



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Bulgaria

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in 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 (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

All 51 higher schools can be either academically or professionally oriented. There are 37 public and 14 private higher schools.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 15

240 ECTS = 85

Other number of ECTS = 0

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 12.45

240 ECTS = 87.55

Other number of ECTS = 0

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 52.13

90 ECTS = 0

120 ECTS = 9

Other = 38.87

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

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

At least 300 credits in accordance with the curriculum with a minimum length of studies of five years.

5.11. What percentage of all second cycle students is enrolled in these programmes?

38.87

5.12. In which study fields to these programmes exist?

Medicine, Dental Medicine, Pharmacy, Veterinary Medicine, Architecture, Law Studies.

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

Instruction at the second level, up to the master's degree, provides profound fundamental training in combination with specialisation in a particular specialty. For the acquisition of Master's educational and qualification degree the following shall be required: a) at least 300 credits in accordance with the curriculum with a minimum length of studies of five years; b) at least 120 credits after the acquisition of a professional bachelor's educational and qualification degree; c) at least 60 credits after the acquisition of a bachelor's educational and qualification degree.

6. PROGRESSION BETWEEN CYCLES

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

100%

6.1.1. Please provide a source for this information.

Higher Education Act (since 1995 – http://www.mon.bg/opencms/export/sites/mon/left_menu/documents/law/zkn_vo.pdf); Ordinance on the state requirements for acquisition of higher education at Bachelor, Master and “Specialist in..” educational and qualificat

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>10-25%

6.2.1. Please provide the source for this information.

Centre for Informational Ensuring of Education.

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

It is not an issue specifically determined in the Higher Education Act and shall be a matter to be decided at institutional level with regard to the autonomy of the higher schools.

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

100 %

6.4.1. Please provide a source for this information.

Higher Education Act (since 1995 – http://www.mon.bg/opencms/export/sites/mon/left_menu/documents/law/zkn_vo.pdf); Academic Staff Development Act (since 2010 – http://www.mon.bg/opencms/export/sites/mon/left_menu/documents/law/zkn_acad_satav.pdf)

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

About 5%.

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

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

The PhD degree shall be awarded to a holder of a Master's degree only.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

There are full-time, part-time and independent doctoral programmes. Full-time study and independent study shall have duration of up to 3 years; part-time study and distance learning shall have duration of up to 4 years. In exceptional circumstances which shall be regulated in the statutes of the relevant institution of higher education or academic organisation, the duration can be extended, but by no more than a year. There is no differentiation in the length of study between different branches and no specific distinctions in the structure exist.

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

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

Full-time study shall have duration of up to 3 years. In exceptional circumstances which shall be regulated in the statutes of the relevant institution of higher education or academic organisation, the duration can be extended, but by no more than a year.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

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

Yes

It is included in the NQF-project.

8.5. Are ECTS credits used in doctoral programmes?

No

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

No

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

10.2. Does higher education legislation allow:

- Establishing joint programmes
- Yes
 - No
 - Legislation not clear
 - Legislation doesn't mention joint degrees
 - No answer

Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

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

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

Yes

10.5.1. Please explain briefly.

Engineering and Technical Studies.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Higher school shall benefit the right to independently conclude contracts with the state or with other users – other higher schools, research or business organization - for basic and applied research, as well as for upgrading the qualifications of specialists of higher education.

Part 1.2 BFUG Data Collection on student-centred learning

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

No

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

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning 1 2 3 4 5

Learning in small groups 1 2 3 4 5

Initial or in-service training in teaching for staff 1 2 3 4 5

Assessment based on learning outcomes 1 2 3 4 5

Recognition of prior learning 1 2 3 4 5

Learning outcomes 1 2 3 4 5

Student/staff ratio 1 2 3 4 5

Student evaluation of teaching 1 2 3 4 5

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes are not clearly defined in the steering documents. The common understanding defines them as ability to demonstrate knowledge and/or skills, oral and written representation of the information from the course.

4.2. 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.)

In all programmes

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

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

Seminars and conferences are organized for discussing this topic and good practices sharing.

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

No

4.5. 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

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

4.6.1. Please explain how, and provide a reference to further information.

The National Evaluation and Accreditation Agency assess qualification characteristics of training programs which contain the expected learning outcomes.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

100%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|-----------------------|
| All students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| Upon request | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> |
| | No answer | | | | | |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

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

Bulgarian and one of the widespread languages in the European Union.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

3. The process of developing the NQF has been set up, with stakeholders identified and committee(s) established

7.2.1 Please provide the date when the step was completed.

19.06.2011

7.2.2. Please provide a reference for the decision to start developing a NQF.

The decision to start developing the NQF was taken by the Minister of Education and Science in 2008. The NQF development is highly prioritized in the Programme for Development of Education, Science and Youth Policies (2009–2013). In April 2008, a task force was set up by an Order of the Minister of Education and Science in order to develop proposals on how to relate the national qualification degrees to the EQF, to prepare a plan for sectoral qualifications development, and to submit a proposal for changes in the national legislation. A separate task force prepared a draft qualifications framework for higher education (HE), based on the Dublin descriptors. It also aligned the national descriptors of the existing higher education structure (Bachelor, Master and Doctor) introduced by the Higher Education Act (1995) with the cycles and descriptors introduced in the context of the European Higher Education Area (EHEA). A draft set of national HE-descriptors has been elaborated as well. In January 2011 the task force for drafting the NQF was expanded by including representatives of all stakeholders in this area – all 6 nationally represented organizations of employers, 2 nationally represented trade unions, the National Evaluation and Accreditation Agency, the Rectors' Conference, the Ministry of Labour and Social Policy, and the national Statistical Institute. The National VET Agency was included in the process since the very beginning. Thus the two national quality assurance bodies are now participating in the process of referencing. The task force decided to perform the referencing process both to the EQF and to the QF in the EHEA through a single referencing report. Currently the first draft of NQF was elaborated in a comprehensive way, learning outcomes based and covering all levels of the education and training system and their corresponding qualifications/degrees. It is forthcoming this first draft to be presented to the Minister and then to be open for a discussion with stakeholders.

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

An order of the Minister of Education, Youth and Science.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

No

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local

specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Recognition of qualification provided that no substantive differences can be proven

8.2.1. Please provide a reference to the relevant legislation.

Higher Education Act, Ordinance on State Requirements for Recognition of Higher Education Acquired and Periods of Study Completed at Foreign Higher Education Institutions Recognition of Professional Qualifications Act.

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Higher Education Act, Ordinance on State Requirements for Recognition of Higher Education Acquired and Periods of Study Completed at Foreign Higher Education Institutions Recognition of Professional Qualifications Act.

8.4. Do higher education institutions typically:

make recognition decisions at central level

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

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

There is no data available.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The National Evaluation and Accreditation Agency (NEAA) was established by a Decree in 1996. Its activities are regulated by the Higher Education Act.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. 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

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

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

NEAA publishes summary reports of all passed evaluations of professional fields giving the strong and weak points and vision for future development. NEAA participates in developing the ranking system for Bulgarian higher schools conducted by Ministry of Education, Youth and Science. NEAA periodically issues bulletins for its activities as well as organizes conferences and briefings concerning the results of the accreditation.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

NEAA publishes summary reports of all passed evaluations and accreditations of professional fields giving the strong and weak points and vision for future development. NEAA participates in developing the ranking system for Bulgarian higher schools conducted by Ministry of Education, Youth and Science. NEAA periodically issues bulletins for its activities as well as organizes conferences and briefings concerning the results of the accreditation.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

In NEAA quality assurance model dominate three basic criteria – teaching, research and management on the basis of which evaluations are carried out. Additional to them the external expert panels emphasize on the post graduation realization of students as well as the support services that are assured for them. Depending on the results all these factors are taken into consideration upon forming the final judgment.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

The section is to be missed.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

NEAA passed successfully an external review in 2008 and was granted ENQA full membership status. NEAA successfully applied and was reviewed by EQAR and included in the register in 2009.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

As a result of an ENQA recommendation concerning the NEAA internal quality assurance system, an internal quality assurance commission was established which represents all stakeholders including employers, student unions, state and local government representatives.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

Employers are also invited to take part in the decision-making process.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

According to the Higher Education Act, art. 6, p.6 and art. 30, p. 1, point 15 each Higher School assures the quality of education and research by an internal system for evaluation and quality assurance of education and academic staff which includes also students' opinion inquiry at least once per year.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

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

No

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Please choose..

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Please choose..

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

More than 75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

The section is to be missed.

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

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

www.neaa.government.bg

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

Yes

2. How do your steering documents define lifelong learning?

Process of acquiring knowledge and skills through formal, non-formal and informal learning during a person's life. It includes all learning activity undertaken throughout life, with the aim of improving knowledge, skills/competencies and/or professional r

3. What is the common understanding of lifelong learning in your country?

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Master programmes, postgraduate courses and further training.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

There is no data available.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

The under-represented groups are mainly considered on the base of socio-economic status and disability.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

There are different initiatives to widen participation in higher education for all citizens. Different projects for scholarships and awards are run. Specific measures are taken for disabled students – special equipment, scholarships, subsidies, etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Self-declaration, documents from different institutions (e. g. medical, social care, etc.).

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

Funding from various sources is used: National Budget, EU Structural Funds, NGO and private initiatives, etc.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

Special subsidies and scholarships are awarded to disabled persons, as well as to people with bad socio-economic background.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

No

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Some of the measures are: more students to be admitted in higher schools, awarding of complementary scholarships and awards for students, subsidies.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Socio-economic background.

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Number of students enrolled and graduated.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

There is no data collected.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

There are some financial measures for example extra funding for higher schools and PhD students for graduation within the terms set for the certain training. More concrete measures are under consideration.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

For analysis and tracking of students to the labour market.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Performing specialized courses with participation of business representatives for example in order to motivate studying in a particular specialty. Flexible incentives to increase the personal achievements are developed. Participation in mobility programs and summer schools, providing scholarships, etc. are other forms for encouraging students.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The budget of the certain institution.

8.4. What are the main tasks of the services?

The main activities of these centres are divided in two main directions – towards the students and towards the employers. Activities aimed at students are related primarily to provide information on available job positions, advice and assistance in preparing CV-s and cover letters, advice on preparing for job interview, interviews of students on different issues, gathering information on career development of graduates, maintaining notice boards and web sites for students with current materials, such as job postings, advertisements for events related to career development, scholarships for study abroad, training seminars at home and abroad.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

Centers for Career Development have been established in 47 out of 51 higher schools. The total number of these centers is 50 as there are four of them established in the biggest Bulgarian university. In process of establishment are centers for career development in two more higher schools. An information system to support the professional orientation of students was established in one of the Academies without Centers for Career Development. The main activities of these centres are divided in two main directions – towards the students and towards the employers. Activities aimed at students are related primarily to provide information on available job positions, advice and assistance in preparing CV-s and cover letters, advice on preparing for job interview, interviews of students on different issues, gathering information on career development of graduates, maintaining notice boards and web sites for students with current materials, such as job postings, advertisements for events related to career development, scholarships for study abroad, training seminars at home and abroad.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Certain measures, such as changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning, are taken and are matters to the national legislation. The possibility for changing the intensity of study programmes through full-time training form is also available.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. 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) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = entrance examination

Route 2: = without any entrance examination provided that the applicants have successfully passed the state matriculation exams

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

Route 4: = medal holders from Olympic, World and European Championships may be admitted without entrance examination

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

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part-time, distance learning.

16.1.2. How do you define it?

The part-time training shall meet the requirements envisaged in the certain curriculum and the auditorium work can not be less than 50 percent of the full-time form. Distance learning is an organization of training process in which the student and teacher

16.1.3. What are the reasons for offering a different student status?

To ensure wider access to higher education.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

They pay lower fees and the state subsidy for their training is lower than the one for the full-time students.

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

It is not specifically determined.

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

There is no data available.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. 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.

1.1. Do you want to answer this section now or later?

2. 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!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

BGN

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

The following categories shall be exempted from paying any fees for studying at public higher schools: 1. orphans; 2. disabled persons with long-term disabilities and reduction of the ability to work by 70 percent or more; orphans; 3. disabled war veterans; 4. persons raised at orphanages until they become of age; 5. cadets in military higher schools; 6. doctoral candidates in the final two years of their doctorate. 7. students and doctoral candidates admitted under terms and conditions set out in an act of the Council of Ministers, where the act provides for such exemption

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

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

The following categories shall be exempted from paying any fees for studying at public higher schools: 1. orphans; 2. disabled persons with long-term disabilities and reduction of the ability to work by 70 percent or more; orphans; 3. disabled war veterans; 4. persons raised at orphanages until they become of age; 5. cadets in military higher schools; 6. doctoral candidates in the final two years of their doctorate. 7. students and doctoral candidates admitted under terms and conditions set out in an act of the Council of Ministers, where the act provides for such exemption

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

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = BGN 289 – Pedagogy and Economics

Maximum amount = BGN 1200 – Arts

Most common amount = BGN 500 – Technical Studies

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students pay fees according to the field of study and the form of training. Students in the following fields of study pay the lowest fees: Pedagogy, Economics, Administration and Management. The highest fees are to be paid in the Arts field of study.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

The estimate percentage of students paying the minimum amount in the first cycle is 35. The estimate percentage of those paying the maximum amount is 5.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = BGN 289 (Pedagogy, Economics)

Maximum amount = BGN 1200 (Arts)

Most common amount = BGN 530 (Technical studies)

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students pay fees according to the field of study and the form of training. Full-time students in the following fields of study pay the lowest fees: Pedagogy, Economics, Administration and Management.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Students pay fees according to the field of study and the form of training. The highest fees are to be paid in the Arts field of study.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

The estimate percentage of students paying the minimum amount in the second cycle is 33. The estimate percentage of those paying the maximum amount is 5.

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = EUR 2500

Maximum amount = EUR 8 000

Most common amount = EUR 2500

8.2. According to your country's steering documents, students from which countries are considered international students?

As international students and PhD students are considered only the third countries citizens – those outside the European Union, the European Economic Area and the Swiss Confederation.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

• The state grants scholarships to full-time students in public higher school completed certain merit-based criteria. These criteria are not taken into account for unmarried students without parents, disabled students, students with two disabled parents, students with one permanently disabled parent, students raised in orphanages, children deprived of parental care, and mothers of children under 6 years of age. • Loans for students – The terms and procedure for extending loans to students and doctoral candidates are regulated by the Student and Doctoral-Candidate Loans Act. The main purpose of this Act is to improve the conditions for access to higher education and to guarantee persons equal access to higher education irrespective of their social status. Another principle of this Act is to encourage the competition between the higher schools for providing higher-quality higher education. Eligibility to apply for a loan under this Act shall be limited to students and doctoral candidates, who are Bulgarian citizens, citizens of another Member State of the European Union, European Economic Area or of the Swiss Confederation, who at the time of submission of the request for conclusion of a loan contract meet simultaneously the following requirements: 1. have not attained the age of 35 years; 2. are studying full-time for acquisition of an educational and qualification degree of "Bachelor" (Bachelor or "Professional Bachelor in...") or "Master" or of an educational and academic degree of "doctor" at a state or private higher school or scientific organization established and functioning in accordance with the law under the Higher Education Act; 3. have not acquired the same educational and qualification or educational and academic degree; 4. have not been suspended and have not interrupted their instruction, with the exception of the cases provided for in the Act.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning Only Full-time students are eligible to receive grants and/or scholarships.
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

0

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = BGN 50

Maximum = BGN 120

Most common = BGN 70

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning Only Full-time students are eligible to receive grants and/or scholarships.
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

• Minimum – BGN 50 • Maximum – BGN 120 • Most common – BGN 70

13.5. What percentage of all students receives a grant and/or scholarship?

15

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies

Only Full-time students are eligible to receive loans.

- Based on cycle the student is enrolled in

There are certain criteria to be covered by the applicants which are given above.

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = BGN 400

Most common first cycle = BGN 4000

Maximum first cycle = BGN 4500

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

Only Full-time students are eligible to receive loans.

There are certain criteria to be covered by the applicants which are given above.

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = BGN 400

Most common second cycle = BGN 4000

Maximum second cycle = BGN 4500

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 2

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Under the Student and Doctoral-Candidate Loans Act, the State provides shall provide financial support to students and doctoral candidates by assuming obligations to the banks that have extended loans. The State Budget of the Republic of Bulgaria Act for the respective year shall allocate the amounts for state financial support and the amount of the state guarantee. The state guarantees shall be issued for the principal of and interest (interest agreed and interest for delay) on the loans extended to students and doctoral candidates under this Act. The debt of the students and doctoral candidates shall be guaranteed by the State and shall constitute an obligation of the government only in the cases where the Council of Ministers has issued guarantees on behalf and for the account of the State in compliance with the requirements of the Constitution and the Government Debt Act.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The most common reason for refusal of a student loan is a bad credit history loans repaid, category under surveillance by default by the customer.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)

- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

The state budget subsidy shall provide funds for maintenance cost of tuition; the scientific or artistic and creative activities characteristic of the higher school; publication of textbooks and scientific works; welfare costs of students; capital investment. The health insurance for students at all accredited public and private universities are financed through the central budget.

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

There are no differences.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

No multiple options are selected.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

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

The full-time PhD students get monthly scholarship at the amount of BGN 450.

30. Please explain any differences in the fees they 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.

The tuition fees amount for doctoral students depends on the field of study and training form. In the same way as for the students in first and second cycle, the lowest fee is for Pedagogy, Economics, Tourism, etc., and the highest fee is to be paid for the Arts. The fee for full-time training is almost twice higher than the fee for part-time training. Doctoral students in the last two years of training do not pay tuition fees.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

No multiple options are selected in order to answer this question.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		
Loans for outgoing students		
Grants/scholarships for outgoing students		
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition	3	2
Language	1	
Curriculum/Study organisation	2	3
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

BA Programmes

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.
Medicine, Architecture, Law

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Different criteria for measurement of workload in the receiving institutions

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

working on designing of a national Qualifications Framework for Lifelong learning (included in the National Strategy for Lifelong Learning for the period 2008-2013 with deadline - by 2011)

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues	2	2
Language issues	1	1
Incompatibility of pension and/or social security systems		
Legal issues	3	3
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?
working on designing of a national Qualifications Framework for Lifelong learning (included in the National Strategy for Lifelong Learning for the period 2008-2013 with deadline - by 2011)

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students	x	x	x
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

1140 for Outgoing for credit mobility and 367 Incoming credit mobility (hrdc statistical data)

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

UK, Finland, Italy, Belgium

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: