

## **Citizenship Education in Bulgaria and Muslims**

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The paper begins by tracing the origins of citizenship education in Bulgaria. The transition to democracy has necessitated a fresh conceptualization of the relationship between the individual and the state. Citizenship education became a statutory subject in the curriculum in Bulgarian schools relatively recently. It is integrated in the curriculum as an interdisciplinary field, which, depending on the class level, is taught within other subjects with the aim of developing citizen attitudes and skills for responsible participation in public life. Such cross-curricular approach seeks to impart knowledge of the most important social objects, general human values and the laws of the democratic state as well as the structure and functioning of the national and European institutions and orientation in the global and regional processes. I will explore the modules which are of particular relevance to the Muslim minority in Bulgaria and its effective integration. It is vital to note that the educational system in Bulgaria remains secular but there are provisions for students to study religion and mother tongue through compulsory optional subjects. The basic presumption, then, is that citizenship provides a common denominator of identity with superimposed accommodation for individual differences. I will ultimately assess whether the current system constitutes a coherent whole and whether its normative stance succeeds in yielding a workable model for implementation that ensures the genuine participation of Muslim youth in Bulgarian civic life.