

NATIONAL HIGHER EDUCATION EQUITY POLICY

# Bulgaria



## Policy Frameworks

**Does equity with regard to supporting students from low-income or marginalized populations to enter or succeed in higher education feature in any government produced policy documents? If so, which government policy document(s) are these and can you provide website link(s) to them?**

Yes. According to the Higher Education Act no privileges or restrictions shall be allowed in higher education as regards age, race, nationality, ethnic origin, gender, social background, political conviction or religious denomination, except for the cases expressly provided for in the Rules of Operations of a particular higher education establishment based on certain peculiarities of the training process and the future profession.

The government policy document is The Higher Education Act:

[https://www.neaa.government.bg/images/Legislation/Law/HIGHER\\_EDUCATION\\_ACT.pdf](https://www.neaa.government.bg/images/Legislation/Law/HIGHER_EDUCATION_ACT.pdf)

**What policies and actions are described in these government policy documents in terms of supporting students from low-income or marginalized populations to enter or succeed in higher education?**

These groups are not specifically mentioned.

**Is there a standalone policy document dedicated to equity promotion in higher education? If so, which document(s) is/are these? Can you provide a link(s)?**

No.

**Which equity target groups are identified in the policy documents? (Please choose as many groups as apply in your own country)**

- Low-income or lower socio-economic background students
- Gender groups
- Older or mature learners
- Indigenous populations
- People from rural backgrounds
- Other groups under-represented in HE
- Students with disability
- Refugees of all kinds (internally and externally displaced; deported)
- Students with care experience, orphans, youth without parental care.

**Does the country have concrete targets for the participation of specific equity groups in higher education?**

No.

**Which agency has responsibility for policies related to equity in student participation/success in higher education?**

There is no such an agency. The main bodies concerned are the Ministry of Education and Science, the National Assembly of the Students' Councils and the Rectors' Conference.

**Which stakeholder groups are consulted during the equity policy formulation? (Please choose all the stakeholders that are invited to the consultation process in your own country)**

- ➔ Higher Education Institutions' Associations
- ➔ Civil society organisations
- ➔ Private sector organisations
- ➔ Student Organisations/Association

## Achieving Policy Targets

**Are there any non-monetary instruments such as outreach work between schools and universities, reforms to university admission etc. used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

There are no such instruments at the national level.

**Are there any financial instruments such as bursaries, scholarships and loans used to promote access/success for students from specific equity groups in higher education? If so, can you describe what they are?**

There are no such instruments at the national level.

**Who is responsible for monitoring the impact of measures used to promote access/success for students from specific equity groups in higher education?**

There is no such regulation at national level.

**What instruments, methods and data are in place to carry out the monitoring and evaluation?**

There is no such regulation at national level.

**What kind of autonomy do higher education institutions enjoy in reaching the policy targets set by government?**

Higher Education Institutions shall benefit with full academic autonomy.

**How do you see the role of inter-governmental/international organisations in supporting higher education equity policies? In which areas would be their contribution the most valuable? (1= most valuable contribution 4=least valuable contribution)**

1. Technical assistance and capacity building
2. Facilitating peer learning, exchange of experience among countries
3. Financial assistance (grants, loan financing, scholarships)
4. Policy setting

## COVID-19 and Equitable Access and Success in Higher Education

**How, if at all, has Covid-19 affected the existence and implementation of policies designed to encourage greater access and success on higher education of those from low-income/marginalized groups?**

There is no such information available at national level.

### Sources

This country brief was prepared as part of the [“ASEM National Equity Policies in Higher Education”](#) report, a collaboration between the [Asia-Europe Foundation \(ASEF\)](#) and the [National Education Opportunities Network \(NEON\)](#). The report was launched at the [8<sup>th</sup> ASEF Regional Conference on Higher Education \(ARC8\)](#) on *“Inclusive and Diverse Higher Education in Asia and Europe”* on 10 September 2021.

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