

Deliverable 08

National Survey Report (Teachers) - Bulgaria

Authors:

Mirolyuba Madjarova, Eugenia Kovatcheva (ITD)

Project co-funded by the European Commission within the Enterprise and Industry		
Dissemination Level		
P	Public	X
C	Confidential, only for members of the consortium and the Commission Services	

March, 2013

Revision	Date	Author	Organisation	Description
0.1	10/03/2013	M. Madjarova, E. Kovacheva	ITD	First outline of the document

Statement of originality:

This deliverable contains original unpublished work except where clearly indicated otherwise. Acknowledgement of previously published material and of the work of others has been made through appropriate citation, quotation or both.

EARLY EVALUATION OF THE NETT SURVEY QUESTIONNAIRE

BULGARIA

SUMMARY

According to the project work plan, the questionnaire developed by the Turkish partner had been approved and translated into Bulgarian language for gathering preliminary information on the teachers' needs of training on Entrepreneurial Education. It had been disseminated among 30 Bulgarian teachers and 25 of them delivered back them filled-in. The queried persons are teachers from all school levels, teaching different subjects and having different teaching experience. The gender proportion between male and female is 60% : 40%. The information gathered is not representative for the entire population of the Bulgarian teachers. However, it can give a general overview on the major trends in defining the aptitudes of the teachers towards e-forms of raising their competencies in Entrepreneurship teaching.

PROFILE OF THE QUERIED TEACHERS

○ *Age, sex, education level, teaching experience, school type, teaching subject*

The proportion 60% : 40% between queried male and female is relatively representative for the entire population of teachers in Bulgaria – the share of women – teachers is bigger than this of men-teachers.

The biggest part of queried are people with Masters degree 48%; teachers with PhD level of education represent 36% and only 16% have Bachelor degree.

The biggest share (44%) of queried belongs to teachers with 11-20 years of working experience. Approximately one third (36 %) of the queried have between 0 and 10 years of teaching experience and the share of 20% belongs to teachers who have more than 20 years experience.

The biggest part of the investigated people are teachers from universities (57%) and high schools (25%). Relatively weak are presented teachers from primary (4%) and secondary (4%) schools. The share of teachers from vocational-technical schools is also small – 11%. Considering that the last type of school contains considerable capacity for and examples of good practices in Entrepreneurship education, during the next round of investigation the efforts of the Bulgarian team will be concentrated on involvement of more teachers from these schools.

○ *Share of teachers who are teaching entrepreneurship*

Among the queried people there were no teachers who are teaching entrepreneurship.

The table below presents the distribution of subjects taught by the questioned teachers.

Management in the classroom	1	Pedagogy	2
Prevention Pedagogy	1	IT	9
Special Pedagogy	2	IT in Education	
English as a foreign language	2	Research Methods	1
Chemistry	2	WWW	1
Biology	1	Programming and Computer NWs	1
		Audiovisual and IT in Education	2

○ ***Level of Competency in Entrepreneurship (9)***

Only 12% of the queried state that they have high level of competency in entrepreneurship. More than 50% selfdefine themselves as people with average level of competency in entrepreneurship. Most of them have not participated in any forms of in-service training especially devoted to entrepreneurship education.

○ ***Level of importance of the entrepreneurship for the students (10)***

In the same time, most of the queried show clear understanding of the importance of the entrepreneurship education for the students.

○ ***Aptitude to On-line Training on Entrepreneurship teaching***

The questions from 9 to 14 aim to outline the level of teachers' readiness to improve their competencies in teaching entrepreneurship through the mechanisms of on-line delivered training courses or participation in virtual professional communities. The results are relatively evenly distributed among the 5 levels of the scale (1-5). Less than 1/3 of the investigated (28%) show high level of confidence in the benefits from attending on-line training courses. The same is the percentage (28%) of the teachers who are completely certain of the benefits from being involved in international on-line communities of practice. In the same time, relatively high is the share of the teachers who show distrust to this opportunity (20%).

○ ***Aptitude to communities of entrepreneurship practice***

Skills and competences necessary for teaching Entrepreneurship

Biggest part of the queried (more than 60%) find entrepreneurial skills, traits and behaviours very important and thus, they are aware that all these should be a part of the learning process. Having this clear understanding, 78% of the queried consider that they are not well prepared to teach these topics and declare need of improving their knowledge and skills.

Almost the same is the aptitude towards the significance of the skills like leadership, self assessment, and self management for the entrepreneurs – they find these skills important and consider that they are still not well prepared to teach them.

The indicators even go up (more than 80%) when the question is on the significance of the Innovative thinking, creativity and ability to see opportunities and the necessity these skills to be taught. Here again the queried declare that they are not well prepared to teach these topics.

The tables below present the grading of the preferences on the:

- Importance of listed skills for an entrepreneur;
- Readiness to Include these Skills in the Entrepreneurship Learning Process;
- Level of Preparedness to Teach/Train these Skills; and
- Need of Knowledge and Skills Improvement to be better Prepared to Teach/Train

IMPORTANCE OF SKILLS FOR THE ENTREPRENEUR

	Skill / Competence	Mean	Sd		Skill / Competence	Mean	Sd
8	Ability to see opportunities	4,74	0,71	7	Creativity	4,33	1,00
6	Innovative thinking	4,70	0,72	29	Information Management	4,30	1,10
11	Decision Making	4,63	0,74	9	The basic business knowledge and skills	4,28	0,89
18	Financial Literacy	4,62	0,70	1	Entrepreneurial	4,26	0,98
5	Personal Management	4,59	0,75	32	Marketing Management	4,26	1,10
10	Business Concepts	4,58	0,76	39	Daily Operations	4,23	1,11
2	Entrepreneurial Traits/Behaviors	4,56	0,70	34	Promotion	4,19	1,14
14	Group Working Relationships	4,56	0,70	52	Electronic Tools communication	4,15	1,13
16	Team working	4,56	0,80	21	Accounting	4,12	0,82
40	Risk Management	4,56	0,75	37	Channel Management	4,12	1,34
43	Computer Basics	4,56	0,75	22	Professional Development Career Planning	4,08	1,19
12	Communications and Interpersonal Skills	4,54	0,71	35	Operations Management	4,08	1,02
19	Money Basics	4,50	0,65	31	Technology	4,07	1,11
41	Strategic Management Planning	4,50	0,95	30	Record keeping	4,04	1,26
33	Marketing-information Management	4,48	0,85	44	Computer Applications	4,04	1,22
4	Personal Assessment	4,48	0,77	49	Electronic Tools Planning	3,96	1,22
17	Economics	4,46	0,81	47	Electronic Tools Project management	3,93	1,33
15	Dealing with Conflict	4,44	0,85	23	Job-Seeking Skills	3,89	1,22
26	Morale/Motivation	4,44	0,89	36	Business Systems	3,89	1,22
20	Personal Money Management	4,44	0,82	51	Electronic Tools Accounting	3,89	1,25
13	Ethics in Communication	4,42	0,76	48	Electronic Tools Sharing Document	3,85	1,35
27	Assessment	4,42	0,81	25	Training/Development	3,77	1,21
24	HR Resource Management Organizing	4,41	1,01	38	Purchasing/Procurement	3,70	1,32
28	Responsibility	4,41	1,05	46	Electronic Tools Computing	3,48	1,34
42	Digital Skills	4,38	0,94	50	Electronic Tools Simulation	3,44	1,37
3	Leadership	4,37	0,74	45	Electronic Tools Drawing	3,04	1,26

READINESS TO INCLUDE THESE SKILLS IN THE ENTREPRENEURSHIP LEARNING PROCESS

	Skill / Competence	Mean	Sd		Skill / Competence	Mean	SD
16	Team working	4,64	0,76	27	Assessment	4,19	1,02
11	Decision Making	4,62	0,75	32	Marketing Management	4,19	1,20
14	Group Working Relationships	4,62	0,70	22	Professional Development Career Planning	4,16	1,11
40	Risk Management	4,62	0,64	9	The basic business knowledge and skills	4,12	1,01
15	Dealing with Conflict	4,60	0,65	52	Electronic Tools communication	4,12	1,13
18	Financial Literacy	4,60	0,71	21	Accounting	4,08	0,91
19	Money Basics	4,60	0,58	47	Electronic Tools Project management	4,08	1,20
12	Communications and Interpersonal Skills	4,58	0,70	48	Electronic Tools Sharing Document	4,08	1,13
20	Personal Money Management	4,54	0,83	35	Operations Management	4,04	0,98
5	Personal Management	4,54	0,95	3	Leadership	4,04	1,08
33	Marketing-information Management	4,54	0,81	30	Record keeping	4,04	1,28
6	Innovative thinking	4,52	0,87	31	Technology	4,04	1,11
41	Strategic Management Planning	4,50	0,98	49	Electronic Tools Planning	4,04	1,11
10	Business Concepts	4,48	0,82	2	Entrepreneurial Traits/Behaviors	4,04	0,94
43	Computer Basics	4,46	0,99	1	Entrepreneurial	3,96	1,06
17	Economics	4,44	0,82	37	Channel Management	3,96	1,40
26	Morale/Motivation	4,42	0,81	44	Computer Applications	3,92	1,32
8	Ability to see opportunities	4,38	0,98	7	Creativity	3,88	1,20
24	HR Management Organizing	4,38	0,98	36	Business Systems	3,85	1,22
39	Daily Operations	4,36	0,99	51	Electronic Tools Accounting	3,81	1,27
34	Promotion	4,35	1,06	38	Purchasing/Procurement	3,80	1,32
42	Digital Skills	4,35	1,06	23	Job-Seeking Skills	3,76	1,30
13	Ethics in Communication	4,32	0,80	25	Training/Development	3,73	1,31
29	Information Management	4,31	1,12	46	Electronic Tools Computing	3,58	1,30
4	Personal Assessment	4,30	0,95	50	Electronic Tools Simulation	3,46	1,39
28	Responsibility	4,24	1,23	45	Electronic Tools Drawing	3,00	1,23

LEVEL OF PREPAREDNESS TO TEACH/TRAIN THESE SKILLS

In the table below

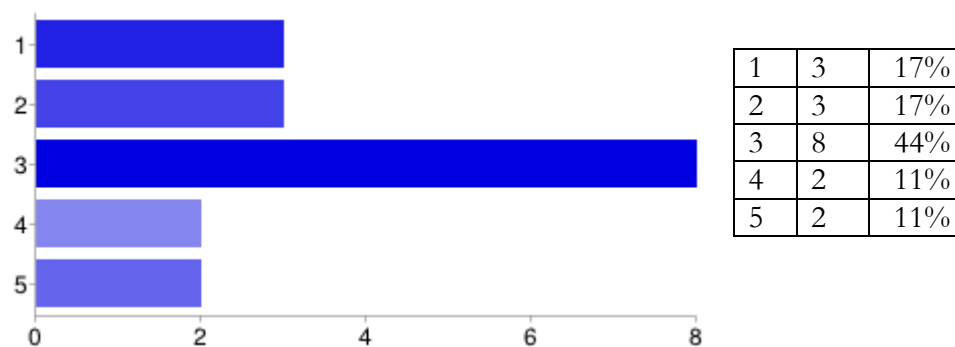
	Skill / Competence	Mean	Sd		Skill / Competence	Mean	Sd
14	Group Working Relationships	3,73	1,15	8	Ability to see opportunities	2,36	1,08
16	Team working	3,72	1,28	29	Information Management	2,35	1,44
12	Communications and Interpersonal Skills	3,60	1,29	46	Electronic Tools Computing	2,27	1,54
43	Computer Basics	3,54	1,48	49	Electronic Tools Planning	2,22	1,34
13	Ethics in Communication	3,52	1,24	39	Daily Operations	2,21	1,22
15	Dealing with Conflict	3,50	1,25	31	Technology	2,15	1,38
44	Computer Applications	3,35	1,65	2	Entrepreneurial Traits/Behaviors	2,12	1,05
26	Morale/Motivation	3,28	1,28	45	Electronic Tools Drawing	2,12	1,42
27	Assessment	3,19	1,13	32	Marketing Management	2,08	1,32
25	Training/Development	3,16	1,40	34	Promotion	2,04	1,24
42	Digital Skills	3,15	1,46	20	Personal Money Management	2,00	1,18
52	Electronic Tools communication	3,07	1,62	1	Entrepreneurial	1,96	0,89
4	Personal Assessment	3,04	0,98	41	Strategic Management Planning	1,96	1,17
28	Responsibility	3,00	1,38	10	Business Concepts	1,96	1,12
30	Record keeping	3,00	1,44	37	Channel Management	1,96	1,23
48	Electronic Tools Sharing Document	3,00	1,60	17	Economics	1,92	1,25
11	Decision Making	2,83	1,27	50	Electronic Tools Simulation	1,81	1,02
9	The basic business knowledge and skills	2,80	1,26	40	Risk Management	1,80	0,96
5	Personal Management	2,64	1,22	33	Marketing-information Management	1,76	0,83
6	Innovative thinking	2,52	1,05	36	Business Systems	1,76	0,93
23	Job-Seeking Skills	2,50	1,36	18	Financial Literacy	1,71	1,00
3	Leadership	2,48	1,19	51	Electronic Tools Accounting	1,69	0,97
7	Creativity	2,48	1,19	19	Money Basics	1,67	0,96
24	HR Management Organizing	2,44	1,26	21	Accounting	1,63	1,01
47	Electronic Tools Project management	2,44	1,36	35	Operations Management	1,58	0,83
22	Professional Development Career Planning	2,38	1,31	38	Purchasing/Procurement	1,52	0,87

NEED OF KNOWLEDGE AND SKILLS IMPROVEMENT TO BE BETTER PREPARED TO TEACH/TRAIN

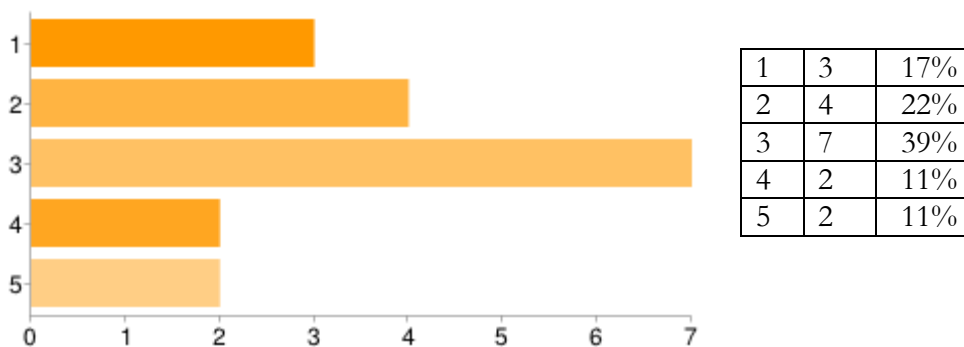
	Skill / Competence	Mean	Sd		Skill / Competence	Mean	Sd
26	Morale/Motivation	3,88	1,36	18	Financial Literacy	3,13	1,26
15	Dealing with Conflict	3,72	1,28	19	Money Basics	3,13	1,39
16	Team working	3,68	1,41	29	Information Management	3,12	1,45
12	Communications and Interpersonal Skills	3,64	1,35	25	Training/Development	3,08	1,41
14	Group Working Relationships	3,64	1,47	9	The basic business knowledge and skills	3,04	1,49
5	Personal Management	3,62	1,27	47	Electronic Tools Project management	3,04	1,54
8	Ability to see opportunities	3,52	1,33	39	Daily Operations	3,00	1,59
3	Leadership	3,50	1,39	49	Electronic Tools Planning	3,00	1,53
6	Innovative thinking	3,48	1,33	17	Economics	2,96	1,49
42	Digital Skills	3,44	1,53	31	Technology	2,96	1,51
13	Ethics in Communication	3,43	1,41	32	Marketing Management	2,92	1,58
20	Personal Money Management	3,42	1,32	33	Marketing-information Management	2,92	1,44
1	Entrepreneurial	3,40	1,47	48	Electronic Tools Sharing Document	2,88	1,61
11	Decision Making	3,40	1,35	23	Job-Seeking Skills	2,88	1,48
28	Responsibility	3,40	1,41	30	Record keeping	2,88	1,48
7	Creativity	3,38	1,35	40	Risk Management	2,88	1,54
22	Professional Development Career Planning	3,38	1,41	50	Electronic Tools Simulation	2,69	1,67
24	HR Management Organizing	3,36	1,35	34	Promotion	2,67	1,61
4	Personal Assessment	3,35	1,23	35	Operations Management	2,63	1,47
2	Entrepreneurial Traits/Behaviours	3,32	1,38	37	Channel Management	2,63	1,66
43	Computer Basics	3,32	1,70	51	Electronic Tools Accounting	2,56	1,69
27	Assessment	3,27	1,43	21	Accounting	2,42	1,41
10	Business Concepts	3,25	1,45	46	Electronic Tools Computing	2,36	1,44
41	Strategic Management Planning	3,20	1,50	36	Business Systems	2,24	1,36
44	Computer Applications	3,20	1,58	38	Purchasing/Procurement	2,24	1,51
52	Electronic Tools communication	3,16	1,60	45	Electronic Tools Drawing	2,16	1,43

Profile of the Current Curricula

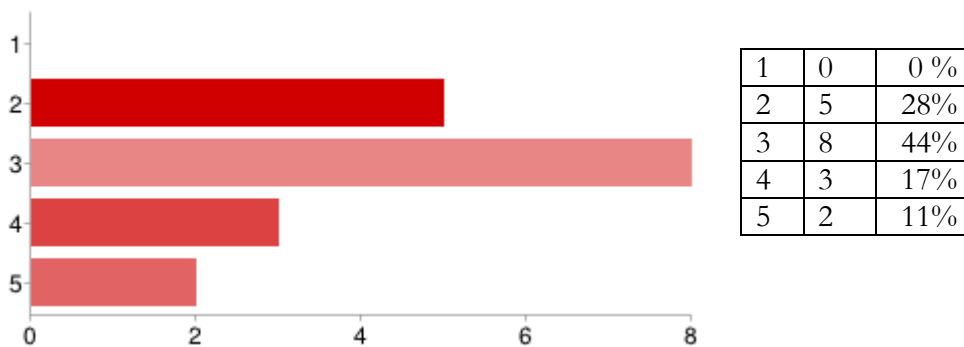
Only 11% of the queried teachers find that the current entrepreneurship curriculum strongly supports development and explanation of the ideas for a good.



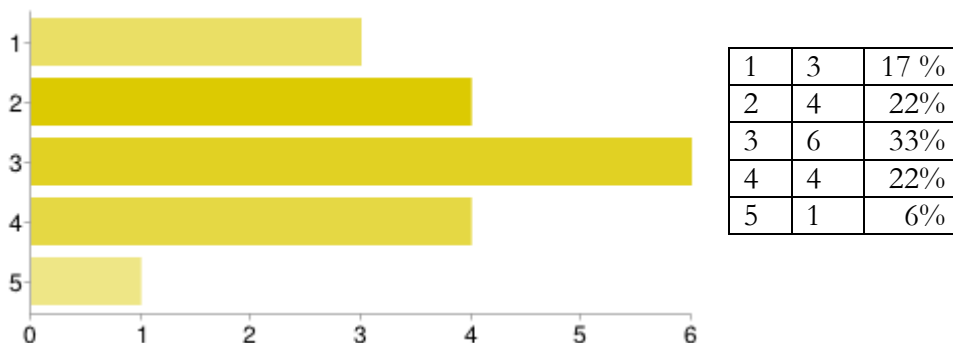
Almost the same is the aptitude towards the support that entrepreneurship curriculum gives to the students for creating a new job



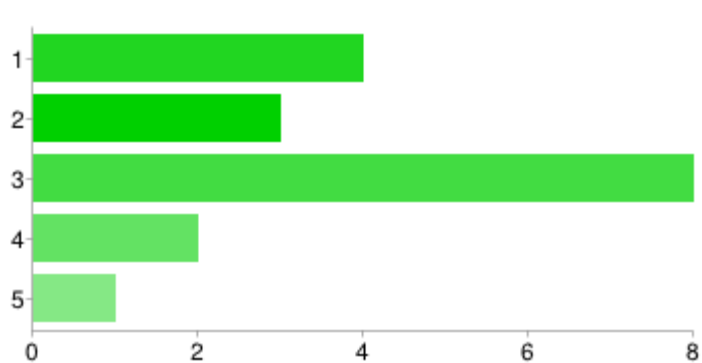
○ and towards the help given to develop a business plan:



○ encourages students to become entrepreneurs

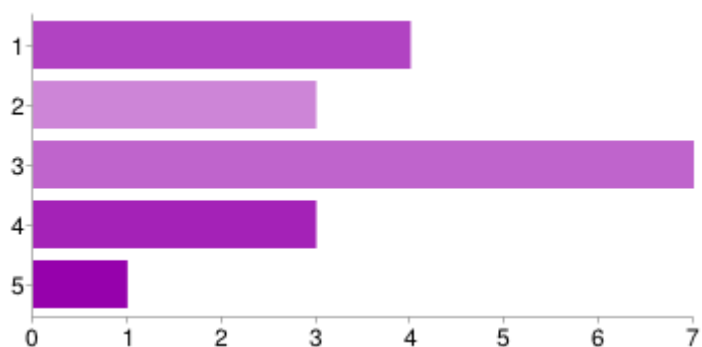


○ fits with market reality



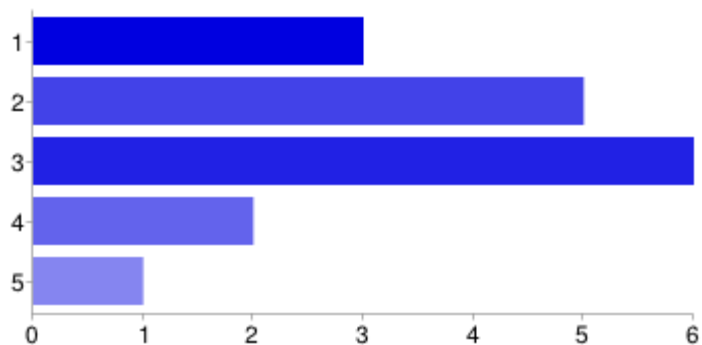
1	4	22 %
2	3	17%
3	8	44%
4	2	11%
5	1	6%

○ in line with the market needs



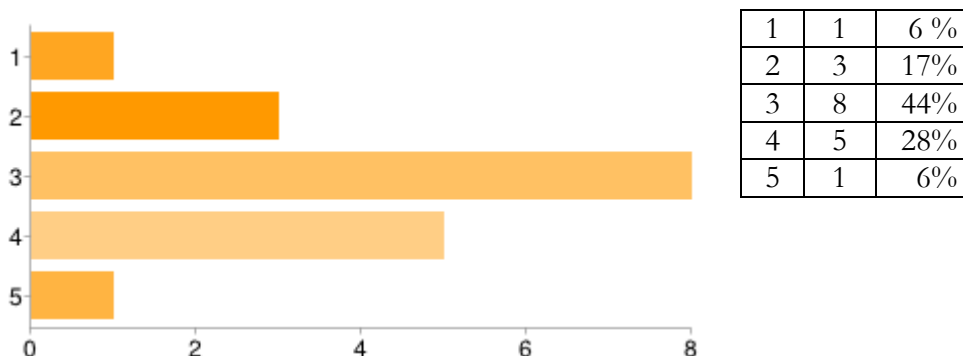
1	4	22 %
2	3	17%
3	7	39%
4	3	17%
5	1	6%

○ puts the students in real entrepreneurship environment

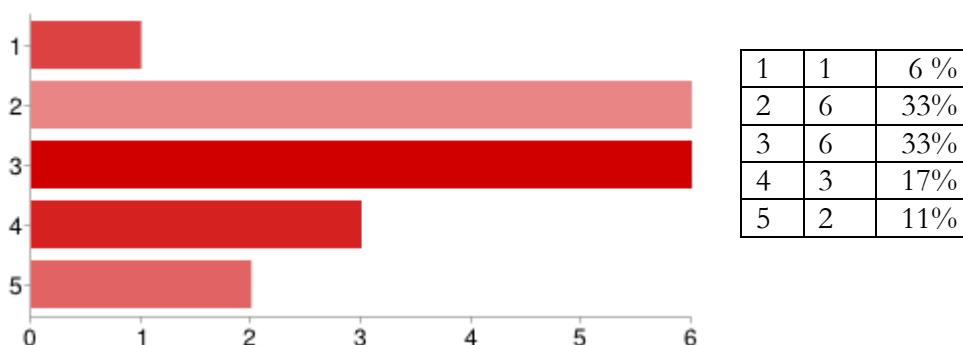


1	3	18 %
2	5	29%
3	6	35%
4	2	12%
5	1	6%

- o helps students to create real or simulated enterprises?



Satisfaction from the duration of the Entrepreneurship teaching process for preparing students to be entrepreneurs



Teaching methods used in entrepreneurship education

Teacher oriented

1	12	57%
2	1	5%
3	3	14%
4	2	10%
5	3	14%

Student oriented

1	0	0%
2	1	5%
3	3	14%
4	6	29%
5	11	52%

Problem based learning

1	1	5%
2	0	0%
3	3	14%
4	4	18%
5	14	64%

Project based learning

1	0	0%
2	1	5%
3	1	5%
4	4	18%
5	16	73%

Competence based learning

1	0	0%
2	0	0%
3	5	24%
4	4	19%
5	12	57%

Inquiry-based learning

1	0	0 %
2	2	9%
3	6	27%
4	3	14%
5	11	50%

Simulations

1	0	0 %
2	2	10%
3	5	24%
4	2	10%
5	12	57%

Serious games

1	0	0 %
2	1	5%
3	3	14%
4	6	27%
5	12	55%

Role-playing games

1	0	0 %
2	1	5%
3	4	18%
4	3	14%
5	14	64%

Other

1	2	12 %
2	4	24 %
3	4	24%
4	3	18%
5	4	24%

Conclusions

The data gathered by the present questionnaire gives preliminary and very generalized overview of the teachers' aptitudes and the current situation of the entrepreneurship education in Bulgaria. The extract of the queried teachers is not statistically representative and this does not give opportunity for deeper analyses.

The Bulgarian team is intended to widen the scope of the queried teachers. For this purpose, the questionnaire should be précised and improved.

According to the Project work plan, the analyse of the focus-group results will be developed under Deliverable 7.

For the purposes of the final comparative report (D9) we consider that a desktop analyse should be done for giving an overview on the national strategy and policy related to entrepreneurship and innovation education.