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FACULTY OF HISTORY

КАТЕДРА „ЕТНОЛОГИЯ“

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SUMMARY

of Ph.D. dissertation:

**ETHNOPSYCHOLOGICAL MODEL OF COORDINATION-
EDUCATIONAL POLICIES IN BULGARIA (1989-2019)**

For conferring an educational and scientific degree „Doctor“

Scientific field: cipher 3.1 “Sociology, anthropology and sciences for culture”

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Sofia

2022

The Ph.D. dissertation is discussed and proposed for a defence by a council of the department of “Ethnology” of Faculty of History of Sofia University “St. Kliment Ohridski”, which took place on 27th April 2022.

The Ph.D. consists of introduction, a body of four chapters, results, conclusion, bibliography, appendices and contributions in total of 310 pages, 19 of which are appendices. Bibliography consists of 106 units, 79 in Cyrillic alphabet and 27 in Latin alphabet. The appendices consists of unfilled survey for school specialists, unfilled survey for the concerned parties, list of respondents and four excel files, with a total size of 2.60 MB, which represent the quantity results from the survey. The Ph. D. dissertation contains 24 figures.

ETHNOPSYCHOLOGICAL MODEL OF COORDINATION- EDUCATIONAL POLICIES IN BULGARIA (1989-2019)

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ETHNOPSYCHOLOGICAL MODEL OF COORDINATION- EDUCATIONAL POLICIES IN BULGARIA (1989-2019)

INTRODUCTION

General overview of the ethnopsychological research. Significance of the research

Before the humankind are a number of threats, such as global warming, war conflicts, nuclear weapon arming, adaptation to modern technologies, pandemics etc. The successful resolution of these problems is directly connected to the mutual understanding and harmonious co-existence of different ethno-social minorities in the society from one side, and from the other it is connected to the fact that dealing with these problems will be easier, as long as the human resources are used at their fullest potential.

This is directly concerning the educational system, which has a significant role in developing a positive communicational environment between the different communities, which does not allow discrimination or intolerant behavior. Thus, a connection may be drawn between lowering the CO₂ emissions and social integration, especially the educational integration, which has been recognized as a priority for the European Union. The significance of the given subject matter, concerning discrimination and equal access to education, is determined by the Bulgarian realities and necessities, as well as by the Bulgarian obligations under the international law, such as The Convention on the Rights of the Child (etc.), confirmed by state law such as The Law for Protection of the Child (etc.), in which the main principle is not allowing discrimination.

Moreover, the significance of the subject matter is connected with Bulgarian membership in EU as well, where since 1970 the Council of ministries of the Council of Europe accepts resolution, concerning the education in school of migrants' children. The resolution has two main aims, which are to recognize and compensate the language barriers of migrants' children, as well as evaluating the language and cultural status of the migrants so that efforts can be made in a direction of strengthening the cultural bonds between migrants' children and their culture. Soon after, in 1980s begins the EU priority for Roma education. Naturally, all communities within EU may be considered minorities and their successful communication and social integration, with the help of educational integration, is of a paramount importance for EU's future. The Council of Europe determines social cohesion as "the ability of the community to guarantee the prosperity of its members by minimizing the discrepancy and avoid marginalization – managing the differences and divisions and to

provide funds to ensure prosperity for all members. Social integration is a political conception, which is of utmost importance for realizing the three main values of the Council of Europe: human rights, democracy and supremacy of the law.”

The Roma community is above 1% of the EU population, which is a significant and comparable with the share of the Bulgarian population, which again is around 1% (!). In four European countries the Roma relative population share is significant – **Bulgaria: 9,94%**, Romania: 9,02%, Slovakia: 8,63% and Hungary: 7,49%. In all these countries it is present an increasing percentage of the relative Roma school population, which is directly connected with these countries future labour force. In short, „promoting their equality and inclusion is not only important in terms of fundamental rights but also has clear economic significance.“

The significance of the subject matter is determined by the serious demographic crisis in Bulgaria, which can be examined in three aspects – (1) a steady decreasing of births (because of abortions, social status, reproductive problems the well-being of the newborn children); (2) maintaining the high levels of deaths; and (3) emigration. As a result of this the negative growth for the country is -6.5‰ for 2018, -6.7‰ for 2019 and -9.5‰ for 2020. The jump in the last year can be explained with the death increase caused by COVID-19. Furthermore as a result of this, the population is ageing and for 2020 21.8% of the population is above the age of 65, having some regions reaching 30% (Vidin – 30%, Gabrovo 29.1%, Kyustendil – 27.7%). The lowest is the percentage in the capital region (17.7%) and Varna (19.4%). This is directly connected with the next population statistic about percentage of people who are able to work – 59.8% of the population as 31.12.2019.

In relation to the current demographic crisis in Bulgaria, it is important to highlight other statistics, which are related to the marriages in the country. The first is concerning the steadily increasing number of extramarital newborn children. For 2010 the relative number of extramarital newborn children is 54.1%. The families that do not have a civil marriage are statistically more likely to separate, which in turn results in greater risk of having children and women at risk. Furthermore, there is a worrying tendency of increasing the number of extramarital births of women in the ages 15-19 and 20-24, which again increases the risk for the children. More in this direction is the increasing the age for contracting a marriage and lowering their average duration. These tendencies furthermore increase the risk for children, which naturally increases the number of children who need special educational support.

As side factors there is an inequality between the different ethnic groups in terms of a wide range of social benefits, such as equal access to education, health, social benefits and others. Direct consequence of this in Bulgaria, even though there is a positive change of new born death rate for a 14 year period (2003-2017), the death rate for new born children remains higher than the EU standards. This death rate for new born children is much higher for ethnic minorities, especially the Roma minority. According to some specialists the new born death rate for the Roma community in Bulgaria around 1989 is 240/1000, whereas the average for the country is 40/1000. This violates article 24, paragraph 1 of The Convention on the Rights of the Child, which obligates the countries to ensure the right of the children to use the best medical standards in the country to ensure children's health and more specifically paragraph 2 where countries should do everything within their powers to ensure suitable steps which will lead to lower the death rate among new born children.

Finally, combining the statistics of European Commission and Bulgarian National Statistical Institute, it is revealed that less than 60% of the Bulgarian population is able to work and almost 10% of the whole population is from the Roma community. These statistics clearly show the significance of this minority group in Bulgaria. Naturally more numbers for the Roma community specifically will be beneficial. According to the data from the national census in 2011, education from those who self-determined themselves as part of the Roma community are spread in the following way:

Table 1 Educational degree among the people who self-determined themselves as part of the Roma community in Bulgaria in National census from 2011.

<i>Educational Degree</i>	Number	% of all in this category	% of those who self-determine themselves as Roma
<i>University</i>	948	0,07%	0,29%
<i>Secondary school</i>	18948	0,69%	5,82%
<i>Primary school</i>	97544	6,8%	30,00%
<i>Elementary School or dropped out</i>	131337	17,25%	40,37%
<i>Never been part of the education</i>	26154	37,85%	8,04%
<i>Child</i>	50412	12,34%	14,5%

The data clearly shows that there is a serious misbalance between the Roma community and the rest of the population in the country, especially in the row of **Elementary school or dropped out** of the school, which naturally includes not only students, but also a significant number of adults. Relevant information in this context is also the fact that the

average age of death is considerably lower than the average for the country. The data can be seen in the national census where the Roma children between 0-9 years old are around 12% of the children of that age (which is more than 10%). This number gradually goes down reaching just 0.4% for the population above 80 years old. It is important to note that these data is taking into consideration only the people who have self-determined themselves as Roma, which naturally means that the percentage for all these categories much be increased in order to reach more realistic values.

The natural conclusion is that most of these almost 10% of the Roma community, according to the European commission proxy data, are below 15 and 64 years old. In other words, even though it cannot be determined exactly how great, there is a significant share of the students and the people who are able to work that are from the Roma community. This further increases the value of policies which are somehow connected with educational and social integration of the Roma community in Bulgaria. Because of this fact, according to priority 1.1.b. for Bulgaria 2030 is to provide a full support is required for stimulating participation and inclusion in the education process for all these groups that are somehow at risk.

Another important point is that most of the Bulgarian ethnic community in Bulgaria lives in the cities, according to the Bulgarian National Institute for Statistics National census from 2011. This in comparison to the other ethnic groups, more specifically the Turkish and the Roma communities are evenly spread between cities, towns and villages. As a result, this deepens the segregation processes in education as the Turkish and the Roma communities dominate in the villages. This information ought to be combined with the international education results, such as PISA, according to which Bulgaria has a great difference between the best and the worst students. The difference between the best and the worst students are 160 points, where the average for the rest of the countries is 104 points. In the light of this information and the following results national exams in Bulgarian language and mathematics, a clear difference between the best and the worst schools emerges - „in regular highschoools the results [in Bulgarian language] are 3,83 [in a system from 2-6], in professional highschoools 3,44, and high schools with some kind of a profile – 4,74. The average results in mathematics are correspondently 4,29; 3,65 и 4,84.“ This difference indirectly shows the difference between the results of the different ethnic communities, because the different schools they attend to.

In conclusion, there is a significant difference between the best and the worst performing Bulgarian students and this difference is more often determined by geography than the skill difference of the students within a same school. Moreover, we can add the total quality of education in all stages of Bulgarian education (preschool, school and university). According to Global Competitiveness Report 2017–2018” of World Economic Focus, Bulgaria takes 87th place out of 137 countries worldwide and 26th place in EU, leaving behind only two countries – Hungary and Croatia, in terms of quality of education.

The summary which can be outlined is that a large proportion of the Bulgarian population is from Roma community and it increases steadily. Moreover, most of that population is considerably young within the age groups of below 15 years and below 64 which makes this particular population even more important for the country. Second main conclusion that may be drawn, is that the death rate for the Roma community happens earlier on average and there is much higher death rate among the new born children. Third main result is that the Roma communities are often focused or segregated within the cities or villiages and this leads to the creating of getolike urban structures. Fourth main result is that there is a higher tendency among the people who self-determined themselves as Roma to drop out of school in comparison to the other ethnic groups in Bulgaria. This is connected with the fact that Bulgaria is one of the worst places in terms of the difference between the best and the worst students. All this leads to that educational policies have greatest changes of positive changes and outcomes when they are addressing the educational integration of the Roma community in Bulgaria, which in terms will lead to social integration on all levels.

Thus, involving as much of the human population as possible in resolving the world level threats is of greatest importance particularly for Bulgaria, naturally because of this country problems with demographics (which can be described as a demographic catastrophe) and the steady increase of the minority relative share in preschool and school education. The latter in of itself does not present an issue, yet combining the fact that there is an apparent discriminational behavior of the Bulgarian community towards certain minorities and more specifically the Roma community and the general unequal access to education, access to work and other ethno-social reasons. All of this turns the subject matter of the current Ph.D. dissertation, concerning the educational and social integration of Bulgarian minorities, not only in important and significant topic, but also in a priority that must be addressed.

Goals, tasks, subject, object and hypothesis of the ethnopsychological research

The ethnopsychological research focuses itself on coordination-educational policies in Bulgarian education, in terms of the Roma ethnic group in Bulgaria. The researched period is 1989-2019 and as a main period are the years between 2016-2019 because of the new Law of Preschool and School Education (2016), along with its attached Instructions, which altogether significantly change the situation in Bulgarian education. The core reason behind researching the period 1989-2019 and specifically the period after 2016 is because the research aims to have as much practical and contemporary perspective as possible. This allows the ethnopsychological research to analyze significant topics and naturally allows to have a practical purpose. In terms of the researched period it is important to highlight the fact that the influence of COVID-19 on the educational system is overviewed, as long as it is mentioned in the interviews, but it is not analyzed specifically because naturally these effects take place after the given period. For Bulgarian education the greatest effect is in the years of 2020 and 2021. The pandemic and its effect are analyzed just in terms of coordination between the different education institutions and in the field of educational integration of the students of Roma communities.

The Goal of the ethnopsychological research is to highlight the differences which lead to unequal access to quality education for the students of Roma communities and creating a model, based on the reflective approach, which aims developing the already mentioned equal access to quality education. More **concrete goal** is the undertaking of a situational analysis of models and practices for coordination-educational policies in Bulgaria, in the period of 1989-2019, in relation to the education integration of Roma students in Bulgaria.

THE RESEARCH TASKS ARE:

- (1) Conducting a SWOT analysis of European and Bulgarian normative and strategic legislation, concerning the school education of the Roma community in Bulgaria;
- (2) Conducting a theoretical analysis of ethnological sources, concerning the specifics of the Roma community in Bulgaria;
- (3) Conducting an empirical analysis of a conducted participant observation, in relation to educational integration of Roma students in Bulgaria;
- (4) Conducting an empirical analysis of conducted questionnaires among pedagogical and unpedagogical specialists in schools (educational mediators) from across Bulgaria, as well as the school communities as the second target group. The questionnaires are related to intercultural education;
- (5) Conducting an empirical analysis of conducted ethnographic interviews with principals of different educational institutions, experts from the Bulgarian Ministry of Education and Science and experts from nongovernment organizations all of whom are related to the educational integration of Roma students in Bulgaria.

Object of the ethnopsychological research are the ethnopsychological reasons for conducting a coordination-educational policies, related to the educational integration of the Roma students in Bulgaria, among the educational institutions such as different departments in the Bulgarian Ministry of Education and Science (MES), educational institutions such as schools, kindergartens and others; as well as experts from non-government organizations, which main purpose is the educational integration of Roma students in Bulgaria.

Subject of the ethnopsychological research are the ethnopsychological reasons for developing an ethnopsychological model of coordination in and between educational institutions, in relation to the Roma ethnic community in Bulgaria, based on theoretic-empirical analysis based on reflective approach.

The working **hypothesis** of the ethnopsychological research is that the coordination of the school education, in relations to students who have unequal ethno-social status, can be improved by implementing the reflective approach.

Methodology of the ethnopsychological research

The methodology of the Ph.D. dissertation includes ethnology and ethnopsychology, based on which stands the reflective approach. The research uses situational analysis to examine the models and practices for coordination-educational policies in Bulgaria in the

period of 1989-2019, in relation to the educational integration of Roma students in Bulgaria; SWOT analysis of European and Bulgarian normative and strategic legislation, regarding the school education of the Roma community in Bulgaria; a theoretical analysis of ethnological sources, concerning the specifics of the Roma community in Bulgaria; as well as an empirical analysis of coordination-education policies for education integration of Roma students in Bulgaria, based on conducted participant observation, questionnaires and ethnographic interviews.

The theoretical part is divided into three chapters. The first one starts with ethnopsychological reasons of the reflective approach and continues with an overview of the ethnopsychological approaches, practices and models in school education, concerning the Roma community in Bulgaria. The second chapter focuses itself over the SWOT analysis of the European and Bulgarian normative and strategic legislation, regarding the school education of the Roma community in Bulgaria. The third chapter is a theoretical analysis of the Roma cultural specifics in Bulgaria.

The empirical analysis is the fourth chapter and it is based on a questionnaires as part of a Project №BG05M2OP001-3.017-0011, named “Increasing the qualification of the pedagogical specialists and educational mediators in working in multicultural environment”, funded by EU, thanks to European structural and investment fund. I participated in this project as a junior expert and helped developing and analyzing two questionnaires – for pedagogical and unpedagogical specialist in schools; and for the school communities. The term “unpedagogical specialists” is referring to the educational mediators, because in Bulgarian education educational mediators do not require a pedagogical degree. The term “school communities” is straight forward and refers to the local communities of the targeted schools which are in one way or the other concerned with the school live either by being parents, local experts or administrators. The questionnaires are conducted in schools and their communities from all over the country and the topic of these questionnaires is intercultural education. The total number of answered questionnaires is 276, 112 of which are from the communities and 165 are from the specialists from the school.

The second aspect of the empirical analysis includes 45 ethnographic interviews. These interviews include principals of educational institutions, such as schools, kindergarten and different types of specialized schools and educational centers. Even though the focus of the Ph.D. dissertation is on the school education the other institutions are interviewed in terms of the relations between the specific institution and the school, regarding the educational integration of the Roma students in Bulgaria. Second type of interviews are conducted with

expects and representatives of different departments from the Ministry of Education and Science, as well as the head of Regional Educational Managements (REM) which are smaller institutions which provide the link between the educational institutions in the country and the Ministry itself. This type of interviews also include a various types of administration which are connected with the education, either in the local municipals or on state level. The third and last type of conducted interviews is with non-government organizations (NGO), which are related in some way or another with the education integration of Roma students in Bulgaria. The interviews are conducted in cities, towns and villages across the regions Sofic-city, Burgas, Montana and Yanbol, aiming to include representatives of educational institutions evenly from a different types of places – from the capital, large cities, small towns and villages.

Apart of the already mentions three parts, the empirical analysis is supplemented by a overview of good practices in the country, interviews with teachers, field research, which includes interviews with parents, local members of the communities, mayors, as well as my everyday experience as a school teacher and participation in different types of project and conferences.

CHAPTER ONE. MODELS AND PRACTICES OF COORDINATION-EDUCATIONAL POLICY IN BULGARIA (1989-2019) (ethnopsychological ground for educational interaction)

The present chapter examines the models and practices in coordination-educational policies in Bulgaria for the period of 1989-2019. Taking into consideration the specifics of the ethnopsychological research, the focus of the dissertation is on the school education of the Roma students and the ethnopsychological markers of educational interaction. The method used for this chapter is the situational analysis. The chapter begins with overview of the used terms and then continues with the reflective reasons. After this foundation, the chapter focuses itself on the specifics of the different approaches for educational integration, as well as some theoretically analyzed models and ethnoeducational practicies, in the field of educational integration.

CHAPTER TWO. COORDINATION-EDUCATIONAL ANALYSIS OF POLICIS IN BULGARIA (1989-2019) (ethnopsychological ground for educational interaction with Roma students)

The following chapter conducts a SWOT analysis in chronological way of documents, regarding the educational integration of Roma students in Bulgaria for the period 1989-2019. The term “**SWOT analysis**” is well-used scientific technique for strategic management, developed by Albert Humphrey. The technique focuses over the strengths (S), the weaknesses (W), the opportunities (O) and the threats (T) of a certain problem. The strengths and the weaknesses are forming a category of characteristics of inner type, whereas the opportunities and the threats are forming the outer characteristics. The pairs can be rearranged into positive sides of a certain problem, combining the strengths and the opportunities and the negative sides of that same phenomenon comparing the first pair to the second, consisting of the weaknesses and threats. This kind of analysis provides a deep understanding of a certain issue examining the problem from several different and possibly all possible perspectives. Thus, the SWOT analysis is suitable for analyzing policies, projects, legislation, documents etc.

The second chapter starts with an overview of the theoretical terms and the reflective reasons required for such type of analysis. The core part of this chapter is the SWOT analysis itself, which examines the Bulgarian normative and the Bulgarian and European strategic legislation, concerning the integrational education of the Roma community in Bulgaria. The analysis is divided chronologically, having the first period from 1989 to 2016 and from 2016-2019. The reason for this separation comes from the new Law for Preschool and School Education (2016), along with its attached documents, because this legislation changes the situation in Bulgarian education in terms of the ethnopsychological research significantly and therefore such separate overview is beneficial.

CHAPTER THREE. CULTURAL SPECIFICS OF THE ROMA ETHNIC COMMUNITY IN BULGARIA (ethnopsychological ground for educational interaction)

The Bulgaria Roma community is the object of this Ph.D. dissertation and having that in mind its cultural specifics are a key component of for applying the model of the research in practice successfully. What makes the Roma community so unique and so complicated to research is the fact that it is quite different and fragmented in its nature. This aspect is quite important to consider with every model or policy undertaken, because this fragmented nature of the Roma community requires separate and different local studies and researches in order

to be able to understand the specifics of the local Roma groups and from there to have the option to apply any model or policy successfully. Another specific of the Roma community is the fact that it is hard to have an exact quantity of a certain Roma group or even the whole Roma community as a whole. This issue is important from scientific and political reasons because in order to be able to take best possible policies and create the best possible models a clear understanding of what community is where and how large it is and how it interacts with its neighboring groups and communities is essential. Such data and knowledge ultimately will lead to better policies which will help neutralize the discrimination and intolerant behavior, but will also help the educational integration of the Roma community.

This chapter conducts a theoretical analysis of ethnological sources, concerning the Roma community in Bulgaria. The used method is the study of ethnological sources, regarding the specifics of the Roma ethnic community; chronological analysis, which follows the movement and the settlement of the Roma groups in Bulgaria; and thematic analysis, which analyses the cultural specifics of the Roma ethnic community. All of these analysis are done from the perspective and in the idea concerning the educational integration of the Roma ethnic community in Bulgaria.

The chapter begins with the used within the chapter terms, then studies the theories of Roma's origin till their settlement in the parts which are today within the borders of the Bulgarian state. A specific note for this overview is that the educational situation of the Roma community is going to be analyzed the more the history comes to the present days, naturally because there is more information, but also because it concerns the given time period of the research (1989-2019).

CHAPTER FOUR. Empirical research: ETHNOPSYCHOLOGICAL MODEL OF COORDINATION-EDUCATIONAL POLICY FOR EDUCATIONAL INTEGRATION OF ROMA STUDENTS

The requirement of the empirical analysis originates from the need of deepening the theoretical research in the first three chapters of the ethnopsychological research. Within this fourth chapter an analysis is used of ethnopsychological markers and comparative analysis, which aims to define the problems concerning the educational integration in the different regions in Bulgaria, but also the different types of cities, such as capital, large city, small town and villages. Furthermore, there is an examination of the topic from the perspective of the different types of school, such as Primary, Secondary, High schools and up to 10th grade

schools, which are called combined schools. The second important aspect is studying the differences between the normative legislation and the actual implementation of the law. The core idea here is to highlight what is working and what faces difficulties and what is the nature of these difficulties in order to create a good solution which can work for the specific region or even the whole country. Next is the topic of understanding the actual educational situation in the different regions, from a personal perspective, in order to make sure that the give recommendations are discussed from all sides of the educational integration.

Within the dissertation empirical research often is talked about **children** and **students**. Therefore, it is important to outline the difference between these two terms within the Bulgarian Law for Preschool and School Education. “Children” are considered all who attend nursery or kindergarten, whereas “students” are those who attend school. Because the ethnopsychological research is focusing itself on the school education, the paper tends to talk about students. The terms “child/children” indicate that the paper refers to the preschool education specifically.

The arguments for applying the ethnopsychological approach are based on the subject matter and the object of the research, which focuses itself on the educational integration of students of Roma ethnic group. Thus, the ethnopsychological approach is suitable, since it allows understanding the issue of educational integration of students of Roma ethnic group in depth and enables understanding the specifics of the Roma subethnic communities. Naturally, this leads to the necessity of intercultural communication. Successful intercultural communication defines not so much the lack of conflicts within a large group of people, such as a school community, for such conflicts on interpersonal level in such large community are inevitable. The successful intercultural communication is defined by the skill of overcoming the conflicts in intercultural environment, as well as creating a positive environment, which from one side lowers the intensity and quantity of the already mentioned conflicts, but also do not allow the interpersonal conflicts to grow into intercultural conflicts.

One of the factors or the conditions for successful intercultural communication in the very presence of intercultural communication. The presence of such communication provides the participants with experience to communicate with representatives of different ethnic groups with or without having additional knowledge of the other’s culture. The last point is important, because an individual is required to have the ability to communicate with other people, whose cultures are unfamiliar to the individual – a situation which occurs commonly within the EU. The marks of successful intercultural communication are the tolerant behavior,

emotional intelligence, personal and dialogic reflection and a behavior towards others not based on their cultural or ethnic background, but based on their personal qualities. The ethnic characteristic is important in terms of recognizing and tolerating its specifics for these foreign cultures. That said, individual qualities should always take priority in terms of having a successful intercultural communication.

Knowing the cultural and communicational specifics of a certain ethnic or subethnic community or group increases for these communities that are ethnically homogeneous (only Bulgarian, only Roma, only Turkish etc.) In other words for these communities where the everyday intercultural communication is lacking. This knowledge for other cultures is most beneficial for these communities, exactly because of their lack of experience in intercultural communication and this very knowledge plays an equalizing factor. Familiarizing with other cultures helps to understand their specific characteristics, both positive and negative, yet the fundamental part is to accept them as they are. In the same time this combines reflective studying of one's own culture, where again it is important to outline not only the positive characteristics, but the negative ones as well, in order for one to accept his or her own culture of what it is.

Understanding the interpersonal and intercultural values of one own culture and other culture is starting the process of drawing the differences and the similarities between the two cultures, both of which are equally important. Countering to what is expected both the differences and similarities are important, because understanding the similarities helps with smoothing the relationship and the possible conflicts that may occur on interpersonal level; whereas the differences are important because they help avoid unwanted or unconscious disregarding of the other person's culture. Therefore, understanding other cultures is a key factor for successful intercultural communication, especially for communities that are from homogeneous nature, which are not exposed to everyday intercultural environment and communication from earliest childhood age.

It is important to note that the skill for successful intercultural communication with specific ethnic community, does not guarantee success in any intercultural communication with any ethnic community. This is an issue especially for the heterogeneous groups, which naturally form multiethnic environment. Often for people coming out from such communities they face a new type of intercultural relations, which may have unknown for the individual specific, even if the new environment consists of ethnic groups which are similar to those the individual is used to in his or her own community. This is because the relation between same

ethnic groups may differ from one place to another, for example the difference between same ethnic groups within a village and within a city. Similar problem may occur they that same individual meets a third completely new to him or her culture, which brings a whole new system of intercultural relations. Nevertheless, the initial intercultural communication creates a paradigm for communication, even if it is not always applicable to every intercultural situation. In this sense, it is possible to state that the more different and successful intercultural communications one individual experiences, the more successful paradigms he or she experiences, which naturally means that that same person will be able to get faster to the level of successful communication with unknown culture. Again, the foundation for successful intercultural communication always remains the tolerant behavior towards the otherness of the other.

All of this is important for the school environment, but it is also important for the ethnologist, because every successful understanding of a certain ethnic community or even more specific subethnic group, this may lead to the impression that the general intercultural communication is developed significantly. True as it may be, this does not mean that that same specialist has mastered all possible intercultural situations and specifics, as in fact this significant development is just within that specific intercultural relation with that certain ethnic community, but all ethnic communities in general. The general intercultural communication has developed only as far as that the ethnologist has developed a new paradigm for successful intercultural communication which may be useful for similar ethnic groups or situations but even with them it may be no possible to apply that same paradigm. In that sense, it is recommended for unexperienced ethnologists not to forget humility in the face of the first successes in the field of intercultural communication.

After this overview of some of the peculiarities of the intercultural communication, the next important issue to highlight is the interinstitutional communication, which is fairly important for this research, naturally because of the object of the research. It is important to note that the communication between the educational institutions is a delicate topic, since it is directly connected with the administrative obligations of all sides – from one side the higher institutions prepare the required documentations and exercise control and monitoring, whereas the smaller educational institutions perform their corresponding given tasks. In this sense both sides have a common interest to state that the interinstitutional communication is successful, understanding that the administrative communication is going on successfully, which naturally means that they are fulfilling their job.

The question over the communication between institutions does not end here, as the problems in terms of communication do not end up simply with having the required documentation. The real question lies within the value and the expedience behind that same documentation and the same goes naturally for the moving of that documentation up or down the institutional chain. Because very often is the case when there is a certain administrative documentation, which may be presented, but the expected results are not met in practice, which undermines the value of the document itself. Such examples are shown within the interviews in the empirical research module. In short, the important point that defines one communication between institutions as effective and successful for this ethnopsychological research is not simply the realization of certain documentation, but the real results and value behind these documents for that specific community.

4.1. Stages and methods of the ethnological research

The ethnological research has three stages. The first research stage is that of the participant observation, which took place in April, 2019, funded by a UNICEF project and organized by a NGO “Open community”. Within this project I participated as a field researcher, positioned in the village of Kukorevo, municipality Tundzha, region Yambol for 7 days. The topic of the project was the social and psychological welfare of Roma children and students, ages from 0-8. The nature of the project allowed to broaden the research for the Roma students of higher age, which allowed me to draw conclusions for the whole Roma student characteristics for that specific place and Roma community. This stage of the research helped the research to highlight the main ethnopsychological markers in the system of educational interaction in Bulgaria.

The second stage are the questionnaires, which are conducted with two questionnaires, one for pedagogical and unpedagogical specialists in school, as well as a questionnaire for the local school communities. The questionnaires are conducted in schools across the whole country. This second stage is conducted within another project, called “Increase of the capacity of the pedagogical specialists and educational mediators in the field of multicultural environment”, funded by operative program “Science and education for intelligent development.” The questionnaires are conducted March, 2020. The topic of the questionnaires is connected with the intercultural education in school.

The third stage of this research are the ethnological interviews. This third stage was conducted during the whole period of the research, but most of the interviews took place in

the period of June-October 2021, with a few interviews conducted before and after that period. Having the results of the observation and the conducted questionnaires, the aim of the interview was to check the results and deepen the conclusions. The interviews are with experts from the Ministry of Education and Science and the Regional Educational Management, municipality educational administration, principals of educational institutions and experts from non-government institutions, which work in the field of intercultural education and integration of Roma students. One of the main focuses of these interviews was to collect interviews from as many different places as possible, having interviews from 5 different regions of the country – Burgas, Montana, Sofia-city, Sofia-region and Yambol.

4.2. First stage - participant observation

Project and methods. The participant observation was conducted in the village of Kukorevo, near the town of Yambol, municipality Tundzha, from where there are several interviews, such as with the principals of the local kindergarten and the school. The participant observation was conducted August 2019, as a part of a project of NGO “Open Community”, funded by UNICEF, in regards with determining the state of Roma childhood in Bulgaria. Within the project in Bulgaria were conducted participant observations of different places in Bulgaria, which are with resembling ghetto structures. As part of this project, I was a field researcher in the village of Kukorevo, alongside with a colleague and an ethnologist from the Bulgarian Academy of Sciences, Stamen Kanev. This is the place to thank Kanev for his invaluable methodic and moral support, during the whole participant observation.

The methodology of the project had three stages of researching the Roma childhood in Bulgaria. The first one was the questionnaires, which was conducted among the Roma communities, targeting the parents; second was the focus groups; and third, it was the participant observation itself. The participant observation took 7 days and the part which made it “participant” and valuable was that we slept in a Roma house within the same community. Usually such a situation would help for the faster and better understanding of the field, but because of some unexpected circumstances there was a negative side as well, which will be highlighted further down. During the field research we had the opportunity to conduct interviews with adults only, even though the object of study were the children and students, because of the age restriction and the requirement of the parental agreement. The age of the targeted children and students was within 0-8 year old, which mainly focuses on the preschool education and the first two grades of the school education. During the field research 10 interviews were conducted and many more informal convstations with the locals were

conducted which lead to create a picture of the situation of the Roma ethnic students as a whole, not just for this 0-8 target age. This observations will be included within the current ethnopsychological research.

4.3. Second stage - questionnaires

The empirical analysis is developed further with this questionnaire research, was conducted during another project №BG05M2OP001-3.017-0011, named “Increase of the capacity of the pedagogical specialists and educational mediators in the field of multicultural environment”, funded by operative program “Science and education for intelegent development.” The questionnaires are conducted March, 2020. The topic of the questionnaires is connected with the intercultural education in school.

The term “unpedagogical specialists” is referring to the educational mediators. The term “local communities” is referring to other members of the local communities which are somehow related to the educational integrations, such as parents, relatives, and educational administrations and similar. The questionnaires were conducted in schools, kindergarten and local communities across the country and the topic of the questionnaires is concerning the importance of the intercultural education in Bulgarian educational system and the qualification of the pedagogical specialists in the field of intercultural education. The total number of questionnaires is 421, as 112 are from the local communities, 145 from specialists from kindergartens and 164 from the specialists from the schools. Having in mind the object of this ethnopsychological study, only the questionnaires of the school specialists and the local communities are going to be examined.

4.4. Third stage – interviews

The ethnographic interviews were conducted in the period of 15.08.2019-02.03.2022. They were conducted with principals and heads of educational institutions, expects, educational administrators and representatives of the non-government sectors, which are in some way or the other related to the educational integration of Roma ethnic students. The topic of these interviews is to study the coordination inside and between educational institutions and educational institutions and the non-government sector, again in terms of educational integration of the Roma ethnic students in Bulgaria.

The present third stage includes 45 ethnographic interviews from different parts of the country, using ethnographic approach. These interviews include such with principals of educational institutions, including schools, kindergarten and different types of educational centers. The interview were conducted in the following places - Kukorevo, Dolni Chibur,

Valchedram, Lom, Burgas, Sofia and Gorna Malina. The inclusion of the principals of the kindergarten or the other educational centers does not interfere with the object of study because these principals were interviewed from the perspective of the communication between the institutions in regards of the school integrational education.

The second type of interviews were conducted with representatives of different departments within the Ministry of Education and Science, such as the department for Policies for strategic development, qualification and career development, department for inclusive education and Schoolbooks and school documentation, Regional Educational Management of Sofia-city, as well as representatives of the educational administration, which includes the educational administrations from different municipalities.

The third type of interviews were conducted with representatives of NGO sector, which are somehow related to the topic of Roma students and their educational integration. The NGO organizations are examined one-by-one below. The interviews were conducted in cities, town and villages in the regions of Sofia-city, Sofia-region, Burgas, Montana, Yambol, as the goal was to have interviews with principals of educational from as many and different places as possible and equally. The second goal was to have a representation from the different informal separations of school – elite schools, schools for the masses and marginalized schools.

The third research stage analyzes first the methodical specifics of the chosen approach, makes an overview of the conducted interviews, and afterwards makes a comparative analysis of the taken information thematically, which provides the opportunity to make a comparison between the different institutions in terms of either their type or their location. Among the interviews there are no educational institutions from the private sector, because the subject matter focuses on the state and the municipality educational institutions. Having in mind the subject matter of the ethnopsychological research, the following regions and educational institutions in which the Roma ethnic community is partially or fully represented within the institutions. There are educational institutions, in which is Roma representatives, which are naturally displayed in the local communities, but sometimes their representatives are much lower than the local reality, which leads to the situation of segregation. Having in mind that the study focuses itself over the situation of the Roma ethnic students, there are no educational institutions with dominating Turkish ethnic representation.

RESULTS

As a consequence of the conducted ethnopsychological research are foreseen and formulated limitations and opportunities, in accordance to the suggested theoretical-empirical model which aims prevention of unequal access to quality education. In the theoretical-empirical model are recommended concepts of the reflexive approach for quality education of Roma students which are in unequal ethno-social position.

During the research a situational analysis of theoretical models, approaches and practices of coordination-educational policies in Bulgaria, for the period of 1989-2019, was conducted, in terms of the educational integration of Roma students in Bulgaria. In accordance to the tasks, the ethnopsychological research realizes them as follows:

1. Conducting a SWOT analysis of European and Bulgarian normative and strategic legislation, concerning the school education of the Roma ethnic community in Bulgaria in the given time period. The period is characterized with a change of management approaches in Bulgarian educational system from 1989 onwards to the change of the school regulations and programs. During the time of 2011-2016 a new law was developed, announced and implemented as a national policy since 2016. For the period of 2016-2017 are developed 18 supportive documents, following the law for preschool and school education. Among the strong sides is the developing of the State educational standard for intercultural education, which was later rearranged into a standard for Civil, Health, Ecological and Intercultural Education. This leads to certain coordination-educational risks in educational institutions that do not consider the specifics of the intercultural educational environment, specifically in terms of ethnic diversity. Another possible problem is the fact that there are no criteria for monitoring and inspecting these educational institutions on implementing the Standard. A Standard is present, which lays the required goals and results, but there is still a lack of a standard which examines the process of the intercultural education itself. In this sense, a concrete ethnopsychological approach for interaction between the teacher and the students in intercultural environment is required. Furthermore, there is a certain degree of uncertainty around some of the terms used on a level of Ministry, in regards of applied coordination-educational approaches in intercultural and/or multicultural/multiethnic environment. Moreover, it is not considered the factor of static understanding of the term multiethnic and multicultural educational environment, which leads to having a moment picture of the ethnic variety in the concrete educational institution, but does not provide with

the dynamic picture and the interaction between the institutions in Bulgarian education in outer ethnopsychological plan, as well as the typology of the interaction of the different institutions in an inner plan.

2. I recommend on the level of Ministry an expert analysis from the perspective of two main criteria to be conducted: ability to measure and coordinate (inner and outer) the State Educational Standard, №13, in particular the part of intercultural education, as this part can be separated into its own Standard, as it was the initial idea in 2012.

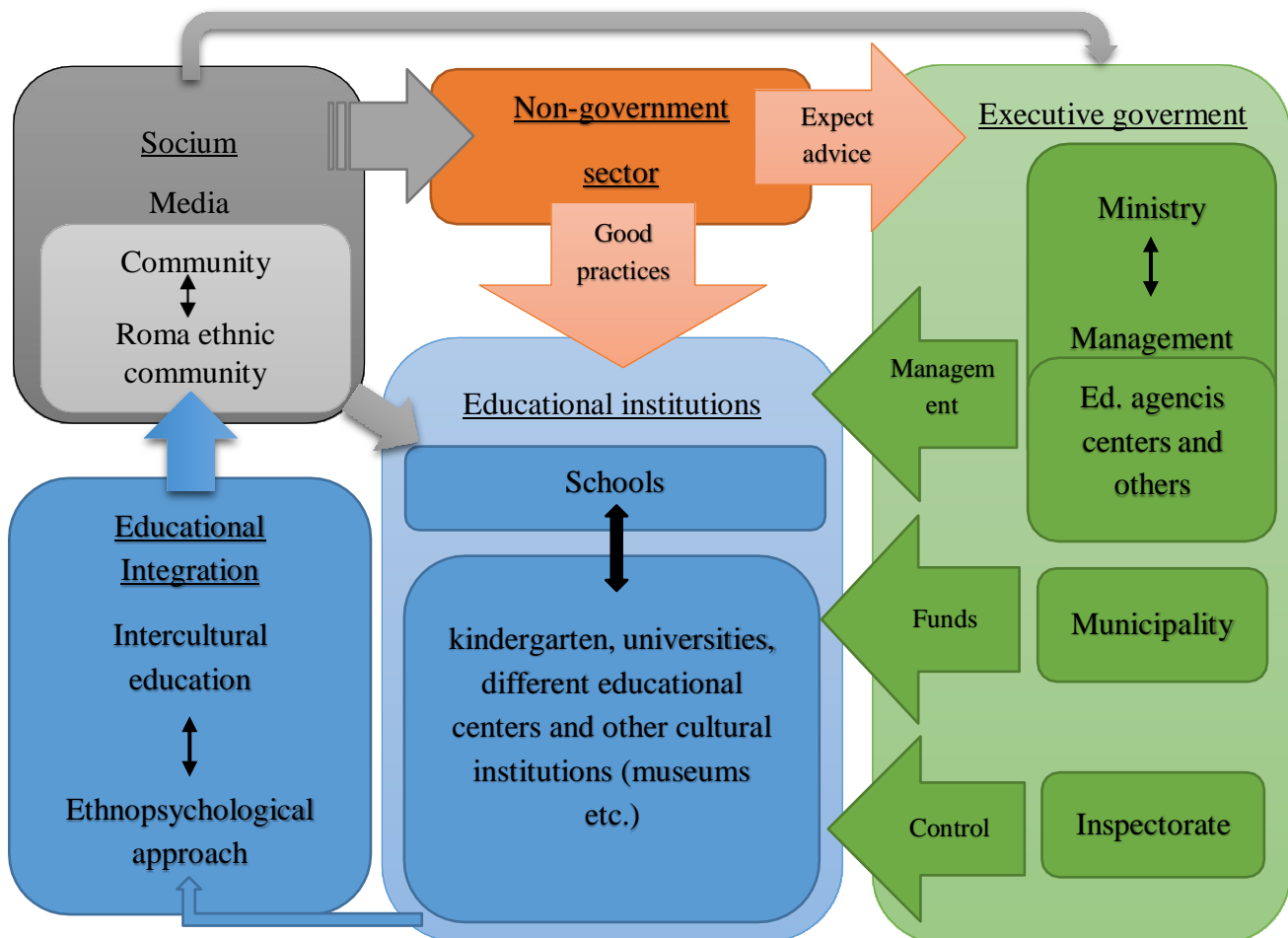


Figure 1. Institutional projections of education as social activity

The conducted theoretical analysis of the ethnological sources for the specifics of the Roma ethnic community in Bulgaria, prove the necessity of implementing ethnopsychological and ethnopedagogical approaches on the level of coordination-educational policies on a specific local level, in accordance to the educational policy of the concrete school, based on its own strategy for development. The researches in plan ethnology clearly define the necessity of minding the values of the specific ethnic groups, understanding their culture and interaction with monoethnic and multiethnic educational environment. This does not include the

coordination strategies and program of the educational integration of children and students of the ethnic minorities on regional level. Thus, a control is required over the coordination-educational mechanisms for implementing the 2012 national program, which turns the national program into a normative document – National council for collaboration of ethnic and integrational issues, which is under the Ministry of Education and Science of Bulgaria Republic. It is structured in the following projections.

Based on the results of the ethnopsychological research I suggest the following priorities in coordination-education aspect:

- Developing the school education in the direction of achieving a quality inclusion and a fair education, which continues through the whole life;
- Developing an educational policies which is based on the skill-oriented approach;
- Integrating ethnopedagogical and ethnopsychological approaches for educational integration of students from the ethnic communities and group which are at risk.

The core principles require the ethnopsychological markers for realizing the successful coordination-education policy and more specifically:

- Value-based principle;
- A principle of intercultural reflection;
- A principle of equality and social inclusion, by the means of technological educational integration;
- A principle of prevention and non-allowance of discrimination.

As a result of the interview analysis with representatives of the education institution, administration and the non-government sector, whose work is related to the education integration of Roma students in Bulgaria, the following can be stated:

✓ The global and European visions of education with horizon till 2030 reflect in the detailed strategy with the Priority “Education and Skills”, which was developed within the National Program for Development Bulgaria 2030, accepted with Protocol №67 of the Council of Ministries on 02.12.2020;

✓ Within the Priority 1 “Education and Skills” there are five tasks, as each single task is given a field of influence; international quantifiable indicators for monitoring the development; correlation with the goals for stable development and indicators for the require funds;

✓ The principle, which is used for the structure of Priority 1 “Education and Skills” is holistic. This supposes the application of policies, which are in the context of a holistic concept for developing the education;

✓ The influence is require to be synchronized and with a wide range. In terms of intercultural education and successful social inclusion for the ethnic groups at risk in education in the presented project are coded in the following aspects:

- The implementation of policies and stable inclusion of children and students in the process of education;
- Prevention of the early dropping-out of children and students from the educational system;
- Securing an equal access to preschool and school education, by the means of demographic, social-economic and *cultural barriers*;
- Measures for forming a civil and social-emotional skills, which are practically oriented knowledge and skills for developing a creative and critical thinking, using the competencies oriented educational policy;
- Refining the educational work, which realizes itself by the means of value-oriented approaches.

In a complete synchronization with Priority 1 “Education and skills” is the project of the Strategical frame for educational development, education and studying in Bulgaria Republic for the period of 2021-2030. The intercultural perspective in this document is developed in a wider aspect, which aims to form values and to create *value-based approach*. The second element is securing the positive and favorable *intercultural educational environment* for each child and student in the conditions of intercultural reflection, respect towards cultural variety and *non-allowance of discrimination*. This project is envisioning concrete policies for forming **competencies** within the children and students for **intercultural communication**, understanding and appreciating the **cultural variety**, as well as the support for **personal development** of children and students who are coming from risk groups.

Based on interview analysis I recommend the following strategic tasks for developing the coordination-educational policies in direction:

- Support for value-oriented educational integration of children and student of the ethnic minorities;

- Competency-oriented quality education for children and students of ethnic minorities;
- Developing an intercultural education as an integrated part of the process of modernization of the Bulgarian educational system;
- Preserving and developing the cultural identity of children and students of ethnic minorities.

CONCLUSION

The current ethnopsychological research is taking under consideration a combination of factors, such as the continuous demographic crisis in Bulgaria, as well as the opportunities for educational integration of groups at risk and more specifically the marginalized groups from the Roma ethnic community. Similar educational integration of the Roma ethnic students provides with the opportunity for more successful social integration of the same population and thus leading to gradual increase of their life standard first reaching the European minimum standards and then going even higher. From here, the state receives economic benefits for having more active citizens as a whole. There are also a number of social benefits concerning the standard of living for the citizens.

Having in mind the importance of the current topic, the goal of the ethnopsychological research is to reveal the limitations, which lead to unequal access to quality education for students in unequal ethno-social position and developing a theoretic-empirical model, based on the reflective approach, which aims ratifying the already mentioned equal access to quality education. The **concrete goal** is conducting a situational analysis for models and practices of coordination-educational policies in Bulgaria, for the period 1989-2019, in relation to the educational integration of Roma students in Bulgaria.

Taking under consideration the fulfillment of the given tasks, the object of the ethnopsychological research crystalized into the ethnopsychological reasons for the conducted coordinational educational policies, in regards to the educational integration of students of Roma background in Bulgaria in the departments of Ministry of Education and Science, educational institutions and non-government organizations, which activities were related to the educational integration of Roma students in Bulgaria. The subject of the ethnopsychological research are the reflective reasons for developing a ethnopsychological model of coordination in and between the educational institutions, in relation to the Roma ethnic community in Bulgaria, based upon the theoretic-empirical analysis, based on the reflective approach.

In order to fulfill the given tasks, within the frame of the ethnopsychological research was conducted a SWOT analysis of European and Bulgarian normative and strategic legislation, concerning the school education of the Roma ethnic group in Bulgaria. The ethnopsychological research determined that the normative system, concerning the educational integration of the Roma students has experienced a significant beneficial changes

in the period of 1989-2019, especially after 2016 with the release of the new Law and its supportive documents. Example for such positive development is the policy of education integration which grows from having an inclusive educational institution (which proved ineffective) for a system which is based around the groups at risks (which shows better results). This change addresses not only the issues with the Roma ethnic community from the ethnic perspective, but also from the social one. Within the frame of the ethnopsychological research there is the idea that this is not the most democratic solution, but from reflective stand point, considering the social disposition towards the Roma ethnic group, this solution is good under the current circumstances and therefrom a practical perspective. Although these successes, the normative system can be made more precise, which is understandable considering the fact that a time is required, until it is revealed what works well and what does not and can be changed, removed or improved.

Examples for that are situations, in which the normative and the practice seriously go apart. Concrete example for that is the lack of methodical support for the teachers, having just one school, which is actually applying and implementing the normative system out of the all interviewed school principals. This topic is of key importance for the ethnopsychological research since the methodical support for the teachers gives opportunity for better education integration of students of ethnic minorities. The recommended by the ethnopsychological research is to lower the functions of the REM and to remove the required from them methodological support for the teachers. The very same thing is possible for the main teachers. Instead, it would be beneficial if there is a similar position to the main teacher, but if it is a teacher for methodical support, who should have less lessons, similar to the principals, so that he or she has the opportunity to observe the teachers and help them methodically during the whole school year.

In regards to implement the normative legislation in reality, the obligation to have teachers-supervisors for the new coming teachers, who do not possess experience in the educational field or have stopped working as teachers for more than two years, the best possible solution seems to be to increase the human source capacity of the National Educational Inspectorate. This will allow the Inspectorate to fulfill their obligation of monitoring the schools across the country in a better and more sufficient way and naturally when the institution reveals a problem to sanction the educational institution which is not implementing the law to its fullest.

Another similar problem between the theory and practice, for the ethnopsychological research, is the question of having the students from 1st to 4th grade to remain in the same grade two years in a row. Theoretically this is well argued, because it leads to a wide range of problems, however the practice proves that the current situation is even worse, leading to lowering the motivation for the whole class and threatening the situation of conformism among some students. The whole situation leads to the problem of having students in 5th grade which have massive deficiencies in their educations, which naturally lead to educational difficulties in moving forward in their education. In this sense, the research must note that the solution presented currently by the normative legislation to avoid problems within the first 4 grades is actually creating a bigger problem within the next educational stage. The similar situation exists for the students with Special Education Needs (SEN), where the situation is slightly better but again has negative sides. It is still worth considering the idea of that students with SEN to be able to go to special education schools if they fail their individual programs and the opposite – if they manage to fulfill their individual programs from these special need school to be able to return to regular schools.

The ethnopsychological research conducted a theoretical analysis of ethnographic resources for the cultural specifics of the Roma ethnic community in Bulgaria. Upon the results of this analysis the research reveals that there is a need of applying a reflective and value-oriented approach while implementing the process of educational integration of students of Roma ethnic group. The requirement to apply these approaches is based on the cultural specifics and varieties of the different Roma subethnic groups, all of which should be taken under consideration upon fulfilling the educational integration.

The results of this theoretical analysis are confirmed once again with the results of the conducted empirical analysis from the participant observation, in relation to the educational integration of Roma students in Bulgaria. Within the frame of this research the idea was confirmed that the requirement of understanding the cultural, social etc. specifics of the specific Roma subethnic group, with the aim of better implementation of the educational integration. The analysis register a presence of secondary educational segregation, which is represented in the situation when Bulgarian students moving out of certain schools in order to avoid the Roma students. Usually the direction of this movement is towards schools in bigger villages, towns or cities.

The main conclusion of this first stage of the ethnopsychological module is that the educational integration is to the much extend correlating to the social-financial situation of the

ethnic group. Within the village of Kukorevo there are two main Roma groups, which are not so different in cultural sense so much so they are different in socio-financial development, having one being marginalized and the second very much similar to what is considered a middle class in Bulgaria. Naturally, this leads to that the latter group is much more integrated as compared to the first group both in terms of education and social opportunities which leads back to less job opportunities and therefore worse economic situation. Therefore, the correlation between the weaker educational integration has a direct connection with the social-financial situation of the group.

The ethnopsychological research conducted an empirical analysis of the conducted questionnaires among pedagogical and unpedagogical specialists in school and local school communities in Bulgaria, in relation to the intercultural communication. The empirical analysis shows that the Bulgarian teacher recognizes the intercultural education as an important part and a priority within the field of educational integration, but in the same time does not know the required normative documentation concerning the topic. The analysis reveals the need of continuous qualification of the Bulgarian teacher in the field of intercultural education.

The ethnopsychological research conducted an empirical analysis of the conducted ethnologic interviews with representatives of the educational institutions, educational administration and non-government organization, which activities are somehow related to the educational integration of Roma students in Bulgaria. Based on these interview, the research revealed the already mentioned differences between the normative legislation and the practice and where it was possible, the research proposed a possible solutions to the registered problems according to the given data up till 2022. This analysis came to the conclusion that the situation of the specific educational institutions are different and they have implemented the educational Law with a different success, which again confirms the requirement of applying the personal and value-oriented approach. In that sense, it must be noted that the policy of continuous decentralization is beneficial, but it still requires time and monitoring to develop its full potential.

Based on these results and conclusions, the ethnopsychological research confirms the working hypothesis. The coordination in school education in relation to the students in unequal ethno-social situation can be improved, implementing a reflective approach, which is already accomplished to a various degree at some places.

In perspective my researches are going to be in the following direction:

- The implementation of the reflexive approach in the frame of educational interaction in multicultural environment;
- Stimulating a successful intercultural communication between teachers and students, using the reflective and the value-oriented approach;
- Deepening the theoretical knowledge and analysis of the normative system in relation to the educational integration of students of the Roma ethnic community;
- Analyzing the empirical research, regarding the coordination-education policies between educational institutions and non-government sector in Bulgaria, in relation to the educational integration of Roma ethnic community in Bulgaria;
- Analyzing the possibilities for optimization of the normative texts, in regards with the educational integration of Roma students;
- Empirical implementation of the current theoretic-empirical model.

As a conclusion of these results of the ethnopsychological research, the dissertation can conclude that deepening and applying the theoretic-empirical model, taking under consideration the theoretical analysis, experts opinions and empirical results, will help the educational integration of Roma students and more specifically those who are in a social-economic unequal situation. Thus can create the opportunity to improve their social integration and gradually create a multicultural reflection in regards of the intercultural coexistence in Bulgaria.

CONTRIBUTION

Contributions of the dissertational research in scientific-theoretical aspect:

- ✓ Conducted a ethnopsychological theoretical-empirical model of coordination-educational policies, regarding the educational integration of Roma Students in Bulgaria;
- ✓ Conducted a SWOT analysis of European and Bulgarian normative and strategic legislation, concerning the school education of Roma ethnic community in Bulgaria 1989-2019;
- ✓ Conducted a theoretical analysis of ethnological sources of the cultural specifics of the Roma ethnic community in Bulgaria.

Contributions of the dissertational research in practical-empirical aspect:

- ✓ Conducted an empirical analysis of participant observation in a Bulgarian village Kukorevo, municipality Tundzha, region Yambol, April 2019, which provides a reflective perspective of children and students of the Roma ethnic community, regarding the everyday difficulties for ensuring their educational integration;
- ✓ Developed a diagnostic instrumentation – a system of self-dependent, but organically united criteria for empirical research of professional and personal competencies of the pedagogical and unpedagogical specialists (educational mediators) in intercultural educational environment;
- ✓ Conducted a diagnostic research among the pedagogical and unpedagogical specialists (educational mediators) in school, as well as local school communities across the country, regarding the implementation of the State Educational Standart №13 (Civil, Health, Ecological and Intercultural Education) and educational policies of the Ministry of Education and Science in intercultural environment;
- ✓ Conducted ethnographic interviews with principals of different educational institutions, experts from the Bulgarian Ministry of Education and Science and experts from nongovernment organizations. The topic of these interviews is institutional educational coordination in the field of educational integration of Roma students.

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ABSTRACT

The Ph.D. research studies **A Ethnopsychological Model of Coordination-Education Policy in Bulgaria (1989-2019)**. The Introduction presents the significance of the research as well as the goals, objectives, subject, object, hypothesis and methodology of the dissertation. The goal of the ethnopsychological research is to reveal the limiting factors, leading to educational inequality for Roma students in Bulgaria who are in unequitable ethno-social position. In addition to this, the goal aims to develop a model, based on the reflective approach, which addresses equitable access to quality education.

The first three chapters are the theoretical basis of the ethnopsychological research. The **first chapter** of the dissertation presents a situational analysis of models and practices of coordination-educational policy in Bulgaria in the given time frame, in the field of educational integration of Roma students in the state. **Second chapter** analyses the coordination-educational policies in Bulgaria (1989-2019), by using a SWOT analysis. **Third chapter** focuses on the cultural specifics of the Roma ethnic community in Bulgaria which are related to its educational integration. The method used in this chapter is theoretical analysis of ethnological researches.

The **fourth chapter** presents the empirical research of the Ph.D. thesis in three stages. The first one represents a participant observation in a Bulgarian village with established Roma communities. The second stage undergoes two questionnaires concerning the intercultural education. The first target group are the school pedagogical and unpedagogical specialists (educational mediators) from across Bulgaria, whereas the second target group are the school communities. The third stage is ethnographic interviews with principals of different educational institutions, experts from the Bulgarian Ministry of Education and Science and experts from nongovernment organizations. The topic of these interviews is institutional educational coordination in the field of educational integration of Roma students.

The **conclusion** of the Ph.D. research is that in the period of 1989-2019 Bulgarian education system has increasingly integrated options for educational integration of Roma students, which have been implemented to different degrees in Bulgarian schools. The Ph.D. also outlines the need and ways of increasing the coordination between educational institutions in terms of educational integration of Roma students.