

Last project steps: the Results in Bulgaria

PROJECT RESULTS

QUANTITATIVE DATA Concerning the Students

Number of classes involved	10 groups
Number of students involved	149 students
Kind of secondary schools involved	5 Secondary schools (4 Comprehensive Sec. Schools and 1 Specialized) 1 General school
Level of education	Grades of education IV – 1 group IX – 2 groups X – 2 groups XI – 2 groups XII – 3 groups This is according to the Bulgarian educational system. On the other hand there are 3 levels of education: primary (grades I-IV), pre-secondary (grades V-VIII) and secondary (grades IX-XII)
Number of classes / students that performed the 1st curriculum European Integration History	7 groups / 103 students
... 2nd curriculum (EL&C)	N/A
... 3rd curriculum (ECE)	3 groups / 46 students

QUANTITATIVE DATA CONCERNING THE TEACHERS

Teachers participating to the training for trainers	9 teachers This is the number of teachers, who had experimented the curricula with students (and not the number of teachers that participated in the training seminars).
Kind of teaching	History and Civilization: 3 teachers Word and Person: 2 teachers Philosophy: 2 teachers Geography and Economics: 1 teacher English: 1 teacher

IT: 3 teachers
(The total number of the teachers is different compared to the kind of teaching, because some of them are teaching more than one subject.)

Kind and number of technical Assistants

IT teachers: 5

Numbers of hours used in each Class for the development of the entire curricula (both on-line and in class)

IV – 1 group **(25 hours)**
IX – 2 groups **(20 / 20 hours)**
X – 2 groups **(30 / 25 hours)**
XI – 2 groups **(30 / 35 hours)**
XII – 3 groups **(20 / 22 / 20 hours)**

Organization of the experimentation phase

Experimentation Phase With Teachers

- ✓ **Number of training seminars and meetings: 3**
Sofia, November 3rd 2006
Sofia, December 15th 2006
Plavdiv, January 12th 2007
- ✓ **Total number of participants: 47**
incl. representatives of the Ministry of Education, the Regional Educational Inspectorate in Sofia and Plovdiv, the Institute for Qualification and Pre-Qualification of Teachers; head masters; teachers

Experimentation Phase With Students

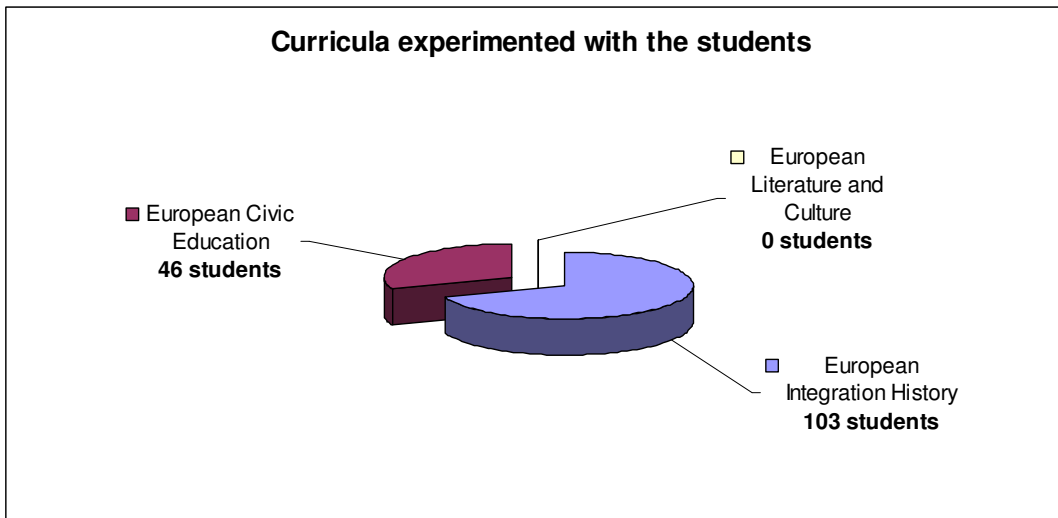
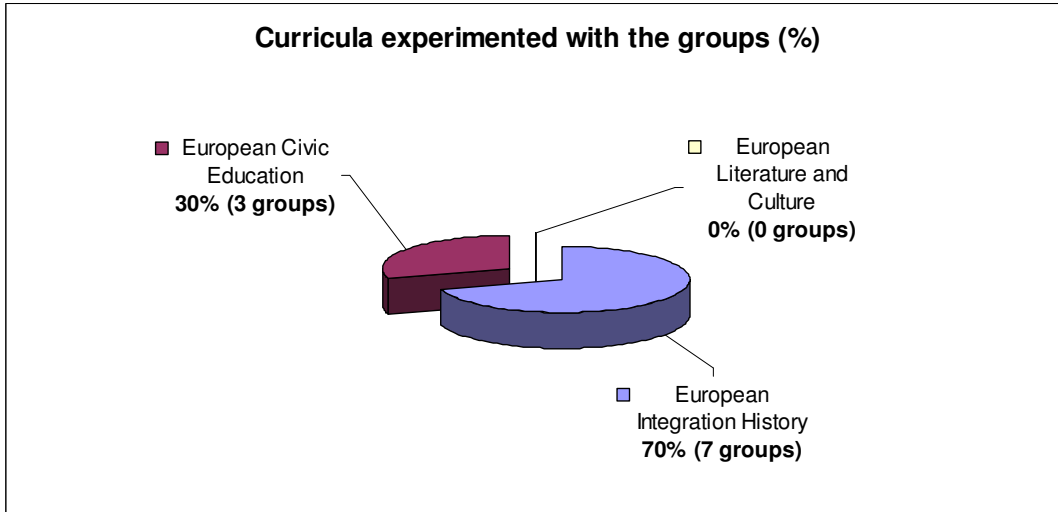
Number of training seminars and meetings: 1

Sofia, March 16th 2007

Total number of participants (teachers): 7

Organization of the Experimentation Phase
Curricula experimented with the groups

All the groups (e.g. teachers and students) had examined all 3 curricula and after that they decided which one to choose for detailed experimentation.



We can point at least **several reasons for this choice**:

- ✓ *European Integration History* curriculum was the first prepared one and so the groups had more time for its examination;
- ✓ The recent EU membership of Bulgaria make this topic undoubtedly more interesting than the others;
- ✓ And of course, we can also consider this curriculum as better than the others.

The Methodological and Didactical Approach Adopted by the Teachers

We can divide the methodological and didactical approach adopted by the Bulgarian teachers into two main parts:

- **Curricula experimented within the classes** (e.g. the respective subject)

Most of the groups are studying the chosen curriculum within the classes. This is possible because of the **similarities** between the respective subjects and the curricula – one more reason for priority choice of *European Integration History* curriculum and the ignorance of the *European Literature and Culture* curriculum

- **Out of the classes**

There are **two different types** of experimenting the chosen curriculum out of the classes. The **first** one is the so called **SIP** – a **freely chosen subject** (e.g. not compulsory, like for example History and Civilization). The **second type** of experimenting is to **stay and learn after** the obligatory lessons.

The Methodological and Didactical Approach Adopted by the Teachers

The following **methodological and didactical approaches (steps)** adopted by the teachers are **common** both for curricula experimenting within and out of the classes:

- ❑ **Step 1** – the students have the possibility **to examine the curriculum alone by themselves**
- ❑ **Step 2** – the students **present their first impressions**, questions and comments concerning the curriculum (1st Level)
- ❑ **Step 3** – **discussion** within the group
- ❑ **Step 4** – the students **examine the curriculum** (1st Level) **supported by teacher's explanations**
- ❑ **Step 5** - **discussion** within the group

SWOT Analysis of the Experimentation Phase (in general)

STRENGTHS
6 schools, 9 teachers, 149 students involved
Large area covered
Two different types of schools
Variety in the age of the students
Teachers with experience in European projects
Student's and teacher's skills in English language
Student's and teacher's skills in IT
Possibilities for experience and opinions exchange
Realization of an active learning process
Possibilities for student's individual study

SWOT Analysis of the Experimentation Phase (in general)

STRENGTHS
Lots of discussions about the European dimension
New and powerful opportunities for diverse teaching strategies
Interdisciplinary variations for usage of the curricula by lecturers in different subjects' fields
Certificates for students and teachers at the end of the experimentation phase
Encouraging European integration and values within the schools, the students and the teachers
Involving parents in the studying process
New and more attractive studying approach (especially the animated 'lector')

SWOT Analysis of the Experimentation Phase (in general)

WEAKNESSES
Limited time for testing the curricula
Month of May full of exams and different school activities
Appearance of the curricula not in the same time
The 2nd level of the curricula is less attractive and interesting for the students
The content of <i>European Literature and Culture</i> curriculum (1st level) isn't suitable for students of this age

Suggestions For Improving

The main suggestion and hope shared by all participants is that **the project should be continued.**

Another **important and common suggestions for improving the experimented methodology** are:

- ✓ **Meetings and workshops** (at national and international levels) **between the students** (and the teachers) involved in the project;
- ✓ **Competitions between the participants** based on the experimented curricula
- ✓ **Further developing of the curricula content** by using of multimedia tools (concerning the 2nd level), games, etc.
- ✓ **Further developing of the communication tools** by using of chat rooms, live video conference, etc.

CONCLUSION

In conclusion the *Insula Europae project* has a **great importance** both for the Bulgarian teachers and students. They have the **unique possibility** to test a new didactical methodology, to implement new methods and learning strategies, to share opinions about the European values, to increase their motivation and talents, and finally **to feel like real citizens of United Europe.**