

BULGARIAN EXPERIENCE

STAY IN PROJECT

29 September 2015

Rotterdam (NL)

DOBRICH

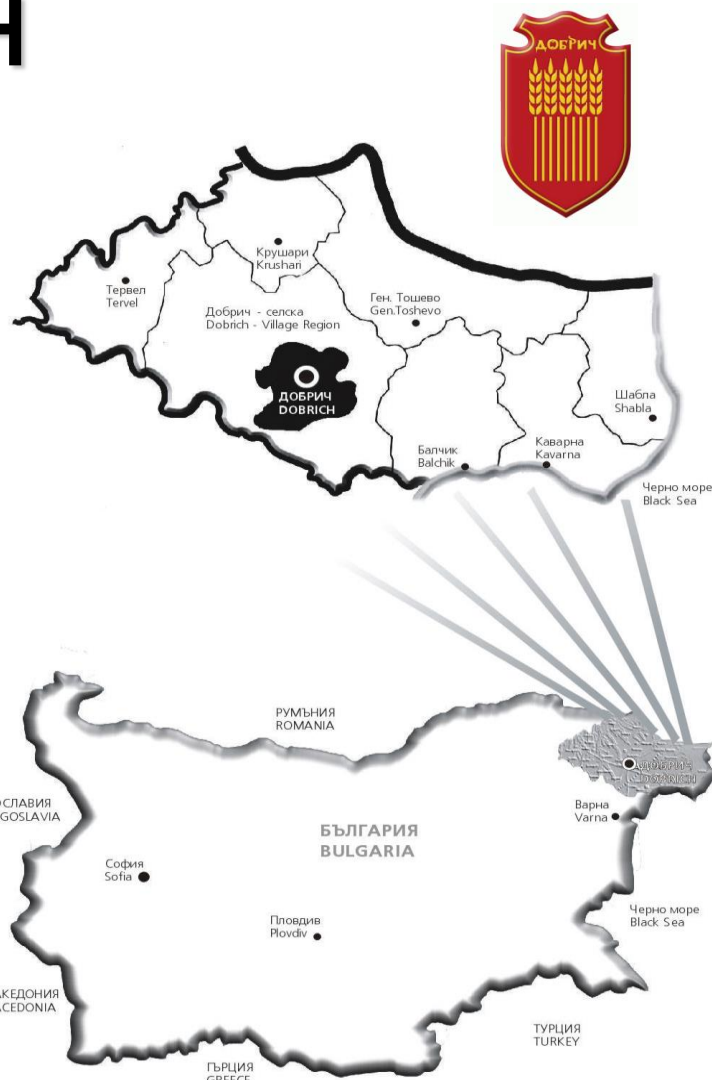
The Region of Dobrich –

Located in northeast Bulgaria in the hilly Danube plain. The bordered with the Black Sea, the Danube river and Romania coincide with the national borders;

- ✓ The territory of Dobrich is a unique mosaic of natural and archaeological sites of interest. Preserved remnants of ancient Greek colonies and Thracian cultural centers, medieval citadels and ethnographic landmarks are all places of cultural interest;
- ✓ Developed agriculture, industry, trade and tourism;
- ✓ Regional policy - knowledge and innovation for growth, creating more and better jobs and business friendly environment;
- ✓ 12 professional high schools.

The City of Dobrich –

- ✓ The second important industrial center in Northeast Bulgaria;
- ✓ Located in the central part of the Danube plain;
- ✓ only 40 km from the Romanian border and 45 km from the Varna airport.



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PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

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EDUCATIONAL STRUCTURE IN BULGARIA

Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19				
Grades								1	2	3	4	5	6	7	8	9	10	11	12				
Elementary education																							
								Primary Schools															
								Junior High Schools															
Secondary Education																							
								Secondary High								Schools							
																				Professional Gymnasia/ Specialised Schools, or High schools with special profiles			
																				Professional Gymnasia/ Specialised Schools or High schools with special profiles			
												Science High				Schools							

! Education in Bulgaria is compulsory until the age of 16.

PROBLEM OF DROP OUT FROM INITIAL VET

more than evident and challenging, different and similar in each country

Bulgaria is ranked as one of the first in the EU in terms of early school dropouts
the **average age** at which schoolchildren in Bulgaria **leave school** is **14.3**

**Main problems, identified by the research,
conducted with questionnaires and interviews in the region of Dobrich (BG):**

students - bad discipline; absences and delays of the students for classes; irresponsibility about the teaching process; bad scale of values system; low literacy; not enough motivation in professional direction, inadequate training in preliminary school, lack of self control, lack of intuitiveness, lack of professional orientation, inability for understand the teaching material, using of intoxicating substances, falling into bad company, low level of school accountability, lack of motivation for intellectual growth, not considering the education as valuable, different culture, wrong choice of the school and of profession, conflict with teachers and class-mate;

family - low educational level of parents and high irresponsibility, lack of parents' control, lack of interest from the side of the parents, lack of dialog between teacher and parents and parents – students, lack of self respect and respect of teachers, and lack of concern from the family;

teaching environment - too old school base, too much unnecessary teaching material on the program without any application in the future, old teaching environment and equipment, lack of interest from the state to improve the environment; old curriculums;

socio-economic - lack of funds to travel to school, lack of funds for buying teaching books, need of more understandable literature and means of teaching, low income, poor living standards and living conditions, ethno-cultural environment influence, problems with the realization after finishing the education, lack of interest from the companies for the upcoming workers, lack of finances for clothes, transport and food; lack of options to find job, lack of books.

PROBLEM SOLVING – INPUT WITHIN STAY IN

PROVIDING TEACHERS WITH with the SKILLS to:

- ✓ identify potential risk factors for early school leaving
- ✓ prevent and tackle this issue

HOW:

- **Needs Analysis**
Relevant representatives of the educational and training system as well as social workers, parents and students contribute to the definition of the national context through questionnaires and interviews
- **Development of training programme**
Geographical transfer and modification of a training programme with curriculum descriptions, modules, learning outcomes, examples and trainer guidelines.
- **Training of teachers and trainers**
Organisation of blended learning based training courses addressed to VET teachers and trainers
- **Dissemination activities**
Organization of round tables and of a final transnational conference

PROBLEM SOLVING – INPUT WITHIN STAY IN

Needs Analysis

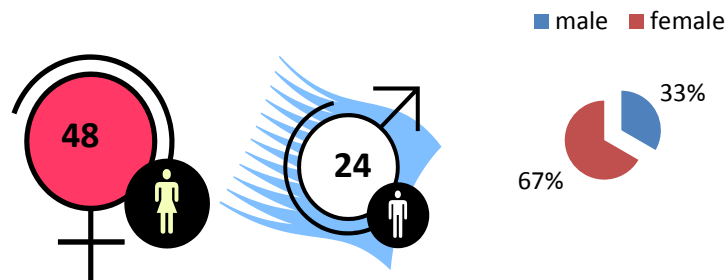
Profile of the respondents

QUESTIONNAIRE

Total number of respondents: 72

Average age: 49

Profession: VET school teachers



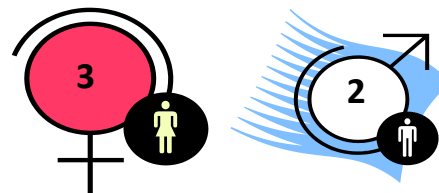
INTERVIEW

Total number of respondents: 5

Average age: not calculated

Profession:

- drop out student (NEET=not in education, employment or training)
- school managers (from secondary school and vocational school)
- mother
- social worker



PROBLEM SOLVING – INPUT WITHIN STAY IN

Needs Analysis

96% of the teachers-respondents shared that they need **training in teaching methods/tools** like: in emotional intelligence, leadership, conflict solving, presentation abilities, how to motivate the students, how better to explain the relation between theory and practice.

There is a need to shorten the distance between teacher and student, to communicate better with the students, parents and mentors, to possess better skills to listen to the students and guide them, to gain experience from other schools from EU, to have training on applying interactive and new methods of training.

As regard students in risk, **teachers require specific knowledge** how to deal with them and with their parents or mentors. The analysis find out that the **5 most important skills** are:

- Communication skills
- Teaching methods/interesting working methods to be used in class
- Dealing with networks (e.g. parents, social workers etc.)
- Entrepreneurship skills, enhancing student 's entrepreneurs skills
- Guidelines for truancy

PROBLEM SOLVING – INPUT WITHIN STAY IN

Development of training programme

Training Modules

Module 1: Identifying students at risk - Working with students at risk and students dropping out of school

Module 2: Increasing creativity - Tools for the development of creativity

Module 3: What is Entrepreneurship - Introduction to Entrepreneurship

Module 4: Teaching Methods and Practice

30 hours of face-to-face training and 10 hours of self study

Teaching methods

- **circular learning process** (activity sharing, planning, summarizing, processing), which focuses on learning through experience, through critical self-evaluation by the participants of their work and caused a change in their behaviour;
- various **interactive methods and techniques** to enable the learners (trainees) to rely on intuition and experience and to be able to analyze alternative solutions while performing different roles, case studies, discussions, imitating real situations (simulations).;
- **demonstrations, group discussions, presentations, work in small groups** and others.

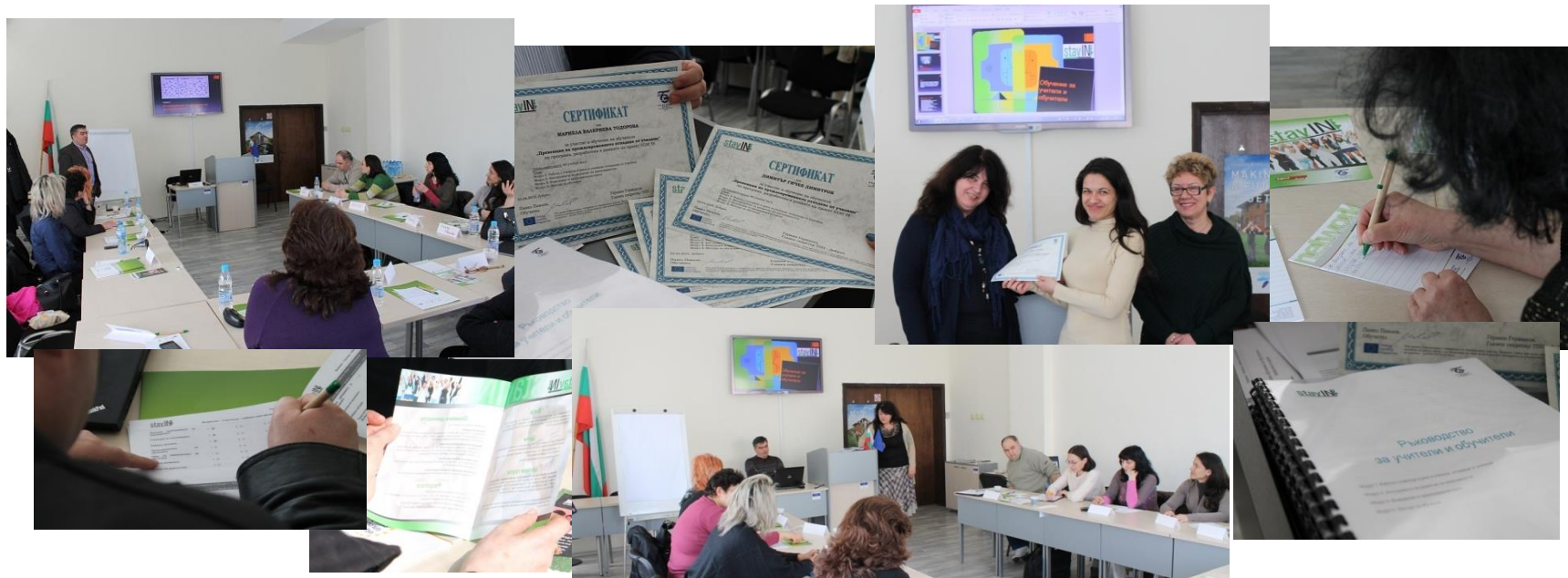
PROBLEM SOLVING – INPUT WITHIN STAY IN

Training of teachers and trainers

Train the Trainers Training
intensive 3 days – 1st April till 3rd of April 2015

30 hours of face-to-face training and 10 hours of self study

Participants: 15 teachers in VET schools and higher schools from the region of Dobrich



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PROBLEM SOLVING – INPUT WITHIN STAY IN

Training of teachers and trainers

Feedback

To which extent can you use the contents of the training in your daily work?

Very applicable Applicable

45.5%

54.5%

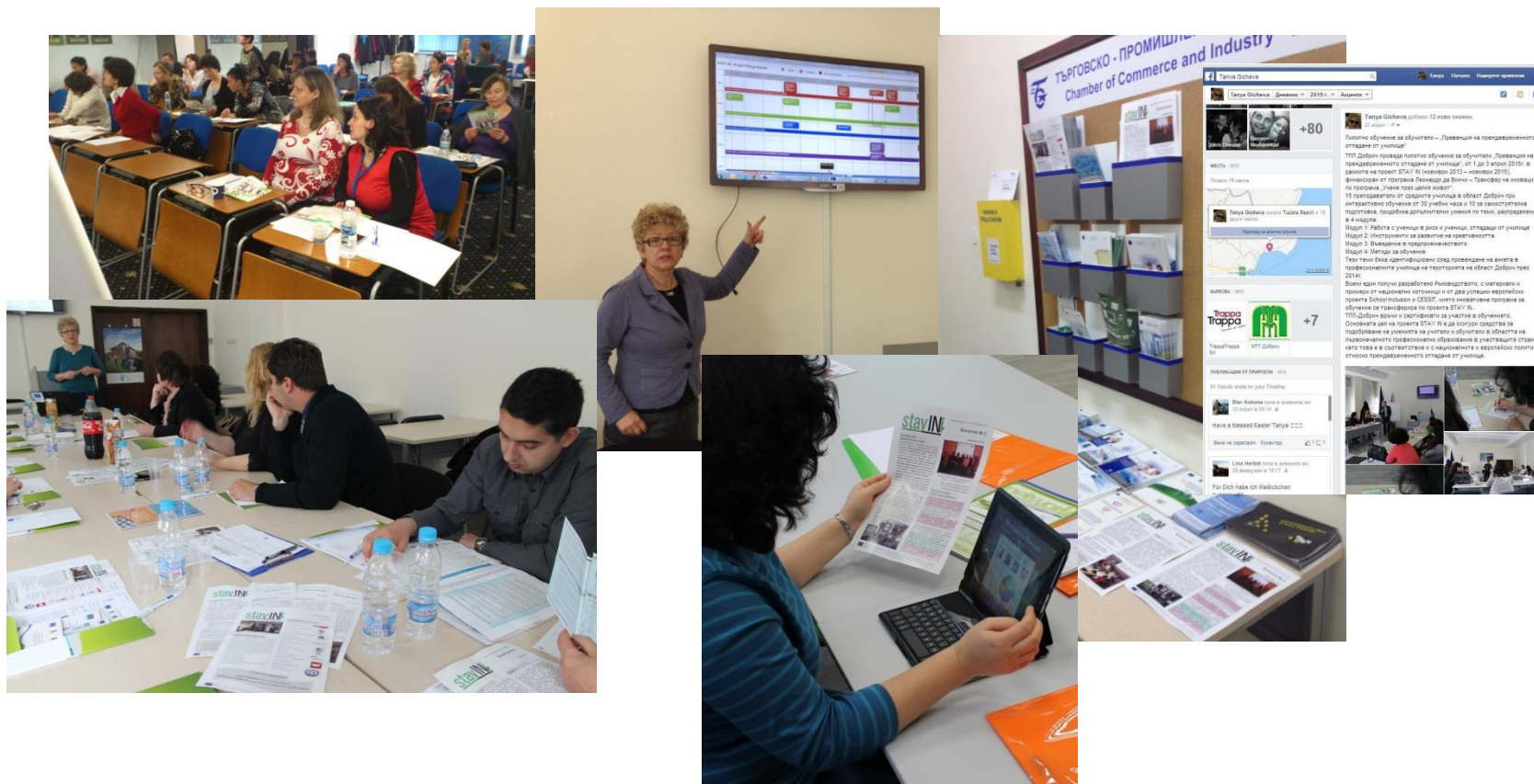
	Module 1: Identification of students at risk				Module 2: Increasing creativity				Module 3: Entrepreneurship				Module 4: Teaching Methods			
	Very applicable	Applicable	Somewhat applicable	Not applicable	Very applicable	Applicable	Somewhat applicable	Not applicable	Very applicable	Applicable	Somewhat applicable	Not applicable	Very applicable	Applicable	Somewhat applicable	Not applicable
Clearness (understandability) of the content	81.8%	9.1%	0%	9.1%	72.7%	27.3%	0%	0%	72.7%	27.3%	0%	0%	90.9%	0%	0%	9.1%
Structure of the content	81.8%	9.1%	0%	9.1%	72.7%	27.3%	0%	0%	72.7%	27.3%	0%	0%	81.8%	9.1%	0%	9.1%
Selected Methodologies	72.7%	18.2%	0%	9.1%	72.7%	27.3%	0%	0%	72.7%	27.3%	0%	0%	72.7%	18.2%	0%	9.1%
Duration of the training	54.5%	18.2%	18.2%	9.1%	45.5%	54.5%	0%	0%	45.5%	54.5%	0%	0%	63.6%	18.2%	9.1%	9.1%
Level of trainer competence required for implementation of the training	90.9%	0%	0%	9.1%	90.9%	9.1%	0%	0%	90.9%	9.1%	0%	0%	90.9%	0%	0%	9.1%
Training materials	81.8%	9.1%	0%	9.1%	63.6%	36.4%	0%	0%	63.6%	36.4%	0%	0%	90.9%	0%	0%	9.1%
Level of fun	90.9%	0%	0%	9.1%	72.7%	27.3%	0%	0%	72.7%	27.3%	0%	0%	90.9%	0%	0%	9.1%

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Dissemination activities



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COMING NEXT

ROUND TABLE FOR PROMOTION OF THE RESULTS	FREE DISSEMINATION OF PROJECT AND TRAINING MATERIALS
<ul style="list-style-type: none"> ○ invitation to stakeholders and target groups and media; ○ publications in the media ○ dissemination of results via the communication channels of the CCI - Dobrich 	<ul style="list-style-type: none"> ○ distribution of printed copies to each school; ○ free pdf version – downloadable from the web site of CCI Dobrich; ○ assistance by interest for organising trainings

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