Sustainable development education puts an emphasis on life itself in relationship between nature and culture.

The possibilities for developing ESD in Bulgaria are defined by the availability of:

- A **memorandum** for collaboration between the Ministry of Education and Science (MES) and the Ministry of Environment and Water (MoEW), signed in the beginning of 2004;
- **National Strategy and Action Plan** of MoEW for the period 2005 – 2014;
- A number of **conventions** where Bulgaria is an official party – The UN Framework Convention on the Climate Change, The UN Biodiversity Convention, The Aarhus Convention for Access to Information etc;
- The State Educational Inspectorate responsible for **textbooks content and school programs** of MES;
- **Joint projects** of MES, MoEW and civic organizations.

Priorities of the Program for ESD are:

- A **system of competencies of young people** should be developed: linguistic (language and literature); informational; cognitive; socio-cultural and health-ecological.
- **An integrated** approach to ecological, health, social and economical education should be encouraged.
- The program should provide **opportunities for development of programs** for Continuing Education for Life.
- The program should require **combined participation of all institutions concerned:** state institutions, universities, schools, museums, national and nature parks, municipalities, NGOs, business organizations, media etc.

The program should encourage **the development of new educational materials, modern teacher training programs, projects** for environmental improvement, setting up **networks** for exchange of information and experience.

Specific objectives of ESD program are:

- To encourage the application of sustainable development principles for all kind of formal and informal education, incl. for the teacher training]
- To support the development and distribution of modern educational materials for ESD;.
- To support partnerships on national, regional and local scale between representatives of state institutions, local authorities, businesses, schools and communities for developing the ESD.

We have to mention the growing role in the field of DE/GE of **the State Agency for defence of the Child** which has developed several important programs as :National program for defence of the child – diminishing of poverty, access to quality education, raising information of the children concerning their rights /2007/; National integrative plan for implementation of the Convention of the Rights of the Child /2007/ and National Plan for prevention of the trafficking/ 2008/.

Chapter 2

Development/ Global Education in the field of Formal Education

In Bulgaria DE/GE and Education for Sustainable Development are already part of the educational documents, of policy papers, of the official terminology.

The specialized body for managing the education system is the Ministry of Education Youth and Sciences / MEYS/. Up to now the MEYS is the only institution active in the field together with the State Agency for defence of the Child which is focused on the problems of Human Rights realization and on fighting violence. The Ministry of Environment and Waters supports some projects and campaigns /like the worldwide campaign “To save the ozone”/, sometimes works together with environmental organizations but is passive if we do consider the elaboration of DE/GE and ESD Standards. The MEYS controls the activities of all kinds of kindergartens, schools, servicing units and degrees of education. It also performs other functions, such as planning, organization, coordination, etc.

The new normative documents of the MEYS do guarantee a considerable freedom to the schools and to the teachers when they develop their syllabus and curriculum corresponding to the student’s potentialities and interests; and in the same time to have an effect on specific problems of the local community.

All basic educational documents to some degree refer to DE/GE topics. The whole philosophy of the new educational standards and programs is based on the idea of globalization of the problems, on the incorporation of all the basic problems into the curriculum.

State Educational Requirements (2000)

Since year 2000 there is a whole new system of Educational Standards and the content is divided into so-called Socio-Cultural Educational Fields.

In the current curriculum the state educational standards concerning development and global problems are concentrated in the cultural educational field “ Social sciences and Civic Education”. It includes subjects: **Native Land, Man and Society, History and Civilization, Geography and Economics, Philosophy, World and Personality.**

History should give understanding of the modern world where the students live; geography and economics have to support students in getting acquainted with the spatial dimensions of the most important problems of the world today; and philosophy should present the human rights to the students and will create opportunities for them to understand and to elaborate world view about the man and the world. The key notions are: **man, society, democracy, nature, civil society, human rights, civilisation, conflict, sustainable development, global problems, integration, demographic processes.**

Civic Education is a crucial part of the new curriculum. “It supports the development of the young person as a citizen who ... has to acquire the basic universal values, and to orient himself/herself in the global and regional problems of the dynamically changing modern world.

At secondary and High school level / 5-8 , 9-12 grades/ standards which concern the DE/GE are:

History and civilization The student identifies and describes world cultural monuments; possesses knowledge of the basic world religions and their influence on human civilizations; gives examples of mutual influences between different cultures; gives examples of the sustainability and change in the ways of life and of values in different periods of history; defines the ideas about changing the world. At high school level the student explains the relation between political, economical, ideological and social changes; the significant processes of the evolution in the modern world and should define the place of Bulgaria in these changes; explains the continuity between civilisations, describes and compares the evolution of the rights and freedoms of the citizens in different societies. The student **defines and explains the global problems facing the mankind and the role of the man in their solution.**

Geography and economics The student understands the idea of scarcity of natural resources and the necessity of their natural use and of the safe environment; understands the need for tolerance toward all the people independently of their origin; expresses interest toward modern economic and political events; has knowledge of international and regional organizations; clarifies global problems connected with the preservation of the environment and the rational use of natural resources; is acquainted with the concept of sustainable development. Student has knowledge of the processes of the ozone layer, discusses the problems connected with water, biodiversity and soil management, assesses the concept of sustainable development as a global strategy; expresses its relation toward the demographic problem and presents arguments for its solution; explains the map of the contemporary world as a result of global political processes; makes comments on the regional conflicts and their causes; understands the factors lying in the foundation of the development of the world economy; **presents knowledge about global problems of the contemporary world / resources, environment, food/ and presents arguments aiming at their solution...explains the principles of international co-operation and makes conclusions concerning the role of the “globalisation” and the growing interdependency between the countries.** Student discusses political and economic events taking place in the world today; analyzes the basic forms of international division in the field of economy; describes the regional problems and discusses solutions based on the sustainable development concept; assesses the role of the international organizations for the peace and stability in the world.

Philosophy The student tolerates and has a respect for the diversity of values position having an understanding at the same time for their cultural and national character; **has knowledge of basic human rights and freedoms and recognises the cases when they are violated; analyzes legal and social aspects of globalization and of the transition toward information society; has an understanding about the interrelations between individual, community and the global society;** is aware of the dangers for the existence of the humanity and of the importance of its sustainable development.

Civic Education Student knows the basic international economic organizations ; makes conclusions concerning the basic trends in world economy; follows and explains the migrations around the world; follows the dissemination of pandemics in their relation to the economic development of different countries and regions; **assesses the importance of the sustainable development as a strategy for the survival of the humanity; understands the role of the co-operation between cultures for the global unity of the world; shows readiness to counteract the violence and to participate in peaceful for conflict resolution;** has knowledge of the international documents referring to the Human Rights and minorities; proves the globalisation of economy and the role of European integration and of the European Union; is acquainted with the idea of “citizen of the world” and understands the place of Bulgaria in the global development process; **is aware of the global problems of humanity and discusses their possible solutions; explains the idea of peace as a precondition for the development of the civilisation.**

Biology and Health Education Student assesses the impact of the human activities on nature and the causes of violation of environmental balance...

Chemistry and Preservation of Environment Student should enumerate and explain the activities of the different polluters of the environment; provides arguments for rational exploitation of the natural resources.

We could underline that still these standards are not very coherent and consistent, that they are not reflecting fully the modern developments in DE/GE, that they are not introducing everywhere the idea of Education for Sustainable Development, that they have to include Millennium development Goals and New European Strategies and Policies in the field of International development. There is no general agreement over the validity of the standards neither the general audience is sufficiently informed about their existence.

Nevertheless we could confirm that the first and most fundamental step for the promotion and for the establishment of DE/GE is realized.

The analysis of the curriculum shows several trends.

At first there is irreversible trend to introduce DE/GE topics as a part of the curriculum almost everywhere. The problem is not whether to have DE/GE topics but how to incorporate it into the existing subject fields, how to realize the interdisciplinary approach.

Another promising development is the renovation of the traditional subject fields as Biology, Chemistry, Geography, Economics from the point of view of DE/GE and Education for Sustainable Development.

Everywhere is evident the desire to incorporate DE/GE into the context of Education for Democratic Citizenship and Human Rights Education, to study the global problems and

concerns in their social complexity and to put a stress on the personal development and on the individual responsibility .

This process is still slow full with resistance and contradictions, there is not enough educational materials and not everywhere the standards elaborated are consistent and exhaustive and the teachers are not enough prepared for their new responsibilities.

Educational materials

It could be qualified as a normal development that at this stage the materials on DE/GE are rather rare.

The interdisciplinary character of the new subject field and the newly developed educational standards do require manuals in many subjects to be re-written and special educational materials to be prepared.

This is a difficult task for educational systems lacking financial resources but as well having not enough prepared curriculum developers in the field of DE/GE.

In Bulgaria under the interdisciplinary and cross-curricular approach we could find DE/GE chapters in Biology, Chemistry, Geography and Economics, History, Philosophy. Still there is not a comprehensive environmental manual in the field of general education. The lack of educational materials is as well a problem.

Open Education Centre did develop Education for Sustainable Development Manual for primary, secondary and high school with the financial support of UNDP in 1999 and a Global Education manual for high schools under a GRUNDTVIG Uniting Humanity Project with partners from UK, Sweden, Netherlands.

The Borrowed Nature association did translate into Bulgarian and adapted the Green Package with the support of Regional Environmental Centre in Budapest a manual which primarily deals with environmental problems but which manual was the first multimedia product in the field.

We could underline that all these attempts are not built into the official educational policy and most of educational materials and the manuals mentioned are well known only to a small group of teachers.

There are still not manuals or officially for the different educational stages on Human Rights, Civic Education, Conflict Resolution, Intercultural Education , neither educational materials devoted to the Millennium Development Goals. Still most of the educational materials available are produced by civic organizations or are translations mainly from English.

Teachers' Training

For a new subject field like an DE/GE Teachers' Training is of utmost importance. The need for Initial and In-service Training is growing with the years. This happens in a context of a growing financial crisis and insufficient funds for training and from the other side of growing demands for training from different categories of teachers. Therefore the group of teachers who wants to receive training in DE/GE has to compete for very scarce resources with the other subject specialists.

The next problem connected with teachers' training is the lack of well trained specialists in the field, lack of trainers of trainers or methodologists, lack of the accepted programs for the training.

We are observing situation in which teachers' training in DE/GE is provided primarily by NGO's trainers who as a rule do not have enough methodological competence. In the same time teachers' training is not a part of the programs of the traditional teachers training institutions.

The interdisciplinary approach in the field as well poses some problems. We saw that DE/GE is taught by very different teachers coming from Biology, Chemistry, Geography, Economics, Philosophy, Law, Foreign Languages. But they do need to receive training in their basic subjects as well, so DE/GE will be only their second choice for training.

There is no training strategy on DE/GE in the countries observed and usually they are still counting on some support from outside.

As a consequence specialists in DE/GE are not prepared either at Initial Training level, neither at In-Service Training level.

In the field of Initial Training there Open Education centre together with Bourgas Free University introduced five module training courses on Global Education and Education for Sustainable development but these are the only structured long lasting efforts in the field.

Usually DE/GE are taught as short term courses which could serve only as an introduction into the field and could not be substitute for a structured training process.

Global and developmental problems are taught as part of the university curriculum in many higher education settings but usually in the context of another subject or course – like International Economy, Human Rights, Intercultural communication, Democracy, Global Environmental problems, International Politics, Demography but nowhere there is a special course or MA on DE/GE.

There is still neither an officially published Programme of the Ministry of Education and Science referring to the DE/GE Training neither there is an unified approach and agreement in the field.

We have to mention that most of the DE/GE seminars are being organized in the big cities rather than in the rural settlements and isolated areas in the country. This fact creates preconditions for unequal attendance rate between the different categories of teachers and doesn't improve teachers' qualifications and furthermore doesn't put into practice new teaching methods and approaches.

We could summarise the **situation in formal education system** as follows:

The social sciences do deal with the idea of DE/GE very superficially, the global problems and topics are not well defined from methodological or content point of view. DE/GE content is dispersed throughout the curriculum, there is not enough links and logic between the different state educational requirements which could be addressed directly to DE/GE. Most of these educational standards do sound like declaration of intentions and therefore are not reflected at length in the educational programs.

There is not enough connections between the school programs and awareness building between converting the global problems as a part of the new public culture and of new awareness.

The problems and the topics concerning DE/GE are included in the curriculum in such subject fields as Chemistry and Environment; Geography and Economics; Philosophy; Man and Society; Civic Education; Biology and Health Education. We have to underline the existing traditions in the field of Environmental Education and in some other fields (History,

Philosophy) where some aspects of the DE/GE have been taught and learned. In the last fifteen years we have new educational programs as Human Rights Education, Civic Education, Education for Peace, Intercultural Education, Conflict Resolution, Education for European Union.

The introduction of the Project Approach into the field of education provides new opportunities for the inclusion of most of the topics and problems of DE/GE especially as a part of the out school activities as well as for the participation of tens of thousands of students in school, regional, national and international projects.

Still there is not enough coordination between the subject fields and models; the process of elaboration of DE/GE program concerns only some of its aspects and the integrative approach is absent. There is not a special model for Pre or In-service Teachers Training in the field and the interaction between the educational actors and the stakeholders is rather weak. The good practices and models of DE/GE projects and programs are not disseminated. Most of the educators are not very well acquainted with the European approach in the field. Most of the teaching in the field is based on outdated descriptive methods, the development of active attitudes and participatory approaches or the connection of the global problems with the problems of the local community is not the case.

The education of adults for International Development remains a field with rather unclear boundaries and ambiguous content, there are no special programs beyond the field of Formal Education and no Communication Strategy is elaborated.

There are attempts to initiate coordinated policy at national level thanks to the efforts of the Ministry of Foreign Affairs and of the Ministry of Education Youth and Science which are not giving enough results and at regional or at local level any coordinative attempts are absent.

The information on DE/GE and global problems in Bulgarian language is rather unavailable or fragmentary and dispersed.

Since 2007 there are new options and opportunities for developments in the field stemming from the evident need of connecting and coordinating national International Development Policy with the policy of the European Union and with the involvement of the country in several programs and projects of the EU in the field.

The acceptance of the Millennium Development Goals and the attempt to realize in the country of the UN decade for Education for Sustainable development, Long life Education and European Union Policies and the Project approach accepted by the Ministry of Education and by the most national institutions are rather promising developments.

The dangers inherent in the current educational system are due to the existing momentum in the work of institutions, in the weak organization of the civil society organizations, in the traditional approaches and policies being used, in the very slow reaction on behalf of the system of the Formal Education, in the absence of well prepared educators and policy makers and in the general lack of political will for promoting Development Education as one of the educational priorities.

Chapter 3

Civil Society and DE/GE

From the situation in In-Service Teachers Training we could admit that in the past decade the NGO's played an extraordinary role in the promotion of the idea and in the endorsement of DE/GE in Formal and especially in Non-Formal Education. They promoted the new ideas in the field, trained teachers and social activists, translated and implemented educational materials, involved teachers and students in many projects and activities, raised funds for most of the activities.

The NGO's sometimes connected even within their projects specialists from the different state agencies, they promoted the idea of DE/GE and with the support and sometimes with the direct interventions of many of their activists who entered the power structures they could influence the government and its policies in the field.

Our research showed clearly that the activities of NGO's in the field of Civic Education, Intercultural Education as well as Global and Development Education are somewhat less visible than in the last decade of 20th century. One of the reasons is that the state agencies and educational authorities do have more control, more resources and opportunities to influence educational developments especially in the field of Social Education. In the last three years through the European structural funds Ministry of Education had more than thousand school, community, regional and national projects in the fields like intercultural education, gender education, support for the young people from the disadvantaged group, prevention and fight against violence, peaceful conflict resolution, defence of rights of the child, environmental education, civic education. This is completely different picture from the late 90-ies when mainly NGO's were agents of change in all these fields.

Next important development is that in all these projects the schools are becoming partners of the participating NGO's and in many cases of NGO's started by the municipalities / and practically with somewhat different format from the classic NGO's/ are leading organizations.

In fact we are witnessing many different educational partnerships between institutions of formal education and civil society structures and this process has greater impact on educational developments than the previous model based on the supremacy of NGO's and often on rather tense relations between NGO's and the state authorities.

Of course, these are only the first steps of a long and prospective development. The establishment of the Bulgarian Platform for International Development /BPID/ and its interaction with the Ministry of Foreign Affairs in the process of formulation of the Bulgarian policy in the field of international development and the rise of many local coalitions between NGO's and local authorities are promising signs for the future.

The problem today is how to coordinate the activities of the educational NGO's, how to establish successful ways of co-operation between the NGO's and the local authorities.

The NGO's with their capacity to find resources and to deliver trainings and to organize activities, to raise public awareness and support have a big role to play in the future developments.

We have to note that DE/GE do require much more expertise' knowledge and project participation and that's why the number of the NGO's able fully to participate in introduction and promotion of its ideas is rather limited.

From this point of view much bigger is the capacity of Higher Education institutions which have human resources, expertise in different problem fields, high quality learners and vehicles for dissemination of the projects and of the ideas

Bulgarian Platform on International Development

The establishment of the National Platform is one of the most important events in the process of promoting and disseminating the ideas of DE/GE in the field of Civil society and in society as a whole.

The Bulgarian Platform for International Development (BPID) was formally created on 27 January 2009. The process of its establishment lasted about 3 years. After the first conference on EU Development Policies, organised by TRIALOG in Sofia in 2006, the Platform has gone through different phases. After the initial enthusiasm, a group of 10-12 active NGDOs kept on working together, trying to support as much as possible the Bulgarian advancement in the DE field. This informal network, which included organisations with various profiles, backgrounds and activities, began to participate in different events both at national and international level.

Year 2008 turned out to be crucial for this informal gathering of Bulgarian NGO's.

Thanks to a project, financed by the Presidency Fund and run by ECIP Foundation, one of the active participants within the Network, the process of the official establishment of BPID was intensified. The Project, entitled "**Bulgarian Civil Society Participation in the EU Development Policies**", brought together the energy and experience collected over the years in favour of the future policy of the country in this field. The main objectives of the Project were: organizational development of BPID and raised capacity of the platform – training of 50 NGO representatives; public awareness raising in the light of MDG; promotion of the National Platform; interaction with already established national and international networks.

The first General Assembly of BPID was held this summer on 23rd of July 2009 in Sofia. The participants adopted BPID's 3-year Strategy and Action Plan, discussed and approved internal rules and procedures of the organisation. Participation in shaping Bulgarian and European policy for development and the membership in EU networks was considered to be of high importance for the future of the Platform. Different BPID members expressed their willingness for a close cooperation with the European NGO confederation for relief and development CONCORD, by participating in Working groups and other activities at EU level and beyond.

Basic objective of the Platform is the participation of Bulgarian NGO's in the formulation of the policy and in consulting processes concerning the international development, delivering support for the efforts of the NGO's from all over the country, participating in the elaboration of the National Strategy for international development.

The **profile of the Platform** is rather interesting – involving different NGO's from fields as social care, education, environment, church organizations, organizations for local and regional development.

The Platform's vision is a world where every individual has equal rights and opportunities in a sustainable environment. **The mission of the Platform** is to support the sustainable development in the countries in a period of transition through participation of the civil society and in co-operation with the institutions, engaged in the promotion of solidarity and effective policies in favour of development. In the **field of DE the Platform's objective** is people to be informed and to have permanent access to the education connected with international development and to be able to express and realize their solidarity with the people from developing countries. Another objectives are advocacy and awareness raising especially in the field of formal education; education and training for all NGO's, business, media, trade unions; to support and to work together with media toward awareness rising.

For the current status of this only structure of the Civil society in the field of DE/GE are highly indicative the activities the members of the Platform are engaged in.

Index Foundation is realizing national project concerning Prevention of Psychotropic activities and international one called "Civil society for diminishing the demand for drugs" with partners from Austria, Slovenia, Romania;

Equip Foundation realizes Program for disadvantaged people; Health and Educational program for minority; Prevention of HIV/AIDS. Prevention of trafficking through and from Bulgaria.

Centre for Research and Women policy participates in the Project "Roots" – international project on trafficking and in "Equal at School – Equal in Life"- 2007.

Gender Project for Bulgaria is a partner in **Stability Pact Gender Force project** "Participation of women in policy making" and in another international one "Mainstreaming gender".

Blue Link – Environmental Information Network is responsible primarily for the development of Civic website for environment;

Bulgarian Association for Family Planning and Reproductive Health is active in the field of Prevention of HIV/AIDS;

Bulgarian Centre for Gender Studies works in he field of Antidiscrimination and Reproductive rights;

S.E.G.A. Foundation – Start for Effective civic initiatives realizes the project "Training adults for integration of immigrants" and supports the establishment of National Inclusion Platform;

Caritas –Bulgaria works on the project "Establishment of sustainable peace".
Members of the Platform are as well **Bulgarian Red Cross** and **Regional Agency for Sustainable development**.

Among other important for the DE/GE events we have to mention the **National Conference on Education for Sustainable Development /2006/** organized by Borrowed Nature, Ministry of Education and Ministry of Environment and Waters under the Environmental Education for Primary School Project in Bulgaria funded by Netherlands MATRA and the Project **Support for Development for Environmental Preservation Education** financed by Darwin initiative , UK under which the educational materials for primary school “ With Fluppi for better environment” have been produced.

In 2009 the main event in the field of DE/GE was **National forum Education for Sustainable Development, Education and Climate changes** under the auspices of the Prime minister and with the participation of EU members of the parliament and commissars.

In the last two years the new development is the **participation of Bulgarian NGO’s in Europe Aid program / Calls for Development Education and Awareness Raising/.**

“**From poverty to prosperity**” is an Europe Aid DE project developed by Field Studies Council – FSC, Bokor Oko Csoport Alapitvany - BOCS Foundation), Hungary and with the participation of Bulgarian NGO’s Time-eco projects and International Centre for Enterprise and Sustainable Development.

“**Access to Education for Development**” is another international project coordinated by World Future Centre –Cyprus and in which Bulgarian NGO **S.E.G.A** is associated partner.

Open education Centre is a partner in Europe Aid DE project “ **Education for Social Justice**” /2008/ coordinated by Leeds Development Education Centre and with partners from Slovenia, Estonia, Portugal.

In 2009 Open Education centre received an Europe Aid DE grant for coordination and realization of the project “ **Realization of Millennium development Goals. Involving high school students and educators in elaborating DE programs and projects**” with partners from Italy, Romania, United Kingdom and Republic of South Africa. Consortium of five members of the Bulgarian Platform for International development won another grant under this Call for proposals aiming at elaboration of Development Education Curriculum.

From Bulgarian good practices we could distinguish another important future field of work – the publishing activities. Here we could mention two manuals of Borrowed Nature and Manual for sustainable development prepared by Open Education Centre. As well we could underline the successful campaign in secondary school of the **program “To save the Ozone”** realized within the formal educational system by Borrowed Nature.

As a whole we think that all possible developments in the field of DE/GE are presented in the current positive practices namely;

- open co-operation between the actors inside and outside the formal educational system;
- activities aiming at empowerment and participation of the students;
- activities and projects with a strong interethnic component;
- building a strong connection between DE/GE and Education for Sustainable Development and Civic Education which will facilitate the processes of building democratic and global citizenship among young people.

All the participants in the meetings and public hearings did mention that there are not enough opportunities for sharing good practices neither within the local communities, neither at national or international level.

The reality is that sometimes partners from the other side of Europe or of the world do know much more about local projects that neighbours just from the other side of the boarder line.

Chapter 4

SWOT analysis of DE/GE developments

As we could see during the last several years has been accumulated certain amount not only of experience but as well of critical reflection on the developments in the field of DE/GE. There is a group of activists and professionals who are real experts and are motivated to develop DE/GE. This is a group of educators who could carry out the educational changes in the field of DE/GE – opened to new ideas, ready for co-operation, reflective and analytical.

Strengths

The strengths identified are presenting a whole range of positive developments and we could see how changed is the educational reality and how advanced is the process of introduction of the DE/GE.

- At first place this is the existence of a National Strategy for Sustainable Development /2007/;
- The National concept for Bulgarian policy in the field of International co-operation has been prepared /2007/;
- The Program for Education for Sustainable Development / 2007/ adopted by NGO's and representatives of the Ministry of Education and Ministry of Environment and Waters;
- Another very important development is the introduction of the Project approach and of financing based on projects in the field of Formal Education;
- European Call for Projects in the field of Development Education and public awareness / under Europe Aid/ are the opportunity for Bulgarian NGO's and public authorities to participate in all European movement for DE/GE;
- The growing international co-operation between educational institutions at very different levels is the next positive development from the last years;
- The establishment of Agency for Defence the Rights of the Child;
- Introduction of the DE/GE topics into the curriculum;
- Elaboration of educational materials and improvement of school textbooks with elements of DE/GE;
- Many initiatives and activities at school and out school level in co-operation with educational NGO's;
- Introduction of Teachers' Training focused on the methodology and DE/GE content;
- Beginning of a concerted work between the Ministry of Foreign Affairs, Ministry of Education and Ministry of Environment which gives much more guarantees for the successful implementation of the DE/GE programs and initiatives;
- Extracurricular activities at community level as something very positive and different from the conspicuous models of the out school activities in the past;
- Introduction of new interactive methods which raise the motivation of the students and their engagement and participation in classroom and out school activities;

- The focus of the interdisciplinary character DE/GE and on its connections with the everyday reality and community life;
- Developing partnership between the Government and the NGO's;
- Establishment of a Bulgarian Platform for International Development;
- The presence of Environmental, Human Rights, Community development NGO's who do address DE/GE at community and at schools levels by organizing training seminars, media broadcasts, publication of various materials and conducting concrete activities with school students and with adult population;
- The emergence of a school as a community centre for educational projects and initiatives connected with DE/GE.

Weaknesses

The weaknesses identified present the whole range of immediate problems with which the educational actors are dealing in their every day efforts to introduce and to promote DE/GE.

- Officially DE/GE are not among the priorities in the field of Education / Formal or Non-Formal/;
- There is not clear support for different specific projects and initiatives in the field. DE/GE projects are more like side effects under the different calls for proposals run by the Ministry of Education;
- DE/GE are missing clear focus; there are not clear state requirements in the field; neither about the content or at least about the priority topics;
- There are not enough systemic attempts to conceptualize DE/GE, to clarify the notions, to define the scope of the content; to revisit whole structure of Social Education curriculum from this new point of view;
- There is a strange dichotomy which hinders the elaboration of a clear DE/GE concept. Inside the country the focus is on Education for Sustainable Development and internationally the focus is on Global problems. This dichotomy stops the elaboration of a wholesome concept and strategy on DE/GE education under which the local and global problems will be interconnected;
- More often than not international developments and even international co-operation in the field are out of sight;
 - Legislative ambiguities in the Educational Laws;
- Education is extremely centralised and programs are outdated, which constitutes a serious obstacle to the incorporation of DE/GE at school level or by individual teachers;
- The qualification of teachers is inadequate while teacher qualification in general on matters of DE/GE presents a number of difficulties;
- Lack of clarity of the messages from the Government (local-national-global);
- Inadequate preparation of educational leaders in districts and schools for dealing with DE/GE problems;
- Problems connected with the need of massive extension of teachers' training in DE/GE;
- Lack of interdisciplinary training courses (lack of practical teaching methods; lack of implementation methods; lack of trainers; lack of financial and material resources);
- Use of conservative pedagogical approaches which in this field are often counterproductive;
- Teachers' values which are very often limited to their rather local experience;
- Little motivation for the teachers to be involved in DE/GE development - time pressure affects the students as well as the teachers;

- Lack of practical activities in the current courses or lessons, which activities are crucial for the success;
- The curriculum is overloaded and does not provide students with real life skills;
- The educational materials and practical guides are inappropriate from point of view of practicality, learners' age, experience ;
- Shortage of school financial resources.
- Lack of coordination between the responsible institutions;
- Little media coverage;
- Lack of advocacy campaigns in favour of more important place for DE/GE problems in the curriculum;
- NGO's carry out their activity mainly in the capital and in some big cities and not in rural areas
- Weak co-operation with Higher School institutions (university students should be encouraged to do their practice in schools)
- Not sustainable co-operation of educational institutions with the local authorities;
- Long life Learning perspective is absent therefore adult education is simply missing in this field;

Threats

The threats identified helps us better to understand the context in which the processes of DE/GE do take shape. Most of the threats identified are not under control of the educational actors but nevertheless they have to be taken into consideration while developing educational strategies.

- A permanent process of reorganization and of reforming of the education system; the endless transition period in the education system which puts in danger every new attempts to introduce something new into the system or into the curriculum
- The educational system is informative but not formative;
- Public awareness, its participation in decision-making and information about environment as well as about DE/GE have not reached the desired level;;
- The concepts of DE/GE in the school curriculum are not adequate in volume and extension;;
- Our school is still overloaded and centralized, and does not generate opportunities to undertake projects focusing on DE/GE or undertake the practical activities which are necessary in this kind of education
- Ministry of Foreign Affairs, Ministry of Environment and Waters, Ministry of Labour and Social Policy and Ministry of Education, Youth and Science need to increase their institutional power and educational professional capacities in order to become authentic and equal partners in such multifaceted social and educational initiatives like introduction and promotion of DE/GE;
- The reform of the educational materials is not supported by changes in mentalities of the main actors in the field;
- There is a general sense of isolation from the global processes and distrust of the attempts to reintroduce the concepts and ideas of social solidarity at every level in society and in the educational field;
- Ministry of Foreign affairs plays its leading role in the field of international development and education for development rather unwillingly and Ministry of Education, Youth and Science is not able to play the coordinating role outside the narrow field of formal education;

- The current economic crisis narrows the visions and the focus of thinking of the common people but of institutions as well.

Opportunities

The external opportunities do define the favourable context in which the introduction and endorsement of the DE/GE is taking place.

- The membership of Bulgaria into EU changes many developments in the field of education and introduces the topic of Global Problems from a new much more global point of view and in new context;
- Through European membership Bulgaria becomes a real member of the global world and has responsibilities and role in the international development policy of EU;
- The structural funds of EU give more opportunities to the introduction of DE/GE and even makes these developments mandatory for the country and for the society;
- Membership in EU brings new patterns of international co-operation at all levels – interstate, interregional even interschool and interpersonal;
- Opportunities to study for about 15% of the high school graduates, to work abroad;
- Participation of Bulgaria in peace missions abroad;
- Migration and immigration;
- Development of Long life education
- Decentralization in education creates better time-related opportunities available to teachers and students, which could be utilised by NGOs in districts for the achievement of environmental activities in the school;
- The availability of funding programs;
- The presence of the Global net.

Chapter 5

Prospects of DE/GE - Conclusions and Recommendations

Independently of the evident steps toward the introduction of DE/GE into the educational system and toward the raising of public awareness, still in Bulgaria we are in the very beginning of this important educational process.

Almost all the participants in the research pointed out that what is needed is the further development of a National policy in the field which will link the DE/GE education with the awareness raising about the global problems and international development.

The recommendations in this Report are based on the **Concept for Sustainable development of Republic of Bulgaria(2007) and on the Concept on the Policy of Republic of Bulgaria for International development (2007).**

According to the Concept for International Development the Bulgarian policy will be focused on sectors where the country has comparative advantage in providing assistance, expertise and capacity:

- Education and training of personal;
- Construction and maintenance of Infrastructure;
- Reforms in economic, financial, administrative, social and health sectors;

- Cultural diversity and tolerance;
- Environment and promotion of sustainable development; Security and post-conflict reconstruction.

The Program for International Development will be realized with the leading role and under the coordination of Ministry of Foreign affairs with the support of the Council for International Co-operation and Development and with the active participation of the other ministries and agencies, of the higher and general education settings, of the organizations of the civil society and with the support of the business.

In connection with the state policy a serious attention should be paid to the topics of education and of awareness raising for development in all kinds of policies in the field, in the concrete programs, in the budgets and in formal and informal education policies.

Where not yet in existence, to establish and support structured and ongoing processes to develop long-term perspectives and shorter term collaborative programmes that promote Development Education and Awareness Raising.

To provide policy, financial and organisational support for the integration of Development Education and Awareness Raising in Formal and Non-formal education systems, curricula and programmes, and in media activities, focussing on opportunities to engage formal and informal educators and media personnel in the development of new projects and programmes, networks, research.

Policy, funding and organisational commitments should enable perceptible change to be made towards reaching the aim of Development Education and Awareness Raising.

It is necessary to elaborate a clear Communication Strategy which will relate the policy of the country in the field of international development with an well elaborated system for Development Education and Awareness Raising concerning the development problems.

Public awareness raising and public campaigning on a particular development issue may obtain some, sometimes widespread, support for solutions to that issue.

At national level is necessary to unite the efforts of the different agencies and ministries for strengthening the existing models of co-operation in separate fields as: **Human Rights** – Ministry of Foreign Affairs, Ministry of Education Youth and Science, State Agency for Defence of the Child; **Environment** – Ministry of Environment and Waters, Ministry for regional Development, Ministry of Education, Youth and Science; **Social Justice** – Ministry of Labour and Social Policy, Ministry of Justice; **Poverty** – Ministry of Labour and Social Policy, Ministry of Economy; **AIDS** – Ministry of Health, Ministry of Education, Youth and Science.

There should be better coordination between the national agencies and institutions and intergovernmental institutions active in the field in Bulgaria as UNDP, UNICEF, UNESCO. Our country should participate more actively in the work of EU institutions and in the work of UN in the field of international development.

There has to be established institutional permanent link between the political institutions and the structures of civil society and business structures. The problems of the Development Education are going far beyond the borders of the Formal Education system and the engagements of the State.

It is necessary to establish a normative framework for promoting and supporting the elaboration of a Development Education and Raising Awareness policy at local level, based on a very high degree at the project approach.

National ministries and agencies should clearly define their leading and coordinating role in the different fields of development education: **Human Rights** – State Agency for defence the Rights of the Child; **Environmental Education** – Ministry of Environment and Waters; **Social Justice and Poverty** – Ministry of Labour and Social Policy; **Civic Education, Global Education, Intercultural Education** – Ministry of Education, Youth and Science.

The Ministries should include and integrate different perspectives and actions in support of international development and Development Education and Awareness Raising and should actively use the corresponding programs of the EU commission and particularly the programs concerning youth and development.

From this point of view we are facing the need of multifaceted policy in the field of broadly understood DE/GE.

From one side we have to develop DE/GE as a system of views and attitudes toward the global problems. From other side we have to develop more process oriented DE/GE which shows the trends and the focus of development, forces for change and actions for change. Underlying and unifying in all these developments is the idea of sustainable development which tries to give meaning and understanding the to local, regional societies and to the global world.

National Educational Strategy should be based on the clear understanding of the interrelations between DE/GE, Civic Education, Education for Sustainable Development and EU and Bulgarian policies in the field of international development.

DE/GE should be developed as well in the context of the Education for Democratic Citizenship. National Policies should be based as well on the clear assessment of the needs, of the current status and should be explicit about the prospects of development of DE/GE.

National strategy could only be successful if the educational process and raising of public awareness of DE/GE and international development should be seen as a lifelong process and as an obligation of every citizen in our society. As a participant in the data gathering process pointed out “ for the creation of new international development awareness most important is that the DE/GE happens at all educational levels and beyond. This will help to create responsible society where the value system will change as people will know how to connect and to coordinate long development goals of life on Earth with the short range interests of individuals and social groups, the local needs with the global requirements and perspectives”.

The National educational policies and strategies in the field of DE/GE should be built on the basis of **National Implementation Plans** – a program of action which has to show clear the division of labour in the field, the patterns of coordination of efforts for achieving sustainable development including “ targets, actors, actions, time frames, financial mechanisms, budget and monitoring methods”.

The objective of the Program for Education for Development in Bulgaria should be “higher public awareness and responsibility, critical understanding of, and creative engagement with global development and its relationship with local situations and change; an increase in the public ability of the Bulgarian citizens to defend their own and to support the right to development of the people from all over the world and to challenge the attitudes, policies and practices that perpetuate poverty and hamper sustainable development”.

In this sense the **DE/GE should become a legitimate part of the policy of the country and should find its place in the educational strategies and programs**, to get institutional, human resources and financial support and to become a basic and natural element of the educational curriculum in the coming years and decades.

The **specific objectives of the DE/GE and awareness raising** in the field of Development Education and International Development should be formulated as:

- To increase the Bulgarian citizens’ and Bulgarian public’s critical understanding of the causes and consequences of global poverty and inequity, and its relevance to personal, local, national, European and global interdependence and sustainable development;
- To promote and enable the Bulgarian citizens’ and public’s engagement with informed participation in local and international responses aiming at the eradication of poverty and sustainable development;
- To engage and support the decision makers in the task of embedding policies and practices that are relevant to the implementation of Development Education and Awareness Raising approaches - in particular in relation to Formal and Non-Formal Education;
- To create dialogue between the concerned actors (in this number state agencies, local authorities, media and civil society structures) who are, or who could be, engaged in promoting the aim and goals of Development Education and Awareness Raising;
- Active participation of the country in the EU Development Education Programs and projects.

In the field of Formal Education the basic objective of the DE/GE Program in accordance with the realization of the Millennium Development Goals, with the National Strategy for Sustainable Development, with the National Strategy for Development of General Education is the development of every citizen and especially of every young person as a responsible member of his community and of the world, one who is aware and is engaged with the global problems of the world and who uses his knowledge and competencies in his everyday life as a member of his community.

DE/GE should be based on a Strategy which takes into account:

- Its global character which encompasses Formal Education as well as Long Life Learning;
- Its interdisciplinary character, which requires united efforts of all the actors from all basic fields of social life, of the political and of the civil society and of the world of business;
- Its interdisciplinary character which requires its integration into the curriculum and not an establishment of a new subject field;

- Its inclusive character which provides opportunities for a broader integration of the young person into the process of world development and as well presupposes the opening of the educational system toward the society.
- Its interconnecting character which gives an opportunity for a natural and effective connection of the local problems with the problems of the global world in the process of education and learning.

In the field of Formal Education the main objective should be the **elaboration of the curriculum based on the existing programs in the field of Social Sciences aiming at integration of the DE/GE topics and problems.** This process concerns reviewing and reconsideration of such programs as Civic Education, Environmental Education, Conflict Resolution, Human Rights Education, Intercultural Education.

In order to accomplish this objective should be reviewed the State Educational Requirements in such subject fields as Man and Society; Biology and Health Education; Chemistry and Environment; Geography and Economics, History and etc.

An important role in this process should be played by the teachers associations in every subject field.

It is necessary to develop and introduce further the Project Approach under which the young people should develop and enrich their competencies and their attitudes toward the global and interdependent world in order to make choice, to become responsible members of their communities and to be able to link the problems of the community with the global problems and to participate in actions aiming at dealing with these problems elsewhere.

DE/GE gives a new chance for reintroducing the strong moral component into the broadly understood Social Education. The Human Rights and their realization in our country and in the global world should lie into the foundation of such moral context.

The educational materials based on the new educational technologies and especially on ICT should facilitate learning and teaching for the Global world and its problems.

There should be initiated a special system for Pre-Service and In-Service Teachers Training which system has to be focused, systemic and supported with enough resources. The experts in the ministries and in the national agencies as well the experts responsible for DE/GE at regional and local levels should go through special training as well.

The school should become a natural centre for DE/GE. Development education should be used as a chance for promoting and strengthening a more appropriate and modern learning environment.

The Development Education provides another chance for broadening the links between the school and the academic institutions and with the civil society organizations which interaction has to lead to the creation of integrated school programs. In these programs the problems of the country development should be linked with the global problems.

We have to put efforts in order to use DE/GE as a vehicle for the promotion of the European idea, vehicle which could serve to the better integration of Bulgaria into the European Union and to the development of the young people as members of this most dynamic and helping community in the world .

The DE/GE should find its natural links with the concrete participation of our country in International Development programs and to be based on the projects which present a part of our own Program for International Development.

There has to be ensured enough educational materials and information in order fully to introduce and to promote DE/GE. All the basic documents in the field of International Development, Education for Sustainable Development, DE/GE should be translated and disseminated throughout the educational system.

State educational requirements concerning DE/GE should be developed and added to within already existing system of educational standards. More efforts should be directed into building the connections between DE/GE standards and the standards in another subject fields. The standard elaboration is a long term process but there is available enough expertise and knowledge to be able to fasten it.

The standards are the first step and the next one which is still to be undertaken is to develop the **DE/GE Curriculum**.

The research shows clearly that the most accepted approach is the **cross-curricular one** for many reasons – lack of space in the curriculum, **interdisciplinary character of DE/GE**, lack of materials and resources to support DE/GE as a separate subject.

Nevertheless the study showed that the educational authorities have to create more space for DE/GE in the curriculum – to provide opportunities DE/GE to be taught as a separate subject on elective principle, to create educational materials that will give more opportunities to the teachers and will raise students interest.

From this point of view is crucial the role of the **extracurricular activities and** of the project approach.

If it is not possible to find enough space or time for DE/GE in the curriculum it is much more realistic to put the emphasis on the out school activities.

There is an enormous space for activities and concerted actions.

At first this is the field where are active many **educational organizations active in the field of** Human Rights, Civic Education, Environmental Education, Conflict Resolution, Intercultural Education and cet.

Secondly **parents** are ready not only to support but as well to be involved in pedagogical activities.

At third the DE/GE is a subject field may be with the **highest capacity for out school work** or we should say that it is not possible to realize sustainable DE/GE only within the classroom. Out school DE/GE activities will provide the still missing in most of the cases link between this field and the Education for Democratic Citizenship, Intercultural Education.

At last out school activities are perfect opportunity to **connect long life or adult education with the formal education**, to build the so necessary for the social and educational changes **community support**, to raise easier the necessary funds for the realization of the environmental activities.

In order to promote DE/GE **the attitudes and behaviour of all educational actors have to be changed.**

At first place this concerns the students . To stir the students interest we have to base the DE/GE on the **principles of interaction and dialogue** and especially secondary and high school students should become **partners in the teaching process.**

Something more – we have to make students **partners in out school activities**, they have to become mainly **responsible for the realization of DE/GE projects.**

Citizenship and DE/GE elements very strongly should be connected and interrelated in this project approach. Only through this **participatory and democratic way of involvement** should be brought the necessary knowledge, skills and attitudes for the young people.

Secondly we have to pay **exclusive attention to the future teachers and DE/GE activists – university students.** The study showed that only capsulated DE/GE university courses are prevalent in the past decade.

Our educational system of Higher Education needs to open new horizons to the students, to attract them, to make them understand the complexity of the global problems, to instruct and make them to aware of and to discuss the **social and human dimensions of developmental problems**, to provide them with the necessary social skills for dealing with these problems.

The students should be ready for their future role not only as **subject specialists but as well as DE/GE activists** - there should no be such distinction like the existing now between the narrow professional and social role of the teacher.

The **initial teachers training** has to build in itself the **perspective of sustainable development and the perspective of European integration.**

In the field of teachers training there should be a certain division of work/ of training/ The teachers could be divided into several groups:

First group: chemistry and preservation of environment teachers – where the focus should be on ecology, environmental risk and monitoring, biodiversity , environmental aspects of Sustainable development concepts, waste management, environmental project development, environmental problems and economics and public policy

Second group should involve biology and health education teachers - where the topics should be biodiversity and sustainable development, UEU directive on Habitats 92/43, on Birds 79/409, Natura 2000, Concept and Convention on Biodiversity, Environmental legislation and campaigning, Global environmental problems

Third group should consist of teachers of economics and geography where the topics will be sustainable development for European regions, sustainable use of resources, European framework for sustainable regional policy, preservation of natural resources, Sustainable energy development, Global warming and the Concept of sustainable development

Last group of teachers should include – philosophy and civic education teachers – with topics like civic society and sustainable development, environmental policy and legislation, social aspects of the concept for sustainable development, global problems and Millennium development goals, global citizenship, project approach in dealing with global problems, Human Rights and sustainable development , Third world problems , Interculturalism and sustainable development, Peaceful conflict resolution and Peace.

The next problem underlined everywhere by the participants in the research is the **development of community support**. DE/GE programs and model of a sustainable environmental education could be realized only within the active community - the horizons of the isolated until recently educational settings should be opened.

The first step is to **attract all the available community human resources** – all of the local NGO's could be involved in ensuring human resources, methodological, educational materials and often financial support for the realization of the school programs.

At second **parents should become significant factor of a new environmental local coalitions** which has to be built in every community. The parents could not only ensure different kinds of support, but their personal interest and approach could play invaluable role.

In the context of adult learning very often **children and parents do belong to the same category of learners** and they more easily could be involved together in the same practical activities. Male parents could serve as **educators in a very highly feminized schools** of the Region.

The parents should act as a **pressure group** and as majority of the electoral body they could press the local authorities to undertake activities in favour of DE/GE.

The last but not least important stakeholder at local level are the business people- still on the side of violators rather than supporters of DE/GE and prevention activities. The business should become responsible and informed partner in local coalitions.

Much more needed is the elaboration of **local coalitions** . In these coalitions all local actors will be more visible and this fact concerns at first place the teachers, the parents and the students. Very different in these coalitions will be the weight of the organizations of the civil society and there will be much more guarantees that a **control on behalf of this society will be exercised**. These coalitions should nominate **different working groups**, will support local initiatives, will make much more visible the DE/GE activities. These coalitions should become patrons of DE/GE and prevention competitions, sponsors of small projects for the students and for the unemployed young people in school age.

The **national policy in the field of International Development and of DE/GE** should be fully opened and transparent for the civil society organizations. The contribution of NGO's will be in the fields such as formulation of DE/GE policy, elaboration of concrete projects and dissemination among the Bulgarian public the problems of international development and of Bulgarian policy and projects in the field.

Under the framework of realization of Millennium Development Goals has to be supported the co-operation between the public and the private sectors and the private-public partnerships.

It is necessary to unite and coordinate the efforts and resources of the civic organizations in the field and as well to initiate and develop different kinds of associations (in this number fully to develop the Bulgarian Platform for International Development).

NGO's should give explicit attention to the importance of DE/GE and Awareness Raising in their organizational strategies, budgets and public communications programs, projects and activities, enabling the public to gain increased critical awareness of development and increased. NGO's have to develop and implement strategies and dedicate appropriate levels of resources for effective and targeted marketing of Development Education and Awareness

Raising, in particular with Formal and Non-Formal Education sectors and practitioners, and with the media.

Bulgarian Platform for International Development should start to function as a responsible representative of the civil society in the field of International development and DE/GE and as a reliable partner of the state, business and media. The Platform has to put efforts to attract more members from the countryside and members with educational character.

From utmost importance for the success of the programs for DE/GE is the initiation and **establishment local partnerships** which could be started by the organizations of the civil society. Much more considerable should be the role of the academic institutions and of the trade unions in these partnerships with the necessary co-operation on behalf of the local business.

From the point of view of dissemination of the ideas of the Development Education and Awareness Raising it is necessary to start a **National Site for Development Education**.

In order to have **functioning coalitions at national, local and even at school level** crucial is the problem of **coordination between NGO's and the governmental institutions**. Nevertheless there is a great need of a more **structured co-operation**. The interaction between governmental institutions and NGO's should not be limited only to environmental activities. The education should be the main object of concern and several things should be realized in order to improve this cooperation. – **all educational strategies, standards ideas and curriculum proposals should be discussed with NGO's**; the state institutions and the educational settings should **train the NGO's activists from methodological point of view** in order to be more successful when delivering training or realizing educational activities at school. There should be a process of **open competition for the resources for training available in the educational formal system** and NGO's should become **legitimate actors in the process**.

The first one concerns the **educational development of NGO's**. If they want to be real full fledged partners at school they have to improve their educational competences, the knowledge of the educational developments, the methodology of interactive teaching and learning and as well they should understand the laws and mechanisms that rule the education. Only the informed educational presence of the NGO's should overcome the significant resistance of the professional educators and of the educational authorities.

The **dissemination of the good practices** of DE/GE is important because:

- these are new ideas still not well known to the broad educators audience not to speak about the general public.
- at second still the amount of in-service training is very limited;
- at third the process of dissemination of good practices is an important step toward awareness building and toward making **DE/GE legitimate among teachers, educational managers and educational authorities**.

There are many ways to disseminate good practices at first at school level. The interdisciplinary character of DE/GE requires close co-operation between the teachers at school which denies the today's reality when often the colleagues at school do not know what kind of experiments is realizing the person next to them.

Next and most promising level of dissemination is the local one – the opportunity group of teachers to present the accomplishments of DE/GE in their school and their team work.

As well at local level exchange should be organized among the colleagues from the different subject fields and the **outstanding teachers could act as methodologists and as trainers of trainers.**

In the end the dissemination of DE/GE projects in which the students are involved could be under the form of **local competitions, festivals, public campaigns** and cet.

At national level the use of E-sites, TV and Distant Learning in should **lower several times the costs of teacher's training** and should bring the new ideas to all motivated educators.

Modern media are in debt to education and especially to the new educational fields and practices. The rise of private media and neoliberal ideology in the countries under review could not justify the insufficient role of media in the process of DE/GE and awareness raising. Nevertheless there are a lot of positive developments which should be encouraged and strengthened in the near future – the **localization of media**, the growing interest of the local public in local problems, the opportunities which do offer cable TV and local broadcasting.

The lack of resources for a channel like Discovery could be compensated with the **elaboration of inexpensive life programs, with TV educational studios, with training of journalists in DE/GE.**

The most important task at all levels of analysis is to **involve media in the process of DE/GE and public awareness raising as a real and credible partner.**

International activities

At first place should be used all the mechanisms and opportunities which EU possesses in the field of DE/GE and Awareness Raising.

Realization of joint projects and partnerships with countries and institutions with traditions and expertise in this field under different European DE/GE and Long life education programs will play a key role.

We have to try to support the leading role of Bulgarian organizations in some of these projects in order to develop our own capacity for dealing with the problems of International Development and DE/GE.

Bulgaria should participate far more actively in international organizations for development and in international division of project work in the field. We have to use to our best participation in UN, UNESCO, Council of Europe and other intergovernmental and international organizations.

Our country should play a leading role in the process of education and in the process of dissemination of DE/GE in South-Eastern Europe. The programs for DE/GE could become a natural element of the programs for trans-border co-operation and in this way we should disseminate and transfer Bulgarian good practices in the field.