

Irina KOLEVA*

Pre-School Education and Multiethnic Environment /Reflexive Analyses of Bulgarian Pre-school Education/

Abstract

The article presents Bulgarian pre-school education in the conditions of multiethnic environment. Based on the example of pre-school educational institutions the strategy for education in interethnic environment was proposed. Situational reflexive analyses of Bulgarian pre-school education with its problems and strategies for development in the context of European space was executed.

Key Terms

Pre-school Education, Reflection, Multiethnic Environment, Pedagogic Technologies, Educational Programmes, Teacher-Parent-Child, Professional Competent of Teacher in the European Contexts.

Okul Öncesi Eğitim ve Çok Etnik Çevre /Bulgar Okul Öncesi Eğitimi Üzerine Refleksif Analizler/

Özet

Makale, Bulgar okul öncesi eğitimi çok etnik çevrenin koşullarına göre sunmaktadır. Okul öncesi eğitim kurumları örneğine dayanılarak, ırklar arası çevrede eğitim için bir strateji önerilmiştir. Avrupa alanı bağlamında gelişme için stratejileri ve problemleri ile birlikte Bulgar okul öncesi eğitimi üzerine duruma bağlı refleksyonlar ortaya konmuştur.

Anahtar Terimler

Okul Öncesi Eğitim, Refleksiyon, Çok Etnik Çevre, Pedagojik Teknolojiler, Eğitim Programları, Öğretmen-Ebeveyn-Çocuk, Avrupa Bağlamında Öğretmenin Profesyonelliği.

* Sofia University "St. Kliment Ohridski" Department for Teacher's Qualification, Bulgaria.

Situation

Bulgarian pre-school education marks its long- lasting tradition from the year 1888. The first kindergarten was established in the City of Svishtov during the days of Nikola Jivkov- Minister of education.

Through the years 1944-2008 it passed through different stages of society development.

-) Socialist society – 1944-1989
-) Globalist society – 1989 – 1997
-) Post-modern society – 1997-2008 and till today.

Three key processes exist in the pre-school pedagogy: upbringing, education and socialization.

Each of these three processes takes a priority place in accordance with aims of development of the society on the respective stage of its historical development.

The aim of child's development at a respective historical stage is necessary to be adequate to the aim of the programme system, programme or the educational complex, which the teacher chooses to work with a respective group of children at a conditions of respective kindergarten. This imposes the existence of different pedagogic models and technologies in Bulgarian educational system, in accordance with specific of respective kindergarten and the types of markers of outer and inner pedagogic environment. As outer pedagogic environment I define:

-) Interactive supporting organization of premises in the kindergarten and its yard.
-) Interactive organization of the utilized pedagogic resources, used by the teacher during the period of pedagogic interaction with the children. They may be basic and additional. Situation is a basic form. It can be the following types: regulated and unregulated. Additional forms of pedagogic interaction "child-teacher" are: atelier, center by interests, corner by interests, entertainments, excursions, picnic, observation, theatrical game, autodidactic game, free role game and others.

The inner pedagogic conditions are the following:

-) Stimulation of the inner motivation of the child;
-) Stimulation of its real self evaluation;
-) Stimulation of child assertiveness;
-) The way of knowledge adoption: perception-awareness-and transfer.

On the stage of **socialist society** the aim of development of 3-7 years old child was connected with upbringing functions to create a multiple harmonic personality. The leading programme was "The upbringing programme at the kindergarten" /under the edition of E. Petrova, 1984/. The priority of which were the upbringing tasks. The teacher proposed to the child an upbringing ideal, for example multiple developed personality and the child upbringing with regard to its values.

This programme possessed some elements of philosophic doctrine like “Agni-Yoga- “The fire doctrine” of Riorish in the part on the topic “Piece flag”- educational direction “The acquaintance of the child with the surrounding world”. This is a conception from toosophic doctrine of E. Blavatskaya with the elements from Tibet pedagogic system. It stressed on the building of cosmopolitan awareness in the child, based on the cultural variety on the territory of the country.

All kindergartens no matter of their working hours – all day, half day, weekly, or health – works with a common programme for child education. The special needs of children, who have them didn’t take into attention. They didn’t take into attention also the different ethnos or nationality of the children. The teacher proposed one and the same behaviour model, which suppose to be form in the child.

On this stage of society development the teacher works on object-subject approach of pedagogic impact. The teacher is a subject and the child is an object of pedagogic impact.

On the stage of **global society** /1989-1997/ as an educational priority was educational function, according to which the child’s teachers worked. The Ministry of education and science defines two programmes, according to which all the kinds and types of kindergartens supposed to work. They were variatives with a common aim: the education of child between 3-7 years of age. This was the following education programmes:

- “Education of child between 2 and 7 years of age” -1992 /Gurova V. 1992/
- “The activity of child in the kindergarten”, 1993

In the pedagogic practice the teacher stressed on the child’s IQ development and the collection of knowledge volume. Due to this fact in the conditions of kindergarten a documology was executed. This is a type of didactic diagnostic for evaluation of knowledge volume of the child based on 8 education directions: /natural world, social world, Bulgarian language, musical culture, physical culture, representation activity: drawing, modeling, elementary mathematic imaginations and concepts, construction and technical activities, in accordance with state education requirements of the Ministry of education and science, which acts during this period. The diagnostic procedures executed by the teachers contents also an elements from psychometric, which on the other side was into a contradiction with it professional competency, as a pedagogy, as well as in contradiction with the OUN Convention for Childs rights and the Child prevention Law of the republic of Bulgaria /1995/.

On this stage the teacher worked and continue to work with subject-subjective approach of pedagogic interaction / based on the directions of Ministry of education and science from 1991/.

As a result from the established education paradoxes we must posed the following questions:

-) Which is more important in the Childs development intellect or intelligence?
-) Is it possible to make a reliable diagnostic of volume of child knowledge? Is it possible that he received information beyond the frames of kindergarten? Does the

volume of knowledge stimulate the social and natural intelligence of the child and its ability for social and natural orientation?

) Isn't this stimulates the "phenomena of learned helpless" from the psychological point of view in the child? The child didn't bear up helpless, but we, the adults fixed a respective parameters for helpless in the conditions of kindergarten and family. In our communication process with the child we stressed on the evaluation of the adult, but not on the real self evaluation of the child. This evaluation, from its part, is in the core of natural and social intelligence of the child.

) Does the teacher / with pedagogic education/ had enough competency to execute psychological diagnostic of the child? The teachers in Bulgaria are with high pedagogic education. They can work as teachers with one of the three education classes: bachelor of pre-school and primary pedagogic, master of pre-school and primary pedagogic and doctor.

On this stage of society development the teachers was one step ahead the modernization of Bulgarian education and starts to work according the authors type programmes developed and tested in advance by them in pedagogical practice. Such kind of programme was: "I changed the world!"-/author I. Koleva, 1993/. It was developed and probated at a national level during the years 1990 – 1997 under my scientific leadership. One of the first pedagogic laboratories was situated in the cities of: Shumen, Sofia, Gotze Delchev, Vratza, Mezdra, Oriahovo, Kustendil, Burgas, Rousse, Popovo, Plovdiv, Blagoevgrad, Vidin and Mochilgrad. The programme was probated with children from Bulgarian, Turkish and Roma origin, as well as with all nationalities, who lived on the territory of the Republic of Bulgaria. An authors kindergarten were created, which works to develop the general and special abilities of the child. In this sense it anticipates mass pedagogic practice regarding the implementation of innovative approaches and forms of pedagogic interaction.

On this stage a programme "Neogea- New land" / I.Koleva, J. Angushev, M. Yanakiev, 1993/ was created and proved by the Ministry of Education and science. The programme was in two versions:

) For ecological association of the child – collected in 5 books: theory, empiric, teacher's book - pedagogic technologies, preparation of the child for school, book for child rights.

) For integrated education for children with special education needs /2004/- collected in 2 books: theory and empiric.

The priority in both programmes is a process of socialization of the child in the conditions of kindergarten and family.

Full reflexive picture of Bulgarian pre-school education was created on the stage of the **post-modern society**.

Following the idea of post-modern the stress in the process of pedagogic interaction : "child-teacher-parent" was put over the process of socialization of the child.

The main aim of pre-school education in Bulgaria is a socialization of 3-7 years old child.

On this stage an education programme was elaborated, a programme system and numerous education set for teachers to work in the conditions of the kindergarten.

The educational sets publish at this stage are by Bulgarian publishers : “Anubis”, “Gea Libris”, “D.Ubenova”, “Bulvest”, “Slovo”, “Izkustvo”. They didn’t possessed personal authors philosophy. They didn’t have clear conceptions for pedagogic and psychological approaches, which defines the structure of cognitive contents, the choose of forms of pedagogic interaction, as well as the technology of this forms. Not every sets have books for children on ten educational directions on the Programme of Ministry of Education and science for pre-school degree of preparation. Part of them is elaborated with different pedagogic technology or there is an absence of such technology. They didn’t possess a common context of cognitive contents.

Up to 2007 9 educational programmes, educational sets and a programme system for preparative group for school adopted by the Ministry of education and science exists. From them one plays a role of a programme system: “Hand by hand”, 1995/publisher “Prosveta”/ this is the first programme system in the history of Bulgarian education. It distinctive feature is rationality and balance between the needs of the society and euro integration processes in Bulgarian pre-school education /Gurov D. 2006/.

The execution of the programme system is realized based on the inter relation preparation- readiness for education. The child is situated in active position. The intellectual and motivation reflexive is stimulated. In this course of action the child acquires abilities for self development. /Gurov D. 2003/.

The theoretical model of the system “Hand by hand” contents the following sub system components:

1. Sub system of social readiness;
2. Sub system of cognitive readiness;
3. Sub system for special readiness /Gurov D., I. Koleva, V. Gurova, L. Vitanov. 2003/

The social readiness is a foundation over which the other stages are over build from the interaction of the social readiness and the development of cognitive “abilities based on the results a special preparation was over built.

The education is reached through preparation of the adoptivness of behavior, activity and communication – realization of the general philosophy sense of the modified conditions in which the child interacts with the other in interethnic environment and incorporates with new standard models for orientation in the world – social role and position – pupil.

At a second structure stage – a cognitive readiness for operational of education a book for teacher and books for children are proposed, as a series to secure psycho pedagogic trends in the development.

The top level in the obligatory pre-school preparation is reached in the special readiness. The passages between the global and operational degree of the education is

reached to a highest level through the speech - logistic and object – content summarized images and conceptions for “key cores”, “specified by conceptions in “key ideas and images” in the series of books in the system. In them the expected result is point out regarding to every topic “the module character of elaboration and this give a possibility to every cognitive act of the education direction to enter into the accessible cores of specific preparation. No matter of the accessible number of programmes, programme systems and education sets, implemented in the system of Bulgaria pre-school education at a national level exists a **paradoxes** regarding:

) The absence of antidiscrimination analyses of programmes, programme systems and education sets in the condition of kindergarten;

) Some kindergartens still works on the programmes for education and up bringing of children form 3 up to 7 years, which didn’t corresponds to the stage of development of the post modern society;

) The instrument /book for child/ turns into everyday pedagogic practice into a form of pedagogic interaction / for example regulated situation, a 30 minutes work only with child book is executed/

) In the cognitive contents of the part of education sets didn’t exists a stress on intercultural education, multiethnic education or education in interethnic environment’

) In the programme sets adopted and financed by the Ministry of education and science didn’t exists a handbooks to work with parents from origin different from Bulgarian, technology of interactive forms for work with parents from Roma origin, handbooks on intercultural education, etc. as well as samples of interactive forms for thematic qualification of teachers on intercultural education.

At the moment a national education of 2478 directors of kindergartens, based on the module “Models of pedagogic interaction: family-kindergarten” is taking place. The stress in this education is put on the ethnopsycologic approach in the process of child socialization.

The education is realized from the National Institute for education of Directors- Ministry of education and science, through a module programme adopted at the European contest. The authors of the programme are: associated professor, doctor Irina Koleva -/ team leader/, professor, doctor Dimitar Gurov, associated professor doctor Radoslav Penev, and associated professor doctor Vessela Gurova- Sofia University “St kliment Ohridski”- 2008- 2010.

The biggest part of kindergartens works on books for children monolingual with children from other ethnic origin, but not Bulgarian. This didn’t leads to the coverage of State education requirements for preparation of child for school. Not every teachers are familiar with pedagogic technologies of basic and additional forms of pedagogic interaction.

Euro integration processes in Bulgarian education requires from the teacher to build an reflexive person with clear professional and personal competencies.

The main value in the system of pre-school education and preparation is the child. The interests of the other participants in this process /teachers, directors, parents, municipal councilors, experts on pre-school education and others/ are subordinated to

the main aim- to secure equal access and qualified education of the child in the kindergartens.

The child in pre-school ages are active and initiative object, who have need of cognition, independence, experimentation and creativity. This means, that it is in a position to construct it imagination of the world, not to acquire only passive knowledge, but actively to research it surrounding, trying to rationalize the information due to it subjective experience.

The child from pre-school age has a value orientation, live priorities, and imagination of socially able behavior. He is capable to acquire national and human values, to acquire basic moral and law norms of the society, capabilities and abilities for pro-social behavior and to recognize and express feelings.

The children are future adults, who are going to define the progress of the society. In this sense the children have a possibility to develop and to receive education, which are important for the live of future society.

The development of different cultures and its inter connection can not be overview isolated from the problems of pre-school pedagogy. ***This regularity lies into the ground of intercultural interaction in pre-school childhood.*** It didn't exhaust only the clarification of a single conception, but presumed the opening of a regular trends, hold in it, secure as respective educational aims, educational contents, and pedagogical organizational forms and ways. Therefore we are speaking about the regulatories of the integration of the child in pre-school childhood with the traditional Bulgarian values from one hand and with the general human values on the other, counting it belonging with the ethnic, religion or specific socio-culture community.

The approach to the other, different, unique, - in the process of pre-school education and preparation- up to this moment was not organized quite well and institutionally secure. We didn't speak here only for the focus of a social psychology or the psychology of development, which have its cross-points with pre-school pedagogy in the system of socio-pedagogic sciences.

The meaning of "linkage" with the community, with the group in the process of socialization and the preconditions for development of national identity are decisive topics, which supposed to be discussed in public in scientific and research plan. As well as in practical and organizational plan directed to the ***European key competences, specified in pre-school institutions.***

As an age in which important role plays the possibilities of child for the orientation in the environment, personal and orientation model secure favourable for the individual possibilities of a child situations, in which the child seeks himself ways to resolve the task, without having a preliminary scheme, especially using the passages from one type of situation to another. The combination of images in inner and outer plan in the perception and transformation of the objects, the intuition, the initiative for discovery, are attempts, most of the time unintentional, but vitally necessary, which are reached through its unity with the other basic form- the pedagogic situation, which is organized and obligatory.

The kindergarten realized the purposeful process of pedagogic education for parents, as an initiative subject into interaction with the family and realized pedagogically advisable and competent cooperation with parents.

The strategy of Ministry of education and science for pre-school education, which starts in 2008 secure equal approach to pre-school education and preparation of children, who didn't have equal start – children, for whom Bulgarian is not a native language, children with special educational needs, children from poor families, etc.

The strategy is based on:

) The important achievements and successes in the practice of Bulgarian pre-school education;

) The reforms in the educational system of the Republic of Bulgaria, The Law for education, The state educational requirements for pre-school education and preparation, and the programme for preparatory group in the kindergarten;

) The experience of Bulgarian pre-school specialists- teachers, tutors, experts, science and lecturers in the elaboration and implementation of National programmes and Programme systems for pre-school education;

) **European referent framework for key competency for long-life learning;**

) Theoretical formulations and researches for intellectual, movable, psychosocial and emotional development in the pre-school ages, valid by different scientific directions and schools.

The educational contents includes knowledge and competencies easy reached by children on educational directions regarding to culture and education areas based on article 10 from the Law for educational degree, educational minimum and educational plan, and educational State requirements for pre-school education and preparation , 2005 : Bulgarian language and literature; mathematics, social world, natural world, artistic art, music, construction and technical activities; play culture and physical culture.

The leading aims in the strategy of the Ministry of education and science are:

1. To secure system preparation and education, regarding to:

) Actual educational needs of the society;

) Individual and age potential of the child;

) The difference of children, who haven't had an equal start- children with special education needs, children from poor families, children , who didn't speaks Bulgarian in their families.

2. The realization of connection and possibility (horizontal and vertical) to education process in school.

3. Providing a balance between traditional values of Bulgarian pre-school education and the necessity to improve and update the system for pre-school education and preparation of children in the kindergartens.

4. Incorporation of basic factors of social and pedagogic system to the priorities of the Programme through constructive dialogue directed towards adoption and practical realization of the concept model, educational contents and interaction with the family.

5. Providing the adoption of key skills and competencies by the child on the educational directions: - adoption of skills for communication in Bulgarian language; - to form in the child a positive attitude towards use of Bulgarian language; - the development of logic and spatial thinking; - creation of intellectual skills for the operation of the images for natural objects, phenomena, characteristics and regularities, as a precondition for a future realization of scientific research and attitude friendly to the ecology; - the absorption of knowledge and creation of positive attitude to the process of knowledge absorption and the behaviour norms socially accepted by the society; - the absorption of behaviour skills, which give an opportunity of the child to communicate constructively and to execute different activities; - Creation of positive attitude towards social, culture and national values; - creation of attitude for cooperation, tolerance and self respect; - creation of positive attitude in the child towards artistic and aesthetic values and absorption of skills for artistic perception and artistic and creative interpretation.

Methods

On the contemporary stage in pre-school education of the Republic of Bulgaria exists a pedagogic technologies of the basic and additional forms of pedagogic interaction, specific for the adopted by the Ministry of education and science programme systems, programmes and education sets. Each programme or programme system possessed its own philosophy. It is specify by the using of adequate for the stage of post modern society pedagogic and psychological approaches, consistent with markers of the environment, family language of the child, its ethnic belonging, the customs and rituals system of the respective nation or ethnos, social-culture status of the parent and others.

The philosophy of an educational programme is defined by:

-) The aim of child development according to it individual status.
-) Pedagogic approach, defining the chose of basic and additional forms of pedagogic interaction in the wholesome regime in the conditions of the kindergarten.
-) The pedagogic approach, which defines the chose and structure of cognitive contents on educational directions and cores.
-) Psychological approach, which defines the elaboration and implementation of specific pedagogic technology in basic and additional forms of pedagogic interaction on the programme choose by the teacher, programme system or educational set.

This requires that every teacher must be familiar with the European priorities in the are of pre-school education.

The educational priorities in the European context are connected with:

- J Construction of reflexive picture of the condition and the types of kindergartens. The type of kindergartens with full working hours united kindergartens, half day working kindergartens, regarding markers of the environment: geographic, ethnic, and language. To establish the advisable of the programmes according to which they work, regarding the ethnic belonging of the children and the level of command of family language and second Bulgarian language through-
- J Execution of didactic research of the level of knowledge of the children on the second Bulgarian language and on the rest directions of the state educational requirements of the Ministry of education and science and the Programme for preparation group for schools of Ministry of education and science.
- J The execution of socio demographic research through education register of the programmes, programme systems and educational sets according to which the pre-school institutions in the country works regarding to environmental markers;
- J The elaboration of formal and context criteria for the chose of suitable programmes, regarding with the environmental markers: ethnic, language, socio culture, demographic and others.
- J Elaboration from every kindergarten of models of educational policy / 2008 – 2014/
- J Implementation of ethno culture approaches (which consists of methodology and education of teachers) , with the aim to motivate the parents to include their children in the obligatory preparation groups/classes.

This requires:

- J Elaboration of interactive didactic technology by the kindergarten teacher, which enable him in the chose of programmes, programme systems and education sets for the purposes of intercultural education.
- J The elaboration of an interactive didactic technology for parents enable them in the chose of programmes, programme systems or educational sets for the purposes of intercultural education, regarding the rights given to them, which have been realized in the process of pedagogic interaction with the teachers.
- J Joint education of the children and parents through optimized programmes of seasonal kindergartens, regarding to the type of seasonal work in respective villages.
- J The training of the teacher's assistant from Roma and Turkish origin and the tutor assistance and other additional staff of the kindergarten into pedagogic competences for interaction, regarding reflexive approach for intercultural education.

The European standards for the profession of “tutor-assistance for upbringing of the child”, which enters into power in the kindergarten and the respective state qualification requirements of **National Agency for Professional Education and Training with Ministry of Education and science of the Republic of Bulgaria (NAPEF)** – third degree of professional qualification / Ordinance N 10, 2007) fixed the following:

Area of education: “Services for personality” needs the implementation into pedagogic practice of the new functions in the wholesome regime, in relation to the process of interaction with child and teacher.

-) Hourly participation of parents in basic and additional forms of pedagogic interaction in the conditions of pre-school institutions, after the preliminary topical pedagogic qualification, which was passed in advance.

The philosophy of European tradition presumed the establishment by the teacher of a flexible social models of behaviour of the child through the stimulation of it social intelligence This requires from him to be familiar with the interactive technologies for pedagogic work with the child, parent and tutor-assistant in the conditions of a kindergarten/ the organized pre-school education in the Republic of Bulgaria/.

The five directions in the context of professional self evaluation of the teacher are:

-) Cognition and implementation of interactive technologies for child socialization;

-) Cognition and implementation of interactive technologies for partnership with parents – “models for pedagogic interaction: family-kindergarten”.

-) **Cognition and implementation of knowledge for child rights /based on the example of UN Convention for child rights, Law for child protection in the Republic of Bulgaria, Law for protection against discrimination, and other Laws/**

-) **Cognition and implementation of approaches and models for education in interethnic environment, intercultural multiethnic education**

) To become familiar with the philosophy of the programme, or programme system, which was choose by the kindergarten to work on /pedagogic and psychological approaches/, forms of pedagogical interaction with the children, parents and tutor-assistances/, organizational approaches, which defines the organization of inner and outer pedagogic environmental, the choose of didactical ways and materials and others./

A priority place in the personal port folio of the teacher, as well as in his job description finds the knowledge about the **rights and responsibilities** of the child in the conditions of post modern society and European educational space.

One of the most important approaches in studying the rights and obligations of the child , is **valuable orientated approach** / I.Koleva – G.E. Zalski., 1989/. It is based on the equal rights of the children but not discriminate them on the base of ethnos, sex, nation, etc.

The establishment of social intelligence in the child is a task of intercultural education from the pre-school period. To approach the other, different requires to realize the knowledge for him. This concept is imposed by the Athens declaration for intercultural education /2007/ of the Ministry of education of the States members of EU. The stress is put over the cultural variety of different nations, ethnic communities and ethnic groups, who lives on the geographic territory of EU. The children must be acquainted with traditions, customs, rituals, language, types of art of the different nations and ethnos through the ways of personality and communicative reflex. This requires from the teacher to know the **reflexive approach as psychological**.

Important accent in intercultural education is the realization by the child of different behaviour models orientated towards cognition of different culture.

Discussion

The reason to stress on the child right on intercultural basic education are not only from demographic character for our country. It is necessary to precise all the markers for child's development, namely: ethical, socio cultural, ecological, ages, juridical, and linguistic.

It is known that Bulgaria is a multiethnic society, which puts the country into priority position regarding the development and dissemination of pedagogic models on intercultural education in the frames of Europe.

Bulgarian educational system proposed a stable pedagogic technologies for child development in interethnic environment, regarding with the understanding of interculture as a **concept**, which explains that all cultures could not exist together without exchange of and that only the communication between them makes their identification possible, as well as creation of possibilities for joint live in intercultural society.

The tolerance between different cultures in one and the same society didn't exhausts only with acceptance of specific values of one of them or to leave them to exist independent, separately from one another. It is necessary to find and express common values and common identities. This must be reached through the process of reflexive dialogue, which will help to create the shared values and believes.

In the process of communication with the **OTHERS** a culture has a possibility to fark its values and characteristics, to establish and re-defined them and in this way to stimulate and research the variety. The variety allows us to expand our horizons , to compare and put together different values, believing and ways of love and to realize them./V.Vasilev., 2006/

Intercultural accepts, that one society, which consists of mixed ethnic cultures acts in various directions and no culture has fixed measurements. Intercultural admits and makes possible the cultures to exist in action, to be modified and to evolve. This continuous process of identification gives the possibility of the existing cultures to be reproduced and new cultures to come into view.

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Documents over which the strategy of Bulgarian pre-school education are:

Of UN

- General declaration for Human Rights;
- International Pact for economic, social and culture rights;
- International pact for citizens and political rights;
- International Convention for liquidation of all forms of racial discrimination;
- Declaration for elimination of all forms of intolerance and discrimination based on religion or faith;
- Convention for fight against discrimination in the area of education.

Of EU

- Strategy for long-live learning /2007 -2014/
- Convention for protection of human rights and basic freedoms;
- Framework convention for protection of national minorities;
- General Instruction of EU- 27.11.2000

Of the Republic of Bulgaria

- National Programme for development of school education and pre-school degree and preparation: 2006-2015 and others;
- National strategy for school education and pre-school degree and preparation – 2006-2014/
 - Law for protection against discrimination;
 - Law for child protection;
 - Strategy of Ministry of Education and Science for integration of Minorities /2006/
- Strategy of Ministry of Education and Science for pre-school education- 2008.