**ARTICLE 1**

**Bulgarian education today**

After 10th November, 1989, serious changes took place in many other spheres of life as well as in education. As a result, especially in the last 10 years, a pogrom has taken place on our education system, the consequences of which are catastrophic. Yes, Bulgaria continues to win medals at Olympiads in mathematics and physics, but this is happening not thanks to, but despite our educational system. The learning material is often difficult not only for the students but also for their parents. At the top of the pyramid we have rare brilliant talents, but basically nearly half of the high school students are functionally illiterate (they can't make sense of the elementary text they read). And when we add the tens of thousands of children who have dropped out of the system, the situation becomes terrible.

As for the educational role of the school, at the moment it is completely absent. The prestige of the teaching profession has been completely destroyed, and this cannot be otherwise, after a number of governments have kept teachers’ payment at the bottom of the economic hierarchy. A slight correction in this respect happened only in 2007, not thanks to politics, but because of the big teachers' strike and the subsequent scandal with the "seat" of Plamen Oresharski (then Minister of Finance). However, teachers' payment is far from desirable.

**What must be done?**

Optimization of the learning process - currently children learn too many things that they will not need later, while learning them 2-3 years before their peers in Europe (ie they are taught a lot but learn almost nothing).

Earlier profiling of the student - already in the junior high school classes (5-8 grade) most subjects should be studied in a basic way in order to see the interests of individual students. In high school, more emphasis should be placed on those subjects that will help them in their future profession or university education.

Increased participation of students in group projects - in this way children learn to work in a team (something that many Bulgarians today do not know how).

 **By Kaloyan**

**ARTICLE 2**

**The changes in Bulgarian education over the years**

The economic prosperity of the Bulgarians at the end of the 18th and the beginning of the 19th century provoked the need for modern Bulgarian education. Hellenic-Bulgarian schools, mutual teaching method, Fish Primer (Primer with Various Instructions), Bulgarian class schools and high schools, community centers (a phenomenon not only for Bulgaria but also for Europe!), sending young people to study abroad, book publishing, periodicals, the donation of the brothers Evlogi and Hristo Georgiev for founding a Bulgarian University - all these facts that we know from history textbooks show the efforts of the Bulgarian Revival to teach their children. This is a commendable aspiration, but until the Liberation the results were more than modest - by 1878 only 3% of the Bulgarian population was literate (can read and write). The reason is rooted in the lack of state policy (on the part of the Ottoman Empire) in education, and the achieved results are the product of individual and social efforts only.

During this period the role of the Bulgarian school is not only to teach but also to educate. Today, many of us associate practices such as school uniforms, evening classes, and behavioral assessments with communism, but in reality it is all a legacy of the monarchy. Religion was taught at school, and each lesson began with a prayer.

The communist regime shook Bulgarian education to its core. Many teachers, students and university professors were victims of repression, and their positions were taken by people loyal to the new government, who often lacked the necessary erudition. Thus, Bulgaria was deprived of a significant part of its intellectual potential, and it was difficult for the new staff to fill this gap in education.

Apart from that, education was subordinated to the imposed communist ideology, which also lead to serious upheavals. A number of authors were banned from studying for ideological reasons, entire sciences were rejected as bourgeois, and in many other scientific fields the principles of Marxism-Leninism were introduced. Pupils and students were forced to "cram" information, instead of developing logical thinking and reasoning (the thinking person was harmful to the socialist system).

On the other hand, the communist government had a serious merit in the development of engineering and exact sciences (mathematics, physics, chemistry, at a later stage computer science). This was done in part to meet the needs of a rapidly industrializing economy, but also to win the race with the West in areas such as armaments, space research and sports.

After 10th November, 1989, serious changes took place in many other spheres of life as well as in education. The teaching started to be much less serious. Discipline is much less because teachers used to have more rights. The material for teaching in schools is starting to be much larger and inconsistent with the age of the children. However, instead of preserving the good practices of communism, combining them with abandoned but proven methods from the time of the monarchy, Bulgarian education embarked on the path of unhealthy experiments, and the state totally abdicated its role.

Source of information: offnews.bg

 **By Ivona**

**ARTICLE 3**

**Problems in Bulgarian education.**

Bulgaria is one of the last places in the EU in reading and mathematical literacy. Our students have a relatively low average score of knowledge and skills, with a large share of results below the critical minimum and with a relatively small share of high results. According to PISA, nearly 40% of 15-year-old students are functionally illiterate.

* The share of early school leavers is high. According to Eurostat - between 12.5‒14% of those subject to training; for 2017/2018 - 20 thousand;
* Inequalities in access to quality education are high;
* The share of teachers up to the age of 35 is low, and the share of teachers in pre-retirement and retirement age is too high. The training of young teachers is insufficient for modern requirements.

For Bulgaria, the number of people aged 25-64 participating in continuing education is 2%, while the EU average is 10.7%. The dangerous weakening of the Bulgarian school's ability to provide the necessary knowledge and skills, the lack of motivation for high results among teachers and students, the failure in the education, upbringing and education of Roma children, the lag of vocational education from the needs of the economy, difficult access to education in small and remote settlements, the crisis in the relationship between school and family, are symptoms of severe social illness.

From: Denis Angelov 7v

Link: https://socialisti.bg/wppolitic\_mission/%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0% D0% BD% D0% B8% D0% B5 /

 **By Denis**