**O P I N I O N**

**by Prof. Rumyana Borisova Milkova, Ph.D.,** for a dissertation work developed by **Kaloyan Valeriev Angelov,** on the topic: "ETHNOPSYCHOLOGICAL MODEL OF COORDINATION AND EDUCATIONAL POLICIES IN BULGARIA (1989-2019)", for awarding the educational and scientific degree "Doctor ", in Scientific direction: code 3. 1. "Sociology, anthropology and cultural sciences"

**Research supervisor:** Prof., Dr. Irina Koleva Koleva - lecturer in the Department of Ethnology, at the Faculty of History of the University of St. Kliment Ohridski"

Kaloyan Angelov is a full-time doctoral student at the Department of Ethnology since February 1, 2019. Within the time limit set by the Ordinance on doctoral studies in the Republic of Belarus, he completes his dissertation research and is directed to a public defense.

 The topic chosen and approved by the Department is very significant for the current state of our educational system at the present time.

 The dissertation is 309 pages long. The structure fully meets the requirements of a scientific work of this kind: introduction, four chapters, conclusions, conclusion, bibliography, appendices and contributions.

**In the introduction,** the doctoral student makes a general description of ethnopsychological research and indicates the relevance and significance of research in the dissertation problem.

 The purpose, tasks, subject, object and hypothesis of ethnopsychological research are also presented here. They are very well worded.

 The methodology of the work includes "ethnology and ethnopsychology, based on the reflexive approach. A situational analysis is used when considering models and practices for coordination-educational policies in Bulgaria, in the period 1989-2019, regarding the educational integration of students of Roma origin in Bulgaria; SWOT analysis of European and Bulgarian normative and voluntary documents related to the educational integration of students of Roma origin in Bulgaria; theoretical analysis of ethnological sources on the specifics of the Roma ethnic community in Bulgaria; as well as an empirical analysis of a coordination-educational policy for the educational integration of students from the Roma ethnic community in Bulgaria, based on conducted questionnaires, in-depth interviews and included observation" (Diss.: 10-11).

 The theoretical part of the dissertation is divided into three chapters.

**The first chapter** begins with the ethnopsychological foundations of the reflexive approach and continues with an overview of ethnopsychological approaches, practices and models in school education affecting the Roma ethnic community in the Republic of Belarus.

 The focus is on school education for the Roma ethnic community and ethnopsychological markers of educational interaction. The approach used is situational analysis. The main conceptual apparatus is derived and it is continued with reflexive foundations.

 The contradictions between the educational institutions in Bulgaria have been thoroughly studied and analyzed, which are due to the fact that in terms of management, the degree of satisfaction of the institutions weakens before the achievement of specific results, which leads to low motivation for the implementation of an otherwise good educational policy of educational integration of the Roma ethnic community.

**The second chapter** focuses on a SWOT analysis of European and Bulgarian normative and voluntary regulations regarding the school education of the Roma ethnic community in Bulgaria.

 A comprehensive overview of the theoretical concepts and reflexive grounds for the need for such an analysis has been made. The essence of the chapter includes SWOT analyzes of the regulatory framework in Bulgaria and the desired framework in Bulgaria and Europe, regarding the educational integration of the Roma ethnic group in Bulgaria.

 The analysis is divided chronologically, with the first period being 1989-2016 and the second being 2016-2019. The dividing line is the issuance of the 2016 Law on Preschool and School Education in Bulgaria, together with its accompanying state educational standards, promulgated as regulations. These documents significantly change the situation in Bulgarian education in general, but also in the aspects affecting ethnopsychological research.

**The third chapter** is a theoretical analysis of the cultural specifics of the Roma ethnic community in Bulgaria.

 A special feature of the Roma ethnic community is its internal fragmentation and differences, which is of fundamental importance because it means that each smaller community is unique in its character.

 Another important feature is the difficulty with the census of the Roma community, which is important from a scientific and political point of view, in making optimal decisions for the neutralization of discriminatory and intolerant behavior, but also for the educational integration of the Roma ethnic community.

 According to the author, among the leading problems related to the Roma in Bulgaria are the Roma neighborhoods that are separated naturally or by state policy, or ghettoized urban structures. They contain a significant number of illegal residential buildings, and the conditions vary from house to house and from hamlet to hamlet, but it is indicative that there are many Bulgarian citizens who live in conditions below the EU requirements for the number of square meters and living area of a family member. These places combine the main social problems - poverty, unemployment, diseases, lack of education, crime, etc. (Dis.: 99).

**The fourth chapter** of the dissertation study is dedicated to the research module: "Ethnopsychological model of the coordination-educational policy for educational integration of students from the Roma ethnic community".

 Kaloyan Angelov's arguments for the application of the ethnopsychological approach are based on the subject and the object of research in ethnopsychological research, which focuses on the educational integration of students from the Roma ethnic group.

 Knowing the cultural and communication specifics of a given ethnic or sub-ethnic culture and community increases its importance for those groups that are ethnically homogeneous (only Bulgarians, only Roma, only Turks, etc.), or, in other words, for those in which there is a lack of interethnic communication in everyday life. This knowledge of foreign cultures will be most useful to these homogeneous groups, precisely because they lack experience of intercultural communication and this knowledge plays the role of a compensating factor. Getting to know foreign cultures helps to see its characteristics, be it positive or negative, but the important thing is to accept them as they are.

**In the conclusions,** Kaloyan Angelov points out that the theoretical analysis of ethnological sources for the specifics of the Roma ethnic community in Bulgaria proves the need for the implementation of ethnopsychological and ethnopedagogical approaches at the level of coordination and educational policy at the level of a specific region and settlement, in relation to the specifics of the model of educational policy of the particular school encoded in its development strategy. Studies in terms of ethnology clearly define the need to take into account the value orientations of specific ethnic groups, knowledge of their culture and typology of relationships in mono-ethnic and multi-ethnic educational environments.

**In the conclusion** of the dissertation research, it is noted that the set goals and tasks have been fulfilled, and the raised working hypothesis has been confirmed.

 In the future, Kaloyan Angelov's research should be focused on:

- The application of the reflexive approach within the educational framework

interaction in an intercultural environment;

- Stimulation of successful intercultural communication among teachers and students, by applying the reflexive and value-oriented approach;

- Deepening the theoretical knowledge of the analysis of the regulatory framework, regarding the educational integration of students from the Roma ethnic community;

- Analyzing the empirical studies, regarding the coordination-educational policies between the educational institutions and the non-governmental sector in Bulgaria, regarding the educational integration of the Roma ethnic community in Bulgaria;

- Analyzing the possibilities for optimization of the texts of the normative regulation, regarding the educational integration of students from the Roma ethnic community;

- Experimental application of the theoretical-empirical model.

**The bibliography,** including the cited and used literary sources, is very rich. In it we find the names of our leading and foreign ethnologists, specialists in the field of social adaptation and civil integration of minority groups in Europe and other countries of the world.

 At the end of the dissertation there is also a place for **the contributions -** scientific-theoretical and applied-practical. Both types are the result of one's own empirical research, from the analysis of the obtained data.

 **The abstract** is 36 pages long. It fully corresponds to the dissertation without going beyond the textual material.

 Many colorful graphic materials have found a place in the dissertation, through which the research data become clearer and more understandable.

 The style is strictly scientific, the sources are correctly cited. I find no plagiarism data. The attached publications coincide with the dissertation research. Through them, the scientific community becomes familiar with the doctoral student's research intentions.

 **C O N C L U S I O N**

 As a result of the thorough analysis of the submitted documents - CV, dissertation, publications and abstract, I note that my assessment is **definitely positive.** Therefore, I allow myself to offer the members of the Respected Scientific Jury of SU "St. Cl. Ohridski" **to award** the educational and scientific degree "Doctor" to Kaloyan Valeriev Angelov, in Scientific direction: code 3. 1. "Sociology, anthropology and cultural sciences".

**07/03/2022 Prepared the opinion:**

**City. Sofia (Prof., Dr. Rumyana Milkova)**