



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Bulgaria**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Bulgaria

### Name(s) of the responsible BFUG member(s)

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### Contributors to the report:

• Government representatives "Yes"

### Contributors to the report:

• Employer representatives "Yes"

### Contributors to the report:

• Student representatives "Yes"

### Contributors to the report:

• Academic and other staff representatives "Yes"

### Contributors to the report:

• Other representatives (please specify) ""

## Data entry: (I\_Degrees\_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

According to the Higher Education Act as Higher Education Institutions are considered Universities, Specialised Higher Schools, Self-contained Colleges and Scientific Organizations, where PhD students are taught.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
  - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
  - None of the above

I.3.1. What is the number of institutions in the categories identified?

There are 37 state and 14 private universities and higher schools.

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "7.58"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "92.42"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "7.58"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "92.42"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

Yes (please explain in the field on the right)

In Bulgaria there are two types of bachelor degree – “professional Bachelor” and “Bachelor. The main differences between the two programs are: for Professional Bachelor’s Degree a student needs 180 ECTS credits in order to graduate and if he decides to continue his studies he must gain additional 120 ECTS credits to fulfil Masters’ Degree requirements. In order to complete a Bachelor’s Degree a student need minimum 240 ECTS credits and after that he could gain Masters’ Degree with additional minimum 60 ECTS credits.

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

I.9.1. In which study fields do these study programmes exist?

**I9.2. What is the typical duration of these degree programmes outside the Bologna model?**

**I9.3. What percentage of first cycle students is enrolled in these programmes?**

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "51.9"

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS ""

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "44.7"

**I10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "3.4"

**I10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

In Bulgaria there are some programs that lead only to Master's Degree. Such programs are Medicine, Dentistry, Architecture, Veterinary Medicine, Law Studies, etc. The duration for these programs must be not less than 300 ECTS.

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "51.9"

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS ""

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "44.7"

**I11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "3.4"

**I11.1. Please specify**

In Bulgaria there are some programs that lead only to Master's Degree. Such programs are Medicine, Dentistry, Architecture, Veterinary Medicine, Law Studies, etc. The duration for these programs must be not less than 300 ECTS

**I12. Do integrated/long programmes leading to a second cycle degree exist?**

**I12.1. Is the duration of the above programmes calculated in...**

years / semesters

**I12.2. What is the typical duration of these degree programmes?**

300 ECTS and 5 to 6 years of training.

**I12.3. In which study fields do these study programmes exist?**

Medicine, Dentistry, Architecture, Veterinary Medicine, Law studies

**I12.4. What percentage of first cycle students is enrolled in these programmes?**

40.27%

**I13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

**I13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

300 ECTS and 5 to 6 years of training.

**I13.2. What percentage of second cycle students is enrolled in these programmes?**

information not available

**I13.3. In which study fields do these study programmes exist?**

Medicine, Dentistry, Architecture, Veterinary Medicine, Law studies

**I14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

**I14.1. What is the minimum duration of the Bachelor & Master together?**

300 ECTS and 5 to 6 years of training.

**I15. Comments**

**I16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**I16.1. Please provide a source for this information.**

The Higher Education Act

**I17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**



1-25%

L17.1. Please provide a source for this information.

Not available.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

none

L18.3. Holders of a first cycle degree from a different study field..

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

none

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

none

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

none

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

The Higher Education Act, the Law on Development of the Academic Staff in Republic of Bulgaria.

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

40.0000000000

L20.1. Please provide a source for this information.

not available

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

Not available.

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes

**L25.1. What are the main features of these schools and how many doctoral schools are there?**

The research institutes of the Bulgarian Academy of Science

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

1-25%

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "3-4"

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "3-4"

**L27. Are doctoral studies included in your country's qualifications framework?**

Yes

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

No

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

No

**L30. Comments**

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

Professional Bachelor

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Not at the moment but it is included in the project of the Higher Education Development Strategy 2014-2020.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- |                                       |                                    |                         |                         |                                    |                                    |                                    |                                 |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input checked="" type="radio"/> 4 | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0            | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |
| Other                                 | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4            | <input type="radio"/> 5            | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- |                                       |                         |                         |                         |                         |                         |                         |  |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

none

L36. Comments

L37. In your country, do you use...

a national credit system compatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

A national credit system compatible with ECTS.

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- |   |  |                               |                               |                              |                           |                                 |
|---|--|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |
| Percentage of programmes                    | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

**L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?**

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

**L40.1. Please specify**

**L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Not applicable

**L41.1. What is the number of hours per credit?**

**L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)**

Yes, in the majority (50-99%) of programmes

**L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

Yes, this is done through advisory measures (guidelines, recommendations etc)

**L43.1. Does your country take specific support measures on the national level?**

National Call in the frame of structural programme "Human Resource Development" was launched for training of academic teaching staff in Curriculum Development and ECTS tools application.

**L44. Does national policy steer student assessment procedures to focus on learning outcomes?**

Yes, this is done through advisory measures (guidelines, recommendations etc)

**L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

**Compulsory**    Yes, for all academic staff    Yes, for some academic staff    No    No answer  
**Voluntary**    Yes, for all academic staff    Yes, for some academic staff    No    No answer

**L45.1. Please indicate the approximate percentage that participate**

not available

**L45.2. Please specify for which members of academic staff training programmes are offered**

**L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**L46.1. Please explain how, and provide a reference to further information**

Information not available.

**L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

**L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
  
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
  
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs

- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Bulgarian language and one of the wide-spread languages.

L53. The Diploma Supplement is issued...

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

Information not available.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer
- Participate in joint programmes  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree  >10%  >7.5-10%  >5-7.5%  >2.5-5%  >0-2.5%  0%  No answer
- ...from a joint programme  >10%  >7.5-10%  >5-7.5%  >2.5-5%  >0-2.5%  0%  No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "33"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "33"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "34"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

**L61. Comments**

Information about question L59 is not available.

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

7: Implementation of the NQF has started with agreement on the roles and responsibilities of Higher Education Institutions, Quality assurance agency(ies) and other bodies

**L62.1. Please provide the date when the step was completed.**

05-01-2014

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

**L62.3. Please provide the link to the website:**

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

**L64. Have you referenced your higher education qualifications against EQF levels?**

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

**L64.1. Please provide a reference to official documents**

Bulgarian Qualification Framework

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

No: there are no short-cycle qualifications in our system

**L65.1. Please provide a reference to official documents**

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made based on ENIC/NARIC centre advice  
There is Higher schools' autonomy in Bulgaria.

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

National ENIC/NARIC centre

**L68. Which of the following statements is specified in national legislation?**

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

**L68.1. Please provide a reference to the relevant legislation**

1. Higher Education Act (1995)
2. Ordinance on the state requirements for recognition of higher education acquired in foreign higher education institutions and periods of study completed in such establishments (2000)

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

Transparency measures: Public on-line access of all interested parties and stakeholders to the recognition decisions made by the competent recognition authorities in Bulgaria.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L69.1. Please specify**

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L70.1. Please specify**

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L71.1. Please specify**

**L72. Do higher education institutions typically:**

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

**L72.1. Please explain**

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

Transparency measures: Public on-line access of all interested parties and stakeholders to the recognition decisions made by the competent recognition authorities in Bulgaria.

**L74. Comments**

## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

#### II.1.1. Please specify

### II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

#### II.3.1. Please specify the normal impact of an external review

At national level, there exist a complex system of financing HE.

### II.4. Does the agency cover:

All higher education institutions

#### II.4.1. Considered together, do the agencies cover:

#### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

Yes

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |  |                                      |                                     |                                     |                                 |
|--|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

The National Agency for Evaluation and Accreditation has developed sets of criteria of assessment and accreditation and for determining the capacity in accordance with Higher Education Act The Criteria System for institutional accreditation of higher schools was adopted at a meeting of the Accreditation Council of NEAA on June 16, 2011.

#### II.8.3. Additional comments



**II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?**

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

**II.9.1. Please explain the differences**

**II.9.2. Please specify which institutions are able to choose**

**II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

**II.10.1. How many higher education institutions have used this opportunity?**

9

**II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

**II.11.2. Please specify**

This is regulated in Higher Education Act - Article 79a  
(New, SG No. 61/2011)

(3) Higher schools which have been granted accreditation under the terms and conditions laid out herein, shall be allowed to teach students and doctoral students under joint teaching agreements with overseas higher schools which meet the following criteria:

1. they shall be accredited by an agency which is a member of the European Association for Quality Assurance in Higher Education (ENQA) and/or listed in the European Quality Assurance Register for Higher Education (EQAR); this shall apply to higher schools from EU and EEA member-states.

2. they shall be accredited according to the relevant national legislation; this shall apply to overseas higher schools from third countries.

**II.12. Additional comments**

**II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

**II.15. Is there a formal requirement that students are involved**

**In governance structures of national QA agencies**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the preparation of self evaluation reports**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.15.1. Please specify**

**II.16. Is there a formal requirement that international peers/experts are involved?**

**In governance structures of national QA agencies?**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**As full members in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**As observers in external review teams**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

**II.16.1. Please specify**

**II.17. Is there a formal requirement that academic staff are involved**

**In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.17.1. Please specify**

**II.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

**II.18.1. Please specify**

**II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?**

Yes

**II.20.1. Please specify these requirements and the relevant source**

**II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?**

Higher education institutions

**II.21.1. Please specify**

**II.22. Are there formal requirements for students to be involved in internal quality assurance systems?**

Yes

**II.22.1. Please specify**

**II.23. is there a requirement for students to be involved in the preparation of self evaluation reports?**

- Yes  
 No  
 In some cases

**II.23.1. Please specify**

**II.24. is there a requirement for students to be involved in decision-making as an outcome of evaluation?**

No

**II.24.1. Please specify**

**II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?**

100%

**II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?**

100%

**II.26.1. Please describe what kind of arrangements are in place.**

Under Tthe Higher Education Act, Article 6

(4) (New, SG No. 60/1999, amended, SG No. 48/2004, supplemented, SG No. 41/2007) A higher school shall ensure the quality of education and research through an internal system for assessment and assurance of the quality of academic instruction and faculty, including also student-opinion polls conducted at least once a year.

(5) (New, SG No. 48/2004, supplemented, SG No. 41/2007) The objective of the system under para 4 shall be to supervise, maintain and manage the quality of education in the available spheres of higher education and professional areas, as well as that of the faculty. The functions and structure of the quality assurance system under para 4 and the terms and conditions for the conduct of student-opinion polls and the disclosure of the findings thereof shall be regulated in the rules of operation of the higher school.

**II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?**

100%

**II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?**

0%

**II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?**

Yes

NEAA is a cofounder of ENQA's IQA Group. NEAA is seriously involved in promoting and implementing IQA in the higher education system at national level.

**II.29.1. Please explain**

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

- Scholarships;
- Social assistance, such as accommodation in students' dormitories, provided canteens, etc.
- Individual curriculum;
- Certain exemptions: scholarships not based on high grades; accommodation not based on ranking; lower rents, etc.;

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE  
 student population participating in HE  
 student population completing HE  
 graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▼

#### III.3.1. Please provide a short description of the mechanisms in place:

The results of the monitoring activities are not generally available - they are stored in the Ministry of Education and Science. The Ministry maintains a Register of all current and discontinued undergraduate and graduate students by levels of education and professional fields. There is some information that is publicly available on the official website of the Ministry of Education and Science.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE 1 ▼

Disability:During HE studies 0 ▼

Disability:At graduation 0 ▼

Disability:After graduation 0 ▼

Labour market status prior to the entry to HE:At entry to HE 0 ▼

Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼

- agency/office):At graduation
- HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation
- Ministry/governmental body:At entry to HE
- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

Each university has access to the Register of all current and discontinued undergraduate and graduate students by levels of education and professional fields, and is obliged to fill in current data on every student (such as personal data, university, major, part-time or full-time student, etc.). The information collected in the Register is used by the universities and by the Ministry of Education and Science.

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

- ...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer
- ...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

Ethnic background, political view, medical data, personal identification number;

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

**III.7.1. How are these results published?**

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

Information is not available.

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Entrance examination"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Without any entrance examination provided that the applicants have successfully passed the state matriculation exams"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Winners at national or international competitions completing their secondary education in the year of the competition and medal winners at Olympic, worlds and European championships shall be admitted without any entrance examination"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Medal holders from Olympic, World and European Championships may be admitted without entrance examination"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "Higher schools may hold a general entrance examination or recognise the results of the entrance examination given at another higher school"

III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

According to the Law on Higher Education in Bulgaria there is university autonomy and each higher education institution makes its own decisions regarding access routes to higher education.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys

{III\_11\_SQ001}:Estimates

{III\_11\_SQ001}:Impossible to say (no official data and impossible to estimate) 100

{III\_11\_SQ002}:% of students entering HE through this access route

{III\_11\_SQ002}:Official data based on central level monitoring, including surveys

{III\_11\_SQ002}:Estimates

{III\_11\_SQ002}:Impossible to say (no official data and impossible to estimate) 100

{III\_11\_SQ003}:% of students entering HE through this access route

{III\_11\_SQ003}:Official data based on central level monitoring, including surveys

{III\_11\_SQ003}:Estimates

{III\_11\_SQ003}:Impossible to say (no official data and impossible to estimate) 100

{III\_11\_SQ004};% of students entering HE through this access route

{III\_11\_SQ004};Official data based on central level monitoring, including surveys

{III\_11\_SQ004};Estimates

{III\_11\_SQ004};Impossible to say (no official data and impossible to estimate) 100

{III\_11\_SQ005};% of students entering HE through this access route

{III\_11\_SQ005};Official data based on central level monitoring, including surveys

{III\_11\_SQ005};Estimates

{III\_11\_SQ005};Impossible to say (no official data and impossible to estimate) 100

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

Almost every university in Bulgaria offers education based on the Lifelong Learning Strategy.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

No ▼

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No ▼

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Please choose

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

There are the following financial incentives for PhD students in public universities:

- If completing the training course within three years they receive a monthly scholarship during those 3 years;
- If they obtain successfully their PhD degree within 1 year (after the first 3) they receive one-time financial assistance;

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Not available.

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula  
 Yes, as a performance-based mechanism  
 No

III.28.1. Please provide details how:

The university rate rises more if most of its students have infiltrated at the labor market successfully after training. The higher ranking one university gets, the more desirable it becomes for future students' prospective. This way the university gets additional state funding.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

Not available.

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle  
 Yes, at the end of the 2nd cycle  
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

N/A

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available X

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available X



Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring  
 Completion rate of 2nd cycle programmes, most recent available year:Year  
 Completion rate of 2nd cycle programmes, most recent available year:not available X  
 Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring  
 Completion rate of 2nd cycle programmes 5 years earlier:Year  
 Completion rate of 2nd cycle programmes 5 years earlier:not available X  
 Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring  
 Completion rate of programmes not divided into two cycles, most recent available year:Year  
 Completion rate of programmes not divided into two cycles, most recent available year:not available X  
 Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring  
 Completion rate of programmes not divided into two cycles 5 years earlier :Year  
 Completion rate of programmes not divided into two cycles 5 years earlier :not available X

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

Not available.

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

That information is publicly available on the official website of the Ministry of Education and Science - there is a Register of all current and discontinued undergraduate and graduate students by levels of education and professional fields.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Not available.

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring  
 Drop-out in first year of 1st cycle programmes, most recent available year:Year  
 Drop-out in first year of 1st cycle programmes, most recent available year:not available X  
 Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring  
 Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year  
 Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available X  
 Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring  
 Drop-out in 1st cycle programmes, most recent available year:Year  
 Drop-out in 1st cycle programmes, most recent available year:not available X  
 Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring  
 Drop-out in 1st cycle programmes 5 years earlier:Year  
 Drop-out in 1st cycle programmes 5 years earlier:not available X  
 Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	X
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	X
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	X
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	X

#### III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge	<input type="text" value="1"/>
by upper secondary schools:for a fee	<input type="text" value="0"/>
by higher education institutions:free of charge	<input type="text" value="1"/>
by higher education institutions:for a fee	<input type="text" value="0"/>
by external services:free of charge	<input type="text" value="0"/>
by external services:for a fee	<input type="text" value="0"/>
by other service providers:free of charge	<input type="text" value="0"/>
by other service providers:for a fee	<input type="text" value="0"/>

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

N/A

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "In every university there is introduction courses which give students information about student's campus life, fees, schedules, administration questions, career options, etc."

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

**III.46.3. Comments**

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

No ▼

**III.48.1. Please provide the details on such services here:**

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

## Data entry: (IV\_Fees\_support\_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount	Full time students: BGN 420; Part time students: BGN 400
1st cycle:Minimum amount	Full time students: BGN 320; Part time students: BGN 115
1st cycle:Maximum amount	Full time students: BGN 1450; Part time students: BGN 980
2nd cycle:Most common amount	Full time students: BGN 550; Part time students: BGN 440
2nd cycle:Minimum amount	Full time students: BGN 420; Part time students: BGN 115
2nd cycle:Maximum amount	Full time students: BGN 1550; Part time students: BGN 600

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need  
 Merit  
 Part-time/Full-time/Distance learning  
 Field of study  
orphans, disabilities, etc.

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount	Full time students: BGN 3000; Part time students: BGN 2000
1st cycle international students:Minimum amount	Full time students: BGN 1500; Part time students: BGN 1100
1st cycle international students:Maximum amount	Full time students: BGN 4500; Part time students: BGN 3300
2nd cycle international students:Most common amount	Full time students: BGN 3000; Part time students: BGN 2000
2nd cycle international students:Minimum amount	Full time students: BGN 2500; Part time students: BGN 1250
2nd cycle international students:Maximum amount	Full time students: BGN 8000; Part time students: BGN 3300

IV.7. Who defines the fee amounts?

- 1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Ministry of Education and Science provides scholarships to full-time students and PhD students at state universities who meets requirements specified in the Higher Education Act and its regulations.

Scholarships are also given to students with disabilities, orphans, students with two parents with disabilities, students who were raised in orphanages and mothers with children under 6 years of age.

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

Bulgarian students cannot use state financial aid in order to study abroad.

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle 15%

% of students receiving grants:Second cycle 15%

**IV.14. Can students use grants/scholarships for studying abroad?**

No portable grants

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Please choose.. ▾

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

**IV.16.1. If there is more than one type of grant, please specify:**

**IV.16.2. Which other requirements exist?**

**IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).**

The percentage of students who take student loans is 7.9%.

**IV.19. Can students use loans for studying abroad?**

No portable loans

**IV.20. Are there any additional requirements for using the loan abroad?**

Please choose.. ▾

**IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.**

Citizenship:Loan 1  ▾

Citizenship:Loan 2  ▾

Citizenship:Loan 3  ▾

Citizenship:Loan 4  ▾

Residency:Loan 1  ▾

Residency:Loan 2  ▾

Residency:Loan 3  ▾

Residency:Loan 4  ▾

Recognised HEIs/programmes only:Loan 1  ▾

Recognised HEIs/programmes only:Loan 2  ▾

Recognised HEIs/programmes only:Loan 3  ▾

Recognised HEIs/programmes only:Loan 4  ▾

Course load (e.g. full-time):Loan 1  ▾

Course load (e.g. full-time):Loan 2  ▾

Course load (e.g. full-time):Loan 3  ▾

Course load (e.g. full-time):Loan 4  ▾

Only certain countries:Loan 1  ▾

Only certain countries:Loan 2  ▾

Only certain countries:Loan 3  ▾

Only certain countries:Loan 4  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3  ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4  ▾

Equivalency condition:Loan 1  ▾

Equivalency condition:Loan 2  ▾

Equivalency condition:Loan 3  ▾

Equivalency condition:Loan 4  ▾

Programme not available in the national system:Loan 1  ▾

Programme not available in the national system:Loan 2  ▾

Programme not available in the national system:Loan 3  ▾

Programme not available in the national system:Loan 4  ▾

Other:Loan 1  ▾

Other:Loan 2  ▾

Other:Loan 3  ▾

Other:Loan 4  ▾

**IV.21.1. If there is more than one type of loan, please specify:**

**IV.21.2. Which other requirements exist?**

**IV.22. Additional comments on public grants and loans**

**IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.**

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

**IV.24. Is there any additional public financial support for studying abroad?**

No ▾

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

**IV.29.1. If there is more than one type of grant or loan, please specify:**

**IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:**

**IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:**

N/A

**IV.31. Additional comments**

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

Student

**IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?**

**IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?**

State funding and project-based funding.

**IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

Bulgarian PhD students in state universities are exempted from payment of fees for the last two years of their study. Foreign PhD students pay their fees during the whole period of their study.

**IV.35. Additional comments on doctoral education**

Most common amount

Third cycle Bulgarian Students:

Full time students: BGN 800; Part time students: BGN 500

Third cycle international students:

Full time students: BGN 5000; Part time students: BGN 2500



## Data entry: (V\_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

No

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

Please choose..

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals  
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

The Ministry of Labor and Social Policy through "Labor market policy and labor mobility" Directorate has elaborated and now is implementing a project called "Building a system for forecasting the demand for a workforce with certain characteristics/skills", funded by the European Social Fund – Operational Program "Human Resources Development". The implementation of the project has started in November 2011 and is about to end in December 2014.

Project description: preparation and update of reliable and comprehensive forecasts for the labor market development, which are needed in order to conduct effective and targeted policies in the field of education, training, social inclusion and active policy on the labor market by building a system for forecasting the labor market based on certain characteristics.

The Project contains 8 main activities which include:

- Creating "National Unit for forecasting the development of the labor market in Bulgaria" in order to produce qualitative and consistent forecasts. The main responsibilities of the unit will include collection, classification and summarization of all relevant information from the various sources of information and transforming that information in a database.
- Providing experts in the field of labor market to work in the National Unit. In addition to the representatives of the state institutions and social partners, in the National Unit for forecasting will be hired also experts in the following fields: macro and micro economics, labor economics, demography, statistics and econometrics. These experts will be experienced in the elaboration of scientific research regarding the labor market development in Bulgaria. The main task of the experts will be to apply their knowledge and skills in their specific areas (macro and micro economics, labor economics, demography, statistics and econometrics) regarding development and improvement of the methodological basis of the national unit for forecasting, as well as to prepare annual macro-economic forecasts.
- Conducting surveys to identify the employers' needs of workforce with certain characteristics in short and medium term.
- Preparing and testing a macro-econometric model for forecasting the labor market development in medium and long term. The model will be refined with the help of acknowledged experts in the field of labor economics and econometrics.

<http://umispublic.minfin.bg/srchProjectInfo.aspx?id=56676>

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- |  |   |  |  |                                 |
|--|---|--|--|---------------------------------|
| Curriculum development in higher education   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching   | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs  | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Annually the Council of Ministers of Bulgaria votes a decision which approves the number of free spots in all universities and research organizations for students and PhD students, made on base of a

proposal from the Ministry of Education and Science. In the process of preparing its proposal the Ministry of Education and Science consults with business and industry chambers. They present to the Ministry information about the number of specialists needed in the labor market for each professional area.

**V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.**

**V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?**

Yes

**V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).**

1. "Program "Update of academic programs in higher education in accordance with the requirements of the labor market ":

The link to the program is: BG05IPO001-3.1.07 „Актуализиране на учебните програми във висшето образование в съответствие с изискванията на пазара на труда”

Some of the main goals are:

- Improvement of university's management - quality management systems for the administration processes; systems of information services to the academic activities; systems for collecting information for research and others;
- Quality Management Development of systems in order to increase the competence and motivation of faculty and staff in HEIs;
- Developing criteria, methods and procedures for improving the quality of the intrinsic activities of universities and their results;
- Building and operating a model for determination the cost of activities carried out in high-schools;
- Demand survey of educational and scientific product created by universities and evaluation of all stakeholders;
- Synchronization and automation of existing information systems and implementation of equal criteria in university's management;

2. Program "Improving of management in universities:

The link to the program is: BG05IPO001-3.1.08 „Усъвършенстване на системите за управление във висшето училища”

Some of the main goals are:

- Training of teachers, administrative and technical staff for the implementation of electronic forms of distance learning;
- Creation of virtual libraries; electronic repositories of standardized educational components; learning management systems; knowledge management; internal university system assurance and quality control;
- Development of services, products, electronic and multimedia resources;
- Creating centers that offer electronic forms of distance education. Providing services with qualified academic staff and experts, equipment, software and literature;
- Developing software for electronic forms of distance learning;
- Development, operation and implementation of electronic modules and courses in cooperation with leading companies from various sectors of the economy and leading European centers;
- Inclusion of persons in the target groups in various electronic forms of distance learning;

3. Program "Development of electronic forms of distance learning in higher education”

The link to the program is: BG05IPO001-4.3.04 „Развитие на електронни форми на дистанционно обучение в системата на висшето образование”

Some of the main goals are:

- Providing training for teachers about introduction of modern methods of teaching through ICT;
- Conducting intensive specialized language training;
- Conducting courses related to:
  - identified needs of teachers for specialized training;
  - application of modern educational strategies and technologies;
  - content development, plans and programs tied to the system of accumulation and transfer of credits (ECTS);
  - methodology of academic teaching and research;
- Creating tools for improving the quality of education and training oriented to the labor market;
- Creating and approving an upgraded system of career advancement of teachers in universities (according to the Law for the Academic Staff Development in the Republic of Bulgaria);

4. Program "System for training and career development of teachers in higher education institutions”

The link to the program is: BG05IPO001-3.1.09 „Система за квалификация и кариерно израстване на преподавателите във висшето училища”

Some of the main goals are:

- Making e-learning an essential tool for the modernization of training and updating of study programs;
- Creating tools for improving the quality of education and training which are oriented to the labor;
- Development of criteria and indicators for evaluation of performance in academic, research and administrative management activities of teachers;
- Fortifying the motivation of teachers to continuously update their knowledge and skills and improve education quality;
- Creating sustainable trends among teachers for continuing improvement of their skills;
- Creating a "Center for training and career development of faculty members";

**V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?**

Yes

**V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).**

The programmes are prepared on the need basis and are initiated primarily by employers.

**V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).**

**In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?**

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

As an example can be given the Ordinance for the Uniform State Requirements for Acquiring Professional Qualification "Teacher" (1997)

Details concerning practical training requirements for acquiring professional qualification "Teacher":

The minimal workload in training hours is as follows:

1. Hospitane (process of observation and analysis of lessons and other organizational forms of education and training, taking place under the direct guidance of a lecturer from the higher education institution) – 30 hours;
2. Current pedagogical practice – 45 hours;
3. Pre-graduation teaching practice – 75 hours.

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

**1st cycle** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer  
**2nd cycle** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer  
**1st and 2nd cycle combined** 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

**V.4.2.1. Please provide the source information here.**

Not available.

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in some higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

Program "Students' placements"

BG051PO001-3.3.07-0002 „Студентски практики"

Some of the main goals are:

- Preparation, organization and coordination activities;
- Methodological, technical and administrative security procedures for conducting student placement;
- Coordination and securing student placements;
- Multiplying the results of the implementation of student placements;

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes ▼

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

Program "Development of ranking system of Bulgarian universities"

BG051PO001-3.2.04 „Развитие на рейтингова система на висшите училища"

Bulgarian University Ranking System has been developed to support education service users in their choice of a university. The 2013 updated version of the system contains information on 51 accredited universities in Bulgaria, which offer education in a variety of majors that have been grouped into 52 professional fields. Depending on the individual priorities and needs of each user, the system allows for producing comparisons and rankings of different scope and type in each professional field.

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

The Ranking system of the universities reflects the career development of graduate's students. The university rate rises more if most of its students have infiltrated at the labor market successfully after training. The higher ranking one university gets, the more desirable it becomes for future students' prospective. This way the university gets a large number of vacancies for the next intake and greater state funding.

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

No ▼

**V.6.1. Are there tracer studies conducted on national level?**

Please choose.. ▼

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

Please choose.. ▼

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Please choose.. ▼

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals
- On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Please choose.. ▼

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

## Data entry: (VI\_Lifelong\_learning)

**VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?**

No ▾

**VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):**

**VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:**

In Bulgaria there is a National strategy for lifelong learning which sets the strategic framework of the government policy on education and training in the period 2014 – 2020 and aims to achieve the European goal of smart, sustainable and inclusive growth. Priority for the Bulgarian strategy for lifelong learning is a holistic approach for covering all areas of learning.

**VI.2. Is lifelong learning a recognised mission of higher education institutions?**

Yes, all institutions

**VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:**

There aren't any specific requirements for higher education institutions in order to be involved in the Lifelong learning process. The main document that is relevant to that matter is National strategy for lifelong learning which sets the strategic framework of the government policy on education and training in the period 2014 – 2020 and aims to achieve the European goal of smart, sustainable and inclusive growth.

**VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:**

**VI.2.3. If necessary, please provide comments here:**

**VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.**

**Formal HE programmes provided under flexible arrangements**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Non-formal courses open to all (e.g. languages)**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Preparatory courses for HE entrance examinations**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Professionally-oriented upgrading of already achieved qualifications**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**Tailor-made provision for industry**

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

**VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?**

No ▾

**VI.3.2. Please specify which forms and provide % of HE institutions involved.**

**VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.**

**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No ▾

**VL4.1. Please explain these restrictions.**

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "0"

**VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "100"

**VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**VL5.2. If you have any further comments regarding this section, please provide them here:**

There is no such information available. The state budget funding for LLL activities was BGN 15 894 745 (EUR approx. 7 500 000) in 2013.

**VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

**VL6.1. Please provide a short description of specific policy measures that exist in your country.**

In addition to full-time, part-time and distance learning the Bulgarian education system allows students to follow individual education plans.

**VL7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VL7.1. Please explain what student statuses exist in your country and how you define them.**

- Full-time students;
- Part-time students;
- Distance learning;
- Students with individual education plan (could be both full-time or part-time students);

**VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

**VL7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements  
Students studying part-time pay the same amount or lower fees.

**VL7.4. Please indicate which fees apply to de facto part-time students.**

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

No financial support for students studying part-time

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

Yes ▼

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

In the Bulgarian Higher Education there are some majors that can be studied only in full-time course and they are set by the Law. Some of these specialties are: medicine, dentistry, obstetrics, etc.. All other majors and fields of study could be taught also in part-time course.

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

No

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

Please also specify whether this possibility is commonly used in practice.

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

**VL10.4.1. Please specify these requirements.**

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

Please choose

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

Please choose

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

None

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

No ▼

**VL11.1. Please specify what they are.**

## Data entry: (VII\_Internationalisation\_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

No ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

There is no information available.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

0%

7.3.4.1. Please provide a source for this information:

There is no information available.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing  
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No ▼

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No ▼

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes ▼

7.6.1. Please name and describe them:

The main driver for internationalisation of the HEIs is the participation in EU Educational and Research Programmes, in particular Lifelong Learning Programme, 7th Framework, Tempus IV, Erasmus Mundus, Erasmus+, Horizon 2020.



7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "0"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically

- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

**7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:**

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

**7.14.1. Please specify:**

**7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?**

HEIs are advised to develop internal procedures for recognition. More over they have been encouraged to develop International Joint/Double degrees. Thematic seminars – national and regional devoted to the respective themes were organised in the frame of the National Teams of Bologna Experts.

**7.16. Has your country monitored the effects of these measures/programmes?**

No

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

<http://www.hrdc.bg/>

**7.18.2. Is the website linked to Bologna website?**

Yes

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information on the EHEA, with links to other national systems and European programmes

**7.19.1. Please provide a link to such information:**

<http://www.hrdc.bg/>

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes

**7.20.1. Do students have to pay additional fees?**

Please choose..

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

**7.22.1. Please specify with which countries:**

With CEEPUS countries, different countries in Europe, Asia, etc.

**7.22.2. What were the main higher education issues addressed in these events?**

**7.23. Comments:**

**7.25. Are there national policy goals regarding staff mobility in higher education?**

No

**7.25.1. Please specify and provide reference:**

**7.26. Are there any national mobility programmes for higher education staff?**

Researchers  Yes  No  No answer

Teaching staff  Yes  No  No answer

Doctoral candidates  Yes  No  No answer

Technical staff  Yes  No  No answer

- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

N/A

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

N/A

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

N/A

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers  Yes  No  No answer
- Teaching staff  Yes  No  No answer
- Doctoral candidates  Yes  No  No answer
- Technical staff  Yes  No  No answer
- Administrative staff  Yes  No  No answer
- International officers  Yes  No  No answer
- Guidance counsellors  Yes  No  No answer
- Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Human Resources Development Center - <http://www.hrdc.bg/>.

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer
- Financial benefits  Yes  No  No answer
- Non-financial benefits  Yes  No  No answer
- Other  Yes  No  No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

The measures are taken at institutional level.

7.30. Is there a website which provides information about all international mobility schemes for staff?

7.30.1. Please provide a link:

<http://www.mon.bg/>, <http://www.hrdc.bg/>

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "7"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "6"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "5"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "5"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "6"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "7"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "5"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "5"

**7.31.2.1. Additional comments:**

**7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?**

Certain measures are envisaged in the project of Development of Higher Education Strategy in Republic of Bulgaria for the period 2014-2020 which is to be adopted in the summer of 2014.

**7.33. Has your country monitored the effects of these measures/programmes?**

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration:**