

THE RELEVANCE OF SUSTAINABLE DEVELOPMENT AT SCHOOLS THROUGH SCHOOL LOCAL AGENDA 21 IN BULGARIA

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Problems of implementation of sustainable development in schools through school plans Agenda 21 in Bulgaria can be viewed against the backdrop of the education system as a whole.

In Bulgaria, preschool education and training for children from 3 years old and the mandatory one year training before entering the class I (6-7 years).

The network of kindergartens enables a relatively wide access, but in some cities buildings is insufficient.

Large numbers of children from minority groups mainly because of socio-economic and ethno-cultural reasons are not covered, but as a result - serious difficulties due to insufficient knowledge of Bulgarian.

School education (grades 1-12) currently includes around 2700 schools with over 64 thousand teaching staff and over 770 thousand students.

The school network is relatively extensive and ensure relatively equal access to education. It is largely optimized according to demographic processes.

School equipment and facilities is a modernized, especially in the field of energy efficiency

As challenges to the system of education is related: the worsening demographic situation in Bulgaria, reducing the population and people of working age, ongoing financial and economic crisis. Strong impact of globalization - the transformation of national economies, deepening global environmental problem arises of multicultural values and strengthen transnational contacts.

The school awarded major hopes to play a decisive role in the fight against poverty and be a factor for sustainable development, especially for the integration of major risk groups.

Big problem for Bulgaria is the high rate of early dropout from the school system - about 20,000 per year. Unfortunately, in recent years have seen a steady trend decline in literacy - and absolute and functional. Many students leaving education without sufficient preparation, although the formal school. Most of them are from vulnerable groups.

A system of measures to ensure access to education, free transportation, free textbooks (1-7 grade), free snacks (grades 1-4), e-learning content, program for further work backward and gifted students.

Higher the degree of aggression among students. Lacks competence to build school policies relating to the prevention of harassment and violence.

There are problems with the construction of a tolerant and nesegregirashta educational environment that promotes acceptance of diversity in ethno-cultural terms. The same is true for children with disabilities, made the first steps to create a supportive environment - resource centers and resource teachers available architectural environment.

In recent years the hard work for better educational work with pupils in school. To strengthen disciplinary measures. Emphasis is placed on izvanurochnite and extracurricular activities, especially those related to physical abilities and health.

It works to enhance the attractiveness and quality of school culture. Is in the ritualization of school life, making the school a student territory - strengthening the partnership between teachers and students and student government.

Traditional low social status and insufficient authority of the teacher overcome in recent years by introducing a system for career development and training teachers,

system of differential pay tied to performance of pupils and a system for rewarding teachers.

Traditionally, in Bulgaria there is a strong centralization of management education. This leads to low efficiency and does not allow for conducting regional education policy which takes account of demographic, socioeconomic and other characteristics of individual municipalities.

In recent years, consistently making steps towards decentralization of government in two directions - decentralization and devolution of powers aimed at greater autonomy with the ability to develop and conduct their own school policies.

School operational manage their resources based on 4-5 years of strategy development (with the rights delegated to it by the municipality in the area of budget, human resources and disposal basis).

Promote program and project financing in the system through a number of national programs funded by the government, which practically can not be attributed to one or another component of sustainable development. The same is true for European programs such as: Operational Programme "Human Resources", Comenius, Erasmus, Leonardo da Vinci.

Creating conditions for improving the flow of public and private resources to the education and parent and citizen participation in governance and financial activities of the schools.

In recent years, gradually establish and develop public-private partnership in school education and its institutionalization. In most schools set up school boards and school councils that include representatives of parents, teachers and municipal - authorities with real and effective powers in the field of financial and management activities.

Sustainable development is a concept as a way of development that meets the current needs of humanity while maintaining the necessary potential and resources for the needs of future generations, combining the objectives of economic and social development with conservation and improvement of environmental and cultural environment.

The concept of sustainable development has gradually become a comprehensive regulative idea for the modern world.

Despite his enormous popularity in the last two decades of the twentieth century, the concept of sustainable development has proved difficult to apply in many cases.

In recent years, Bulgaria had adopted a number of documents at national level relating to the process of sustainable development: multiple strategies - Draft National Strategy for Sustainable Development (2007 and until now has not been adopted), National Environmental Strategy and Action Plan the 2000-2006, National Environmental Strategy 2009-2018, and an Action Plan to it (2009) and others.; number of national programs and action plans.

Education for Sustainable Development (ESD) is a dynamic concept that encompasses a vision of education that should enable people of all ages and ethnicities to take responsibility for a sustainable future.

According to John Huckle, environmental education is of two types: manipulative (management and control) and hermeneutic (understanding and interpretation of the environment). They have their limitations and have ideological functions. [3] A rational and democratic alternative is "Education for Sustainable Development, which is still not a priority for most teachers. It is based on a critical approach and education center. Aims to enable people can become agents of social change for sustainable development.

On education and the environment should shift from environmental to sustainability.

Since the declaration of sustainable development for the first time the UN General Assembly in 1987, began parallel discussions on education and its doctrine.

The first official recognition of the role of education for sustainable development of the Earth Summit in Rio (1992) with the inclusion of Chapter 36 in Agenda 21 and the head is the UN Declaration on the Decade of Education for Sustainable Development

2005-2014 (Decade of Education for Sustainable Development, 2005).

Very important remark made McKeown: unlike most education movements, ESD is initiated by people outside the education community. In fact, a big boost for ESD came from international political and economic forums. Gradually understood that education is key to sustainable development.

In many countries (including Bulgaria and is) ESD is still shaped by the environment outside the education community. Concepts and content of ESD have been developed by ministries such as environment and health. Here are hiding and answer the most questions about the weaknesses and disadvantages of ESD. [4]

ESD differs from traditional approaches to environmental education as focusing on complex social problems as the relationship between the quality of ambient → s environment, equality, human rights, peace. It also includes personal development, making the link between ecological processes and social, economic and cultural rights.

Studies in different countries show comparable results. The main problems of ESD repeatedly reported:

- Global approach and non-reflecting the many cultural perspectives. There are no debates about race, class, gender, social inequality and social justice in the environment, and lack of education and training people about the environment.
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- Stereotipizatsiya approach and the effect thereof. Use patterns, borrowed from the media.
- understand the relationship between man and environment and between people are culturally limited and ethnocentric. Frequent intolerance, racism and xenophobia on this basis - limited cultural imperialist, asimilatsionistki model.
- Lack of knowledge about the history of various communities and their economic, social, cultural and religious values and activities and their impact on the environment.
- There is a gap between the classroom and life outside school.
- Lack of capacity for decision-making and negotiation, taking into account the needs of all communities and members of society and mutual understanding and solidarity between different communities. [1, 2, 5]

According to WLFilho the EU has three models of education for sustainable development (2005):

The first is Finland, France, Holland, Sweden, UK and others - ESD is part of the curriculum, including pre-school level, specifically to prepare teachers.

The second is Austria, Belgium, Denmark, Ireland and others - ESD is included as part of some curricula, teacher training is a part.

The third is Cyprus, Estonia, Greece, Latvia, Lithuania, Luxembourg, Poland, Portugal, Slovenia and Spain - traditional focus on environmental education and occasional attempts to replace ESD.

Bulgaria can be attributed to the third category. Looking ahead to 2018 are the integration of ESD in kindergartens, schools and universities, and building a system for training in sustainable development throughout life, as well as retraining programs and courses for state and local administration, NGOs and business.

The main documents for Bulgarian Education: An Agenda for the Development of Education, Science, and youth policies in Bulgaria to the Ministry of Education and Science (2009-2013) National Programme for the Development of School Education and Preschool Education (2006 - 2015) and other national documents lie some of the principles of sustainable development, though the concepts of sustainable development and ESD do not occur often. These are relatively new policies in education. At school level there is no targeted action to promote intercultural and ekomenidzhmant, but only in specific activities are found elements of them.

However, there were strategy for educational integration of children and pupils from ethnic minorities and national plan to integrate children with special educational needs and / or chronic diseases in the public education system.

Program for sustainable development adopted at the highest level in Rio de Janeiro in 1992 indicates that the environment and achieving sustainable development will need the support and active participation of all population groups. Agenda 21 (Agenda 21) is a program of action, or what should be done to achieve sustainable development principles.

The linchpin of the global agenda for sustainable development began to be implemented at local level since 2002 through local programs, Agenda 21 (Local Agenda 21, LA21) under the slogan: "Think globally - act locally: local solutions - with local strategies .

In Europe, more than 1000 municipalities have adopted and work on this process in partnership with civil society to improve quality of life of local communities, subject to the mandatory requirements for environmental protection and efficient use of resources and energy.

In Bulgaria, LA21 (options: "Sustainable Cities", "Cities of health", "Sustainable Communities") since 2004 exist in many municipalities, but not all. LA21 is promoted and stimulated by the National Assembly and regional associations of municipalities, national and municipal committees for sustainable development, state and local administration.

In the formulation of strategic goals and objectives for local sustainable development in LA21 in Bulgaria with the following requirements and conditions: local strategies to combine the objectives specific to resist the four sustainable development and encompasses a longer period of time, to report integration ties and possibilities of cooperation with other municipalities and international cooperation; be application of the principle of subsidiarity - the right to take decisions on the lowest possible level, to focus on better use of human potential and promote civic participation and to promote successful practices and to promote exchange of experience.

As the main obstacles in the process of establishing the LA21 may list:

- Lack of clear national policy on sustainable development. Gradually, this problem is beginning to overcome.
- Lack of sufficient capacity in local government for the development and effective implementation of LA21 - insufficient public finance and inadequate skills, managerial capabilities and skills to obtain additional financing.
- Lack of understanding of the issues of sustainable development in public and accessible information about the systems in the municipality and the possibilities of their development.

School Agenda 21 (School Agenda 21, SA 21) is a program for sustainable development of the school set up within the LA 21. It brings together the educational community (teachers, students, families and non-teaching staff) to achieve quality and sustainability in the school environment, contributing to the sustainable development of the municipality.

The commitment of the institutions with SA 21 is very important. The idea is to avoid the traditional sense of the school of isolation in the world that surrounds him.

SA brings together 21 projects in schools in the medium and long term. It is a new way of working that combines tradition and innovation needed to improve the quality of education and sustainable management.

Direction of SA 21 is primarily educational. It focuses on solutions to specific problems in social and natural environment of the school.

SA 21 allows students to analyze and understand environmental issues, thereby encouraging them to become responsible citizens by taking part in their decision, helping them to achieve environmentally sustainable society. Project work develops pupils' skills to negotiate, participate in forums, in decision-making and promotes the absorption of the ethics of co-responsibility and solidarity to all who live in the community.

SA 21 requires organization of school life based on principles of energy saving and environmental effectiveness; organizing activities, improvement of the natural environment, social and cultural environment of the school, organization of educational process and extracurricular activities at school on the principle of sustainable

development, health, tolerance and harmony with nature, awareness of workers and students in the school, pupils' parents and the public about sustainable development.

SA 21 is a program for active participation of teachers in developing and implementing models of ESD in the school. It prepares students to be citizens who work for a more equitable and environmentally sustainable society, enabling them to explore problems of their immediate environmental, social and cultural environment and to solve them.

4-sustainable (eco-intercultural) management in the school aims to:

- Orientation of the school management to achieve sustainable development - management of school resources and biological and cultural diversity.
- Education for sustainable development and civic education.
- Cooperation of the school with the social partners, strengthening the relationship between students, families and teachers.
- Citizen participation in local community: contacts with the municipality the opportunity to express suggestions for improvement. Powerful and memorable impact on the daily life of the city.
- Teamwork teachers to coordinate lesson work, extracurricular activities and to SA 21.
- Development of school as a learning organization and dissemination of experiences between colleagues.

The school is primarily an educational institution and therefore SA sets 21 specific goals related to students' education.

- To be: responsible, fair, strict, caring, tolerant, critical, reliable.
- To know: the characteristics of environmental, social and cultural systems and their interrelationship and complexity.
- To do: to act practically on Sustainable Development, to prepare proposals and make decisions, solve problems and work as a team.
- To interact with one another respectfully, democratic, active.

This is achieved by making a link between curricula and issues of sustainable development by addressing real life problems, encourage students to identify, investigate and take practical action in preventing and solving problems in the local community and involve the culture of sustainability school life (policy, management, partnerships).

In SA 21 target groups are all members of the school community: students, teachers, administrative and non-teaching staff, families, students, alumni of the school and future students, management, members of the Community.

Interested parties involved are grouped in a network whose goal is to become a forum to coordinate and to cooperate in implementing the Action Plan.

SA 21 is implemented with funds allocated from local budget to support the School of projects donated by sponsors acquired through various initiatives of students and teachers and others.

SA 21 has a number of innovative aspects. Implementation of extensive consultation with groups of school and community to create a shared vision for school development and to formulate proposals and priorities for concrete action developed structures for cooperation and a framework for education, sustainable development and democratic participation. Improves education: students are the main actors, studying with real situations and problems and material objectives are real and significant, participate in interdisciplinary and interactive activities to enhance teamwork, developing social skills, develops critical thinking and ability to act. Improves the relationship between national and municipal institutions and schools. Schools and cities are "educational" and "sustainable". To improve relationships between teachers, students, parents, staff, community, generating workshops. Has the capacity to integrate other projects, the school develops. Exchange of experiences and promotion of best practices. This is especially true for SA 21 of the second generation with the requirement for multiplication of experience and cooperation. Through various activities to raise awareness of the school community about local and global environmental problems of natural, social and cultural environment.

The program has similar objectives and methodology with other similar programs

that exist worldwide. It is part of the national and local strategies for sustainable development and assist them. This is usually appreciated.

Promoting good practice in dealing with SA 21 is a very important part of the school. To the criteria of good practice can treat:

1. Priority educational and learning dimensions of sustainable development.
2. Innovation - develop new and creative solutions to common problems
3. Success - have a positive and lasting impact on the conditions and quality of life of individuals, groups or communities in the school. Integrate the various social actors as partners.
4. Lasting effect - contribute to sustainable improvement of living conditions (economic, social, cultural and environmental components of sustainable development) in their interaction.
5. Potential for replication elsewhere.
6. Were assessed in terms of the criteria for innovation, success and sustainability of the experts and affected parties.

Application of the SA 21 in Bulgaria has some peculiarities. They are determined by the fact that Bulgarian schools as pointed out now pass to the decentralization of management and have experience in strategic planning. Not all municipalities have adopted and LA 21. Still in society and particularly in education the idea of sustainable development is less popular. At the same time we must note some positive points: a well developed environmental education from the traditional type of experience in the field of intercultural education in almost every school, a significant experiences and opportunities for project work, including environmental topics You can not count and the fact that in recent years the facilities at almost all schools has been greatly improved, especially in terms of building renovation and energy efficiency.

Sustainable development of Bulgarian society both now and in the future is determined by the specific ethno-cultural demographic situation: high birth rates of minorities, mainly Roma and continuous growth of the population (especially schoolchildren). This leads to total domination of minorities in various regions and the presence of a large number of schools that Bulgarian children are either minority or missing at all and which schools are in neighborhoods and small cities with all the negative characteristics of the ghetto. For this reason, most attempts at SA 21 are focused more on social and cultural dimensions of sustainability, and mainly in the field of intercultural communication.

Bulgarian experience shows that the success of the SA 21 depends on the involvement of all affected and interested groups in the creation of a coordinating body, the proper identification and evaluation of school needs and priorities, determination of procedures for tracking and reporting, including local school indicators registered progress and enable participants to require responsibility from one another as the action plan; illustrate the ideas and possibilities of implementation of the strategy to interested groups.

To weaknesses in the implementation of the SA 21 most frequently include:

- Lack of adequate funding of the activities of the school, staff instability, poor school organization - the governing body in many cases it is not dynamic and operational. Insufficient coordination and teamwork.
- Do not encourage enough those who are responsible for implementing the program at the school. This disincentive.
- Involvement of families and non-teaching staff is generally low. This is due to several factors: the underdevelopment of civil society as a whole, less work experience between different groups, new and unfamiliar organizational structures, low level of culture and education of parents (this applies mostly Roma).
- Often there are certain quality criteria, which serve as a tool for continuous improvement of the program.
- Insufficient promotion of the trial. Lack of a positive evaluation of schools which have implemented such programs.
- Insufficient learning experiences of other schools in the country and abroad.

- Insufficient participation in programs for international cooperation.

Completed Master's program in intercultural and environmental management can be defined as a catalyst for implementing sustainable development in the Bulgarian school. It is important transfer of know-how from countries with more experience. It forms the strategic and conceptual thinking and action for which the SLA 21 is the most important tool.

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