
STAKEHOLDERS SURVEY REPORT

BULGARIA

Deliverable IO1.A1

This project has been funded by the Erasmus+ Programme of the European Union.

The information and views set out in this publication are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

Reproduction is authorised provided the source is acknowledged.

Project number: 2020-1-UK01-KA204-079145

Revision History

Version	Date	Author	Description	Action	Pages
1.0	23/04/2021	RCCI	CREATION	C	

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

Referenced Documents

ID	Reference	Title
1	2020-1-UK01-KA204-079145	Rural GCE Proposal
2		

Applicable Documents

ID	Reference	Title
1		

Contents

1. Introduction	4
1.1 Project Context.....	4
1.2 Project Objectives	4
1.3 Project Target Group	4
2. National Report	4
2.1 The Objectives of the Report.....	4
2.2 The methodology	5
2.3 The results	Error! Bookmark not defined.
2.4 Conclusions.....	12
3. References.....	Error! Bookmark not defined.

1. Introduction

1.1 Project Context

Countries and regions across the world are going through a period of dramatic change, encompassing aspects of culture, politics, economy, and society, broadening horizons and internationalising outlooks. This makes it all the more important that citizenship education is comprehensive, clear, and that it equips learners to understand and function as comfortable and effective global citizens. This is particularly important in rural areas, which, some studies have found, are often left behind in the implementation of global citizenship education initiatives and agendas.

1.2 Project Objectives

Given the issues and context set out above, the aim of the Rural GCE project is to develop and disseminate a set of tools and materials that educators in particular can use to improve the uptake and implementation of global citizenship education in rural areas in particular. As a broader objective, the project hopes in the longer run to be able to facilitate greater citizenship participation in rural areas through this citizenship education and the development of more and better global citizens.

1.3 Project Target Group

There are a few main target groups, mostly centred around being rural, but reaching a number of different demographics, nevertheless. These include employees and supporters of civil society organisations in rural areas, activists for NGOs based in rural areas or concerned with rural issues, local government, and municipalities in rural areas, and of course educators and teachers in rural areas. It should be borne in mind that this is not a finite list, and that others with links to rural issues, or citizenship and education may be valid target groups also.

2. Survey Report

2.1 The Objectives of the Survey

Following the desk research and having recognised the existing situation in each partner country we continue with the formulation of an online validation survey directed to stakeholders, teachers, trainers active in Global Citizenship Education in Rural Areas. In this way, representatives of the project's target groups will have the opportunity to be introduced to the project objectives and to validate the identified needs. Based on this feedback, each partner will provide a national report with the main conclusions, while an overall report measuring and analysing the results from all countries will finally reveal the winning practices. The GCE Training Course will be developed according to the findings on the survey to bridge the existing gaps. This task will provide the foundation for a scientifically supported course based on the target group's needs.

2.2 The results

Ruse Chamber of Commerce and Industry distributed the survey questionnaire mainly through its social media profiles, and through its professional networks and connections. The chamber is well connected with wide range of educators, teachers and lecturers, and distribution was widespread. Even so, we managed to gather 29 responses from interested people from Ruse region and the neighbouring municipalities.

Bulgaria

29 participants

2.2.1 Which of these best describes the area in which you work?

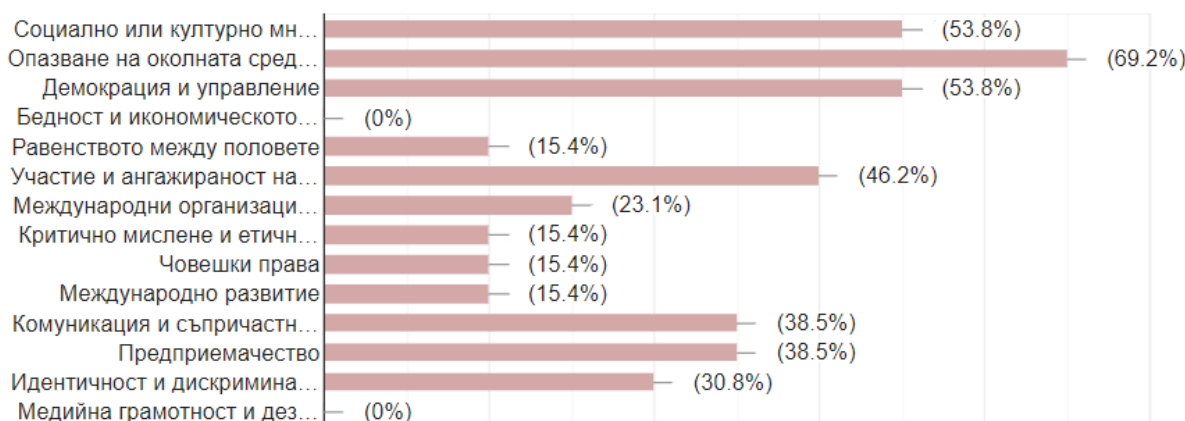
First question aims to establish the location of the respondents. The majority of them are located in cities with less than 30 000 inhabitants (48.1%), and equal parts are from small cities with less than 10 000 inhabitants (25.9%) or villages with less than 3 000 inhabitants (25.9%).



2.2.2 Please check all topics that are usually covered by global citizenship education where you live and/or work

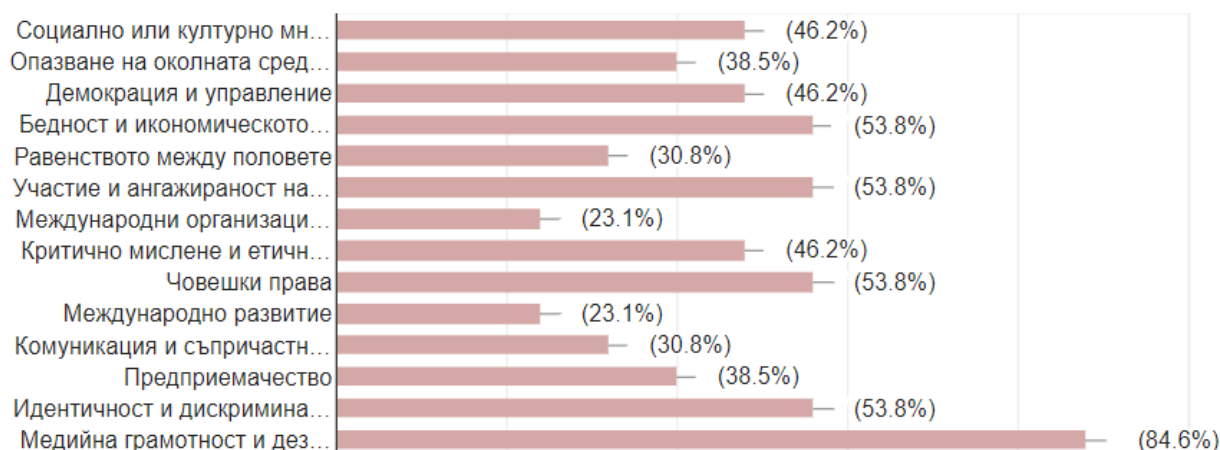
A multiple answers question, aimed at discovering the current state of the citizenship education. The most obvious trend is that the **Environmental protection and sustainability** is widely reported as prevalent in the education process (69.2%), followed closely by the **Social and cultural diversity** and **Democracy and governance** answers (both with 53.8%). Unfortunately, two of the topics where Bulgaria has the most problems with, are not represented at all – namely **Poverty and economic inequality** and **Media literacy and**

disinformation. Participation and community engagement is relatively well presented (46.2%), followed closely by **Communication and empathy** and **Entrepreneurialism** (both with 38.5%). It is encouraging trend that the Entrepreneurialism is starting to gain more popularity in the recent years, and now is well represented in the school curricula. All the other topics receive low to medium representation - **Identity and discrimination** (30.8%), **International organisations, affairs, and conflicts** (23.1%), and the rest with 15.4%.



- Social or cultural diversity – 53.8%
- Environmental protection and sustainability – 69.2%
- Democracy and governance – 53.8%
- Poverty and economic inequality - 0
- Gender equality – 15.4%
- Participation and community engagement – 46.2%
- International organisations, affairs, and conflicts – 23.1%
- Critical thinking and ethical evaluation – 15.4%
- Human Rights – 15.4%
- International development – 15.4%
- Communication and empathy – 38.5%
- Entrepreneurialism – 38.5%
- Identity and discrimination – 30.8%
- Media literacy and disinformation – 0

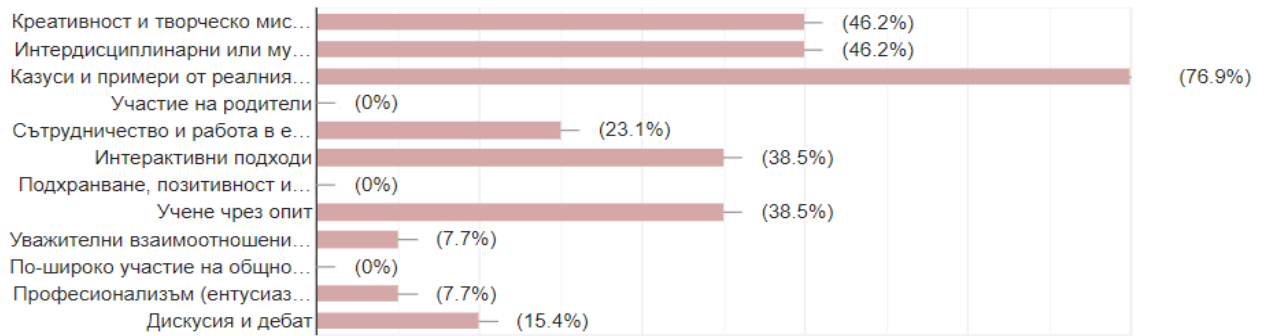
2.2.3 Please check all topics that you feel should be covered by global citizenship education where you live and/or work but are not



Next multiple answers question aims to highlight what the stakeholders consider as important topics for the global citizenship education. It is encouraging to find that the most selected answer is one of the most problematic topics for the country (sometimes even a taboo topic) – the **Media literacy and disinformation** (84.6%). Other important topics noted are **Poverty and economic inequality, Participation and community engagement, Human Rights, Identity and discrimination** (53.8% each). The other topics are also noted, and it's apparent that all the topics are considered somewhat important. The lowest represented answers are International organisations, affairs, and conflicts and International development, both with 23.1% - still a relatively high number.

- Social or cultural diversity – 46.2%
- Environmental protection and sustainability – 38.5%
- Democracy and governance – 46.2%
- Poverty and economic inequality- 53.8%
- Gender equality – 30.8%
- Participation and community engagement – 53.8%
- International organisations, affairs, and conflicts – 23.1%
- Critical thinking and ethical evaluation – 46.2%
- Human Rights – 53.8%
- International development – 23.1%
- Communication and empathy – 30.8%
- Entrepreneurialism – 38.5%
- Identity and discrimination – 53.8%
- Media literacy and disinformation – 84.6%

2.2.4 Which of these do you feel are the most effective or important skills or approaches when teaching global citizenship education?



This multiple answer question aims to discover what the stakeholders consider the most important approach when teaching GCE topics. There are some interesting findings, namely – with great majority the respondents (76.9%) noted that **Case studies and real-life examples** are the most effective method for teaching those specific topics. Almost half thought feels that **Creativity and creative thinking** and **Interdisciplinary or multidisciplinary approaches** (46.2% each) are effective in this case. As important approaches are also noted the **Interactive approaches** and **Experiential learning** (38.5% each). It's interesting to mention that three of the methods didn't receive any recognition - **Parental involvement, Nurturing, positivity, and pastoral care, and Broader community and external stakeholder involvement.**

- Creativity and creative thinking – 46.2%
- Interdisciplinary or multidisciplinary approaches – 46.2%
- Case studies and real-life examples – 76.9%
- Parental involvement - 0
- Collaboration and teamwork – 23.1%
- Interactive approaches – 38.5%
- Nurturing, positivity, and pastoral care - 0
- Experiential learning – 38.5%
- Respectful pupil-teacher relationships (including respect for boundaries, rights, individuality, and culture of pupils) – 7.7%
- Broader community and external stakeholder involvement - 0
- Professionalism (enthusiasm, passion, subject-specific as well as teaching knowledge and skills) – 7.7%
- Discussion and debate – 15.4%

2.2.5 Please rate the following statements based on whether you agree or disagree



Statement 1: Global citizenship education is seen as important in my area

- Totally Disagree - 3
- Disagree - 6
- Unsure/don't know - 11
- Agree - 6
- Totally Agree - 3

It's important to note that the majority of respondents (11) are not exactly sure if the GCE is seen as important in their area. All the other options are equally distributed.

Statement 2: I feel confident and well-equipped to support or teach global citizenship education

- Totally Disagree - 5
- Disagree - 10
- Unsure/don't know - 2
- Agree - 6
- Totally Agree - 5

Unfortunately, the majority of respondents (15) do not feel well equipped to support or teach the topics of GCE. This can be explained by the findings in our desk research, and by the relative lack of general knowledge on the subject.

Statement 3: There are not many organisations or programs promoting global citizenship operating in my area, compared to urban areas

- Totally Disagree - 3
- Disagree - 0
- Unsure/don't know - 5
- Agree - 14
- Totally Agree - 6

As expected, the majority of the respondents (20) are not aware of any organizations, dealing with or teaching global citizenship education in their areas.

Statement 4: Some global citizenship issues are more understood or respected than others, in my area

- Totally Disagree - 5
- Disagree - 8
- Unsure/don't know - 10
- Agree - 5
- Totally Agree - 0

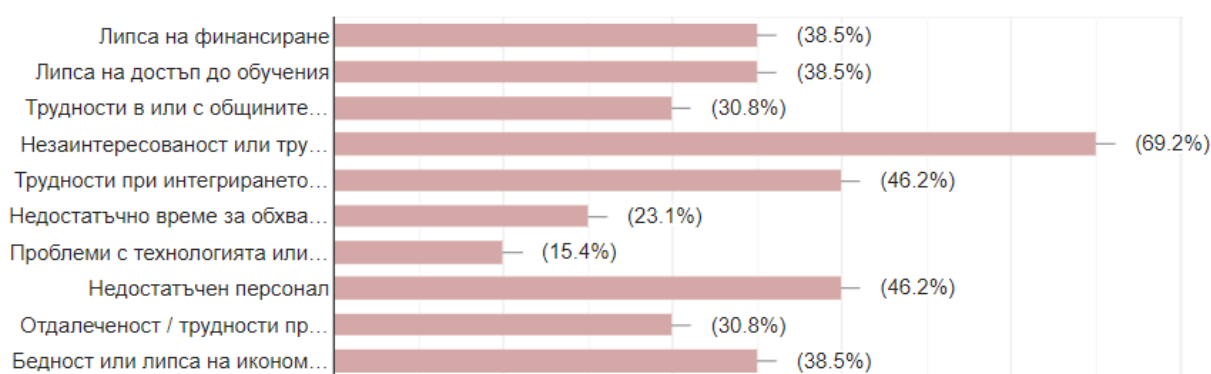
Most respondents (13) expressed the disagreement that some issues are more understood than others. A large portion of the others (10) are not sure about it.

If you agreed with the final statement in the previous question, please elaborate

Например участие и ангажираност в общността: Тъй като населеното място е малко, се насърчават дейности, свързани с участие и ангажираност в общността.

Translation: For example, community participation and engagement: As the settlement is small, activities related to community participation and engagement are encouraged.

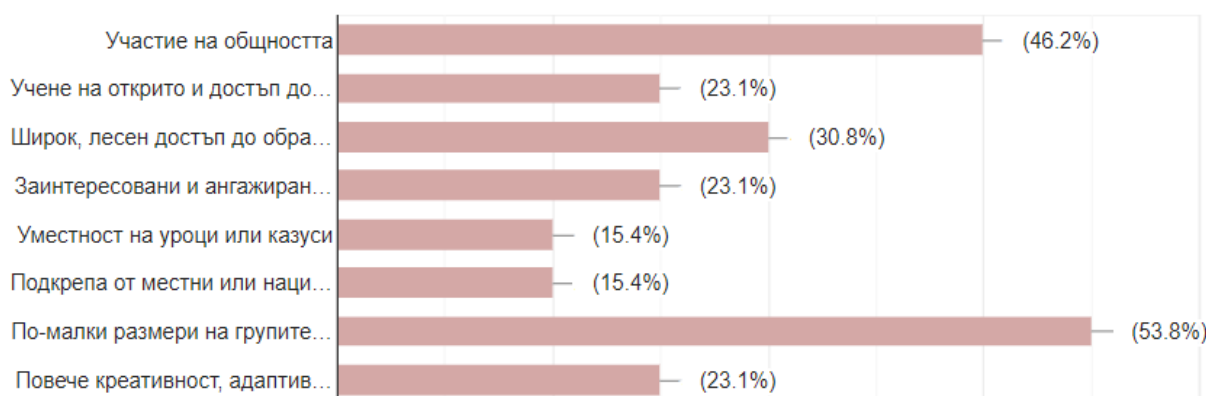
2.2.6 Please identify which of these barriers or disadvantages to teaching global citizenship education that you feel exist in your area



There are lot of different issues outlined from this question, but the most prevailing one is **Disinterest or difficulty understanding in learners** (69.2%). Almost half of the respondents (46.2%) noted as problems **Difficulties integrating global citizenship into lessons** and **Insufficient staff**. The least noted issue is **Technology or internet connectivity issues** – 15.4%, which is encouraging, as it eliminates the technology gap in future pedagogical improvements.

- Lack of funding – 38.5%
- Lack of access to trainings – 38.5%
- Difficulties in or with municipalities and local government – 30.8%
- Disinterest or difficulty understanding in learners – 69.2%
- Difficulties integrating global citizenship into lessons – 46.2%
- Insufficient time to cover all concepts or lessons – 23.1%
- Technology or internet connectivity issues – 15.4%
- Insufficient staff – 46.2%
- Remoteness/travel difficulties – 30.8%
- Poverty or lack of economic development – 38.5%

2.2.7 Please identify which of these are particular strengths or advantages to teaching global citizenship education that you feel exist in your area



There are several advantages, identified by the respondents, when dealing with the global citizenship education. Most often noted one is the **Smaller class sizes and more intimate learning environment** (53.8%), which is understandable, considering the smaller student groups in the rural areas and in small cities in general. The next one is **Community involvement** (46.2%) – which also stems from the small community sizes and more close relations between individuals there. Other options are almost uniformly spread out between the responses, which indicates untapped potential or at least perception for one.

- Community involvement – 46.2%
- Outdoor learning and access to nature – 23.1%
- Broad, easy access to education – 30.8%
- Interested and engaged learners – 23.1%
- Relevance of lessons or case studies – 15.4%
- Support from local or national governments – 15.4%
- Smaller class sizes and more intimate learning environment – 53.8%

-
- More creativity, adaptability, and versatility – 23.1%

2.2.8 Please suggest any topics or training you feel would be particularly useful in teaching global citizenship education in your area

- Опазване на културното и историческо наследство в района. Как да съживим българското село.
- Демокрация и управление, човешки права, бедност и икономическото неравенство, медийна грамотност и дезинформация сперед мен са най-значимите теми за местната общност.
- Учене чрез опит, участие на общността и на външни заинтересовани страни, дискусия и дебат са полезни подходи при преподаването на глобалното гражданско образование.
- Политическа и медийна грамотност

Translation:

- Utilization of the cultural and historical heritage in the region. There are several solutions on how to revive the declining Bulgarian villages
- Democracy and governance, human rights, poverty and economic inequality, media literacy and misinformation are the most important topics for the local community.
- Learning through experience, community and external stakeholder participation, discussion and debate with useful approaches in teaching global citizenship education.
- Political and media literacy

2.3 Conclusions

Overall, 29 people participated in our survey to highlight the tendencies and notions of global citizenship education in rural areas. Even if expected, the overall result paints somewhat pessimistic picture in the minds of the stakeholders. GCE is a relatively new concept in Bulgarian education, and as such no clear picture exist when it comes to the program, the results or the overall methodology.

That said, there are some positive tendencies, expressed by the stakeholders. Most importantly, they are aware of the problems, and are willing to suggest solutions and resolutions for the emerging discipline. The issues are well defined, and a willing for participation in the work process is evident.

Another positive view is that the rural areas are not lacking the technology or internet infrastructure for future development of the discipline (Bulgaria as a whole has a very good, and cheap, internet connectivity even in the rural areas and small cities).

Overall, the Rural GCE project has a great potential to develop and promote good practices in the small communities, especially given their relative openness to the concept, and the existing technological infrastructure.