Request for Proposal
for
Evaluation of
“Schools of the Future” Program (2015-2018)

Implemented by 23 Bulgarian Schools
Funded by America for Bulgaria Foundation

Sofia
February 2018
Section I: Letter of Invitation

America for Bulgaria Foundation (ABF) is issuing a Request for Proposal (RFP) for the development of an evaluation methodology for assessing the effectiveness of “Schools of the Future” program aiming at improving the learning environment at Bulgarian schools. ABF is soliciting responses from organizations (companies and NGOs) or consortia with experience in results-based evaluation and sociological research practices. Respondents will be competing to provide the services set forth herein in the Terms of Reference. The submissions of all Respondents shall be compared and evaluated pursuant to the evaluation criteria set forth in this RFP and a single Respondent shall be selected.

This RFP does not commit ABF to select any organization, award any work order, pay any cost incurred in preparing a response, or procure any services or supplies. ABF reserves the right to accept or reject any or all proposals received, cancel or modify the RFP in part or in its entirety, or change the RFP guidelines, when it is in the best interest of ABF to do so.

Selection Criteria:

- Demonstrated clear understanding of the assignment;
- Composition and Experience of the team:
  - Proven experience of the team leader in conducting complex evaluations;
  - Experience in design, implementation, and evaluation of educational programs;
  - Knowledge of modern teaching methods and practices;
  - Demonstrated strong knowledge of Bulgarian school education system;
  - Experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;
  - Ability to evaluate the effectiveness of the survey instruments and methodology, and to revise as needed to achieve the best results;
  - Experience in evaluation of effectiveness and efficiency of programs, projects and policies.
  - Ability to adapt to unexpected program needs and changing work requirements;
  - High ethical standards and deep sense of integrity and commitment.
✓ Adequacy of the proposal and choice of the analytical framework;
✓ Organization of the assessment process, quality assurance methods, and risk mitigating measures;
✓ Firm track records.

Proposals should include:
  1. A cover letter;
  2. A description of the proposed approach/methodology for carrying out the assignment;
  3. Statement of Qualification of the Organization, including samples of relevant previous pieces of work, and contact list for tentative recommendations;
  4. Staff qualifications (CVs of the proposed key experts);
  5. Detailed Cost Proposal in USD broken down in categories;
  6. Conflict of interest disclosure.

The deadline for submission of proposals is 6:00 p.m. on February 27. Late submissions won’t be considered. Proposals shall be submitted in electronic format to itzankova@us4bg.org with a copy to ibossev@us4bg.org

This RFP includes the following documents:
  Section 1 - Letter of Invitation
  Section 2 - Terms of Reference

Yours sincerely,

Ivanka Tzankova
Director, Impact Assessment and Evaluation
Section II: Terms of Reference

1. Background Information

The America for Bulgaria Foundation (ABF) assists in strengthening a vibrant market economy and the institutions of democratic society in Bulgaria, helping the country to realize its full potential as a successful, modern, European nation. To fulfill its mission, ABF works in six priority areas and one of them is education. In this area, ABF supports Bulgaria in developing its human capital that will guarantee its successful future through initiatives aimed at enhancing teachers’ qualifications and motivation, promoting the use of educational technology, developing the next generation leaders, and closing the gap between the highest and lowest achievers in education.

A major challenge in Bulgaria’s education today is that technology is not integrated in the teaching and learning process, even in schools where equipment is available. To help the country bring its education to the 21st century, ABF supports the meaningful use of technology in the classroom. We look for impactful ideas that introduce new educational tools such as online instruction, a blended learning model, or other educational innovations that make learning more interactive.

Since 2009, the interest in ABF projects for modernizing the learning environment and promoting the use of educational technology has been considerable and has been growing throughout the years reaching 45% of all unsolicited proposals in the educational area since inception. The major objective of the projects for modernizing the learning environment is two-fold:

- To address the need of Bulgarian schools to modernize teaching and learning by: creating new interactive learning spaces in and outside the traditional classrooms; by introducing new educational technologies per the needs of each school; and by facilitating interactive and engaging teaching practices that will lead to the development of 21st century skills in students.
- Complement theoretical education with practical and experimental work, particularly in the sciences.
2. Description of the Program

2.1 “Schools of the Future” Program (2009-2015)

The need for effectively introducing new technologies in an appropriate learning environment has been strikingly evident both in our visits to Bulgarian schools, and through the high interest for ABF’s program to enhance the learning environment. Nearly half of all applications and proposals we receive in the Education AOI come from schools.

To address the need for equipping Bulgarian classrooms with adequate education technology, in the period 2009-2015 ABF has reached out to a total of 45 schools across the country through the Program to enhance the learning environment. The figures below provide a summary of this effort:

- USD 3.2 million invested by ABF
- USD 1.5 million fundraised by the schools
- 45 schools reached
- 40,000 students reached
- 29 towns and cities reached
- 10 schools projects in Sofia
- 35 school projects in towns and villages other than Sofia

<table>
<thead>
<tr>
<th>Type of Project</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Learning Centers</td>
<td>18</td>
</tr>
<tr>
<td>Science Centers</td>
<td>14</td>
</tr>
<tr>
<td>Language centers</td>
<td>7</td>
</tr>
<tr>
<td>IT Centers</td>
<td>7</td>
</tr>
</tbody>
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Note: Total exceeds number of school projects, as some are categorized in more than one category.

To measure the overall impact of “Schools of the Future” program (2009-2015) to enhance the learning environment, in 2015 ABF commissioned an external evaluation. ABF has contracted the Open Society Institute (OSI) Bulgaria to conduct the evaluation, covering all 45 schools with ABF investments.

A summary of the findings of the evaluation can be found [here](#).

The complete report of the impact assessment is available [here](#).
2.2. “Schools of the Future” Program (2015-2018)

In 2015, ABF decided to continue the “Schools of the Future” program. In 2015-2016 a new Request for Proposals (RFP) for schools was organized, which followed the format of the first RFP round conducted for “Schools of the Future” program (2009-2015) in 2013.

Key Parameters of the RFP for Schools:

- Select up to 20 schools (30% of which are disadvantaged schools, i.e. in poor geographic regions and schools with small budgets).
- Grant up to BGN 200,000 of ABF support per project (support for both small and large-scale projects);
- Grant up to BGN 2 million total in the RFP.

Types of Projects Supported:

- Science and Technology Labs;
- Language Centers;
- IT Centers;
- Interactive Learning Centers.

Program Details:

- Require grantees to fundraise 25-30% of the entire project cost;
- Focus on technology and new teaching methods;
- Include explicit teacher training requirements and ABF support;
- Offer support and consulting on efficient choice, arrangement, and use of education technology in the school environment;
- Include special programming for low-achieving schools in disadvantaged communities;
- Involve schools ABF has already funded in visits, consultations, and sharing of experience with new applicants in constructing the vision for the new centers;
- Digitalize the process through an online application.

Eligibility:

- All State and Municipal Elementary, K-12, Language, and Math High Schools.

Selection Criteria:

- Comprehensive and cohesive idea, innovative approach;
- Use of technology and interactive education;
• Capacity of the school team to carry out the project, vision for developing the school;
• Capacity to fundraise 30% of the project cost and engage the community;
• Expected results, effect on school community.

As a result, a total of 23 schools have received funding to enhance their learning environment. As of February 1, 13 out of all 23 schools have completed the construction and equipment phase of their projects. More details about the 23 school projects are included in Appendix 1.

2.2.1. Expected Immediate (short-term) Outcomes of the Program

During the application process, each school has formulated the expected project results. However, many of the project ideas have undergone some evolution without it being reflected in the definition of their success. Although we formally think about these projects in the 2015-2018 timeframe, this is only true for their construction and equipment phase. The real implementation starts when teachers and students get into the new premises, use the equipment, and apply new teaching and learning methods.

In the beginning of RFP process, the ABF has also identified outcomes to be used for measuring the success of the program. They were based on the broader expectations of ABF of the effect of the investment without knowing what specific projects would be implemented. The list of the expected short-term outcomes of the program is the following:

1) Increased student engagement with school and the learning process, and improved student attitudes towards the school, in particular, and learning, in general;
2) Increased class time spend on gaining practical experience and hands-on learning;
3) Improved computer and other digital skills in the students;
4) Increased efficiency of teaching and the learning process;
5) Positive changes in teaching methods and, such as a shift from an instructional approach towards a more interactive one.

2.2.1. Expected Long-term Impact

In the long-term the program is expected to contribute to educating a generation that is adequately prepared to enter the labor force – young people who are comfortable with and easily adapt to new technologies and developments in the new digital age.

Importantly, the recognition that ABF’s investment in schools represents will help reinstitute education as a core value in Bulgarian society and an area which is worth contributing to.
3. Evaluation Objectives and Expected Results

The overall objective of the assignment is to capture the trajectory of each school’s progress in implementing the “Schools of the Future” program, with an emphasis on the impact of the program on students, teacher performance, leadership, and school culture through a case study approach. The evaluator shall:

- Suggest methodology for selecting several “Schools of the Future” projects (five to seven), which will be used to produce separate case studies¹;
- Review the application form of each of the selected projects, and work closely with each school team to develop a Theory of Change of their project and respective Key Performance Indicators (KPIs) that would allow measurement of the success of the intervention;
- Develop an evaluation plan with respective evaluation questions for each case;
- Develop data collection instruments to gather data on the selected indicators;
- Gather data at two points of time and analyze impact of the program in each school per the KPIs identified in its Theory of Change;
- Work with the respective school teams to set realistic targets for improvement;
- Produce five to seven case studies that tell the stories of the school change in each case, using quantitative and qualitative data and all artefacts gathered over time;

At the end, the evaluator shall come up with well justified conclusions on the following macro-level questions:

- Have the schools’ projects achieved their objectives?
- Which are the major dimensions of the impact of ABF school improvement projects in the selected case studies?
- What has worked, what hasn’t, and why? Which are the major drivers of the success? What have been some barriers to desired progress?
- Provide analysis and recommendations to the “Schools of the Future” program.

¹ The evaluation of the impact of the “Schools of the Future” program (2009-2015) has shown that applying one and the same indicators to school projects is not always adequate given the variety of implemented projects.
4. Scope of the Evaluation Assignment

ABF is seeking the services of a research and evaluation entity or consortium to develop the evaluation methodology and survey tools as well as to perform the data collection, analysis, and results-based evaluation of the projects presented above. The methodology shall include an adequate mix of quantitative and qualitative methods. The evaluation shall achieve the objectives listed in the Evaluation Objectives and Expected Results section while analyzing and explaining the findings.

The evaluation team could access the following documents:

- Request for Approval of the Program;
- Application Form of each of the funded projects;
- Other relevant program documents and reports.

5. Deliverables and Schedule

The selected evaluation team/entity shall work closely with ABF throughout the entire evaluation. Workflow and deliverables shall be proposed in six phases:

5.1 Planning Phase - Definition of methodological approach: As a key part of the proposal, the Respondent shall propose the most adequate methodology and survey tools for conducting the evaluation. During the planning phase, the selected entity shall work closely with ABF’s Education and Evaluation teams to fine tune the methodology and make sure that it will meet the evaluation objectives. During this phase, the Respondent shall have access to more detailed project information to get a better understanding of “Schools of the Future” program.

Deliverable: Detailed Evaluation Execution Plan, including sources of data collection and methods of data verification. The guidelines for the development of the Evaluation Execution Plan will be shared with the successful bidder.

5.2 Development Phase - Development Theory of Change and data collection tools: During this phase, the selected entity shall work with each school team to develop a Theory of Change of their specific project and respective indicators that would allow measurement of the success of the intervention. Then, the evaluator shall develop a draft data collection instrument covering the main topics to survey and shall share them with ABF for approval. In addition, the evaluator shall fully elaborate all the tools and instruments that have been approved by ABF for applying to the evaluation process.
Deliverables: 1. Fully developed Theories of Change for each of the five to seven cases and respective indicators that would allow measurement of the success of the interventions;
   2. Fully developed evaluation tools and instruments for data collection approved by ABF;

5.3 Implementation Phase I – Initial Data Collection: The selected entity shall organize the data collection on the ground and shall arrange other events as required to get first-hand information about status of the indicators of interest. Depending on the type of instruments used for data collection and observation, ABF shall have the right to include its representatives in some of the activities, particularly the ones related to meetings with school management or organizing focus groups or observation visits, if required. At the end of this phase, the evaluator shall work with the respective school teams to set realistic targets for improvement, if feasible, and decide on a timeframe in which they are expected to be achieved.

Deliverables: 1. Raw data collected and submitted to ABF;
   2. Five-to-seven-page summary of the field efforts and challenges;
   3. Finalized lists of indicators with respective data and targets for all case studies.

5.4 Reporting Phase I: Once the field work is over, the Respondent shall prepare a preliminary report on the collected baseline data with draft recommendations to share with ABF. The report shall be in English and shall follow the structure outlined below:

I. Executive Summary (2-3 pages, standard formatting)
II. Program Background (title, amount of funding, objectives (1-2 pages)
III. Evaluation design and Methodology
   3.1 Purpose of the Evaluation
   3.2 Scope of the Evaluation
   3.3 Methodology used
IV. Findings and Analysis
V. Conclusions
VI. Recommendations

Deliverables: 1. Draft Report to be reviewed and approved by ABF;
   2. Report not to exceed 15 pages, annexes excluded.

5.5 Implementation Phase II – Evaluation of the Program: During this phase, the selected entity shall organize second data collection on the ground and shall arrange other events as required to get information about the impact of the program. Depending on the type of instruments used for data collection and observation, ABF shall have the right to include its
representatives in some of the activities, particularly the ones related to meetings with school management or organizing focus groups or observation visits, if required.

**Deliverables:**
1. Raw data collected and submitted to ABF;
2. Five-to-seven-page summary of the field efforts and challenges.

**5.6 Reporting Phase II:** Once the field work is over, the Respondent shall prepare a draft report of findings with draft recommendations to share with ABF. The report shall be in English and shall follow the structure outlined below:

I. Executive Summary (5-6 pages, standard formatting)
II. Program Background (title, amount of funding, objectives (1-2 pages)
III. Evaluation design and Methodology
   6.1 Purpose of the Evaluation
   6.2 Scope of the Evaluation
   6.3 Methodology used
IV. Findings and Analysis
V. Conclusions
VI. Recommendations

ABF shall provide feedback on the content before the final report is produced.

**Deliverables:**
1. Draft Report to be reviewed and approved by ABF;

ABF shall work closely with the implementer in a collaborative manner during all phases of the evaluation process to make sure that it is exhaustive and productive. The evaluation organization shall be flexible to adapt its approaches if and as required by ABF.

**5.7 Schedule**

**Planning Phase:** Three weeks

**Development Phase:** Four weeks

**Implementation Phase I:** Three week
Reporting Phase I: Two weeks
Implementation Phase II: Three weeks
Reporting Phase II: Three weeks

6. Required Qualifications

ABF is looking for a reputable research and evaluation entity or consortium demonstrating the following qualifications:

- Proven experience of the team leader in conducting complex evaluations;
- Experience in design, implementation, and evaluation of educational programs;
- Knowledge of modern teaching methods and practices;
- Demonstrated strong knowledge of Bulgarian school education system;
- Experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;
- Ability to evaluate the effectiveness of the survey instruments and methodology, and to revise as needed to achieve the best results;
- Experience in evaluation of effectiveness and efficiency of programs, projects and policies.
- Ability to adapt to unexpected program needs and changing work requirements;
- High ethical standards and deep sense of integrity and commitment.

7. Logistics and Timing

7.1 RFP Schedule: The RFP process shall proceed according to the following anticipated schedule:

- **February 1, 2018**: RFP Issued
- **February 9, 2018**: Deadline for all questions and clarification inquiries, submitted via e-mail to itzankova@us4bg.org and ibossev@us4bg.org
- **February 16, 2018**: Deadline for all answers to Respondents’ questions
- **February 27, 2018**: Proposals due
- **March 15, 2018**: Selection of implementer completed & notification sent
7.2 Instructions for Submission of Responses: All responses shall be sent by email to itzankova@us4bg.org and ibossev@us4bg.org no later than February 27, 2018. Parties interested in undertaking this assignment shall submit the following information in English:

7.2.1 Cover Letter

7.2.2 Description of the Suggested Evaluation Methodology: This is a core component of the proposal that each Respondents shall provide. The narrative shall justify the use of specific quantitative and qualitative methods and the approach the Respondent shall apply for achieving the objectives of the subject evaluation;

7.2.3 Statement of Qualifications of the Organization: All responses shall include a statement of qualifications, experience and description of the Respondent organization and its history in implementing projects related to school education (1 page max). Samples of relevant previous pieces of work, and contact list for tentative recommendations shall be included as well;

7.2.4 Staff Qualifications: All Respondents shall identify the individual(s) who will have primary responsibility in the evaluation and shall submit their CVs. In addition, a contact person for communications with ABF and/or a person authorized to negotiate and contractually-bind the Respondent shall be specified;

7.2.5 Cost Proposal in USD: The Respondent shall provide a cost proposal for the Required Services, which includes:

- Budget inclusive of all resources needed to successfully complete the proposed activities, and detailing, at minimum, the following cost categories:
  - Staff (details of any subcontractors and roles of all staff listed in the proposal should be included in the budget narrative). The estimated days of involvement of each staff member should be specified, preferably broken down by the phases of the evaluation outlined above;
  - Travel
  - Any indirect costs (broken out and identified as such)

- Detailed budget narrative

7.2.6 Conflict of interest: If the Respondent has worked for any of the supported schools, the fact shall be disclosed.
The proposal should not exceed 15 pages, annexes excluded.

7.3 Evaluation Process, Criteria and Selection: ABF shall evaluate each response with timely and complete submission. After review of the responses, interviews will be requested.

Selection Criteria:

- Demonstrated clear understanding of the assignment;
- Composition and Experience of the team:
  - Proven experience of the team leader in conducting complex evaluations;
  - Experience in design, implementation, and evaluation of educational programs;
  - Knowledge of modern teaching methods and practices;
  - Demonstrated strong knowledge of Bulgarian school education system;
  - Experience in sample design, devising qualitative and quantitative methodology and implementing social studies and impact evaluations;
  - Ability to evaluate the effectiveness of the survey instruments and methodology, and to revise as needed to achieve the best results;
  - Experience in evaluation of effectiveness and efficiency of programs, projects and policies.
  - Ability to adapt to unexpected program needs and changing work requirements;
  - High ethical standards and deep sense of integrity and commitment.
- Adequacy of the proposal and choice of the analytical framework;
- Organization of the assessment process, quality assurance methods, and risk mitigating measures;
- Firm track records.
APPENDIX 1

Description of the 23 Supported Projects

1. First Elementary School “Nikola Yonkov Vaptsarov”, Berkovitsa

**Project Title:** Natural Science Experimentation Center  
**Project Amount:** BGN 49,990

The Elementary School “Nikola Yonkov Vaptsarov” in Berkovitsa will create a contemporary natural science and entrepreneurship learning center. The center will challenge students to develop their innate curiosity and interest in the science, technology, ecology, entrepreneurship, and arts. The center will include a multifunctional center with a virtual laboratory, an experimentation area for young scientists, a joint area for nature examination, a research garden, an animal corner and an area for telescopic observation.

2. Elementary School “St. Cyril and Methodious”, Vetren

**Project Title:** Natural Science Center  
**Project Amount:** BGN 40,000

The Elementary School “St. Cyril and Methodious” in Vetren will create an innovative natural science center. The center is designed to encourage students’ interest in science and to motivate to formulate ideas and solve problems. Digital technology and laboratory equipment will allow students to take on the role of real scientists and go through the process of planning, researching, observing, experimenting, testing data, and analyzing results. The center also envisions an interactive space for self-expression and presentations.

3. Elementary School “Dr. Petar Beron”, Pleven

**Project Title:** Natural Science and Mathematics Center  
**Project Amount:** BGN 50,000

The Elementary School “Dr. Petar Beron” – Pleven will create an innovative learning center, designed to stimulate students’ curiosity for the natural sciences and mathematics, by giving students a space where they can delve deeper into those fields. The center will encourage laboratory work, creation, sharing of results, as well as team and individual work. The school will not only adopt new digital learning technology, but also new teaching methods, which will allow for better integration of the subject areas in the field of natural science, and create a bridge to the humanities.
4. Elementary School “N. I. Vaptsarov”, Rani List

**Project Title:** Natural Science and Mathematics Center  
**Project Amount:** BGN 7,500

The Elementary School “N. I. Vaptsarov” in Rani List will create a natural science and mathematics learning center. The center will include two parts: a general learning space and an area for experimental and project work. This will stimulate students to gain long-term knowledge and build useful competencies for their social and professional development. New teaching methods and the integration of digital technology in learning will motivate students to improve their achievements and encourage them to share knowledge and experience.

5. Elementary School “Videlina”, Seidol

**Project Title:** Natural Science Center  
**Project Amount:** BGN 50,000

The “Videlina” Elementary School in the village of Seidol will create a natural science center, which will naturally complement and build on the school’s environment, which already includes a small observatory, a zoological center, a museum complex and an open-air classroom. The center will aim to allow students access to the contemporary educational technologies and make practical work in the natural sciences more attractive and motivating. This will stimulate students for higher achievements. The center will thus combine contemporary learning technology with experimentation in nature.

6. Professional High School for Forestry and Woodworking “Sava Mladenov”, Teteven

**Project Title:** Ecology Center  
**Project Amount:** BGN 44,990

The Professional High School for Forestry and Woodworking “Sava Mladenov” in Teteven will create an ecology learning center. The new center will allow students to make quality observations of soil, water, and air, and will thereby increase their interests in their professional development in the field of practical science. The school already has an active ecology club, which has so far lacked a proper space to develop its potential for practical work. The new center will aim to boost the achievements of the students in that club and motivate the rest of the students by example.
7. Elementary School “Svetlina”, Topolitsa

**Project Title:** Digital Zone for Natural Sciences, Languages, Geography, History, and a Creativity Lab  
**Project Amount:** BGN 50,000

The Elementary School “Svetlina” in the village of Topolitsa will create a digital center for natural sciences, languages, geography, history, and a creativity lab. The center will also feature a creative lab for teachers, as well as an information center and multifunctional space for collaboration. The digital zone will allow for a completely different learning model, in which contemporary technology enhances teaching and learning. The center will stimulate students’ initiative and exploratory spirit, and improve their learning outcomes.

8. “Petko Rachev Slaveykov” K-12 School, Tryavna

**Project Title:** Multifunctional Center for Communications and Creativity  
**Project Amount:** BGN 30,000

The “Petko Rachev Slaveykov” K-12 School in Tryavna will create a multifunctional center for communications and creativity to host classes in entrepreneurship and civic education, as well as discussions and debates. The center will also be a space where teachers can use digital technology to improve their qualifications. It will be equipped with contemporary technology, which will allow access to information on teaching and learning, as well as an environment in which students will be stimulated and supported to pursue their interests and develop their potential.

9. “Stoyu Shishkov” Elementary School, Taran

**Project Title:** Project Based Learning Center  
**Project Amount:** BGN 48,750

The “Stoyu Shishkov” Elementary School in the village of Taran will create modern center for project-based learning. The center will integrate contemporary digital technology in the learning process and will equip three learning spaces, dedicated to interdisciplinary projects. This will allow students to see for themselves and even create links between subjects, which will make applying theoretical knowledge to practice easier and more life-like.
10. Elementary School “Petko Rachev Slaveykov”, Varna

**Project Title:** Multifunctional Center for Elementary Education “School for Dreamers”  
**Project Amount:** BGN 150,000

The Elementary School “Petko Rachev Slaveykov” in Varna is going to create a multifunctional center called “School for Dreamers.” The center will transform the entire learning space for the elementary grade levels from traditional classrooms to spaces that resemble the familiar comfort of a child’s home. The learning environment will offer various educational games. The center will include a gallery, a theater space, a small botanical and animal garden for children to examine the living nature, a library, and a volunteering space. Various educational technologies are going to be integrated into the learning process.

11. First Language High School, Varna

**Project Title:** Foreign Language Center  
**Project Amount:** BGN 195,000

The First Language High School in Varna will create a modern foreign language learning center, specially equipped with educational technology, and designed to stimulate interdisciplinary project-based learning. This will create an environment and opportunities for students to take the lead in their learning process, to be the researchers and use resources as they see fit, under the mentorship of teachers, who facilitate the process, rather than lead it. This will allow students to develop 21st century skills. The new learning environment and technology will allow teachers to receive instant feedback on the individual progress of students, making the learning process more effective.

12. Natural Science and Mathematics High School “Yane Sandanski”, Gotse Delchev

**Project Title:** Multifunctional Center in Natural Science and Mathematics  
**Project Amount:** BGN 90,000

The Natural Science and Mathematics High School “Yane Sandanski” – Gotse Delchev will create an innovative multifunctional natural science and mathematics center. The center will aim to stimulate students’ interest and curiosity towards natural science and further boost their achievements in this field. The center will be equipped with contemporary educational technology, allowing for web-based learning, interdisciplinary project work and experimentation. The environment will be designed to encourage the free movement of students and easier access.
to resources and various working spaces for team and individual work. Thus, the center will help students build competencies, which they will need in life.

13. “St. Kliment Ohridski” K-12 School, Dobrich

Project Title: Natural Science and Mathematics Center  
Project Amount: BGN 150,000

The “St. Kliment Ohridski” K-12 School in Dobrich will create a natural science and mathematics learning center, which will include seven classrooms and laboratories, equipped with multifunctional working spaces for practical team work, practical work, and communication. The learning environment will be designed to stimulate students’ interest in designing their own experiments, studies, and analyses. The technology, which is going to be integrated in the new environment, will aim to make the sharing of resources and information among students, teachers, and parents easier. The educational technology will also allow for the individual progress and development of every student to be more easily tracked and facilitated.

14. “Hristo Botev” K-12 School, Karnobat

Project Title: BGN 200,000  
Project Amount: Interactive Center for Technology, Informatics, and Mathematics

The “Hristo Botev” School in Karnobat will create a contemporary learning center called “Technology, Interactivity, Informatics, Mathematics.” The new center will employ modern digital learning technology and interactive teaching methods to transform learning into an individual, personalized, and dynamic process for each student. The center will aim to stimulate students for higher achievements and self-perfection. The new learning environment will allow for experimentation and practical work, and the space will allow for easy modifications according to students’ needs.

15. Natural Science and Mathematics High School “Prof. Emanuil Ivanov”, Kyustendil

Project Title: Center for High Achievements in Natural Science and Ecology  
Project Amount: BGN 200,000

The Natural Science and Mathematics High School “Prof. Emanuil Ivanov” in Kyustendil will create an innovative center for high achievements in natural science and ecology. The center will be a space for the preparation of students with increased interest to develop as professionals in the fields of science, technology, engineering, and ecology. The center will allow students to
make real-life experiments, and create innovations. Contemporary technology will increase the effectiveness of the learning process in the new center.

16. “Nesho Bonchev” K-12 School, Panagyurishte

**Project Title:** Natural Science Center “Spiral of Life”  
**Project Amount:** BGN 150,000

The “Nesho Bonchev” K-12 School in Panagyurishte will create a specialized center for natural science called “Spiral of Life.” The environment in the new center will allow for easier mobility and interaction between students and teachers. The educational equipment and technology will enable students to make experiments and demonstrations during laboratory work, in order to acquire skills that are relevant for a variety of professions in life. The center will motivate students who are interested in natural science and boost their curiosity in the field.

17. Natural Science and Mathematics High School “Hristo Smirnenski”, Pernik

**Project Title:** Natural Science Center  
**Project Amount:** BGN 150,000

The Natural Science and Mathematics High School “Hristo Smirnenski” in Pernik will create a modern natural science center, combining the concepts of a natural park and a technological park. By combining living nature (plants and animals) and digital technology, the new environment in the center will be aimed at making the learning process more interactive and engaging for the students. The center be designed to develop students potential and inspire them to pursue careers in science, engineering, medicine, and technology.

18. “St. Patriarch Evtimii” – K-12 School, Plovdiv

**Project Title:** Natural Science Center “From the Atom to the Universe”  
**Project Amount:** BGN 150,000

The “St. Patriarch Evtimii” – K-12 School in Plovdiv will create a natural science center entitled “From the Atom to the Universe.” The new center will be designed to make the learning process more stimulating and attractive to students. The center will offer an interactive learning environment, which will allow for students to express their creativity and put their scientific knowledge and skills to practice through experiments, observations, analyses, making conclusions and presenting results.
19. Elementary School “Vasil Levski”, Razgrad

**Project Title:** Multifunctional Center “Adventure Time”  
**Project Amount:** BGN 200,000

The Elementary School “Vasil Levski” in Razgrad will create for its youngest students an interactive learning center entitled “Adventure Time.” The center is designed, based on the notion that quality education needs in the early grade levels and largely determines a student’s interest towards learning in the future. The new center will therefore encompass the entire school wing, dedicated to first-graders. The space will be transformed into a cozy and comfortable environment, allowing for students to learn with ease, express themselves, and be creative. Contemporary educational technology will be seamlessly integrated into the learning process. The space will be inclusive and adapted for children with different needs and abilities.

20. Ruse – Math High School “Baba Tonka”

**Project Title:** Biochemical Laboratory Center  
**Project Amount:** BGN 60,000

The Mathematics High School “Baba Tonka” in Ruse will create a biochemical laboratory center, designed to develop students’ research skills and improve their achievements. The center will include laboratories and classrooms, equipped with contemporary technology allowing students to conduct experiments and document their research results. The center will have a creative atmosphere, encouraging team work and collaboration. The center will encourage interdisciplinary project-based learning.


**Project Title:** Foreign Language Center  
**Project Amount:** BGN 150,000

The K-12 School for European Languages “St. Konstantin-Kiril Filisof” in Ruse will create a contemporary foreign language learning center. The center will include specially equipped language laboratories, a multifunctional hall and areas for reading and collaboration. The language center will allow for interdisciplinary learning, combining language, history, geography, and philosophy. The digital technology will be seamlessly integrated in the center and will cater to students’ individual needs, allowing teachers to monitor progress and offer support in real time.
22. “William Gladstone” K-12 School, Sofia

**Project Title:** Natural Science and Mathematics Center  
**Project Amount:** BGN 200,000

The 18th K-12 School “William Gladstone” in Sofia will create an innovative natural science and mathematics center, designed to offer opportunities for interdisciplinary and practical work. The project will transform classrooms into experimental digital laboratories. The center will have mobile learning spaces, which will enable students to work in teams and individually, and to present their work to larger audiences. The center will aim to increase students’ interest in natural science.

23. School “Elisaveta Bagryana“, Sofia

**Project Title:** Natural Science Center  
**Project Amount:** BGN 200,000

The 51st School “Elisaveta Bagryana“ in Sofia will create a natural science learning center intended to increase students interest in ecology and natural science. The specially designed learning environment will be complemented by contemporary educational technology, which will allow students to conduct experiments and first-hand research, collect data, analyze and present results. The center will stimulate students to unleash their curiosity and creativity, and develop their potential.