

# Environmental legislation in Bulgaria

## SURVEY ON ENVIRONMENTAL EDUCATION AND LEGISLATION - BULGARIA

According to the Bulgarian law the primary and secondary education in the field of natural sciences and ecology should meet certain requirements with respect to educational content and curriculum. In the meantime the higher education is granted academic independence and the higher education institutions have the freedom to choose their academic plan and educational content.

The following legislative excerpts are provided for general guidance purpose only. They are given only as a starting point for further research and in no way do they offer a comprehensive glance at the existing Bulgarian legislation on this matter. For a more comprehensive study of the problem, please consult the the State Gazette archive (or Legislative Reference Library – APIS, or other) and the original legislative texts in Bulgarian.

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Excerpt from:

**ORDINANCE № 2 FROM 18 MAY 2000 ON THE EDUCATIONAL CONTENT**  
BY THE MINISTRY OF EDUCATION AND SCIENCE  
pub. State Gazette issue 48 from 13 June 2000, amend.iss.46 from 28 May  
2004, amend.iss.58 from 18 July 2006.

### Section I.

#### General

Art. 1. The following ordinance defines the levels of general education of the students at the end of an educational stage or degree.

Art. 2. The educational content in the process of general education includes the achievable knowledge, skills and attitudes of the students that are measured or observed as results from the curricular subjects and the educational and cultural fields in art.10 from the Act on the educational degree, the general educational minimum and the curriculum.

Art. 3. The requirements towards the educational content in art. 2 include general and specific key group skills, integral and interdisciplinary areas of educational content depending on the specific character of the curricular subjects and the educational and cultural fields.

### Section II.

Educational content according to educational and cultural fields and curricular subjects

Art. 4. The educational content in the curricular subjects is distributed in the following educational and cultural fields:

1. Bulgarian language and literature (appendix № 1);

2. foreign languages (appendix № 2);
3. mathematics, informatics and information technologies (appendix № 3);
4. social sciences and civic education (appendix № 4);
5. natural sciences and ecology (appendix № 5);
6. arts (appendix № 6);
7. everyday life and technologies (appendix № 7);
8. physical culture and sports (appendix № 8).

For the whole text please refer to: [НАРЕДБА № 2 ОТ 18 МАЙ 2000 Г. ЗА УЧЕБНОТО СЪДЪРЖАНИЕ ИЗДАДЕНА ОТ МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО И НАУКАТА Обн. ДВ. бр.48 от 13 Юни 2000г., изм. ДВ. бр.46 от 28 Май 2004г., изм. ДВ. бр.58 от 18 Юли 2006г.](#)

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Excerpt from:

**APPENDIX № 5 TO ART. 4, S. 5**

**STATE EDUCATIONAL REQUIREMENTS FOR LEARNING CONTENT**

Educational and cultural field: Natural sciences and ecology

Disciplines: the world around, man and nature, biology and health education, physics and astronomy, chemistry and environmental protection

General features of the educational and cultural field

1. Place and role of the educational and cultural field in the general education system  
The general educational and cultural field Natural Sciences and Ecology ensures the formation of a system of skills, knowledge and the included in them attitudes in relation to Nature. In this way the students form their notion of the integrity of Nature and its diversity at the same time. Considerable part of the field is related to the development of knowledge, skills and especially attitudes related to ecology, environmental protection, health protection, tolerance to all living things, which are compulsory part of the education of contemporary man. Thus the field contributes to the provision of adequate development of students and their preparation for their future life and professional career.

In the different grades and educational degrees the student acquires knowledge and skill and the corresponding attitudes for:

- describing, identifying and grouping of organisms, materials, substances, natural phenomena and processes by attaining proficiency in the necessary terminology;
- tracing the interaction, the change and development of the objects of Nature;
- using primary (observation, experiments) and secondary (schemes, graphics, models and etc.) sources of information for objects, processes and phenomena in animate and inanimate nature;
- practical work with instruments, devices, substances, mixtures and objects of Nature;
- determining and analysing (depending on age abilities) the internal relations between the processes in Nature;
- application of the acquired skill in problem solving of concrete practical assignments;
- using an explorer's approach to problem solving in different areas of life;
- forming ecologic culture and pursuit of protection of the environment;

- orientation towards higher personal achievements in acquiring knowledge of Nature, readiness to share the acquired skills and knowledge.

## 2. Specific character of the disciplines, relation and interdependence

The world around and man and Nature (II-VI grade). These are integral in their character disciplines from the primary education through which the main ideas for the objects and phenomena in animate and inanimate nature, for man and his health are formed. The acquired skills and knowledge are basis for the further studying of the educational disciplines in this field.

Biology and health education (VII-XII grade). This discipline includes knowledge on the structure, processes, hierarchical organization of the living systems and their evolution. It provides the development of skills for orientation in the diversity of the world of organisms, for applying knowledge in real life, learning the rules for healthy way of life and norms of behaviour in the natural environment. It utilizes skills and knowledge that were previously acquired in the disciplines physics, chemistry, geography and informatics.

Physics and astronomy (VII-XII grade). Physics studies the general relations in nature. The students acquire knowledge of the physical phenomena, of the relation between them and the application of the processes and relations of physics in everyday life, technologies, biology and ecology. They develop skills for practical application of the knowledge of physics. Astronomy and physics possess ideological importance – they develop one's complete notion of Universe and the integrity of material world. The main scientific methods are observation and experiment. The skills and knowledge acquired in the disciplines mathematics, informatics, chemistry and biology are actively implemented.

Chemistry and environmental protection (VII-XII grade). This discipline encompasses the characteristics and transformation of substances, their distribution, preparation and impact on the environment. Important part is the development of practical skills for dealing with dangerous substances. In the process of studying the substances their physical characteristics and relations are examined in detail. On the other side when studying the application of substances a great deal of attention is paid to their importance to living organisms. In this way the link and unity of the different disciplines in this educational and cultural field are kept. This connection is explored especially in topics related to environmental protection, an area in which biology and physics have such importance as chemistry. The subject chemistry and environmental protection allows the students to obtain knowledge about the complexity and changeability of substances, about the methods of exploration and the main interdependencies that lead to those changes.

## 3. Learning content elements (topics, concepts, problems) with integral and interdisciplinary character:

3.1. concepts – atoms, molecules, substances, matter, energy, motion and interaction, quantities and units of measurement, modelling, systems, organisms, the Earth, the Solar system, the Universe;

3.2. topics – basic mathematical models and their application, processing of trial results and their interpretation, computer implementation in the educational process, working with objects, materials and devices, periodic system, thermal processes, chemical and physical processes in the living organisms; substances and materials in physics, biology,

chemistry, everyday life and technologies, environmental factors and way of life, matter circulation in nature, natural resources and zones;

3.3. problems – problems related to ecology, environmental protection and human health, energy necessity, human dependence on nature, human role in nature, sustaining development nature and art.

For the whole text please refer to:

[Приложение № 5 към чл. 4, т. 5](#)

[ДЪРЖАВНИ ОБРАЗОВАТЕЛНИ ИЗИСКВАНИЯ ЗА УЧЕБНО СЪДЪРЖАНИЕ](#)

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The ecology and environmental protection studies are included in the curriculum of the Bulgarian primary and secondary education to a different extent and in various context. The different aspects of the matter are reviewed in several main disciplines like chemistry, biology, geography and etc. throughout the whole primary and secondary educational process. The acquisition of the respective knowledge, skills and attitudes is set in the following National educational programmes:

- [Man and Nature \(3<sup>rd</sup> grade\)](#)
- [Man and Nature \(4<sup>th</sup> grade\)](#)
- [Man and Nature \(5<sup>th</sup> grade\)](#)
- [Man and Nature \(6<sup>th</sup> grade\)](#)
- [Man and Nature \(6<sup>th</sup> grade - appendix\)](#)
  
- [Man and Society \(3<sup>rd</sup> grade\)](#)
- [Man and Society \(4<sup>th</sup> grade\)](#)
  
- [Geography and Economy \(5<sup>th</sup> grade\)](#)
- [Geography and Economy \(6<sup>th</sup> grade\)](#)
- [Geography and Economy \(6<sup>th</sup> grade - appendix\)](#)
- [Geography and Economy \(7<sup>th</sup> grade\)](#)
- [Geography and Economy \(8<sup>th</sup> grade\)](#)
  
- [Chemistry and Environmental Protection \(7<sup>th</sup> grade\)](#)
- [Chemistry and Environmental Protection \(8<sup>th</sup> grade\)](#)
- [Chemistry and Environmental Protection \(9<sup>th</sup> grade – first level\)](#)
- [Chemistry and Environmental Protection \(9<sup>th</sup> grade – second level\)](#)
- [Chemistry and Environmental Protection \(10<sup>th</sup> grade – first level\)](#)
- [Chemistry and Environmental Protection \(10<sup>th</sup> grade – second level\)](#)
- [Chemistry and Environmental Protection \(11<sup>th</sup> grade\)](#)
- [Chemistry and Environmental Protection \(12<sup>th</sup> grade\)](#)
  
- [Biology and Health Education \(7<sup>th</sup> grade\)](#)
- [Biology and Health Education \(8<sup>th</sup> grade\)](#)
- [Biology and Health Education \(9<sup>th</sup> grade – first level\)](#)

- [Biology and Health Education \(9<sup>th</sup> grade – second level\)](#)
  - [Biology and Health Education \(10<sup>th</sup> grade – first level\)](#)
  - [Biology and Health Education \(10<sup>th</sup> grade – second level\)](#)
  - [Biology and Health Education \(11<sup>th</sup> grade\)](#)
  - [Biology and Health Education \(12<sup>th</sup> grade\)](#)
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Excerpts from:

### **LAW ON HIGHER EDUCATION**

pub., SG, iss. 112 от 27.12.1995., amend., iss. 28 from 2.04.1996 , iss. 56 from 5.07.1997, amend., iss. 57 from 18.07.1997, amend., iss. 58 from 22.07.1997, amend. and compl.,

iss. 60 from 2.07.1999, in force from 2.07.1999, amend., iss. 66 from 23.07.1999, amend., iss.111 from 21.12.1999, in force from 1.01.2000, amend. and compl., iss. 113 from 28.12.1999, iss. 54 from 4.07.2000., in force from 4.07.2000., amend., iss. 22 from 9.03.2001., iss. 40 from 19.04.2002, in force from 19.04.2002, amend. and compl., iss. 53 from 28.05.2002, in force from 28.05.2002, iss. 48 from 4.06.2004, in force from 4.06.2004, compl., iss. 70 from 10.08.2004, in force from 1.01.2005, amend. and compl., iss. 77 from 27.09.2005, in force from 27.09.2005, iss. 83 from 18.10.2005, in force from 18.10.2005, amend., iss. 103 from 23.12.2005, amend. And compl., iss. 30 from 11.04.2006, amend., iss. 36 from 2.05.2006, in force from 1.07.2006, amend. and compl., iss. 62 from 1.08.2006, in force from the date of validity of the Treaty of accession of Bulgaria to EU

Law collection - APIS, b. 1/96 ., p. 7; b. 5/96 , p. 509; b. 8/97 , p. 17; b. 8/99., p. 133; b. 8/2000., p. 49; b. 6/2002 , p. 37; b. 7/2004 , p. 85; b. 10/2005, p. 19; b. 11/2005, p. 173

Legislative Reference library - APIS, t. 4, s. 2, № 270

### Chapter 4

#### ACADEMIC INDEPENDENCE

**Art. 19.** (1) (Amend. - SG, iss. 60 from 1999) The higher institutes are granted academic autonomy. The intellectual freedom of the academic society and the creative nature of the educational, research and artistic processes as supreme values are expressed.

(3) (Prev. par. 2 - SG, iss. 60 from 1999.) The Academic Independence includes academic freedom, academic self-government and inviolability on the territory of the higher institution.

**Art. 20.** The Academic freedom is expressed in freedom of teaching, freedom of scientific research, freedom of creative expression and freedom of education.

**Art. 21.** (1) (Prev. text of par. 21 - SG, iss. 53 from 2002.) The Academic self-government includes:

...

4. independent elaboration and realisation of the educational curricula and the scientific research;

5. selection of the studied subjects;

...

For the whole text please refer to:

**ЗАКОН ЗА ВИШЕТО ОБРАЗОВАНИЕ**

Обн., ДВ, бр. 112 от 27.12.1995 г., изм., бр. 28 от 2.04.1996 г., бр. 56 от 15.07.1997 г., попр., бр. 57 от 18.07.1997 г., изм., бр. 58 от 22.07.1997 г., изм. и доп., бр. 60 от 2.07.1999 г., в сила от 2.07.1999 г., попр., бр. 66 от 23.07.1999 г., изм., бр. 111 от 21.12.1999 г., в сила от 1.01.2000 г., изм. и доп., бр. 113 от 28.12.1999 г., бр. 54 от 4.07.2000 г., в сила от 4.07.2000 г., изм., бр. 22 от 9.03.2001 г., бр. 40 от 19.04.2002 г., в сила от 19.04.2002 г., изм. и доп., бр. 53 от 28.05.2002 г., в сила от 28.05.2002 г., бр. 48 от 4.06.2004 г., в сила от 4.06.2004 г., доп., бр. 70 от 10.08.2004 г., в сила от 1.01.2005 г., изм. и доп., бр. 77 от 27.09.2005 г., в сила от 27.09.2005 г., бр. 83 от 18.10.2005 г., в сила от 18.10.2005 г., изм., бр. 103 от 23.12.2005 г., изм. и доп., бр. 30 от 11.04.2006 г., изм., бр. 36 от 2.05.2006 г., в сила от 1.07.2006 г., изм. и доп., бр. 62 от 1.08.2006 г., в сила от датата на влизане в сила на Договора за присъединяване на Република България към Европейския съюз  
Сборник закони - АПИС, кн. 1/96 г., стр. 7; кн. 5/96 г., стр. 509; кн. 8/97 г., стр. 17; кн. 8/99 г., стр. 133; кн. 8/2000 г., стр. 49; кн. 6/2002 г., стр. 37; кн. 7/2004 г., стр. 85; кн. 10/2005, стр. 19; кн. 11/2005, стр. 173  
Библиотека закони - АПИС, т. 4, р. 2, № 270

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List of Bulgarian legislative documents on Ecology, Environmental protection, Human health, Energy management, Water management, Waste management, Biodiversity and etc. (in Bulgarian):

- [Law on the Ban of Chemical Weapons and Control of Toxic Chemical Substances and Their Precursors](#)
- [Law on the Protection of Soils from Pollution](#)
- [Law on Safe Use of Nuclear Energy](#)
- [Law on Biodiversity](#)
- [Law on Waters](#)
- [Law on Power Engineering](#)
- [Law on Power Effectiveness](#)

- [Law on Protection from the Harmful Effect of Chemical Substances](#)
- [Law on Protection from the Noise in the Environment](#)
- [Law on Measurements](#)
- [Law on Environmental Protection](#)
- [Law on Waste Management](#)
- [Law on Crisis Management](#)
- [Law on Territorial Structure](#)
- [Law on Purity of Atmosphere](#)
- [Ordinance №1 on the Geoprotective Activity](#)
- [Ordinance №2 from 16 Oct 2000 on the Protection of Water from Pollution with Nitrates from Agricultural Sources](#)
- [Ordinance №3 from 1<sup>st</sup> April 2004 on the Waste Classification](#)
- [Ordinance №6 from 26<sup>th</sup> March on the Procedure for Measurement of Harmful Emissions](#)
- [Ordinance №7 on the Hygienic Requirements for Health Protection of the Living Environment](#)
- [Ordinance №9 on the Maximum Admissible Levels of Electromagnetic Fields in Inhabited Territories](#)
- [Ordinance on the Requirements for Processing and Transporting Production and Dangerous Wastes](#)
- [Ordinance on the General Norms of Radiation Protection](#)
- [Ordinance on the Control and Management of Substances that Damage the Ozone Layer](#)
- [Ordinance on the Terms and Order for Determining the State's Responsibility for Ecologic Damages, Caused by Past Action or Inaction During Privatisation](#)
- [Law on Protected Territories](#)
- [Ordinance on the Collection, Use and Control of the Funds from the National fund for Environmental Protection](#)

