

# **COUNTRY SYSTEM MAPPING**

## **Country Report: Bulgaria**

**European Agency for Special Needs and Inclusive Education**



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## INTRODUCTION

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The goal of the Country System Mapping (CSM) activity is to identify, map and analyse the key features that impact the effective implementation of inclusive education policy in practice in all Agency member countries' education systems. In a departure from previous thematic activities undertaken by the European Agency for Special Needs and Inclusive Education (the Agency), CSM considers the **whole** education system from the perspective of implementing policy for inclusive education in practice. However, within this system-wide view, there is a focus on the specific priorities Representative Board members (RBs) have already identified in relation to monitoring and evaluation, cross-sector working and quality assurance.

The main output from the CSM work is a systematic mapping of information on each country's education system.

Information from the individual CSM Country Reports has been analysed in two ways:

- **Thematic Analysis** to highlight issues (challenges and opportunities) emerging from the reports to use as the starting point for the Agency's Thematic Country Cluster Activities (TCCA).

Challenges for inclusion are defined as things the country needs to work on to reach an inclusive education system. Strengths for inclusion are things that encourage and reinforce inclusive practice in the country and could potentially be shown as an example to other countries.

- **Mapping** to inform TCCA groupings, based on the system structures and processes countries have (or do not have) in common.

The agreed goal for the mapping element of the CSM analysis work was to highlight parameters, or comparative factors, that indicate which country systems are structured and/or working in different – or similar – ways.

The information from the CSM work will be used within the remainder of the [Multi-Annual Work Programme 2021–2027](#) (MAWP). As of autumn 2024, country cluster activities will be organised which are closely aligned to individual country approaches to key issues for inclusive education, as well as system structures and processes countries have in common.



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## Work within a shared vision for inclusive education systems

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All Agency work is aligned with the [position on inclusive education systems](#). This agreed position states that the ultimate vision for inclusive education systems is to ensure that:

All learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers ([European Agency, 2022, p. 1](#))<sup>1</sup>.

Agency work focuses on supporting the development of inclusive education systems in member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners. However, all aspects of Agency work clearly recognise that some groups of learners face obstacles and barriers that mean they should be considered **learners vulnerable to exclusion from inclusive education in mainstream schools in their local community, alongside their friends and peers**.

UNESCO identifies the possible obstacles and barriers to education learners may face as arising from:

... gender, remoteness, wealth, disability, ethnicity, language, migration, displacement, incarceration, sexual orientation, gender identity and expression, religion and other beliefs and attitudes ([UNESCO, 2020, p. 4](#))<sup>2</sup>.

Many learners may face a combination of these factors and the intersectional (inter-connected) nature of learners' needs must be acknowledged. Every learner has their own unique experiences of discrimination and/or barriers to learning. Everything and anything that can marginalise learners and increase their chances of exclusion from mainstream inclusive education must be understood and recognised.

All Agency member countries are committed to working towards ensuring more inclusive education systems. They do so in different ways, depending on their past and current contexts and histories. Inclusive education systems are a vital component within the wider aspiration of more socially inclusive societies that all countries align themselves with, both ethically and politically. However, all Agency work clearly recognises that countries have differences in their ways of thinking about, identifying and making provision for different groups of learners who may be considered vulnerable to exclusion from inclusive education.

All countries have undergone key conceptual changes in their thinking and policy priorities for developments as they move towards inclusive education as an approach that ensures high-quality education for all learners. Across countries, the first shift was made from the concept of special educational needs to special needs education. This shift represented a focus away from the learner (identified as having special educational needs) towards a focus on the provision they receive (special needs education for learners who experience difficulties at school). The term 'special needs education' has also widened the focus

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<sup>1</sup> European Agency for Special Needs and Inclusive Education, 2022. *Agency Position on Inclusive Education Systems*. Odense, Denmark

<sup>2</sup> UNESCO, 2020. *Global Education Monitoring Report: Inclusion and education: all means all*. Paris: UNESCO



beyond learners with disabilities to include learners who appeared to be failing in school for a wide variety of reasons.

It is worth emphasising here that there have never been agreed definitions of the concepts of special educational needs or special needs education that can be consistently used across countries. The groups of learners considered as having special educational needs which require additional provision largely differ across countries.

The most recent shifts emphasise a move away from a concern with types of special needs or the categories a learner may or may not fall into, towards thinking of inclusion and inclusive education as an approach for all learners. They emphasise the barriers experienced by learners and focus overall on learners who may be vulnerable to exclusion from educational opportunities for different reasons.

Agency work focuses on supporting the development of inclusive education systems in its member countries to ensure every learner's right to inclusive and equitable educational opportunities. This aim is directed at all learners, while recognising the need to specifically address learners who may be vulnerable to exclusion from inclusive education.

## **Overview of the Country System Mapping**

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The information collected in the CSM activity aims to provide evidence of and reflection on **where countries currently are** in their inclusive thinking, policy and provision for all learners, but in particular for those learners vulnerable to exclusion from inclusive education.

CSM work focuses on the **whole** education system and how certain structures, mechanisms and processes may impact on the implementation of policy for inclusive education in practice. It aims to get insights into how the needs of all learners – including individuals or groups of learners vulnerable to exclusion from inclusive education – are being considered. Many questions refer to learners vulnerable to exclusion from inclusive education. Countries have opportunities to clarify what 'learners vulnerable to exclusion from inclusive education' means for them and their systems.

However, it is acknowledged that it may not be possible for countries to provide information covering all learners and all learner groups.

The questions specifically focus on four priorities RBs have identified for wider future Agency work in relation to:

- Monitoring and evaluation
- Cross-sector working
- Quality assurance
- Effective policy implementation.

There are six main sections:

Section 1. Background to the inclusive education system

Section 2. Overview of the education system

Section 3. Legislative and policy framework



Section 4. System governance

Section 5. Quality assurance and accountability

Section 6. Stakeholder collaboration, co-operation and effective communication

Where countries have provided additional comments and reflections, these are included in a separate Section 7.

In each of these sections, relevant information was collected covering International Standard Classification of Education (ISCED) levels 02 (pre-primary education) to 3 (upper-secondary education).

Each section has two subsections which require different types of country information, as outlined below.

All questions were rephrased into statements for the purpose of this report.

### **System description**

Sections 1 to 6 include specific questions that aim to provide a factual description of key aspects of the legislation and policy framework for inclusive education in the country. The system information aims to accurately describe the relevant policy frameworks in countries.

Different types of questions are used to collect information that describes important system features – structures, mechanisms and processes – relating to governance, monitoring, quality assurance and collaboration. The descriptive information includes sources of original material and, where possible, is supported with quotes and citations from relevant policy documents and published work.

The descriptive information will be analysed to highlight parameters, or comparative factors, that indicate how countries are structured and/or working. This mapping will be used to inform country cluster groupings based on system structures and processes that countries have in common.

The descriptive information will also be used to prepare thematic cluster activities with Agency member countries. These activities will elaborate and collect even more detailed country information for the different priority areas from 2023 onwards.

### **Evaluative commentary**

An important element of the questions is the evaluative, qualified and evidenced-based reflection on the factual information provided in sections 1 to 6.

The evaluative commentaries aim to provide a qualified reflection on the implementation of the legislation and policy framework for inclusive education in practice. They provide observations on and interpretations of the system factors that impact positively or negatively on inclusive education.

The evaluative commentaries reflect on **where and why the practice of inclusive education differs from or actively supports the stated policy intentions and goals** in the system description.





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For the evaluative commentaries linked to each section, the following general questions are posed:

- What have been the perceived main challenges (barriers and hindrances) for inclusive education? Why do they exist and what are the consequences?
- What have been the perceived opportunities (support and ways forward) for inclusive education? What areas for development are identified and how can they be successfully implemented?

In addition, specific topic-related questions are also suggested.

The analysis of the evaluative commentary information will take a grounded approach. It will aim to identify issues that emerge as barriers to or supporting factors for meeting the needs of all learners in inclusive systems.

This analysis will be used to inform future Agency activities with member countries regarding country-specific and common system challenges and opportunities.



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## SECTION 1. BACKGROUND TO THE INCLUSIVE EDUCATION SYSTEM

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This section provides key background information in relation to inclusive education in the country.

### 1.1 Overview of the historical development of inclusive education

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The historical development of inclusive education in Bulgaria is directly linked to the concept of ‘special educational needs’. It was introduced in 2002 by the Ordinance on the education of children with special educational needs and/or chronic diseases of the Minister of Education and Science, which defined the philosophy of ‘integrated education’ in Bulgaria for the first time. In practice, this stimulated the possibility of teaching learners with special needs among other learners, within the framework of the mainstream school. The 2009 Ordinance on the education of learners with special educational needs and/or chronic diseases built on the understanding of integrated education, making it the dominant form of education for these learners. Their education in a special environment has been significantly reduced ever since. At that time, regional centres were established as the main provider of special educators and specialists for learners with special needs in kindergartens and schools.

In 2004, the state proposed a National Plan for the integration of learners with special needs and/or chronic diseases in the public education system (2004–2007). It was the first to set forth the philosophy of the reform that took place in these years. This was the start of the second stage in the development of inclusive education. The Ministry of Education and Science ([MoES](#)) piloted a large project financed by the ‘Human Resources Development’ Operational Programme of the European Union (EU), worth BGN 10 million. The overall goal of the project was equal access to education and opening the education system up to inclusive education. One of the particular goals of the project was to increase the role of mainstream schools in building an inclusive educational environment. Having run this project across 84 pilot schools, the Ministry has managed to identify a number of challenges related to the individual assessment, educational infrastructure and availability of specialists, organisation and delivery of the support activities, etc.

All this presupposed the reconstruction of the resource centres into regional centres to support the process of inclusive education on the eve of adopting the new educational legislation, including under the pressure from those working in the then resource centres, who united within the [National Association of Resource Teachers](#) (NART). Their new functions are precisely related to overcoming the weaknesses identified above, as they already have expert capacity in the assessment of special educational needs, and at the same time preserving the possibility of providing special educators and specialists in kindergartens and schools, who were not able to provide such on their own. With this, a balance was achieved in the Bulgarian model for inclusive education and thus the country reached the third stage, namely ‘inclusive education through additional support for personal development’. In this period, support for learners with special needs was once again a dominant paradigm, as specific criteria were achieved for external assessment of



special educational needs, referral to professional training, and a specific maximum number of learners with special needs per special educator. This assessment, however, remained a complex pedagogical one, and not a functional one, as attempts are being made to develop such at present.

In 2017, the state proposed a separate Ordinance on inclusive education, which was reflected the requirements of the new [Pre-school and School Education Act \(PSEA\)](#)<sup>3</sup> and regulated the various procedures for implementing general and additional support for personal development in detail. In this document, the requirement for functional assessment for special educational needs is set out for the first time. That is why already-tested models of assessment of separate groups of learners with special needs are used here, under the project 'Inclusive education' and 'Support for equal access to education' with European funding, which the Ministry of Education and Science developed in the previous several years and has been piloting this learning model in pilot schools across the country. In this third stage of development of inclusive education, another important moment is the acceptance of Bulgaria into the European Agency for Special Needs and Inclusive Education (Damyanov, 2022<sup>4</sup>).

## 1.2 Legislation and policy definitions linked to key concepts within inclusive education systems

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### **Inclusive education**

The Pre-school and School Education Act defines 'inclusive education' as:

The process of understanding, accepting and supporting the individuality of each child or pupil and the variety of needs of all children and pupils through involvement and inclusion of resources aimed at removing the obstacles to teaching and learning, and creating opportunities for development and participation of children and pupils in all aspects of life in the community (Section 1, item 26 of the Supplementary provisions).

### **Special needs education**

No information.

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<sup>3</sup> Since its adoption in 2016, the Pre-school and School Education Act has been amended on a number of occasions. The English version cited here refers back to the text adopted in 2016. No other official translation of the Act is available on the Ministry of Education and Science website.

<sup>4</sup> Damyanov, K., 2022. '15 (2022) Years Bulgarian Model of Inclusive Education and the Role of the Regional Centres in Supporting the Process'. In [Development of Inclusive Education in Bulgaria – 15 Years Later. Collection of reports](#), Sofia: St. Kliment Ohridski University Publishing House



## **Learners vulnerable to exclusion from inclusive education**

Section 1, item 6 of the Supplementary provisions in the Pre-school and School Education Act (PSEA) defines a 'child or pupil at risk' as learners who:

- are deprived of parental care or have parents who are deceased, unknown, deprived of parental rights or exercise restricted parental rights;
- are victims of abuse, violence, exploitation, or any other inhuman or degrading treatment or punishment within or outside the family;
- are exposed to the threat of damage to their physical, mental, moral, intellectual and social development.

The [Child Protection Act](#) (CPA) adds to the definition, which is elaborated under the PSEA, by including children for whom there is a risk of dropping out of school or who have already dropped out of school.

Last but not least, according to the Ordinance on financing institutions in the pre-school and school education system<sup>5</sup> (Decree 219/2017), 'Children and pupils from vulnerable groups' are:

Children and pupils in primary education and in the first and second stage of secondary education, who are at risk of dropping out of the pre-school and school education system or whose access to education is at an increased risk due to a low educational level of their parents/guardians and the associated disadvantaged position on the labour market and the risk of social exclusion (Section 1, item 3).

## **Learners with special educational needs**

PSEA defines 'special educational needs' (SEN) as :

The educational needs that may arise in the case of sensory disabilities, physical disabilities, multiple impairments, intellectual disabilities, speech and language impairment, specific learning disabilities, autism spectrum disorders, emotional and behavioural disorders (Section 1, item 33 of the Supplementary provisions).

[\(GEM Report\)](#)

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<sup>5</sup> Where there was no official translation, references to different legislative and policy documents (e.g. ordinances, strategies, etc.) have been unofficially translated into English in the course of preparing this document.























































































representation and financial support in the form of a subsidy from the state budget and the results achieved in the field of disability rights;

- reports annually to the Council of Ministers on its activities.

[Algorithm for interaction between institutions in the system of pre-primary and school education and 'Social Assistance' Directorates](#)

The purpose of the Algorithm is to improve the co-operation between schools and kindergartens and the Social Assistance and Child Protection Departments, as well as to clearly distinguish and co-ordinate the duties of teachers and social workers in the work on cases of learners at risk, learners with special educational needs, etc.

The document is set out in five main points, with corresponding measures and steps to support the implementation of the measures and activities to implement the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners in compulsory pre-school and school age (see above):

- Support for personal development of learners in kindergartens, schools, personal development support centres and specialised service units;
- Identification of the needs of reporting to the Child Protection Department of the Social Assistance Directorate;
- Interaction between social service providers for learners in the community and institutions in the pre-school and school education system;
- Case work in kindergartens, schools and personal development support centres;
- Co-ordination of the implementation of the Algorithm for interaction between the institutions in the system of pre-school and school education and the Social Assistance Directorates.

[Co-ordination mechanism on violence](#) and the [Mechanism for counteracting bullying and violence in institutions in the system of pre-primary and school education](#)

The Ministry of Education also has its own mechanisms for coping with bullying and violence at school: the Mechanism for counteracting bullying and violence in institutions in the system of pre-primary and school education. If the case is more severe, other institutions may also intervene through alerting the police and/or Child Protection Units, thus activating the so-called Co-ordination mechanism in cases of violence in place (Article 36d, Child Protection Act).

A multi-disciplinary team is gathered by a social worker, appointed by the director of the Social Assistance Directorate. The team must include a representative of the Regional Administration of the Ministry of Interior, the Regional Prosecutor's Office and a representative of the municipality. At the discretion of the team leader, a representative of the Regional Health Inspectorate, the child's personal doctor or a representative of the hospital where the case was first registered, a **representative of the Regional Department of Education and the school, kindergarten or other educational institution** and a representative of the provider of state-funded social service(s) provided to the child are



invited to participate. The mayor of the municipality shall support the co-ordination of the activity of the multidisciplinary team.

#### [National Council for Child Protection](#)

The Minister of Education and Science is a child protection body in accordance with Article 6 of the Child Protection Act. Article 18 of the Child Protection Act established a **National Council for Child Protection** with consultative and co-ordination functions at the State Agency for Child Protection. Representatives of the Ministry of Labour and Social Policy, Ministry of Justice, Ministry of Foreign Affairs, **Ministry of Education and Science**, Ministry of Health, Ministry of Interior, Ministry of Finance, Ministry of Culture, Ministry of Youth and Sports, Social Assistance Agency, National Commission for Combating Trafficking in Human Beings, National Council on Narcotic Substances, National Statistical Institute, National Social Security Institute, Central Commission for Combatting Juvenile Delinquency and the National Association of Municipalities in the Republic of Bulgaria, as well as non-profit legal entities that have child protection in their mandate, are members of this Council.

**A new co-ordination mechanism for unaccompanied minors** was adopted in May 2022. Though it was officially announced in the media, there is restricted access to the document. The Ministry of Education and Science has its own mechanisms for [enrolment of migrant children](#) and [additional lessons in Bulgarian for learners](#) whose mother tongue is not Bulgarian (Article 16). The Pre-school and School Education Act provides for the right of every learner to learn their mother tongue. (Article 13).

## **4.2 Specific areas for shared responsibilities across and between central and local government**

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### **Policy development, implementation and co-ordination**

Nationally, the overall approach in the development and adoption of any policy paper and legal act is based on evidence, transparency and consultations with all relevant stakeholders. Working groups are gathered at the earliest stage of drafting, and all interested persons and groups can participate at every stage.

Each municipality develops a Municipal strategy to support personal development each year, and sets out local inclusive education activities that are consistent with national policy in this area ([GEM report](#)).

Each school adopts its own school syllabus, which is firstly adopted by the Pedagogical Council and then approved by the school principal.

### **Identification of needs / referral for services**

All schools have the possibility to co-operate with the relevant local authorities and to seek assistance from other institutions and non-governmental organisations (NGOs).

There are several officially adopted mechanisms for interaction at the level of an individual learner, depending on the situation:

- Through the Institutional Collaboration Teams (Outreach Teams) for Inclusion of Compulsory Pre-primary and School-Age Learners in the Education System, as part



of the Institutional Collaboration Mechanism for the Inclusion and Prevention of Drop-out of learners of compulsory pre-primary and school age, adopted by Decree 100 of 08 June 2018 ([GEM report](#)).

- co-ordination mechanism on violence, and the Mechanism for counteracting bullying and violence in institutions in the system of pre-primary and school education;
- the new mechanism for unaccompanied minors;
- Algorithm for interaction between institutions in the system of pre-primary and school education and 'Social Assistance' directorates;
- Ordinance on inclusive education, adopted by Decree 232 of 2 October 2017.

Additional support for personal development is provided by the kindergarten and school through a support plan prepared for a learner with SEN, with chronic diseases, at risk or with outstanding talents. The support plan identifies the resources – the specialists needed, the form of training, the need for individual training programmes, the need for support from social services, the necessary technical means and equipment, etc., which are needed for the particular learner. The parent is acquainted with the learner support plan and is obliged to assist in its implementation ([GEM report](#)).

### **Data collection and sharing**

Through the Information System for the Implementation of the [Mechanism for joint work of institutions](#) on the coverage, inclusion and prevention of drop-out from the education system of learners of compulsory pre-school and school age, adopted by Decree 100 of 8 June 2018. The Mechanism mandated an Information System for the implementation of the Mechanism, which provides an integrated electronic environment and tools. The Information System serves as an environment for the exchange of information and co-ordination between the persons involved and institutions under the Mechanism. This system includes an information card for schools and kindergartens, where the risk of dropping out is particularly high ([GEM report](#)).

There is an [official database](#) for all learners in the country.

A new [information system for inclusive education](#) was launched in 2022.

[A Co-operation Agreement](#) between the Ministry of Education and Science and the Agency for People with Disabilities for the exchange of statistics on learners with disabilities, for pedagogical specialists involved in the education of learners, and for social services that assist parents of learners with disabilities.

### **Monitoring and evaluation**

The national strategies are operationalised via programmes and plans. The Ministry of Education and Science prepares reports for their implementation and the Minister is responsible for providing reports on the compliance with the principles and implementation of the Pre-school and School Education Act to the Council and Ministers and the National Assembly.



The Municipal strategy is voted on by the Municipal council, which is directly elected by the local community. The Council can monitor the Municipal strategy through the Information System for the Implementation of the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners in compulsory pre-school and school age, adopted by Decree 100 of 08 June 2018 ([GEM report](#)).

The school syllabus is monitored by the mayor, the Regional Department of Education and by the School Public Council.

### **Quality assurance and accountability**

Reports and analyses are conducted regularly to measure results.

Each inter-agency mechanism has a responsible authority, which collects information and conducts internal monitoring and quality assurance.

Through the Information System for the Implementation of the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners in compulsory pre-school and school age, adopted by Decree 100 of 08 June 2018 ([GEM report](#)).

### **Funding**

The shared responsibilities and actions are usually funded by the budget of each responsible institution.

Several specially dedicated projects were also implemented in the field of Inclusive education, e.g. Project BG05M2OP001-3.018-0001 'Support for Inclusive Education'.

## **4.3 Formal and informal collaboration across ministries**

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Nationally, the overall approach in the development and adoption of any policy paper and legal act is based on evidence, transparency and consultations with all relevant stakeholders. Working groups are gathered at the earliest stage of drafting and all interested persons and groups can participate at every stage.

As highlighted, the Council of Ministers performs the state policy in the area of pre-primary and school education. Besides the already explained mechanisms, we should highlight that some of the policy and legislative documents prepared by the Ministry of Education and Science should be adopted by the Council of Ministers. This is the case with the [Ordinance on inclusive education](#). This means that these documents should be conciliated with all Ministries before their official adoption. As stated in section 4.1 above, there are numerous officially adopted mechanisms and procedures for collaboration.

The COVID-19 crisis provoked rapid adaptation to online teaching and learning. In order to foster sharing of online resources and tools, the Ministry of Education and Science created its own [platform](#).

The platform contains a wide range of digital educational content; quick and easy access to virtual classrooms, homework, assessments and attendance in one place, and a focus



on individual attention from teacher to learner. It was further enriched with additional platforms like the Support Me website.

Two levels of collaboration within the Ministry of Education and Science have been identified:

**At national level:** The Directorate for Inclusive Education at the MoES is responsible for inclusion and support policies for the personal development of learners with special educational needs, for educational integration and intercultural education for learners from ethnic minorities, as well as for learners seeking or having received international protection (refugees).

**At regional level:** In 2006, resource centres were created to support the inclusion of learners with SEN. They are state units with additional curricula and activities like ‘corrective’ therapies, and include consultation with parents and teachers. They function in each region and receive state funding, but can also have their own income.

With the entry into force of the Pre-school and School Education Act in 2016, resource centres have become Regional Centres for Support of the Process of Inclusive Education with more and more expanded functions to support the inclusion of learners and to train teachers to train learners with special educational needs ([GEM report](#)).

## 4.4 Specific mechanisms for formal and informal collaboration that impact on inclusive education

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### Development of a shared vision for inclusive education

The current definition of inclusive education reflects the community dialogue on education for children with special educational needs and the shift of the paradigm from integration to inclusive education.

The main arena for discussions of the terms and reforms was the process of development and drafting of the new Pre-school and School Education Act. The whole process is described in Section 1 above.

The Pre-school and School Education Act defines ‘inclusive education’ as:

The process of understanding, accepting and supporting the individuality of each child or pupil and the variety of needs of all children and pupils through involvement and inclusion of resources aimed at removing the obstacles to teaching and learning and creating opportunities for development and participation of children and pupils in all aspects of life in the community (Section 1, item 26 of the Supplementary provisions).

A conference, ‘[Development of Inclusive Education in Bulgaria – 15 Years Later](#)’, took place on 30–31 May 2022 in Sofia. [During the conference](#), Professor M Zamfirov presented research on the usage of the four forms of education for learners with special needs in Bulgaria and their development in recent years in academic papers: special education, integration, inclusion, and special classes. Publication activity between 1995 and 2000 was mainly related to two concepts – special education and integrated



education. From 2000 onwards, the concept of inclusive has also entered the discourse. Quite logically, as from 2006 onwards, and the following years, are crucial for the system – Bulgaria has been admitted to the EU and there are no more excuses for the lack of reforms in the field.

Naturally, in the years from 2016 to 2022, the main terms used are inclusive and integrated education.

### **Policy development, implementation and co-ordination**

All already listed mechanisms have an impact on inclusive education. For example, in accordance with the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners in compulsory pre-school and school age, adopted by Decree 100 of 08 June 2018, the Minister of Education and Science:

- organises the implementation of the Mechanism;
- ensures the participation of Regional Departments of Education and institutions in the system of pre-primary and school education in the Mechanism ;
- implements, creates, develops, maintains and manages an Information System for the implementation of the Mechanism;
- organises the preparation of regular analyses of the effectiveness of the implementation of the Mechanism on the basis of information from the Information System for the implementation of the Mechanism;
- develops and proposes to the Co-ordination Unit a system of measures to optimise and improve the effectiveness of the Mechanism.

The Minister of Labour and Social Policy, the Minister of the Interior, the Minister of Health, the Minister of Regional Development and Public Works, the Chairman of the Central Commission for Combatting Juvenile Delinquency, mayors of municipalities and regional governors ensure participation in the Mechanism of subordinate institutions and monitor the implementation of the Mechanism within their institutional competence.

The municipal mayors determine the areas of coverage within the territory of the municipality and inform the head of the respective Regional Education Department accordingly. They:

- designate municipal staff to participate in outreach teams, including mayors, mayors of small towns and representatives of the Local Commission for Combatting Juvenile Delinquency;
- co-ordinate outreach teams at the municipal level;
- familiarise parents of children at compulsory education age with the appropriate ways and forms, their legal obligations to enrol children in education at home or abroad, and the obligations to register under the Civil Registration Act upon changing their current address in the country or abroad;
- impose fines on parents who impede their children's education ([GEM report](#)).



## Identification of needs / referral for services

All schools have the possibility to co-operate with the relevant local authorities and to seek assistance from other institutions and NGOs.

There are several officially adopted mechanisms for interaction at the level of the individual learner depending on the situation:

- Through the Institutional Collaboration Teams (Outreach Teams) for the Inclusion of Compulsory Pre-school and School-Age Learners in the Education System, as part of the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners of compulsory pre-school and school age, adopted by Decree 100 of 08 June 2018. ([GEM report](#));
- Co-ordination mechanism on violence and the Mechanism for counteracting bullying and violence in institutions in the system of preschool and school education;
- The new mechanism for unaccompanied minors;
- [Algorithm for interaction between institutions in the system of pre-school and school education and 'Social Assistance' directorates](#);
- Ordinance on inclusive education, adopted by Decree 232 of 20 October 2017. Additional support for personal development is provided by the kindergarten and the school through a support plan prepared for a learner with SEN, with chronic diseases, at risk or with outstanding talents. The support plan identifies the resources - the specialists needed, the form of training, the need for individual training programs, the need for support from social services, the necessary technical means and equipment, etc., which are needed for the particular learner. The parent is acquainted with the learner support plan and is obliged to assist in its implementation. ([GEM report](#));
- Special professions like educational mediators and assisting teachers also foster inclusive education.

## Data collection and sharing

Through the Information System for the Implementation of the Mechanism for the joint work of the institutions on the coverage, inclusion and prevention of dropping out of the education system of learners of compulsory pre-school and school age, adopted by Decree 100 of 8 June 2018 ([GEM report](#)).

## Monitoring and evaluation

Each region has its own Regional Department of Education under the authority of the MoES. The Regional Departments of Education are responsible for education policy and are also working on 'inclusion'. They are expected to report annually to the Ministry on the process of inclusive education in the region ([GEM report](#)).





## Quality assurance and accountability

The municipalities provide and control:

- the resources for the maintenance, construction, furnishing and the major repair of kindergartens and schools;
- health servicing and security of the kindergartens and schools;
- resources for implementing state education requirements, as well as financial provision for all sections of the curriculum for the municipal kindergartens and schools;
- conditions for canteen catering, dormitories, recreation, sport basis and transportation of learners and teachers, as well as a free transportation and full-day organisation of the studies and canteen boarding;
- scholarships and special supports for learners (Eurydice, 2012d).

The National Education Inspectorate provides the Minister of Education and Science and the Council of Ministers with an analysis of the quality of education in inspected kindergartens and schools for a specified period, in a particular region or country ([GEM report](#)).

The Regional Departments of Education also have functions to monitor and assure the quality of inclusive education in schools.

As per different available mechanisms, all of them have either secretariats or other implementing structures that prepare annual reports for their work and impact. In addition, tools like research and analyses are conducted to measure achievements.

## Funding

The shared responsibilities and actions are usually funded by the budget of each responsible institution.

## Evaluative commentary

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This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of system governance for the implementation of inclusive education in practice. It specifically considers the impact of levels of decentralisation/centralisation in the country on inclusive education in practice.

### Challenges

There are still attitudes against inclusive education. In addition, there is a shortage of specialists, especially in remote and small localities. The country's unfavourable demographics exacerbates inequalities.

### Opportunities

Collaboration and partnership both between the Ministry of Education and Science and other Ministries, and between different levels within the education system itself, is well developed and functioning.



Amid the increasingly complex issues facing our education system, a collaborative approach with other institutions has been adopted. For some of the most pressing issues, such as the drop-out rate, a special Mechanism for joint work of institutions on coverage and inclusion in the education system of learners of compulsory pre-school and school age has been established. More and more platforms and databases are being set up for the exchange of information both between institutions from different sectors, and between different structures in the field of education.

[The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030](#) identifies as a challenge the lack of an established culture for creativity and innovation in the management of the institutions of the pre-primary and school education system, for co-operation and resource sharing between them. Thus, as a result of the SWOT analysis, nine priority areas for the development of education and training until 2030 have been identified, notable number five: 'Effective inclusion, sustainable inclusion and educational integration'.

The education system is now entering a more mature phase of work after the 2016 reform. Practice proves that more and more co-ordination efforts between different institutions from different sectors and levels are needed for effective support. It is a strength that the strategic documents include actions and measures towards the implementation and upgrading of policies to ensure early and equal access to education, drop-out prevention and reintegration into the education system. Priority is given to the implementation of measures aimed at ensuring the sustainability of the process of educational integration of learners from vulnerable groups, reducing inequalities, promoting social inclusion, motivating children and parents for education, and systematic work with parents to involve them as full participants in the educational process. Measures will be implemented to expand opportunities for effective inclusion in the education system of learners with special educational needs and from vulnerable groups, including Roma and those seeking or granted international protection and migrants. Co-operation between pre-primary and school education institutions with state and local social and health authorities, educational mediators, parents and local communities is being strengthened. An inclusive, supportive, safe and secure educational environment will be provided for effective education, for the protection and enhancement of the health of learners, and for their full personal development (Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2020–2030).



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## SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

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This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

### 5.1 School inspection processes and structures for all forms of educational provision

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Quality management is defined in the Pre-school and School Education act as a permanent process of organisational development, based on analysing, planning and performing the activities, assessment and introduction of improvements in the operation of kindergartens and schools (Article 271).

Analysing, planning and performing the activities, and introducing improvements in the operation of kindergartens and schools should be carried out according to the terms and conditions defined by the state educational standard for quality management in institutions. Such a standard was adopted but later repealed, and as of November 2022 there is no such standard in force. It is important to highlight that the quality assessment is performed both by self-assessment and inspection. Self-assessment aims to produce an internal assessment of the quality of the education provided through activities, procedures and criteria defined by the kindergarten or school.

There is an adopted state [educational standard for the inspection of kindergartens and schools](#): Number 18 of 9 September 2021 on the inspection of kindergartens and schools, issued by the Minister of Education and Science. The inspection is the process of making a comprehensive independent expert assessment of the quality of education provided by a kindergarten or school at a particular point in its operation, and determining guidelines for improvement. Inspections are carried out according to criteria and indicators grouped by areas to be inspected. At least one inspection of each kindergarten and each school shall be carried out every five years. An inspection shall consist of the following inter-related, sequential activities:

- informing about the inspection;
- gathering information on the areas to be inspected;
- assessing the quality of education provided by the kindergarten or the school at a particular point in time, which consists of comparing data obtained from the inspection with the preliminary set indicators;
- defining guidelines for improving the quality of education provided by the kindergarten or school;
- establishing the results of the implementation of the recommendations and guidelines made by previous inspections.

The **National Inspectorate for Education within the Council of Ministers** is the authority for external supervision of kindergartens and schools.



At **regional level**, quality assurance in the school system is carried out by **28 Regional Departments of Education**, which are the territory administrations for management and control of the pre-primary and school education system under the jurisdiction of the Minister of Education and Science. Their specialised administration also provides methodological support to the kindergartens and schools. Concerning the municipal kindergartens and schools, the mayors of the municipalities conduct the control.

At **school level**, quality assurance is carried out by the principals and deputy principals of kindergartens and schools. The schools are obliged to apply measures for enhancing the quality of education. The Public Council suggests policies and measures for improving the quality of the educational process based on results of self-assessment and external evaluation – for the schools and of inspection reports. On the other hand, the Pedagogical Council adopts measures for enhancing education quality. The principals of the kindergartens approve the measures.

The entire education system is governed by 19 state educational standards (listed above). Based on these standards, the curriculum is developed and adopted. Framework and model school curricula exist and each school is obliged to adopt its own school syllabus.

There are also innovative schools (defined as innovative according to criteria set by the state educational standards), which achieve improvement of education quality by:

- preparing and implementing innovative elements concerning the organisation and/or content of the education;
- organising in a new or improved way the management, learning process and study environment;
- applying new methods of teaching;
- preparing in a new way the curricula, content and plans.

In this process, pedagogical specialists also actively take part. One of their obligations is to maintain and improve their qualification so as to improve the quality of teaching, increase the results and the quality of the learners' preparation. The heads of schools are obliged to ensure the necessary conditions for this ([Eurydice](#)).

## 5.2 Other quality assurance processes for all forms of educational provision

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According to the Pre-school and School Act, the state implements policies for enhancing the quality of education. The Regulatory documents oblige education and training to be implemented under ensured quality in the education system. Quality assurance in the pre-primary and school education is carried out by the responsible institutions at national, regional and school level.

The **Ministry of Education and Science is the** responsible institution at national level and executes control functions in the school system via its specialised administration and units. It implements a mechanism for transparency, publicity and annual analysis of the results obtained from the national external evaluations, which is used for preparation of policies and measures to guarantee durable enhancement of education quality. The



activities in the pre-primary and school education system are funded by the state budget, as the transfers for development of kindergartens and schools incorporate funds for enhancing quality ([Eurydice](#)).

[The Centre for assessment in pre-primary and school education](#) within the structure of the MoES is a state specialised unit for activity related to the organisation, preparation and conduct of internal and external assessment, of school-leaving examinations and related to participation in international studies intended to evaluate education systems. It is involved in:

- the process of assessment of learners' study results in school education and in the process of diagnostics of a learner's readiness for school in pre-primary education
- methodological support of the organisation, and preparation and conduct of regional external assessments;
- the preparation of exam materials for various exams;
- the preparation of procedures and instruments for internal assessment in school education;
- the preparation and supply of analysis of the study and readiness results in pre-primary and school education and the influencing factors;
- the conduct of the international studies, and analyses and disseminates their results, etc.

Learners' achievements in Bulgaria are evaluated with quantitative marks. Learners with special educational needs who study to an individual plan may be evaluated qualitatively. Through evaluation, the achieved results in education and the level of preparation of the learners for their future can be defined and measured. One of the main goals is to monitor the educational process for applying policies and measures, aiming for quality improvement. The evaluation is carried out during the learning process, at the end of a grade or education level. It can be internal – when the mark is given by the teacher in class, or external – when the mark is given by commission or expert/teacher but not the teacher in class.

The aims of the external evaluation at the end of a grade or education level are:

- diagnostics of individual progress and of the learner's educational needs;
- monitoring of the educational process for applying policies and measures contributing to quality improvement;
- defining the degree of achievement of results for each study subject in the curricula for each grade.

The national external evaluations in the school system are carried out at the end of grades 4, 7 and 10.

The exams within the national external evaluation at the end of grade 4 are in Bulgarian language and literature and in mathematics; those at the end of grade 7 are also in Bulgarian language and literature and mathematics, but voluntarily the learners are allowed to pass an examination in foreign language and some learners can even pass exams for a specific abilities check (usually for vocational schools, sports or arts schools);



those at the end of grade 10 are compulsory exams also in Bulgarian language and literature and mathematics, but voluntarily exams can also be sat in foreign language and IT subjects.

Learners who have successfully finished grade 12 shall obtain secondary school education and shall have the right to sit matriculation examinations and stage examinations to obtain vocational qualification. Secondary school learners trained in a school learning plan which provided a profile preparation, shall obtain secondary school education after a successful pass of compulsory state high matriculation examination in the school subject 'Bulgarian language and literature' and a compulsory state matriculation examination in a profile school subject. Secondary school learners trained under a school syllabus which provided vocational preparation, shall obtain a high school education after successful passing of a compulsory state matriculation examination in Bulgarian language and literature and a compulsory state matriculation examination to obtain a vocational qualification in the theory and practice of the vocation. Voluntarily, a third exam in another subject is allowed. Some universities enrol learners solely based on the matriculation examination performance.

Quality has other dimensions in addition to marks. Special attention should be given to two instruments for ensuring the quality of teaching: on the state requirements for the acquisition of professional qualification 'teacher' and Ordinance 15 of 22 July 2019 of the Minister of Education and Science on the status and professional development of teachers, principals and other pedagogical specialists (Eurydice, [Legislation and official policy documents](#)). Both legal acts set out the main framework for the teacher occupation and the personal development of each teacher. It should be highlighted that the attestation system in Bulgaria includes components on training and courses attained. The teachers in each school can support each other methodologically. Resource teachers are a special group of teachers who support learners with special educational needs in mainstream schools. They should also meet the criteria set out in the acts listed above. Methodological support is an integral part of their work, too.

Though a relatively small country, Bulgaria has very diverse geography, and so the needs of the different cities and places of residence can be very diverse. Another measure to ensure equality and equal access to education is the diverse approach towards financing based on the individual characteristics of the school.

### **5.3 Evaluation mechanisms used to monitor outcomes at different system levels**

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#### **General outcomes (academic, social, well-being, etc.) for all learners**

The academic outcomes are evaluated at school, but also externally at state external evaluation after grades 4, 7 and 10 and matriculation examinations after grade 12.

The Ministry of Education and Science executes control functions in the school system via its specialised administration and units.

The Centre for assessment in pre-primary and school education within the structure of the MoES is a state specialised unit for activity related to the organisation, preparation and



conduct of internal and external assessment, of matriculation examinations and related to participation in international studies intended to evaluate education systems. It is involved in:

- the process of assessment of learners' study results in school education and in the process of diagnostics of a learner's readiness for school in pre-primary education
- methodological support of the organisation, and preparation and conduct of regional external assessments;
- the preparation of exam materials for various exams;
- the preparation of procedures and instruments for internal assessment in school education;
- the preparation and supply of analysis of the study and readiness results in pre-primary and school education and the influencing factors;
- the conduct of the international studies, and analyses and disseminates their results, etc.

The gathered data informs the policy-makers of the quality of the educational process. An analysis is conducted after the exams in order to identify the strengths and gaps in the learning outcomes, and to adapt the curriculum accordingly.

### **Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion**

Learners with special educational needs have the right to more time during the state external evaluation after grades 4, 7 and 10 and matriculation examinations after grade 12. They also have the right to an additional assistance – a specialist who can adapt the assignment to their needs.

Learners with SEN who have an individual plan are assessed on the achievement of the goals set in that plan.

### **Outcomes for schools (professional development, staff and personal well-being, etc.)**

Each educational specialist reflects in their professional portfolio the competences achieved in accordance with the professional profile for the position held. The establishment of a professional portfolio includes the presentation of performance and professional development. The professional portfolio is compiled by the education professional and includes materials that demonstrate:

- the dynamics of the pedagogical specialist's professional performances with the learners with whom they work;
- the results achieved and the acquisition of competences by the learners and the progress they make in the educational process;
- their participation in the implementation of the institution's policies;
- their professional development and career progression.

Teachers are assessed during the attestation process once every four years. A special attestation commission is nominated in each school and one of the main tools is so-called



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'credits' – a system for improving competences. Teachers gather credits during their attendance at different seminars, trainings and workshops. The self-assessment and inspections are also tools for measurement of the outcomes.

**Outcomes for parents and families (support, participation, family well-being, etc.)**

Not present.

## **5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels**

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### **Effectiveness of teaching and learning processes**

The learners' achievements in Bulgaria are evaluated with quantitative marks. Learners with special educational needs who study to an individual plan may be evaluated qualitatively as well. Through evaluation, the achieved results in education and the level of preparation of the learners for their future, can be defined and measured. The academic outcomes are evaluated at school, but also externally at state external evaluation after grades 4, 7 and 10 and matriculation examinations after grade 12.

The Centre for assessment in pre-primary and school education is a state specialised unit for activity related to the organisation, preparation and conduct of internal and external assessment, of matriculation examinations and related to participation in international studies intended to evaluate education systems.

It is involved in:

- the process of assessment of learners' study results in school education and in the process of diagnostics of a learner's readiness for school in pre-primary education
- methodological support of the organisation, and preparation and conduct of regional external assessments;
- the preparation of exam materials for various exams;
- the preparation of procedures and instruments for internal assessment in school education;
- the preparation and supply of analysis of the study and readiness results in pre-primary and school education and the influencing factors;
- the conduct of the international studies (e.g., PISA), and analyses and disseminates their results.

The gathered data informs policy-makers on the quality of the educational process. An analysis is conducted after the exams in order to identify the strengths and gaps in the learning outcomes and to adapt the curriculum accordingly.

The Director of the National inspectorate of education provides the Minister of Education and Science and the Council of Ministers with an analysis of the educational quality in the inspected kindergartens and schools for a certain period in a region or for the country, and publishes on its official internet site a summarised report about the assessment and directions on fields of inspection (Article 274, PSEA).





The Regional Departments of Education can also assess the effectiveness of the teaching and learning processes and provide methodological support and recommendations for improvements.

### **Effectiveness of school management processes**

The Regional Departments of Education carry out methodological support to the kindergartens and schools, support Regional centres in the process of inclusive education, and assist the personal development support centres in the relevant region. The methodological support is also carried out through participation of experts from the Regional Departments in conducting lessons and in the activities for inclusive education.

The areas of inspections are:

#### *Educational process*

Learning outcomes, the effectiveness of interaction and the application of the competence-based approach in the learning process, education and socialisation, classroom and group management, assessment, support provided for personal development and the teamwork between teachers and other pedagogical specialists for the individual progress of each learner.

#### *Management*

Human resource management, including the management of human resources, including qualification effectiveness, appraisal of pedagogical specialists, management of financial, information and technological resources, management of partnerships for the development of the kindergarten or school for improving educational outcomes, and effective leadership.

#### *Institutional environment*

The physical environment and the information and library resources of schools and kindergartens, development of the organisational culture of the kindergarten or school, development of a supportive environment and effective interaction between all those involved in the educational process and with all stakeholders, and satisfaction of the participants in the educational process.

Self-assessment is aimed at producing an internal assessment of the quality of the education provided through activities, procedures and criteria defined by the kindergarten or school.

### **Effectiveness of teacher professional development processes**

The professional profile and learning outcomes of learners are the basis for setting priorities for professional development, as well as for supporting the self-assessment and attestation of pedagogical professionals.

Effectiveness of teacher professional development is measured during the attestation process officially. Attestation is the process of assessing the conformity of an activity of teachers, principals and other educational professionals with their job profile, job performance requirements and strategy for development of the kindergarten, school,



personal development support centre or the Regional Centre for Support of the Process of Inclusive Education; and for principals, their managerial competence.

The objectives of the attestation process are:

- to establish the performance of pedagogical professionals in the achievement of the performance of the teacher educators;
- to improve the quality of education of learners;
- to motivate pedagogical professionals for professional development by improving their qualifications;
- to identify the need for methodological and organisational support for the pedagogical specialist and provide mentorship support.

The results of the attestation are used for:

- career development;
- rewarding pedagogical specialists who have obtained good results;
- guidance for the further training of teaching staff to update, supplement or extend the professional, updating and extending their competences;
- providing methodological and/or organisational support and ensuring mentor(s).

There is a special system for teachers' training and their provision. The Minister of Education and Sciences organises the creation and maintenance of information centres of approved training programmes for increasing the qualification of the pedagogic specialists. The qualification credits are introduced as a measurer of time, in which the pedagogical specialist has been trained for increasing their qualification in programmes. One qualification credit shall be given for 16 academic lessons, of which not less than eight academic lessons are in-person, including synchronous distance learning in a digital environment.

### **Efficiency and effectiveness of funding mechanisms**

The Minister of Education and Science allocates and controls the spending of funds allocated by the state budget for education and science.

The activities in the pre-primary and school education system are financed by state budget funds, municipal budgets, EU funds and programmes, and other sources. The state budget finances wholly or partially the activities which are subject to state policy; it is for:

- payment of the activities of education and training of learners;
- support for equal access and support for personal development;
- development of kindergarten, school and personal development support centres;
- implementation of national programmes for the development of education.

Although expenditure on education has increased over time, it is still one of the lowest in the EU. The latest available data show that in 2018, general government expenditure on education was equivalent to 3.5% of GDP, significantly below the EU average of 4.6% and one of the lowest in the EU. Nevertheless, compared to 2010, Bulgaria's expenditure on



education has increased in real terms by 14%, significantly faster than the EU average (3.7%). The increase has primarily benefitted secondary education (+23%) and pre-primary and primary education (+18%), whereas spending in tertiary education decreased by 11%. A third of the increase went to finance teachers' salaries, while the amounts invested in goods and services and for gross capital formation (e.g. school infrastructure) have decreased compared to their 2010 level. In 2020, additional funds were allocated to increase teachers' pay and to finance four new national programmes that aim to attract and train teachers in subjects for which shortages are expected, support schools to innovate, provide career development and boost the use of IT in teaching and learning. ([European Commission, Education and training monitor 2020: Bulgaria, 2020](#)).

Besides the general rules for budget distribution, it is important to mention that more funds are planned for work with learners from vulnerable groups, support for classes to obtain qualification in protected professions and specialties in professions where there is an expected shortage of specialists on the labour market, and maintenance of protected kindergartens and schools.

The mayor of the municipality and the Regional Departments of Education have the powers to monitor the effectiveness of efficiency of the spendings of the school/kindergarten. The Public Council also has such powers.

#### **Effectiveness of (vertical) co-operation between stakeholders at different system levels**

There are strict requirements for reporting and monitoring the quality of the exercised activities between the different vertical levels in the education system. Quality is ensured by inspections, provision of recommendations and methodological support.

#### **Effectiveness of (horizontal) co-operation between ministries and ministerial departments**

As stated before, different co-operation mechanisms exist in Bulgaria and the respective authorities are obliged to analyse the effectiveness of their work.

Besides the concrete mechanisms, there are several strategic documents approved: Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021–2030), and others.

## **5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education**

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### **For learners with special educational needs, including learners with disabilities**

In the Regional Centres for Support of the Process of Inclusive Education, local teams support the personal development of learners with special educational needs. The teams include resource teachers, special educators (including from centres for special educational support), psychologists, speech therapists and other specialists. Representatives from the Regional Department of Education act as team leaders.



The regional teams:

- request support for learners with special educational needs from the Regional Centre for Support of the Process of Inclusive Education. The principal approves or disapproves additional support, based on the assessments by the personal development support teams;
- evaluate individual needs for additional support for learners with special educational needs when personal development support teams are unavailable. In this case, they request support from the Regional Centre for Support of the Process of Inclusive Education based on an application from the learner's kindergarten or school head teacher;
- re-evaluate the individual needs of learners with special educational needs when parents disagree with the assessment by the personal development support team or the proposed additional support. The director of the Regional Centre for Support of the Process of Inclusive Education approves or rejects additional support for learners with special educational needs;
- assess the individual needs of learners with special educational needs when parents apply for referral for training in special schools;
- support the provision of additional support;
- propose and organise, if necessary, the provision of methodological support for working with learners with special educational needs in kindergartens, schools and personal development support centres;
- inform parents of learners with special educational needs about opportunities for continuing education to obtain a professional qualification after grades 7 and 10;
- perform other functions provided for in the state educational standard for inclusive education (the Ordinance on inclusive education).

As from 2022, a [new information system](#) is in operation. It should inform the experts and policy-makers for the personal development of each learner and it can also provide information for the general trends, strengths and weaknesses.

### **Learners at risk of dropping out**

[Mechanism for joint work of institutions](#) on the coverage, inclusion and prevention of drop-out from the education system of learners of compulsory pre-school and school age, adopted by Decree 100 of 8 June 2018

The Minister of Education and Science organises the implementation of the Mechanism and:

- ensures the participation of regional education departments and institutions in the system of pre-primary and school education in the Mechanism;
- implements, creates, develops, maintains and manages an Information System for the implementation of the Mechanism;



- organises the preparation of regular analyses of the effectiveness of the implementation of the Mechanism on the basis of information from the Information System for the implementation of the Mechanism;
- develops and proposes to the Co-ordination Unit a system of measures to optimise and improve the effectiveness of the Mechanism.

The Minister of Labour and Social Policy, the Minister of the Interior, the Minister of Health, the Minister of Regional Development and Public Works, the Chairman of the Central Commission for Combatting Juvenile Delinquency, mayors of municipalities and regional governors ensure participation in the Mechanism of subordinate institutions and monitor the implementation of the Mechanism within their institutional competence.

The municipal mayors determine the areas of coverage within the territory of the municipality and inform the head of the respective Regional Education Department accordingly and:

- designate municipal staff to participate in outreach teams, including mayors, mayors of small towns and representatives of the Local Commission for Combatting Juvenile Delinquency;
- co-ordinate outreach teams at the municipal level;
- familiarise parents of children at compulsory education age with the appropriate ways and forms, their legal obligations to enrol children in education at home or abroad, and the obligations to register under the Civil Registration Act upon changing their current address in the country or abroad;
- impose fines on parents who impede their children's education.

## **5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education**

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The assessment of learners' individual need for additional support for personal development is functional. When assessing learners with possible special educational needs, disability and functioning are considered as a consequence of the interaction between the health condition and environmental factors. This is in accordance with the World Health Organization's International Classification of Functioning, Disability and Health (ICF) and takes into account the WHO's International Classification of Diseases ICD-10.

Learner assessment is carried out according to the assessment card outlining the individual needs of the learner. The parent consents or disagrees with the assessment of individual needs and with the proposed additional support for personal development in the learner's assessment card. The assessment card is an integral part of the learner's personal educational file in the National electronic information system for pre-primary and school education. It is submitted together with other documents during the learner's transition from one institution to another through pre-school and school education (European Agency, [Country information](#)).



## 5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

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[Mechanism for joint work of institutions](#) on the coverage, inclusion and prevention of drop-out from the education system of learners of compulsory pre-school and school age, adopted by Decree 100 of 8 June 2018.

The Minister of Education and Science organises the implementation of the Mechanism and:

- ensures the participation of regional education departments and institutions in the system of pre-primary and school education in the Mechanism;
- implements, creates, develops, maintains and manages an Information System for the implementation of the Mechanism;
- organises the preparation of regular analyses of the effectiveness of the implementation of the Mechanism on the basis of information from the Information System for the implementation of the Mechanism;
- develops and proposes to the Co-ordination Unit a system of measures to optimise and improve the effectiveness of the Mechanism.

The Minister of Labour and Social Policy, the Minister of the Interior, the Minister of Health, the Minister of Regional Development and Public Works, the Chairman of the Central Commission for Combatting Juvenile Delinquency, mayors of municipalities and regional governors ensure participation in the Mechanism of subordinate institutions and monitor the implementation of the Mechanism within their institutional competence.

The municipal mayors determine the areas of coverage within the territory of the municipality and inform the head of the respective Regional Education Department accordingly and:

- designate municipal staff to participate in outreach teams, including mayors, mayors of small towns and representatives of the Local Commission for Combatting Juvenile Delinquency;
- co-ordinate outreach teams at the municipal level;
- familiarise parents of children at compulsory education age with the appropriate ways and forms, their legal obligations to enrol children in education at home or abroad, and the obligations to register under the Civil Registration Act upon changing their current address in the country or abroad;
- impose fines on parents who impede their children's education.

As a result of the Mechanism's activities in the period from 2017 to February 2020, the outreach teams have returned or enrolled for the first time 51,460 learners. The proportion of learners aged 5 to 16 years not covered during the 2019/2020 school year has been reduced significantly compared to the previous 2018/2019 school year (from 8.47% to 4.73%). The number of drop-outs who were enrolled in grade 7 from the 2005 intake but not enrolled in grade 7 as of 15 September 2019 is 1,238. The result is better compared to the previous 2018/2019 school years when 2,300 seventh graders from the



2004 intake did not continue their education in grade 7 (Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030).

## Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of quality assurance and accountability for inclusive education in practice. It specifically considers the implications of how different stakeholders across the education system are accountable for ensuring the effective implementation of policy for inclusive education in practice.

### Challenges

A challenge with regard to the quality assessment and monitoring system is the repealed and currently missing quality management in institutions standard.

The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030 also highlights as challenges the underdeveloped system of organisational culture between the different institutional levels for methodological support focused on the individual progress of the specific learner, as well as an underdeveloped system of uniform indicators for reporting institutional progress (of the school) on a specific topic in the context of learning outcomes.

Another challenge is the poor performance of Bulgarian learners on the Programme for International Student Assessment (PISA). The 2018 OECD PISA shows that 47% of Bulgarian 15 year-olds struggled to understand texts of moderate length and complexity or unfamiliar material. Additionally, 44% had difficulties in interpreting and recognising how simple situations can be represented mathematically and 47% lacked basic understanding in sciences. These underachievement rates are among the highest in the EU and twice the EU average (22.5% for reading, 22.9% for mathematics and 22.3% for science). Mean performance in reading has remained flat since the start of participation in PISA; it improved in mathematics between 2006 and 2012 and dropped significantly in science between 2015 and 2018, recording one of the largest declines over this period (OECD, 2019b). The proportion of learners classed as top performers – who demonstrated complex knowledge in the subjects tested – is very low: 2% in reading (EU average 8.5%), 4% in mathematics (EU average 11%) and 2% in science (EU average 6.3%). The impact of the on-going education reform on learning outcomes will only be measurable in future testing rounds, when PISA will assess the competencies of learners who have followed the new school curriculum and received individualised support to overcome learning gaps ([Education and training monitor 2020 – Bulgaria](#)).

### Opportunities

Bulgaria has a rigorous system for monitoring and evaluating the quality of education for all learners. For learners who are at risk of dropping out of school, who are not included in the education system or have special educational needs, additional support measures are put in place.

The Mechanism for joint work of institutions on the coverage and inclusion in the education system of learners of compulsory school age can also be noted as a strength. In



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the context of efforts for successful inclusion and drop-out prevention and for inclusive education, an Ordinance on inclusive education has been adopted. These measures have resulted in an enrollment rate of 94.69% at the beginning of the 2020/2021 school year. There has been a particularly large increase in the enrollment rate of 5, 6 and 7 year-olds in the second term of the 2019/2020 school year compared to the beginning of the same school year. Another effective practice that has been implemented is the introduction of educational mediators to work with parents and the community of learners from vulnerable groups, as well as the introduction of a teaching assistant to support teachers in their work with learners with special educational needs in kindergarten groups and classrooms in schools. In addition, the role of methodological support provided to mainstream teachers is being strengthened in order to successfully include learners, especially those with special educational needs, in the educational process.

As a result of the measures taken, the quality of inclusive education is improving and more learners at risk of exclusion from the education system are completing their education. The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030 and the new Education 2021–2027 Operational Programme provide for measures to address a number of the remaining challenges related to inclusive education.





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## SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

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This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

### 6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

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Yes.

#### 6.1a Description of the legislation and policy framework around the use of learner voice

The Pre-school and school Education Act provides for learners' participation in the life of the school. More concretely, the law focuses on the opportunities for learners' self-governance in Article 171. Learners have the right to give opinions and proposals about the school activities, including the selective and facultative school lessons, and to participate in discussions while solving issues referring to school life and school community, including the school learning plan through the forms of learners' self-governance. Learners shall participate in the school life and in the organisational development of the school through various forms of learner self-governance at the level of a class and school, determined by the Rules of the school upon proposal of the learners.

The Standard for Civil, Health, Environmental and Intercultural Education, adopted with Ordinance 13/2016 (Eurydice, [Legislation and official policy documents](#)) issued by the Minister of Education and Science elaborates further the forms and processes of learners' self-governance:

Institutional policies to support civil, health, environmental, and intercultural education also include supporting learners' initiative and participation through age-appropriate inclusive democratic practices, such as:

- participating in various forms of learner self-governance and representation;
- organising volunteer activities inside and outside school;
- maintaining school media with active learner participation (e.g. newspapers, radio, television, magazines, websites, etc.);
- organising school campaigns supporting health, tolerance, social sensitivity, human rights, environmental protection, etc.;



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- organising school holidays and events according to the calendar of world, international, European, national, municipal, local, professional and cultural dates and holidays;
  - organising peer-to-peer trainings;
  - developing youth leadership;
  - participating in clubs and informal interest groups;
  - implementing forms of mediation, conflict resolution, aggression prevention;
  - introducing the practice of learner mentors to prevent conflicts, drop-outs, etc.;
  - researching learners' opinions, attitudes and expectations regarding the process and content of school education and suggestions about school life;
  - promoting informal learning on the school campus for 'learning by doing' outside of formal education hours and non-formal learning (Article 17).

Besides the legal framework, school self-governance has deep roots in the Bulgarian education system. It is one of the most popular forms for civic education while applying the 'learning by doing' approach. The established mechanism provides for the participation at class and school level but it is also linked to the existing mechanisms for child participation at national level such as the Child Council - a consultative body to the Chairperson of the State Agency for Child Protection.

## **6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?**

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Yes.

### **6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities**

The Pre-school and School Education Act lists a framework or model curriculum and each school shall work out its school syllabus in accordance with the learners' interests and its opportunities (Article 94, PSEA). On the basis of the adopted school syllabus, an individual learning plan is developed for learners in individual form of education, as well as, if necessary, for:

- learners with special educational needs who study in day, evening, combined, distance form or dual training system;



- learners with outstanding talents, who are taught in a combined, distance form or dual training system (Article 95, PSEA).

The school syllabus is developed in accordance with the interests of the learners and the school's capacity; for this purpose, each school year the school provides a list of subjects for each year from which learners and their parents/caregivers indicate their subject choices by completing applications at the end of the previous school year or before the learner enters the school. The school syllabus shall be adopted by a decision of the Pedagogical Council and after co-ordination with the Public Council of the school.

The individual syllabus is approved by an order of the principal and its implementation is monitored on a monthly basis by the regional education department. The individual syllabus for learners with sensory disabilities may also include a section D – lessons provided for the study of special subjects. The individual syllabus is developed for the school year except as provided in the state educational standard for the curriculum. The individual syllabus may determine the distribution of study time by one or more subjects, which is different from the framework, type and school syllabus. The individual syllabus of learners with special educational needs may contain only a part of the subjects defined in the framework, type or school syllabus. For the training in each subject in the individual syllabus, the personal development support team develops an individual syllabus, which is approved by the principal. The individual syllabus for learners with special educational needs is developed on the basis of the framework requirements set by the state educational standard for inclusive education. The individual curricula are developed by the teachers in the respective subjects together with the specialists who are in the team to support the personal development of the particular learner ([GEM Report](#)).

Though the Ministry of Education envisages one common curriculum on subjects for all learners, the legislation also provides for opportunities for the adaptation of the curriculum after an individual assessment of the needs of learners. The learners with special educational needs, for whom the assessment of individual needs has shown the need for training in individual curricula, are trained in such. Individual curricula are in accordance with the general curriculum approved by the Minister of Education and Science in the respective subjects. Learners who have chosen or have shown the need to learn in an individualised form of education are taught on an individual syllabus.

Access to the curricula and syllabus content is guaranteed by:

- providing support for the personal development of learners to ensure continuity in their transition through the various stages and levels of education;
- adaptation of the educational content to the individual needs of learners with special educational needs;
- provision of aids and specialist technologies in the educational process;
- provision of therapeutic support and rehabilitation of learners;
- provision of training in curricula on special subjects for learners with sensory disabilities;
- use of appropriate training materials and teaching aids.



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## 6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

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### Parents and families

Yes. Parents can participate in the Public Councils of the school. Article 269 of the PSEA lists the powers of the Public Council, namely:

- approve the strategy for development of the kindergarten or school and adopt the annual report of the principal on their performance;
- participate in the operation of the Pedagogical Council in discussing the programmes and the selection of school uniforms;
- propose policies and measures for improvement of the quality for the educational process on the basis of the results of the self-assessment of the institution, the external assessment for the school, and the inspection of the kindergarten or school;
- give opinion about the distribution of the budget in activities and the amount of the capital costs, as well as on the report on its performance for the institutions of delegated budget and for the private kindergartens and schools, which receive funds for the state budget;
- co-ordinate the proposal of the principal about the distribution of the funds at the end of the previous year;
- co-ordinate the school syllabus;
- participate with representatives in the attestation commissions of the principals under the terms and conditions of the state educational standard for the status of the professional development of teachers, principals and other pedagogical specialists;
- co-ordinate the selection of teachers in the school, the textbooks and school kits;
- alert the competent bodies if violations of the normative acts are identified;
- give opinion on the school syllabus – admission;
- participate in creation and adoption of a code of ethics of the school community.

Parents of learners with special educational needs actively participate in the individual assessment of their child and the creation of the individual learning plan. Parents have the right to agree with or appeal the conclusions and proposals of the specialists included in the learner's individual learning plan and to amend it.

### School-leaders/leadership teams, teachers and specialist staff

Yes. Besides the opportunities for participation in different working groups for policy development and legislation setting up, the school leadership, teachers and specialists can actively influence the development of an inclusive environment.



The Pedagogical Council is the collective decision-making mechanism in the school. It is a specialised body for examining and solving major pedagogical issues in the kindergarten, school and personal development support centre. The Pedagogical Council shall include all pedagogical specialists and the deputy principals without regard to their teaching work. In schools with an agreement under Article 28, paragraph 3, persons holding academic positions who provide training at the school may also attend the meetings of the Council with the right to an advisory vote.

The Pedagogical Council at the school has the following powers:

- adopt a strategy for development of the school for the following four years with an action and financial plan attached to it;
- adopt Rules of procedure of the school;
- adopt a school syllabus;
- adopt the forms of training;
- adopt the annual plan for the school activity;
- adopt school plans for individual forms of training;
- adopt measures for raising the quality of education;
- adopt a programme for prevention of early dropping out from school;
- adopt a programme for provision of equal opportunities and for inclusion of learners from vulnerable groups;
- propose to the principal to initiate interest activities;
- make proposals to the principal about learner awards and impose relevant sanctions in the relevant cases provided by the Act;
- define school symbols and rituals and other unique signs;
- define a school uniform;
- participate with its own representatives in the creation and adoption of an ethical code of the school community;
- get acquainted with the budget of the kindergarten, school or personal development support centre, as well as with the reports on its performance;
- periodically, at least three times per school year, check and discuss the level of learning of competencies of the learners and propose joint measures among the teachers in view to improvement of the educational results;
- exercise other powers, provided by the normative acts.

### **Stakeholders in the local communities**

Yes. Stakeholders in the local communities can participate either via the Public Council or in the development and implementation of the Municipal strategy for education.



### **Local-level decision-/policy-makers**

Yes. The Pre-school and School Education Act stipulates in Article 196 that the regional governor organises the development of a two-year regional strategy for support of the personal development of learners on the basis of an analysis of the need for support in every municipality in the territory of the region. The strategy shall also include a description of the challenges, strategic purposes and needed actions in the area of support. For the development of the strategy, the regional governor shall provide the participation of representatives of every municipality in the territory of the region, of the Regional Department of Education, the regional support centre of the process of inclusive education, the regional health inspection, and non-profit legal persons working in the area of inclusive education, and other interested bodies, persons and organisations, having relation to the development of support for personal development.

On the basis of the regional strategy, a municipal strategy for personal development of learners shall be adopted by the municipal council for a period of two years.

The municipal mayor, after a decision of the municipal council, may assign support activities for personal development to a personal development support centre in another municipality, if in the municipality there is no personal development support centre to do them. The municipal mayor, after the decision of the municipal council, may assign provision of activities to providers of social services for children, licensed under the Social Services Act.

### **Non-governmental organisations, disabled people's organisations or other organisations representing vulnerable groups**

Yes. The Public Council is the main mechanism for community participation in school life.

Schools are also free to implement different programmes with the help of different NGOs or academics. Both NGOs and academics can participate in the development of state policies for education, and the drafting of different legal acts and policies.

### **Other(s)**

The Pre-school and School Education Act provides for the inclusion of the following participants and institutions in the educational process, as well as the relations and contacts among them for achieving the objectives of education:

- Participants in the educational process are the learners, teachers, principals and other pedagogical specialists, as well as the parents.
- The institutions in the pre-primary and school education system are the kindergartens, schools, personal development support centres and specialist service units.

The participants in the educational process and institutions co-operate with the municipalities and with other interested parties.

The autonomy of state and municipal high schools, secondary and specialist schools also includes the right to conclude co-education agreements with state higher schools training in subjects and/or modules for the acquisition of the profiled and/or vocational training in



the second high school stage, as well as in subjects for the acquisition of specialist training in secondary education.

We should highlight the existence of several mechanisms for inter-agency co-operation: the one for prevention of dropping out, a mechanism in cases of violence where the Ministry of Education and Science plays an important role, etc. (see section 4.1 above).

It is important to say that the MoES is a child protection body in accordance with Article 6 of the Child Protection Act. This means that the Ministry is entrusted with ensuring that all children exercise their right to education in a safe environment.

## **6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?**

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Yes.

### **6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes**

Many current teachers, as well as university professors, are involved in the curriculum development process. For this purpose, working groups are created in the Ministry of Education and Science with orders from the Minister of Education and Science; in these, in addition to the experts on subjects from the MoES, teachers in these subjects are involved, as well as lecturers from higher schools, to prepare teachers in these subjects. Curricula in general subjects are approved by orders of the Minister of Education and Science ([GEM Report](#)).

## **6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?**

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Yes.

### **6.5a Description of the legislation and policy framework that supports the development of learning communities**

There are no legal obstacles for involvement of academia and university in school life. On the contrary:

- schools are encouraged to invite representatives of academia to the meetings of the Pedagogical Councils;
- schools can pilot and implement innovative school syllabi;
- schools have the right to conclude co-education agreements with state higher schools training to work on different projects and to constantly maintain and raise the capacity of the teachers.

Moreover, the qualification of the pedagogical staff is a matter of strict regulation and is linked to the career development and attestations.



Article 174 of the Pre-school and School Education Act envisages that the institutions in pre-primary and school education shall independently develop and apply thorough policies for the development of the school community. Further, the Act says that every school shall have an ethical code of the school community, which shall be adopted by representatives of the Pedagogical Council, the Public Council, the Board of the school self-government in a procedure determined by the school rules of procedure.

The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030 identifies as a challenge the lack of an established culture for building and developing effective school communities and of systematic interaction with parents to improve learning, education and socialisation outcomes.

## Evaluative commentary

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This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of stakeholder collaboration, co-operation and effective communication for the implementation of inclusive education in practice. It specifically considers how effectively different stakeholders across the education system are supported to increase their personal and collective ability to be inclusive in practice.

### National level

Different stakeholders can be involved in the processes of developing and adopting regulations and policies. This can happen at the earliest stage – by informing the Ministry of Education and Science about new analyses that provide new evidence for gaps or potential positive developments in the field of education, thus initiating a new amendment or supplement to the legislation; it can be in working groups while drafting documents; it can be during public consultation (all strategic documents and proposals for legislative changes are published for public consultation on [an online portal](#)), before their adoption by the Council of Ministers, or before their submission to the National Assembly.

### Municipal level

Municipalities are obliged to develop a municipal strategy for the personal development of learners based on a needs analysis and in line with the regional strategy. Regional strategies for personal development of learners are adopted by the regional governors of the 28 administrative regions in the Republic of Bulgaria.

### School level

The legislation allows for the participation of different stakeholders in school life. The invitation of academics to the meetings of the Pedagogical Councils is encouraged. The Public Council is a new actor in Bulgarian legislation, established with the new Pre-school and School Education Act (2016), which aims at a more active involvement of the local community in school life. Special mechanisms have been developed – such as the one for drop-out prevention, which is inter-agency – and the evidence proves its effectiveness.





## Challenges

- Some difficulties in co-operation between the school and families of vulnerable children.
- Involvement of families from ethnic communities in school life.
- There is still some resistance within teachers and communities about including all children in mainstream school.
- Lack of an established culture of building and developing effective school communities and of systematic engagement with parents to improve learning, education and socialisation outcomes.

## Opportunities

The Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021–2030 recognises that while there is an established legislative framework for cohesive school communities, there is still a need for better implementation of the principles and objectives of the law. The route to more attractive and better quality education is through effective school communities united by a shared system of educational values. Policies will be implemented to create and deepen links and interactions within the school community between all actors in the educational process (learners, teachers, other professionals and parents), with local authorities and the local community, as well as with institutions and civil society organisations concerned with the educational and personal development of learners. They will be carried out in a climate of equality and dialogue, and will aim to achieve a shared vision for the development of the kindergarten/school. At the heart of these policies will be the promotion of a safe school environment, a sustainable, positive school climate, an atmosphere of trust, respect and care for the other, a sense of community belonging and a striving for better achievement for learners.



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## SECTION 7. FINAL COMMENTS AND REFLECTIONS

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Significant efforts are directed towards the inclusion and educational integration in the education system of learners from vulnerable groups, including Roma, and of learners seeking or granted international protection. To support the process of educational integration, a Centre for Educational Integration of Children and Learners from Ethnic Minorities has been established, and an investment priority ‘Socio-economic Integration of Marginalised Communities such as Roma’ has been included in the Science and Education for Smart Growth Operational Programme.

Successes have been achieved in terms of increasing the coverage of learners from vulnerable groups, including Roma, in pre-primary and school education, and increasing their participation in secondary and higher education. Measures to promote and implement the process of educational desegregation have been implemented and, together with measures to build tolerance and intercultural dialogue skills, have had a positive impact in terms of equal access to quality education for all learners. Despite these efforts, inclusion and educational integration of learners from vulnerable groups, including Roma, remains a challenge that requires sustained efforts by the state and stakeholders over the next ten years.

In recent years, sustainable policies have been implemented to prevent and intervene in cases of violence and bullying, and to create a supportive and safe educational environment. As part of measures in this area, the number of school psychologists and pedagogical counsellors has been increased. As of November 2020, a total of 966 psychologists and 725 pedagogical counsellors have been recruited in schools with 350 or more learners. The Ministry of Education and Science is also piloting a programme aimed at preventing violence and promoting a safe school environment through a whole-school approach called ‘Steps Together’. At the same time, systemic interaction remains a challenge insofar as its implementation depends on the specific educational institution. A key point for preventing and addressing aggression and violence in educational institutions is to involve parents as an active partner of educational professionals, educational mediators and social workers.

The policy for inclusive education is also built upon by implementing measures: to support all learners who have difficulties with learning content; for career guidance to prepare them for transition to further education and for vocational training; to motivate them to continue their education and to participate in the labour market.

We should highlight the great impact of the (adopted in 2015, in force since August 2016) Pre-school and School Education Act which reflects the shift of the paradigm from medical to social and functional model. Since then, we are witnessing other challenges: migrant crisis, global pandemics, digitalisation, economic inequalities which are analysed in an academic article and called there ‘the fourth stage of development of inclusive education, which can conditionally be named, ‘inclusion of the diversity of needs as a result of global crises’ (Damyanov, 2022, pp. 279–280).



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Therefore, the MoES and the respective authorities analyse the situation constantly in the long and short-term, and take measures to provide a robust response to the new challenges.