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Desegregation of Kindergartens: Empiric and Theoretic Model -based on the Examples of Pre-School Education in the Republic of Bulgaria

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Abstract. The article overview in analytic plan cut through the problems of intercultural education in the Republic of Bulgaria. The presented educational project on intercultural education is financed by European Union. The model strategy proposed in the article is on intercultural education in the Republic of Bulgaria up to year 2015. There are analyses of pedagogical and psychological approaches on intercultural education, according to the priorities of European Union.

Key Words: Ethno psychology, ethno psycho pedagogic, ethnic society, intercultural education, pre-school education.

Özet. Bu makalede Bulgaristan'daki kültürlerarası eğitim problemlerine yönelik analitik plan tanıtılmaktadır. Bu makalede sunulan kültürlerarası eğitim konusundaki proje Avrupa Birliği tarafından finanse edilmektedir. Projede önerilen model 2015 yılına kadar Bulgaristan'daki kültürlerarası eğitim ile ilgilidir. Projede, Avrupa Birliğinin önceliklerine göre kültürlerarası eğitime pedagojik ve psikolojik yaklaşımlar analiz edilmektedir.

Anahtar Kelimeler: Etno-psikopedagoji, etno-psikoloji, etnik toplum, kültürlerarası eğitim, okul öncesi eğitim.

I. Introduction

The problem of segregation may be considered in formal and instructive plan. In formal plan in conditions of pre-school education exists 427 kindergartens, situated in so-called "roma" quarters, such as: quarter "Iztok", City of Kustendil – 14 000 roma people; quarter "Nov pat", City of Vidin – 17 000 roma people; quarter "Stolipinovo", City of Plovdiv- 38 000 roma people; quarter "Hadji Dimitar", City of Kavarna – 13 000 roma people, etc. In every quarter with inhabitants predominantly of gypsy origin and minor percent of mixed marriages, exists one pre-school education institution. Children from 2,5 up to 7 years of gypsy origin are socialized, educated and accustomed there. The teachers, who work at these institutions, are of Bulgarian, Gypsy or Turkish origin or of the sub-groups ethnic divisions (For example in the City of Kavarna "gagauzi"). Assistant-tutors are 98% of gypsy origin. They are heralds of a kind of dialect "romanes" and they live at the same quarters. 58% of them had secondary education and 42% had elementary education.

In instructive plan the programmes, according which children are educated are at the following correlation: 58% works according to the programme "Neogea- New land", for the socialization into interethnic environment; 12% according to the concept for socialization of children of gypsy origin with unequal social status; 30% according programmes, which educated and trained, intended for children-monolinguals.

The segregation process /excretion; separation from the whole; division/ of children of gypsy origin exists only in the aspect of their socialization into the kindergartens in the quarters, where they live. In these kindergartens only children of gypsy origin or from mixed marriages are developed and nurtured. The reason for this is not tendentious, as in educational, as well as in political plan. The main argument is parent's right to choose a kindergarten. They are usually choused nearest one comparing with their place of residence. There are an existence of psychological arguments on behalf of the parents: the fear from the obscure, when their children goes to the kindergarten in another quarter, unequal level of knowledge, comparing children of Bulgarian origin, ignorance of Bulgarian education system and their rights as parents, etc. According to the latest statistic data 38% of children who suppose to go to the preparation groups are bilinguals. They

are predominantly of gypsy origin. Approximately 80 000 children from 5 up to 7 years didn't visit kindergarten. The amendment of the Education Law is necessary and it is addressed to the children who did not visit kindergartens and the impossibility of parents to joint their children to half day or full day kindergarten.

What calls for development of education model for pre-school training in preparatory groups?

First marker is connected with growing demographic crises in our country in the last 10 years. The number of inhabitants in childhood and able-bodied age are rise. Second marker is connected with multiethnic character of our inhabitants, presence of three ethnic communities /Bulgarian, Roma people and Turks/ and various ethnic groups and sub-group divisions. Third marker is supported by not implementation of bilingual technologies for studying of second-Bulgarian language from children of different ethnic origin; not taking into consideration the specific of their family language and psychometric and psycholinguistic differences in the process of pedagogic interaction (Koleva, 2003, 2004, 2006) Fourth marker is connected with the fact that children of gypsy origin, who did not attend kindergartens, are the biggest percent. The reason for this is of: social, economical, sociocultural, ethnopsychological and educational character (Gurov, 2003)

There is a need to implement a new strategy for education in interethnic environment, which to subordinate the implementation and development of pedagogic technologies, subordinated structurally to the reflexive approach as psychological (Chavdarova, 2006) The approval of a new model for education in interethnic environment for pre-school education and preparation of children to school in preparatory groups in the kindergartens is necessary due to the European requirements for long-life learning (Koleva, 2006)

In the conditions of market economy macro environment of kindergartens development is changing essentially. There is a necessity to make a deep analysis on the questions of the initiatives for establishment of connection between macro economy and child rights (Koleva, 2004; Legursja, 2004; Popova, 2003). It is necessary every child institution to strive to put its own image, its own specific system for training and education and ambition to introduce new pedagogic methods.

New days needs to overcome the abysses that divide persons, separate social groups and nations, which is one of the biggest challenges of our period. The

aim of situational analyses is to shape the roads and ways for changes, which must happened in the development of pre-school education (Kuchukov, 1994; 2003)

II. Methodology

The aim of the diagnostic research is to investigate the adjustments of teachers and parents for technological /instructive/ and mechanical /formal/ desegregation in the conditions of pre-school educational institutions. Diagnostic research was made with 167 teachers during months 10.2002 – 05. 2003 from the following kindergartens: “Lilia”, City of Plovdiv; “Koledarche”, City of Bourgas; “Detelina”, City of Kavarna; “Margarita”, City of Sofia and “Mechta”, City of Kustendil. The chosen educational institutions are selected according following markers: language, identification, location, and sub-group ethnic division of gypsies. Part of the kindergartens are situated in the so-called “gypsy quarters” in the respective cities: Plovdiv- “Stolopinovo” quarter/ gypsies, who identified themselves as Turkish;/ Kustendil - “Mechta”; kindergarten N69 is located on the boundary between quarters “Hristo Botev” and “Levski” in Sofia; kindergarten “Detelina”- quarter “Hadji Dimitar”, Kavarna.

The rest of the kindergartens are situated in Bulgarian quarters and quarters with mixed population: “Koledarche”, Bourgas; “Margarita”, Sofia; “Mechta”, Kustendil. 50% from the children of gypsy origin are socialized there.

The instrument was questionnaire with 4 questions:

1. What kind of segregation process you think is necessary to be done: mechanical or technological / having in mind the strategy of Ministry of Education for minorities integration/?
2. Which technologies for integration of children of gypsy origin do you know? /point out and underline: multiethnic, intercultural, integrated and education in interethnic environment or other type/?
3. Which according to you are the possible positive and negative things in the realization of mechanical desegregation in pre-school sector?
4. Are you familiar with bilingual technologies for the education of children of gypsy origin?

During the period 10.03 – 10.05. 2003 a diagnostic cut from extract of 329 parents of gypsy origin from the above-mentioned kindergartens was realized.

47 parents per kindergartens were diagnosed based on an accidental extract. 164 of them were females and 165 were males at the ages from 16 to 23.

The diagnostic interview consists of the following questions:

1. Are you agree with your child to be educated in another kindergarten /out of the quarter/ with children of Bulgarian origin?
2. Are you familiar with education programmes according to which your child is educated in the kindergarten?
3. Are you familiar with your rights as parent, according to your participation in school and parents committee?
4. Can you read and write? Are you literate: reading, writing, and computer literacy?

III. Results:

For the teachers on the first question: 98% from them supports technological /instructive/ desegregation. 2% supports mechanical desegregation. Their arguments are connected with the absence of positive adjustment for integration as from the part of the parents as well as from the teachers, who did not work with the children of gypsy origin.

To the second question: 79% from the teachers did not recognize and did not make any difference between didactic, socializing and technologies for education of basic and additional forms of pedagogic interaction, according to the types of education. 21% were familiar with the ideas of education in interethnic environment, thanks to qualification programmes of Department for teachers' qualification at Sofia University "St. Kliment Ohridski". There are teachers who work in kindergartens with 100% children of gypsy origin.

On the third question, teachers consider, that the mechanical realization of the process of segregation will bring more negative outcomes then a positive ones. 98% thinks that closing of kindergartens will impact on the social interactions between different ethnic groups in the quarters. There is a lack a strategy of the Ministry of Education and the other educational objects for interactions, in accordance with reduction of teachers and assistant-tutors. According to them the children will leave kindergarten, because the teachers are not ready to structure groups for social adaptation, cognitive motivation and ability for social orientation. The children will be frustrated also with the educational programmes, which are not confirmed with the ideas of education in interethnic environment.

Answering the fourth question, the teachers who socialized children of Bulgarian origin and who works at the so-called “foster?” kindergartens did not familiar with lingo-didactic and bi-lingual technologies addressed to children, whose mother language is 100% Roma. Teachers from so-called “roma” kindergartens have good skills in different technologies for bi-lingual education in basic and additional forms of pedagogic interaction. They are elaborated also an authors experimental books for children, dictionaries and series of playing exercises and games / 78%–“yes”; 22% “no”/.

The results from the diagnostic interview with the parents prove the absence of pedagogic literacy and actual establishments concerning questions of segregation. On the first question 92% of parents of so-called “roma” kindergartens are absolutely not agree their child to attends another kindergarten. 2% consider, that if the State provides them with respective financial expenses they will agree. Parents from “mixed” kindergartens answers positively, because this process is already a fact. 89% of the parents are not familiar by the teachers with the programme according to which their child is developed. They did not know their parents rights and are not familiar with the functions of teachers and parents board. They are interacting with teachers only on the occasion of administrative questions. 11% of parents are familiar with educational programme, but they did not enter into its philosophy these very parents participate actively in the teachers –parents’ board. The percent of positive answers is from so-called “roma’ kindergartens.

Between them are also the biggest numbers of established teachers and parents’ boards. They show certain activity on behalf of the parents of gypsy origin. In the cities included in the research the biggest is percentage of established teachers and parents boards in the pre-school sector comparing with the school one. 73% of the diagnostic parents are illiterate /reading, writing/. 26% of them could read and write in Bulgarian language. 1% are computer illiterate. Literal parents are predominantly from: City of Kavarna, Dolno Ezerovo, and City of Sofia. This defines the specific of the researching roma group. In the quarters, which are strong in numbers exists the phenomena of so-called “functional illiteracy”. This will create the biggest obstacles in the process of desegregation.

I consider that it is necessary to realize the project in several stages, having a clear educational strategy and regional model. This is a slow process, which exists forecasts for the upcoming recourse and technologic crises. I propose to have in mind the following:

Positive impacts of the programme for child /3-7 years of age/

For	Changes	Character of changes
Child	Psychological and social development	Improvement of: Cognitive development; Social development; Emotional development; Language competency.
	Health and feeding	Increasing of changes for survival; Improvement of hygiene; Increasing of indicators for weight and height; Balance of microelements in the food; Changes for school education.
	Results /training/ at school	Typology of school classes and children groups; Higher level and improvement of varieties and alternative training, education and socialization. Consideration with the specific markers of the environment.
Parent	General knowledge	Health and hygiene; Feeding; Improvement of the conditions in roma quarters.
	Outlooks and practical aspects	Ability for management; Health and hygiene; Practical aspects of medical prevention; Contemporary medical treatment; Improvement of regimen of diet.
	Relationships and types of communication	Self-respect; Partnership; Tolerance; Object-objective relationships between parents and child: between and on level "child-child"; School and parents trustees; Information about European Chart of parents and teachers rights.
	Commitment	Persons engaged with children to find new /additional/ perspectives for activity; New forms of pedagogic interaction with parents of roma origin; Social and pedagogic trainings with parents for education in interethnic environment.
Community	Physical environment	Yards and place for games; Centers for children and club "Parent" Consultative centers for parents based on level: "community" and "municipality" Transformation of closed kindergartens and centers into studios for different activities, general and special abilities; Using the recourse of discharged teachers with special education Family kindergartens for literati on of children and adults;
Education institutions	Developed character	Expansion of prevention measures /health care/; Ignoring mistakes of diagnostic character in psychometric, medical and didactic plan;
	Physical environment	Increasing number of children in kindergartens; To make the kindergartens in more prestigious roma quarters attractive also for Bulgarian children, /for example: "H.Dimitar", City of Kavarna
	Possibilities	Potential and/or organizational changes; Implementation of varieties and alternative models /prescriptions/ for socialization and education of child /intercultural, integrated, etc./; Actualization and validation of programme for socialization, as well as of the pedagogic technologies
Society	Quality of live	Improvement of health conditions of the inhabitants; High education level; Elimination of illiterati on /decrease/; Reduction of crime; Reduction of social inequality; Social activity for different structures of inhabitants.

EMPIRIC AND THEORETIC MODEL FOR DESEGREGATION OF ROMA CHILDREN 3-7 YEARS OF OLD THROUGH EDUCATION IN INTERETHNIC ENVIRONMENT /2005 – 2015/

Programme approach	Participants	Objects	Models
Education service	Child /0-7 years old/, parents	Survival; Additional development; Socialization; Permanent education; Education in interethnic environment; Integrated education for children with special educational needs; Multiethnic education; Multicultural education	Family cares; Centers for education in interethnic environment; Integrated educational institutions; Formal and informal institutions on government and local level for permanent education
Pedagogic objects, providers of education service	Parents; Family; Society; Ethnic group; Community; Teachers; Directors; Consultants; Parents-volunteers	Rights; Responsibilities; Change of negative education establishments; Improvement and elaboration of actual pedagogic technologies; Reflexive pedagogic technologies.	Untraditional forms of work with parents of roma ethnic origin; Education of parents; Consultative centers for work with parents; Programmes for socialization "Child-child" Means for mass information.
Social development	Roma ethnic community; Leaders; Increasing of level for social development and social orientation Members / Objects/	Developing engagements; Establishment for action; Changed outside and inside pedagogic conditions; Classes /groups/ for social adaptation, motivation and orientation in interethnic environment.	Provision of information; Social motivation /establishment/;
Development of national education recourses	Individual /private/programme; Teachers permanent qualification / long life learning/- Credit system for development and evaluation of teacher's work; New type of specialties: Ethnic psychologists; Ethnic and psycho pedagogues; Ethnic pedagogues; psychologists; and anthropologists.	Developed and permanent education in interethnic environment in the conditions of kindergartens, secondary school and universities and on post-graduated level; Adequate pedagogic technologies; Text-books and raining aids and education requirements for education in interethnic environment; Didactic materials; National center for education in interethnic environment	Education in interethnic environment; Integrated education; Experimental education micro-projects for education in interethnic environment and integrated education; Strengthening of infrastructure; Improvement of legislative bases; Correction of disparity between the education service and level of education; Accreditation of new specialties in Universities; Orientation to the parameters of education in interethnic environment
Programmes for child education in interethnic environment	NGO; Governmental institutions / Ministry of education, etc./ Coordinators for elaboration of educational policy; Society; Professionals	Developing responsibility; Elaborated education policy for technologic desegregation; Increased demand; Change of behaviour models;	Principle of electivity; Social marketing; Spreded knowledge; Author models of schools and kindergartens / schools for different cultures/.

Empiric and Theoretic model was elaborated based on the following principles / According to the European idea for Roma decade 2005 – 2015/

1. Convention for child rights and Law for child protection are powerful means for preparation of programmes and social support.

The stress in the Convention is on the recognition and protection of child rights into the context of international community.

2. When we solved and analyzed an emergency situation we have to pay a special attention to the child.

As far as in the Convention were endorsed rights and values of the child, the conceptual frames to help in the emergency situation were orientated towards the principles for survival, protection and development of the child.

The experience for work with child of different ethnic origin in our country proves the nullity of programmes, orientated towards surviving only. There is a need to stress on the self-assistance and self-development of this children /Reflexes/

3. From the point of view of child needs a services of complex character were necessary.

The needs of the child, which follows its nature, are complex. Especially this argument is necessary to have in mind when elaborating specific educational projects for him. There is a need to pay attention to the psychosocial and emotional needs into the context of child's development.

4. The education – this is a right, which may stimulate and make possible transition to the values of postmodern society.

Elementary education is necessary not only for normal development of the child, but also for his mental and social prosperity. The main elements in the education strategy must be: flexible structures of education institutions and education models, innovative forms and methods for socialization of the child, integrated education and education in interethnic environment.

5. Preservation of social relations between the child and person, connected with their surviving, socialization and development.

Education specialist and workers must keep a close contact with the family of traditional and untraditional type / nomads, incomplete families, traveling gypsies, etc./ Contacts must be of different type, according the specific of particular family, ethnic group, etc.

6. Regional / municipal/approaches based on the wide participation of education institutions.

Depending on the context of the problem for desegregation, raised in the specific region, municipality or village it is necessary to implement partners approaches for it solution. Basic must be models, which support and preserve identity of the members of the village, group and community.

7. Establishment of partner contacts /optimization of already used recourses/.

Scales of crises and the lack of resources creates precondition for creation of partner relations and utilization of existing resources in their capacity of important instruments.

Models of development, connected with specific donors remains as a passed stage for the solution of the problem. Now it is necessary to encourage cooperation at all levels of the community of donors and welcome sides. It is necessary to strengthen old ties and to create new one, especially such, supporting development of common and special abilities of child in the specific country, which present its resource. This supports and develops the country.

8. Every act, connected with specific programme is necessary to correspond with the international codex of ethic.

It is necessary to support ethic norms and to realize an evaluation stage by stage of the desired and undesired results of the programme. Child and families, living into the utmost poverty are target groups of the donors and persons, who plans specific programmes. We revise to admit that. Following the international ethic codex is a guaranty for the successful implementation of the programme, concerning the addressee: child, family, community, and society.

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Summary

The article presents situational analyses of pre-school education in the Republic of Bulgaria. The current acting educational programmes in the kindergartens are a subject of discussions. There is a need to implement a new strategy for education in interethnic environment, which to subordinate the implementation and development of pedagogic technologies, subordinated structurally to the reflexive approach as psychological (Chavdarova, 2006) The approval of a new model for education in interethnic environment for pre-school education and preparation of children to school in preparatory groups in the kindergartens is necessary due to the European requirements for long-life learning (Koleva, 2006)

The research of parents and children of Bulgarian, Roma and Turkish origin in the conditions of interethnic society have been realized. The strategy on

intercultural education for the Republic of Bulgaria, consistent with the programme of European Union for long-live learning and Lisboa strategy was presented.

The principles of the programme for development of 3-7 years old child, according to the Convention of United nation for child rights were brought to. Ethnopsycopedagogic aspects in the plan: psychologic anthropology, the school “Culture and person”, etc were presented. Pedagogic concepts on intercultural education on the stage of post-modern society were marked.

The aim of this diagnostic research is to investigate the adjustments of teachers and parents for technological /instructive/ and mechanical /formal/ desegregation in the conditions of pre-school educational institutions. Diagnostic research was made with 167 teachers from the following kindergartens: “Lilia”, City of Plovdiv; “Koledarche”, City of Bourgas; “Detelina”, City of Kavarna; “Margarita”, City of Sofia and “Mechta”, City of Kustendil. The chosen educational institutions are selected according following markers: language, identification, location, and sub-group ethnic division of gypsies. Part of the kindergartens are situated in the so-called “gypsy quarters” in the respective cities: Plovdiv- “Stolopinovo” quarter/ gypsies, who identified themselves as Turkish;/ Kustendil - “Mechta”; kindergarten N69 is located on the boundary between quarters “Hristo Botev” and “Levski” in Sofia; kindergarten “Detelina”- quarter “Hadji Dimitar”, Kavarna.

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For the teachers on the first question: 98% from them supports technological /instructive/ desegregation. 2% supports mechanical desegregation. Their arguments are connected with the absence of positive adjustment for integration as from the part of the parents as well as from the teachers, who did not work with the children of gypsy origin.

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