

## ABSTRACTS

### of scientific publications by assoc. prof. Irena Zareva

(which do not repeat the presented for acquiring the educational and scientific degree "doctor" and for taking the academic position "associate professor")

Summaries of publications in the following research areas are presented:

1. Human capital in education
2. Formation and use of human capital
3. External migration and human capital

The abstracts are presented in sequence of the minimum requirements for the scientific activity and of the list of publications by I. Zareva.

**№ 1. Zareva, I.** (2012). Chapter two „Human capital in the system of education”, pp. 78-171 – **125 standard pages the chapter, and a third part of the introduction and of the conclusions.**  
- In: Kirova, A., **Zareva, I.**, Matev, M. (2012). *Preservation and development of human capital in education and science in Bulgaria*. S.: Prof. Marin Drinov Academic Publishing House, 255 p., ISBN 978-954-322-505-7 (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In chapter two of the monograph by author I. Zareva, the human capital in education is studied. The up-to-date issues of human capital in education, its importance, state and necessity of continuous development, as well as the fact that in our country there are still no comprehensive studies in this field, have determined the choice to make a broader study in this area.

The aim of the study is to identify the main characteristics and peculiarities of human capital in education; to assess its status in economic terms; to identify important problems in this area; to formulate guidelines for its future development in view of its role and place in the country's economy.

The study is multi-faceted and covers the processes of formation, status and utilisation of human capital in education in Bulgaria.

Systematisation of the main European documents, guidelines and objectives for the development of human capital in education, as well as of initiatives in this field on a global scale, is done.

An analytical overview of the national legal framework in the field of education, focusing on the development of the human capital in it, is carried out. The extent to which European policies and measures are taken into account is determined, and it is concluded that a high degree of synchronisation of the regulatory framework of education as a whole has been achieved, in the presence of incompleteness and low degree of functionality specifically in the field of human capital. Guidelines for improving the legal framework are suggested, aimed at the development of human capital in education in Bulgaria.

A comprehensive assessment of the state of human capital in education is carried out. Its quantitative and qualitative characteristics are worked out. The state and the possibilities for professional development of the teaching staff are determined. Key current problems and negative trends are identified. The more important factors that determine them are established and systematised.

It is argued that Bulgaria is one of the countries with the largest drop in the number of teachers over the last twenty years - a process characteristic of all levels of education, conditioning a risk of deterioration in the quality of the educational process. Determinants for this are both the demographic processes in the country and the substantial decrease in the number of children and young people, as well as the restructuring of the school network and the closure and merging of educational establishments. The importance of the worsening of the age structure of the teaching staff is underlined. Highlighted is the reduction of the newly formed capital, prepared for realisation in this sphere, which creates conditions for future deterioration of the human capital status in quantitative aspect. Determinants for this are, on the one hand, the social status and the public attitude towards the profession of teacher, and on the other - the changes in the demand for such specialists. The relatively greater difficulties in the realisation of the newly formed human capital in education in the labour market are also an unfavourable phenomenon. There are discrepancies between demand and supply of pedagogical specialists, which implies an irrational use of human capital in education or inconsistencies between its qualitative characteristics and the needs of the system.

It is proven that the qualitative characteristics of human capital in education are improving. In comparative terms, Bulgarian teachers have a relatively high level of education. The professional development of the teachers is also being improved, as some national and international programmes have contributed to this. A number of negative phenomena have also been identified, such as differences in participation in the professional development of the teaching staff by age group, educational level and regions.

An assessment is made of the environment (financial, material, regulatory, institutional) in which operates human capital and of its impact on human capital, and main deficiencies, omissions and constraints are systematised. It is argued that only the high qualification of the teachers is not sufficient to ensure a high quality of their activity and of the educational preparation of the students.

An evaluation of the activity and the effectiveness of human capital in quantitative and qualitative terms is carried out. It is proved that Bulgaria lags behind the EU-28 average in terms of the formation of human capital with the highest level, as well as the availability of such capital in the country. Parallel to this, the quality of education has been significantly reduced.

A particular focus is placed on financing the education system. An assessment is made of financial security as a whole and by type and source, as well as of its impact on human capital in education. Conclusions about limitation of the funds, earmarked for education, about inadequate structure of these funds, about a weak link between the pay of teaching work and the quality of its results are substantiated.

On the basis of the made assessments and conclusions, identified problems and established factors that determine them, main directions are formulated and concrete measures for the future development and preservation of the human capital in education in Bulgaria are proposed in the following areas: improvement and development of the legal framework of education (including development of a strategy for human resources management in education, which encompasses in unity formation, adequate provision of staff in professional and regional aspect, their professional development, evaluation of their effectiveness and their stimulation and

motivation in order to guarantee strategic activities and long-term policy in the field of development and preservation of human capital in education); improvement of financial provision (including attracting private - business and international financial resources, improving the mechanism for allocating and directing financial flows, improving the system for stimulating teachers and linking wages to the quality of the results achieved); improvement of the system for professional and career development of the teachers (including establishment of a unified system for initial education and for supporting and upgrading the qualification of the teachers, as well as specific guidelines for their professional development); improvement of the environment in which human capital operates (including improving facilities, developing a system for assessing the quality and effectiveness of education, improving the control system, the teacher-user interaction, etc.).

*The monograph was awarded with a **Jubilee Diploma of the Bulgarian Academy of Sciences Competition for high scientific achievements**, dedicated to the 145th anniversary of the Academy (2014) in the research division "Man and Society".*

*The monograph was also awarded with a **Diploma for applied scientific contribution of the 2015 Union of Scientists in Bulgaria Competition for high scientific achievements**, together with the collective monograph: Zareva, I., Matev, M., Kirova, A. (2014). *Higher education and science in Bulgaria. Economic, social and gender dimensions*. S.: Prof. Marin Drinov Academic Publishing House. ISBN 978-954-322-748-8*

**№ 2. Zareva, I.** (2014). Chapter one „Higher education in Bulgaria – reality and perspectives”, pp. 13-129 – 207 standard pages the chapter, and a third part of the introduction and of the conclusions. - In: **Zareva, I., Matev, M., Kirova, A.** (2014). *Higher education and science in Bulgaria. Economic, social and gender dimensions*. S.: Prof. Marin Drinov Academic Publishing House, 328 p., ISBN 978-954-322-748-8 (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

As a result of previous research, a considerable analytical material has been gained which gives an idea of the problems faced by the efficient and qualitative functioning of the higher education system and the achievement of the common European guidelines and targets for its development. The made conclusions are confirmed by a survey of teachers conducted in 2007-2008 (the results of which are published in: Matev, M., Zareva, I. (2010). *Education and science in Bulgaria (the view of teachers, lecturers, students, and researchers)*. S.: Prof. Marin Drinov Academic Publishing House).

Due to the importance of the problems, a new survey of teachers, researchers and students was conducted at the end of 2012 and the beginning of 2013, and a comparative analysis was carried out with the results of the previous survey. This made it possible, through an interdisciplinary approach (a combination of economic and sociological analytical methodologies), to evaluate the changes that have occurred in higher education after Bulgaria's accession to the EU.

The aim of the study in the first chapter of the monograph by author I. Zareva is to make a socio-economic assessment of the state of higher education at the beginning of the 21st century and to highlight the changes that have occurred during the period after the accession of Bulgaria to the EU, to identify current problems and to determine more important directions for future

development with a view to building a knowledge-based economy and successfully integrating into the European education area.

A systematisation of basic European guidelines and goals for the development of higher education is made.

On the basis of an analysis of official statistics and of the results of the empirical studies, a comprehensive assessment of the state of the higher education system is carried out in three main areas - resource assurance (financial, staff and material); product - quantitative and qualitative dimensions; regulatory and institutional framework in which it operates.

An assessment of the competitiveness of higher education and of the degree of compliance of European criteria and standards is made. Identified and ranked by importance are the main problems and factors determining them, related to the financial system's security, the adequacy of the policy for its development, the stimulation of the academic staff, the quality and the adequacy of the educational preparation, the teaching methods, the material and technical base. It is argued that higher education in Bulgaria is still not competitive with the European one. More important guidelines are formulated and concrete measures are proposed to improve its competitiveness.

An evaluation of the quality of higher education as a whole and of its individual parameters (teachers' qualification, teaching methods, teaching materials, application of new technologies, material and technical base, regulations, control) is carried out. Ranked by importance are the factors for improving the quality of education. Main directions for its improvement are systematised, including: improving the quality of primary and secondary education, the criteria for admission and training of students; improving the financial and regulatory framework, the institutional structure and management; enhancing the control, qualification and motivation of the academic staff; updating curriculum, training methods and technologies; and others.

Assessments of access to and participation in higher education are made. It is argued that there are informal restrictions on access to tertiary education in the country, mainly related to the difficulties of part (groups) of the population to pay the respective costs. The overcoming of the problems is related mainly to the financial support of the students - improvement, incl. normative, of the system of financial support (credits, scholarships, grants, awards, etc., as well as changes in the tax system), but also with regulatory and institutional changes, greater engagement of business, diversification of the forms of training and etc. The issue of the need for a change in the number of students in higher education in Bulgaria is discussed.

The degree of matching between education and labour market needs is assessed. It is argued that education at higher education institutions is not adequate to the needs of the economy and the labour market. The main directions for overcoming the discrepancies are related, on the one hand, to the development of the relations and interaction between the higher education institutions and the employers, state administration, scientific institutions, foreign universities, the updating of the normative base and the extension of the information provision; and on the other hand, to the elaboration of national priorities for the development of the economy and timely adequate updating of the education profiles and specialties, and the enhancement of the practical training.

An evaluation of the financial security of the higher education is made in total and by sources of funding. The issue of the need and possibilities for increasing student fees is discussed. Specific measures are proposed to attract funds from businesses and from international sources.

An assessment of the staffing of higher education is made. The issue of the need for changes in the number of the academic staff is discussed. The social status of the teachers as a whole and by separate indicators is assessed and main problems in this field are ranked.

An assessment of the legal framework of higher education and its adequacy is made. It is argued that the regulatory framework is relatively good, that the necessary normative acts are largely in place, but they are not complete and adequate to the needs to the necessary extent, that they are not well bound to each other as well as to the rest of the regulatory system in the country, that it is necessary to increase the level of implementation and enforcement of normative acts. Directions for regulatory changes are identified.

The institutional setting of higher education and its functionality are assessed. Issues on the number of higher education institutions and their autonomy are discussed. Problems related to the activity of the institutions and the interaction between the institutions are identified.

As a result of the analysis and evaluations, basic problems in the various studied areas in the field of higher education are identified and systematised. The more important factors that determine them, as well as the effects arising from them, are identified.

- ✓ Lack of an adequate coherent policy for the development of higher education. Delayed policies and / or not sufficiently corresponding to the needs. These deficiencies have a negative impact on the overall development of higher education.

- ✓ Insufficient financial provision of higher education, affecting the competitiveness of the system, the quality and adequacy of the activity and the product, the motivation of the staff, the state of the material and technical base.

- ✓ Deficiencies in the regulatory base. Incomplete, frequently changing legal acts, sometimes contradictory and insufficiently linked to each other and the rest of the legislation in the country. Existing problems with their knowledge, implementation and enforcement. This affects the financial system's security, the access to education, the motivation and status of teachers, the interaction between institutions, and others.

- ✓ Insufficiently functional and efficient institutional structure. The partnership between the different institutions inside and outside the system is weak. The imperfections affect the quality and practical applicability of the training, as well as the possibilities of attracting extrabudgetary funds.

- ✓ Difficult reproduction of academic staff. Insufficiently high social status of teachers, influencing their motivation and the created product.

- ✓ Decreasing quality of higher education. Low degree of practical applicability and adequacy of the educational preparation to the needs of the economy and the labour market. These problems arise from a number of factors internal and external to the system and have a negative impact on the educational preparation of the population and the quality of human capital, lead to a difficult realisation of the graduates on the labour market and to unmet needs of the employers.

- ✓ Existence of informal constraints on access to education, especially for certain social groups of the population, which are related to the formation of human capital in the country and which lead to stratification of the population in terms of participation in education.

On the basis of systematisation of the problems, main directions for the future of this field are identified and specific recommendations for development and improvement of higher education, preservation and development of human capital in it are formulated, related to:

- ✓ Improvement of the national education policy. Binding the national strategy for the development of higher education to national priorities for the development of the economy and with other strategic documents.

✓ Improvement of the conditions for the development of human resources, improvement of the system for professional and career development, creation of suitable environment and working conditions.

✓ Improvement of the financial security - total, by different sources, spending directions; promotion of business investment in education; creation of appropriate mechanisms to attract financial resources from international sources; improvement of the system of crediting and granting scholarships to students.

✓ Improvement and development of the regulatory framework. The changes should be focused on quality, criteria, and control; financing; institutional efficiency; access; development of academic staff, etc. Achievement of a higher degree of sustainability of the regulatory base.

✓ Improvement of the institutional structure and development of the relations and interaction between the institutions.

*The monograph is awarded with a **Diploma for applied scientific contribution of the 2015 Union of Scientists in Bulgaria Competition for high scientific achievements.***

**№ 3. Zareva, I.** (2017). Chapter two „Bulgaria in the South-East European education area”, pp. 75-137 – **123 standard pages the chapter, and a third part of the introduction and of the conclusions.** - In: Kirova, A., **Zareva, I.**, Matev, M. (2017). *Bulgaria in the South-East European Higher Education and Research Area*. Sofia: E-Books of ERI-BAS, 188 p., ISBN 978-954-9313-06-2. Available at: <https://www.iki.bas.bg/balgariia-v-obrazovatelnoto-izsledovatelstko-prostranstvo-na-iugoiztochna-evropa-0> (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In the second chapter of the monograph, by I. Zareva, the higher education in South-East Europe, the place of Bulgaria in the regional higher education area and the development of the regional cooperation in this sphere are studied.

European and regional policies and initiatives for the development of higher education are systematised. A characteristic is made and the goals and stages of the development of the regional cooperation in this field are systematised.

Characteristics and assessment of the higher education systems in the countries of South-East Europe are made and their common features and specifics are presented.

On the basis of a comparative analysis, the status and changes in the regional area of higher education as a whole and by different areas - financing, academic institutions, staffing potential, system performance, are assessed. Bulgaria's place in it is defined. More important problems and causal links are identified.

It is determined that in almost all countries in the region, public expenditure on higher education is below the European average, with some of them declining. Bulgaria has some of the lowest expenditures in the region, as well as a very high share of household expenditure in total spending.

It is found that with the changes in the regulatory framework, mainly in its part regulating private higher education, and the inclusion of the countries of the region in the European Higher Education Area, the number of higher education institutions has increased considerably, which offers greater opportunities for expanding education services. At the same time, there is a risk of deterioration in the quality of education, due to shortage of teachers in some schools, and of

inefficient use of resources, stemming from the limited number of students, especially in some of the countries (related to population aging and decrease in number of people in the respective age groups for participation in higher education, insufficient inflow of foreign students, a large number of young people that have not completed secondary education, etc.). Bulgaria is also characterised by a large increase in the number of higher education institutions, as well as by rapid aging of the population and of the academic staff, by a decrease in the number of students in recent years. All this creates conditions for inefficiency of the institutional structure of the education system.

It is concluded that in most countries the total number of academic staff is increasing. At the same time, the number and share of the group under 35 years is decreasing. In spite of certain fluctuations, Bulgaria managed to maintain a relatively stable number of the academic staff, with even a slight increase from 2012. With the drop in the number of students in the country, the ratio between students and teachers is comparatively not very large. At the same time, the age structure of the academic staff in our country is one of the most unfavourable among the surveyed countries, which can lead to problems with the personnel provision of the system.

The participation of the region's population in higher education is found to increase significantly. However, in some countries, following a rapid increase, a downward trend is started. Bulgaria is one of the examples in this regard. Key factors for the changes in the number of students are identified, related to: demographic changes (change in the number and the age structure of the population) and changes in the number of the population of the lower age groups, external migration processes; number of graduates and early school leavers, quality of higher education; students' mobility - outflows and inflows, etc.

It is established that Bulgaria is one of the countries where after a rapid increase in the number of students, the trend is reversed from 2010. Contributing to this are the deepening demographic crisis, the constant outflow of migrants, the discontinued trend of reducing early school leaving, the minimal positive changes in the quality of primary and secondary education, and the growing number of Bulgarian students studying abroad. Bulgaria is characterised also by a high percentage of foreign students, although lower than the average of the EU-28 and the European Higher Education Area. With all this dynamics, students' mobility balance remains far below unity (1) and is with one of the smallest values among those in the surveyed countries. The outlined trends create conditions for further reduction of the number of students in the country and for limiting its human capital.

There is a trend towards increasing the number and share of the population with higher education in the countries of the region. However, there are problems with its realisation. The employment rates of highly qualified specialists, including young people, are lower than the EU average. The employment in high-tech manufacturing and services also lags behind the European level. A high percentage of young people is neither in employment nor in education or training. High is the share of young university graduates, occupying positions for which no higher education is required, and in the past few years inconsistencies are even worsening. Bulgaria has a median position among the surveyed countries regarding the share of the population with higher education, with lower indicators than the EU Member States and better than those of non-EU countries. There is a lag in the educational preparation of the younger population.

On the basis of an analysis of the results of a number of world and European ratings, an assessment of the state of higher education in the separate countries in the region is made and their place in the regional higher education area is defined. The conclusion that the majority of the studied countries is characterised by an improvement of their quantitative indicators, while a deterioration of the qualitative ones is also evident, is made. All of them have relatively low

ratings on the effective use of people's talent. Major problems for Bulgaria are identified, mainly related to the quality and practical applicability of education, as well as its ability to retain and attract talent.

Based on the made conclusions and assessments of the higher education system in Bulgaria and of its place in the South-East Europe educational area, strengths and weaknesses in this respect are identified as well as threats and opportunities for its better positioning in the region.

Recommendations for the further development of higher education in Bulgaria are made. Major guidelines and concrete measures to overcome existing weaknesses are defined, with a view to taking better positions in the region, related to: improving the quality of higher education; improving the systems of control and assessment of the quality of education and research; increasing total expenditures on higher education - from public and private sources, and more efficient absorption of international funds; development of links and interaction between higher education, scientific institutions and business in the country and beyond, including from the investigated region; attracting more young people into the system; activating the role of Bulgaria as the initiator, facilitator and coordinator of international, including regional cooperation in the field of higher education.

*The monograph is endorsed by the Scientific Council of the Economic Research Institute at the Bulgarian Academy of Sciences as a **publication of national significance** (Protocol 1 of 30.01.2019).*

**№ 4. Zareva, I.** (2010). Human capital in Bulgaria: formation, status, use, and directions for development. S.: Prof. Marin Drinov Academic Publishing House, 265 p., **386 standard pages**. ISBN 978-954-322-397-8 (The monograph is included in the National Register of Books Issued in Bulgaria)

The thesis embedded in the study is that in the methodological-research plan, the formation, status and use of human capital can be seen as a unity of three phases of one cycle. Each of them is both a prerequisite for and a result of the state and the changes in the other two. The aim of the study is to assess from an economic point of view the formation, the state and the use of human capital in Bulgaria, on this basis to identify important problems and to define essential directions for its future development.

The study uses an interdisciplinary approach. The analysis is based on statistical information and on the results of a sociological survey conducted by the author in 2007 among high school teachers, university lecturers and students.

A critical review and a systematisation of the evolution of the human capital theory are made in parallel with the economic development of the society and of the theories of growth. Weaknesses in the theory of human capital are pointed out.

A change in the weight and in the role of the various factors of production is identified and the growing importance of human capital in the modern world, when knowledge becomes the main driver of economic growth, is outlined.

The economic effects of investment in human capital are summarised and based on a critical review of the main theoretical concepts and historical trends, the place and the role of the state for its formation are determined.

A distinction is made between the terms "level" and "quality" of human capital and definitions for them are proposed.



Identified and defined are the logical links between the formation, the status and the use of human capital, which are presented as a unity of three phases of one cycle.

A system of indicators for each phase is designed. It is approbated by doing a complex quantitative and qualitative study and assessment of the status and the changes in the formation, the status and the use of human capital in Bulgaria. This is how their heuristic value is proven.

An assessment is made of the status and changes in the formation of human capital in Bulgaria in education and training systems. Key areas of lagging behind the European criteria and guidelines and more important problems for its formation in the country are identified, related to: participation in and access to education, quality of education, vocational training of students, participation in training, regulatory, institutional and financial provision of education and training.

Key quantitative and qualitative characteristics of human capital in Bulgaria are defined. An assessment of its status is made and existing imperfections and potential risks of its deterioration are identified.

An assessment is made of the use of human capital in quantitative and qualitative terms.

It is proved that in Bulgaria is used human capital with a relatively high level, but irrationally, in view of the competitiveness of the economy, and with low effect, in terms of the participation of the country in the high-tech international markets. At the same time, the potential for increasing the efficiency of its use is not improving. This situation looks even more unfavourable because the country is lagging behind in the training of higher education graduates in knowledge areas that supply high-tech and high-tech industries, and research and development with highly qualified specialists.

Specific proposals for main directions of a comprehensive policy for the development of human capital in Bulgaria are formulated:

1/ Maintenance of macroeconomic stability and sustainable economic growth. This creates conditions for increasing employment, i.e. for better use of human capital. On the other hand, the requirements to this capital and the motivation for maintaining, restoring and improving knowledge and skills increase. Third, better prerequisites and more resources and opportunities for developing the education and training system, in which human capital is mainly formed, are being created. Economic development also favours: a/ demographic processes - it is the basis for raising the standard of living, which gives opportunities for increasing the birth rate and hence for improving the age structure of the population; b/ migration processes - increasing employment opportunities and raising the standard of living contribute to the retention of emigration flows as well as the return of emigrants; c/ healthcare - more favourable conditions for the development of the healthcare system and hence the health status of the population are being created. Better health of people premises their ability to accumulate and realise their knowledge and skills.

2/ Promotion of the development of medium and high-tech industries. This is a way to increase the competitiveness of the economy and the opportunity for its rapid and sustainable development. This creates conditions for a fuller use of human capital, especially of the high quality. On the other hand, requirements for its level and quality increase, with all the resulting effects.

3/ Stimulation of the development of R&D. This direction for technological and scientific development is key not only because of the pursuit of the basic European goal - the building of the most competitive knowledge-based economy. The development of this sphere requires the creation, dissemination and application of new high quality knowledge; leads also to an increase in the innovation and competitiveness of the economy. Needs are created of formation, use and attraction from the outside of high-quality human capital.

4/ Improvement of labour market policies to achieve greater balance between demand and supply of knowledge and skills; to promote the acquisition, rehabilitation and improvement of the knowledge and skills of employed and unemployed people.

5/ Enhancement of fiscal, tax and credit policies to support, promote and stimulate human capital formation, recovery and improvement of knowledge and skills; the extent and effectiveness of the use of the available capital, the innovative and scientific and technical activity.

6/ Targeting regional policy to assist the overcoming of the existing territorial imbalances in the formation, distribution and use of human capital in the country.

7/ Development of migration policy to increase positive and offset negative effects of migration processes. It could play an important role in attracting human capital from outside, as well as in returning the newly formed and the high-quality human capital that has left the country. However, the main contribution in this direction is the economic development and the raising of the standard of living that create the appropriate incentives.

8/ Improvement of demographic policy to promote birth rates and create potential for human capital formation.

9/ Development of the health system and policy to maintain the health status of people at a high level, which will support the physical survival and restoration of the limited and decreasing human resources of the country. At the same time, the conditions are improved for: a/ formation of human capital - better health favours better understanding and acquiring knowledge, b/ use of human capital - better health contributes to fuller realisation and application of knowledge and skills.

10/ Development and improvement of the educational system and policy. Mainly on them depend the formation, maintenance and development of human capital, and to a large extent its use (as far as the quality and adequacy of the educational preparation to the economic needs predetermine the realisation of this capital).

As the focus of the study is on human capital formation, the last of the above-mentioned elements of its development policy is dealt with in more detail and the following more important guidelines for addressing the identified problems in the field of education are determined: 1/ increasing the participation of the population in education, 2/ improving access and overcoming social and territorial disparities in educational preparation, 3/ improving the quality of education, 4/ increasing the degree of matching between education and labour market needs, 5/ widening participation in lifelong learning, 6/ improving the necessary conditions for functioning and development of the educational system - the financing, the normative and the administrative base.

For each of these guidelines, specific measures and actions are proposed for their implementation

*More than 20 citations of the monograph have been found out and it is used in the training of students and PhD students.*

**№ 5. Zareva, I.** (2013). Bulgarians in the labour market in Spain. - In: *Post-crisis economic development of EU and Bulgaria*, International conference 18-19 October 2012, S.: GorexPress, pp. 395-405 (20,7 standard pages), ISBN 978-954-616-230-4 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report analyses part of the results of a representative empirical survey on Bulgarian external migration carried out in 2011, in particular those concerning the participation of

Bulgarian migrants in the labour market in Spain. A characteristic of the migrants' economic profiles is made.

Their employment by sectors and qualifications, by type of companies and labour contracts is identified.

On the basis of a comparative analysis of the results of the representative empirical survey among the returning Bulgarian migrants from Spain and from other countries, specific and general characteristics of the employment by economic activities, positions and qualification are determined.

**№ 6. Zareva, I.** (2017). Bulgaria – “exporter” of students. - In: *Economic challenges: migration, globalization, sustainability, policies*. International scientific conference 21-22 October 2016, Sofia, UNWE, pp. 203-212 (12 standard pages), ISBN 978-954-644-986-3 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report presents the results of a study on the mobility of Bulgarian students, favourable prerequisites for which are created by the Bulgarian membership in the EU, the dropping of a number of restrictions in recent years on the free movement of people, the participation of the country in the Bologna Process. The international mobility of students creates conditions for improving their educational and professional training. The outflow of students, however, is an indicator of both the aspirations of young people to gain international experience and of possible imperfections and problems of the educational system, of difficulties in their realisation on the labour market in the country. On the basis of a comparative analysis of official statistics, it is proven that in terms of the higher percentage of Bulgarian students trained abroad than of foreign students studying in the country, Bulgaria is in a less favourable position than a number of countries of the European Higher Education Area. Such a balance of mobility gives grounds for Bulgaria to be designated as a country-"exporter" of students.

Bulgaria is a relatively poor country, with low incomes of the population, where there are a number of obstacles to the adequate realisation of specialists on the labour market, which does not create favourable conditions for the return of the Bulgarian students who graduated from abroad. Based on an analysis of the results of a number of international studies, Bulgaria's unfavourable position regarding the preservation and attraction of talent at international level is proven.

On the basis of the made assessments and conclusions, the possible consequences for the country of the "export" of students are defined – negative (in terms of capacity in the country to increase labour productivity, achieve faster socio-economic development and raise living standards, retain and attract talent, etc.; resulting from: the demographic crisis and the increasing emigration, the reduction of the labour force and the human capital of the country, the limitation of the potential for attracting young specialists in higher education and science, and others) and positive (such as: accumulation of human capital abroad and creation of potential for improving the quality of the labour force and the country's innovative potential; presence of more young people who might be involved in the higher education and science systems; creation of prerequisites for faster and innovative growth, socio-economic development, increase of the competitiveness of the economy and building of a knowledge-based economy, development of higher education).

Specific proposals are made to overcome the negative effects.

**№ 7. Zareva, I.** (2012). Educational preparation of the population in Bulgaria – a potential for innovation development. *Economic studies*, № 2, pp. 103-115 (23,3 standard pages), ISSN 0205-3292 (referenced in SCOPUS - SCImago Journal Rank (SJR) 0.133, EconLit, RePEc, CEEOL, EBSCO; included in the NACID List of contemporary Bulgarian scientific issues, referenced and indexed in SCOPUS and Web of Science)

An assessment of the state and changes in the educational structure of the population in the country is made. Areas of lagging behind in educational preparation by age groups and by degree of education compared to the EU average are identified. It is argued that Bulgaria lags behind the European level in terms of the formation and availability of human capital at the highest level.

Identified and systematised are the main problems and barriers to improving the education of the Bulgarian population and raising the quality of the human capital of the country, related to: decrease in the quality of education, inadequate degree of compliance of education with the needs of the economy, lagging behind in training in the modern areas of knowledge, insignificant participation in lifelong learning, and others.

Major factors for the existence of the highlighted problems are identified, related to the legal framework, human resources, financial and material provision of education, etc.

Important problems in the use of human capital in the country are identified, related to the mismatch between education and professional realisation, especially among young professionals, low employment in high-tech sectors and industries, insufficient provision of R & D with human resources.

Conclusions about the formation, availability and adequacy of the use of human capital in the country are formulated.

**№ 8. Zareva, I.** (2016). Social inequalities and migration. The case of Bulgaria. *Economic studies*, 5/2016, pp. 21-44 (46,4 standard pages). ISSN 0205-3292 (referenced in SCOPUS - SCImago Journal Rank (SJR) 0.133, EconLit, RePEc, CEEOL, EBSCO; included in the NACID List of contemporary Bulgarian scientific issues, referenced and indexed in SCOPUS and Web of Science)

Published also as: **Zareva, I.** (2017). *Social inequalities and migration. The case of Bulgaria*. LAP LAMBERT Academic Publishing, 44 p., ISBN 978-3-330-31995-0

The study examines the causes and effects of external migration, focusing on the most important, namely economic and social inequalities, as well as the opportunities / prospects for their reduction. Results from an interdisciplinary research (economic and sociological analytical methods are combined) are presented.

The link between social inequalities and migration is examined in three different aspects: social inequalities between countries and in sending countries as an important determinant of migration processes; social (in)equalities as a result of migration - integration of immigrants into the societies of the host countries; migrant money transfers as a prerequisite for reduction of inequality in sending countries.

A systematisation of theoretical formulations on the determinants of external migration is made. Social inequalities are defined as determinants of and consequences of migration.

An assessment of the differences in the quality of life between Bulgaria, the average European level and some of the EU host countries, preferred destinations by Bulgarian migrants, is made. It is found that the country lags significantly behind the main indicators of quality of

life. An assessment of inequalities in Bulgaria is carried out and significant inequalities are identified, concerning the incomes, consumption, risk of poverty, material deprivation and others.

Outgoing and incoming external migration flows are assessed and it is proven that Bulgaria is a net emigration (sending) country.

Based on an analysis of results from a representative sociological survey, it is justified that socio-economic inequalities are the main determinant of foreign migration attitudes and flows from Bulgaria.

The labour and social status of Bulgarian migrants abroad is defined. Inequalities in relation to the citizens of the host country are identified.

Migrants' money transfers to Bulgaria are investigated. It is found that most of them are used for consumption and repayment of credits of migrants or their relatives, i.e. they create prerequisites for reducing social inequality in the sending country.

**№ 9. Zareva I.** (2018). Policies for encouraging the return of Bulgarian migrants to Bulgaria. *Economic studies* 2/2018, pp. 65-79 (26.7 standard pages). ISSN 0205-3292 (referenced in SCOPUS - SCImago Journal Rank (SJR) 0.133, EconLit, RePEc, CEEOL, EBSCO; included in the NACID List of contemporary Bulgarian scientific issues, referenced and indexed in SCOPUS and Web of Science)

A critical review and systematisation of international and European regulations on external migration are made in the study. It is found that the nature and the focus of EU migration policy have changed with the change in the socio-economic and political environment (internal and external to the EU); the degree of influence of the various factors affecting migration; relationships, interactions and arrangements between countries, regions and globally.

The direction of influence that international and European regulations, changes in the direction of the European migration policy have on the Bulgarian legislation and policy in the field of migration is defined.

An analytical overview of the Bulgarian migration policy is carried out, with emphasis on the return of Bulgarian migrants to the country. Changing approaches to policy-making in the country are identified.

Good practices in this field abroad and initiatives in the country are found.

The thesis is grounded that it is necessary to build a system of policies and measures to retain in the country potential migrants and to encourage the return of Bulgarian migrants from abroad, one of the elements of which are the migration policies. Specific measures are identified to encourage the return of migrants.

Results from a representative survey on the attitudes of returning migrants to the policy of the Bulgarian state to promote and facilitate their return are presented. It is found that the majority of the returnees cannot indicate specific measures of the Bulgarian state that have influenced their decision to return.

On the basis of the assessments made, it is argued that under the existing regulatory framework and the priorities, directions and policies marked in the strategic documents regarding the return of Bulgarian migrants and their (re)integration in the country, they are not adequately supported by specific measures and activities for their effective realisation and the desired tangible effect in this direction has not yet been achieved.

**№ 10. Zareva, I.** (2018). Returning migrants – effects on the labour market in Bulgaria. *Economic studies*, № 2, pp. 102-114 (23.1 standard pages). ISSN 0205-3292 (referenced in SCOPUS - SCImago Journal Rank (SJR) 0.133, EconLit, RePEc, CEEOL, EBSCO; included in the NACID List of contemporary Bulgarian scientific issues, referenced and indexed in SCOPUS and Web of Science)

The study presents results from the analysis of data from a representative survey conducted in 2017 within the framework of the project "Returning Migrants: Segmentation and Stratification of Economic Mobility", funded by the Scientific Research Fund, implemented by a team of researchers from the Economic Research Institute at the Bulgarian Academy of Sciences and the University of National and World Economy, part of which is the author of this study.

Systematisation and evaluation of the effects from external migration on the labour market in Bulgaria are carried out in two main aspects - effects of the departure and of the return of Bulgarian migrants.

Comparative characteristics and assessment of profiles of returning migrants by age, educational attainment, occupation, and labour status before the first departure from Bulgaria, in the first host country and on the last return to the country are made.

It is found that the majority of people who have resided abroad are economically active, persons of working age (20-65), with almost one third under 35 years of age. Prior to their first departure abroad, a large share of them had secondary vocational, college and higher education. The main part of them were employed on a labour contract, although the share of the unemployed was substantial.

Changes in the employment status and the economic sphere of employment of migrants abroad and after their return to Bulgaria are identified and compared with those before their first departure. Effects from the observed changes are determined.

On this basis and in combination with an analysis of official statistics on the population and the employment in the country, conclusions are drawn about the balance of the labour market in Bulgaria and effects on the labour market from the departure of migrants and from their return are defined. An assessment of the effects is made in terms of labour resources, employment as a whole, as well as by economic activity, education and skills of the labour force.

Main problems for the realisation of migrants on the labour market in the country are identified. They could serve for the development of policies for the (re)integration of returning migrants.

**№ 11. Zareva, I.** (2012). Human capital in education in Bulgaria – problems and perspectives. - In: *20 years investment in the future*. Jubilee international scientific conference 18-19 May 2012, V. Tarnovo, S.: GorexPress, pp. 386-397 (21,6 standard pages). ISBN 978-954-616-221-2 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report presents quantitative and qualitative characteristics of human capital in education in Bulgaria. An assessment of its status is made. Positive and negative phenomena and trends in its development are systematised.

Main problems are identified in the environment in which it operates and more important factors that determine them are found out.

Quantitative and qualitative characteristics and assessment of the performance of human capital in education are made, and its positive and negative aspects are determined and systematised.

On the basis of the identified problems, basic guidelines and recommendations for specific measures for the preservation and development of human capital in education are made in the following main directions: regulatory framework, financial provision, development of the academic staff, institutional and material facilities, etc.

**№ 12. Zareva, I. (2013).** Participation of youths and adults in the labour market - trends and possibilities for overcoming the differences. - In: *Family and solidarity between the generations*, S.: Prof. Marin Drinov Academic Publishing House, pp. 136-152 (21,4 standard pages). ISBN 978-954-322-587-3 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report presents results from a study of the participation of young people and of persons of the higher age groups in the labour market in Bulgaria. Characteristics and assessment of the main demographic changes in the country and the resulting changes in the number of the population under, at and over working age are made.

Main trends and problems are identified for the economic activity and employment of the population by age groups. The factors that create barriers to transition from school to work and from work to retirement are identified.

It is argued that there are significant difficulties in the realisation on the labour market for both the young and the older generation and the specifics for the different age groups are identified. It is underlined that the existing problems create preconditions for conflict and discriminatory occurrences.

On the basis of the drawn conclusions, main guidelines are systematised and recommendations for overcoming the differences and achievement of solidarity between generations regarding the labour market participation are made. The main guidelines are summarised as follows: achievement of an accelerated and sustainable economic growth; improvement of the quality of the labour force; adaption of the working environment and jobs to the needs and specifics of individual age groups, development of the programmes to promote youth employment; overcoming certain discriminatory attitudes; development of social services and long-term care; improvement of the health system and the access to health services; etc.

**№ 13. Zareva, I. (2014).** Young people with higher education on the labour market in Bulgaria. - In: *The demographic situation and the development of Bulgaria*. S.: Prof. Marin Drinov Academic Publishing House, pp. 661-673 (21,7 standard pages). ISBN 978-954-322-793-8 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report is devoted to questions about the availability and use of young highly qualified specialists in Bulgaria. An assessment of the participation of the population in higher education is made and more important problems in this area are highlighted, both in terms of the demographic and external migration processes and the significant number of early school leavers, quality of education and informal limitations on access to education.

An assessment of the status and the possibilities for realisation of young specialists on the labour market is made. Economic activity, employment and job opportunities by speciality are studied. More important problems are identified and more significant effects, deriving from them, related to the degree and the adequacy of the use of young highly qualified specialists in Bulgaria, are determined, in individual and public terms.

Key factors influencing the realisation of young graduates are identified, such as: employment dynamics; labour demand, including young people and people with higher

education; share of graduates in the structure of the discouraged persons; technological upgrading of the economy and economic growth; personnel engaged in R&D; quality and adequacy of training in the higher education system; living standards and pay for labour.

Major guidelines are identified and specific measures and actions to improve the realisation of young professionals in the country's labour market are proposed, aimed at: raising the quality and adequacy of higher education, accelerating economic growth and technological upgrading of the economy, raising the standard of living and adequate evaluation (respectively remuneration) of the work of specialists, active labour market policies.

**№ 14. Zareva, I. (2015).** Problems and prospects for higher education in Bulgaria. - In: *Economic growth: stimuli and restrains*. International conference 6-7 October 2014, S.: GorexPress, pp. 289-300 (21,9 standard pages). ISBN 978-954-616-258-8 (The Volume is included in the National Register of Books Issued in Bulgaria)

The report assesses the state of higher education in Bulgaria on the basis of analysis of official statistics, international assessments and results of empirical (survey) studies. It is argued that the Bulgarian higher education holds a relatively good position in the world educational area, but still does not correspond to the European criteria and indicators to the necessary extent, and higher schools are not competitive with the European ones.

Key challenges to the system and factors that determine them are identified. Cause-effect links are identified between its effectiveness and efficiency, and its resource provision.

Specific proposals are made for guidelines and measures to improve the state, competitiveness and quality of higher education in Bulgaria, related to the regulatory, institutional, financial and personnel provision of the system.

**№15. Zareva, I. (2015).** External migration processes and innovation potential of Bulgaria. - In: *Economic growth: stimuli and restrains*. International conference 6-7 October 2014, S.: GorexPress, pp. 409-421 (23,7 standard pages). ISBN 978-954-616-258-8 (The Volume is included in the National Register of Books Issued in Bulgaria)

On the basis of an analysis of the external migration processes and the potential migration, based on official statistical information and results of empirical (survey) studies, a characteristic of the age and the educational structure of Bulgarian migrants is made. It is argued that Bulgaria is a sending country and has lost not a small part of its population as a result of the external migration processes. The majority of migrants are young and educated people, middle and highly qualified specialists. Similar are the characteristics of potential migrants.

On the basis of the conclusions and assessments, the effects of emigration on the human resources and the potential for innovation development of Bulgaria are defined. Drawn and systematised are positive and negative impacts on the demographic situation in the country, on the educational structure of the population, on the labour market and on the use of human capital.

An assessment is made of the impact of the Bulgarian migrants' realisation on the labour market abroad, on the accumulation of human capital in the host countries. It is found that a significant part of the Bulgarians who resided abroad were employed in relatively low-technology sectors, requiring lower qualification, and were hired on positions that require less qualification than the acquired by them. It is found that this has created conditions for loss of qualification by these migrants, i.e. for loss of human capital, but not for accumulation of such capital abroad and for the transfer of new knowledge and technologies to the country to develop its innovative potential.



Based on an assessment of the emigrants' money transfers to Bulgaria, it is found that they are not small in size, but are used mainly for current consumption and for satisfying basic needs of migrants and their relatives, and not for investment and the development of innovative productions.

**№ 16. Zareva, I., Matev, M. (2017).** Challenges and prospects for higher education and science in Bulgaria. *Journal of the Bulgarian Academy of Sciences*, 2/2017, pp. 11-18 (21.9 standard pages). ISSN 0007-3989 (the part of I. Zareva is 10,7 standard pages.). (The journal is included in the National reference list of NACI)

The part of the study by author I. Zareva presents results from an investigation of the state of higher education in the country. Systematisation of positive changes in the system in recent years and after the accession of Bulgaria to the EU is made. Main challenges to its adequate and effective functioning and future development are identified, related to financing, academic staff, quality and practical applicability of education, realisation of young specialists, number of students, etc. Bulgaria's position in the EU and among the other EU member states of South-East Europe is determined on these indicators.

Factors for and consequences from the identified problems are defined.

Recommendations for specific guidelines and measures to develop and enhance the competitiveness of tertiary education are formulated in several different areas: funding, regulation, inter-institutional relations, quality of higher education, attraction of more young people into the system, and others.

**№ 17. Zareva, I. (2012).** Educational policy of the Bulgarian state for the Bulgarians abroad (pp. 57-70 – 18.2 standard pages). - In: Mintchev, V., Markova, E., Misheva, M., **Zareva, I.**, Balkanska, I., Boshnakov, V., Kaltchev, I. (2012). *Bulgarian emigration: theories, policies, empirical studies*. S.: Ikopis, 282 p. ISBN 978-954-91905-8-8 (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In this chapter of the monograph, written by I. Zareva, a critical review and assessment are made of the legal framework on which the educational policy of the Bulgarian state towards the Bulgarians abroad is being developed. The goals, the stages and the change of approaches, the main envisaged activities and measures are systematised.

Systematisation and assessment of the institutional structure, responsible for the implementation of the state policy, the objectives, the spheres of activity, the achieved results and the envisaged future actions of the institutions are carried out.

An analytical review of the educational policy of the Bulgarian state, aimed at the Bulgarian communities abroad, is made. Identified and systematised are the main forms and directions of support of the educational activity abroad and of the education of Bulgarians abroad by the Bulgarian state. Special attention is paid to the National Programme "Mother tongue and culture abroad" - its objectives, target groups and activities. Conclusions on its usefulness are formulated.

**№ 18. Zareva, I. (2012).** Labour realisation of Bulgarian emigrants (pp. 177-199 - 29.9 standard pages) - In: Mintchev, V., Markova, E., Misheva, M., **Zareva, I.**, Balkanska, I., Boshnakov, V., Kaltchev, I. (2012). *Bulgarian emigration: theories, policies, empirical studies*. S.: Ikopis, 282 p. ISBN 978-954-91905-8-8 (The monograph is referenced in RePEc - ERI-BAS

Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In this chapter of the monograph by I. Zareva, based on an analysis of the results of a specially conducted representative sociological survey in Bulgaria, profiles of potential migrants in Bulgaria are identified according to their professional and labour status - intentions for labour realisation, preferred employment sector and expected position.

The motives for and objectives of their migratory behaviour, as well as the planned ways to go abroad, are defined.

A comparative characteristic of the labour status of potential migrants in Bulgaria and the expected one abroad is made. It is argued that the differences between the current and the desired field of employment and between the occupied and the expected positions of the potential emigrants point to a serious risk of inconformity between the qualifications held and the expected realisation abroad, i.e. of outflow of highly qualified labour force from the country and of loss of its qualification abroad.

The profiles of the Bulgarian return migrants according to their professional and labour status – labour realisation, employment by economic sector and occupation during their stay abroad, are identified.

The goals of their migration behaviour, as well as the ways in which they have gone abroad, are identified.

The economic sectors of employment and the type of employment contract on which the migrants were hired are identified. It is found that there are sectors in which between 20 and 35% of the Bulgarians abroad have worked without a labour contract. The occupied positions by the migrants are determined. It is argued that the Bulgarians who resided abroad were employed in low-technology sectors, while at the same time occupying positions requiring lower qualifications than theirs, which leads to loss of qualification. The larger part of them had a secured place of work when they arrived abroad, were employed in one job and on a temporary employment contract. Not a small part, however, had worked in more jobs and without a contract.

On the basis of a comparative analysis of the sectoral employment and the occupation of the Bulgarian migrants during their stay abroad and after the return to Bulgaria, it is found that about a half of the returnees are working at the time of the survey in Bulgaria in economic activities similar to those in which they were employed abroad. Significant differences are identified with respect to migrant occupations. Almost half of them have worked abroad for jobs requiring less qualification than the one they possess. Despite the existing differences between the qualifications held and the occupations of the returnees abroad, not a small part of them declare that they will go abroad again. Relatively greater are the expectations of this group of respondents regarding the positions they will occupy on their next departure abroad.

**№ 19. Zareva, I.** (2012). Sectoral employment and occupation of Bulgarians in Spain. Bulgarians studying in Spain (pp. 206-219 – 18,2 standard pages). - In: Mintchev, V., Markova, E., Misheva, M., **Zareva, I.**, Balkanska, I., Boshnakov, V., Kaltchev, I. (2012). *Bulgarian emigration: theories, policies, empirical studies*. S.: Ikopis, 282 p. ISBN 978-954-91905-8-8 (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In this chapter of the monograph by I. Zareva, based on an analysis of the results of a specially conducted representative sociological survey among Bulgarian migrants in Spain,

profiles of Bulgarian migrants are identified according to their professional and labour status - labour realisation, employment and occupation.

The aims of emigration as well as the ways in which migrants have gone abroad are identified.

A characteristic of the labour realisation of the Bulgarians in Spain is made by economic activities, positions, employment status.

A comparative assessment is made of their employment in Spain and in Bulgaria before their departure. Discrepancies between previous (in Bulgaria) and current (in Spain) employment - by economic activities and positions, especially among qualified and highly qualified specialists, are found. The employment of the Bulgarians in Spain is higher than that they had in Bulgaria in the sectors: hotels and restaurants; household / family activities and other community and person service activities; agriculture, hunting and forestry.

It is proved that the share of migrants who work in places requiring less qualification than their own is large.

It is found that the share of workers in the grey sector of the economy is not small (most of them women).

Disparities between the employment of women and of men are identified.

**№ 20. Zareva, I.** (2015). Policies for development of human capital through education within the framework of the Operational Programme “Human Resources Development”, Priority Axes 3 and 4 (pp. 118-132, 25.1 standard pages). - In: Beleva, I., Yotzov, V., Vassileva, I., Tassev, A., Kalchev, E., Sariiski, G., Dimitrov, L., Ivanov, S., **Zareva, I.**, Chobanova, R., Avramov, P., Velkova, D., Ruscheva, D., *Bojukliev, O.* (2015). *Annual report 2015. Economic development and policies in Bulgaria: evaluations and prospects*, S.: GorexPress, 209 p. ISBN 978-954-616-248-9, ISSN 1314-8893 (The monograph is referenced in RePEc - ERI-BAS Books series, with RePEc Simple IF 0.412, and is included in the National Register of Books Issued in Bulgaria)

In this chapter, with author I. Zareva, the implemented policies within the framework of the Operational Programme “Human Resources Development”, Priority Axes 3 (Improving the quality of education and training in correspondence with the labour market needs for building a knowledge-based economy) and 4 (Improving the access to education and training) are investigated. Assessments are made of the achievement of the key indicators, of the effects and impact of policies on the “human capital” factor. The following conclusions are argued: a/ the degree of achievement of the individual key indicators shows a more significant outcome in terms of the access to and participation in education of the population (reducing the number of early school leavers), but in terms of the quality of education and training and the participation in lifelong learning there is lagging behind in achieving the goals; b/ the policies are adequate, sustainable, although delayed as a practical realisation over time; c/ the activities are short-term and require continued funding, and the achievement of the goals set is a major policy challenge and its implementation should be continued through the new Operational Programme “Science and education for intelligent growth 2014-2020”.

As a result of the analysis and assessments carried out, specific conclusions are formulated and recommendations are made to improve the implemented policies and to achieve continuity and sustainability through the new OP SEIG 2014-2020, addressing the identification of the problems and the factors that have led to a lag in the implementation of the measures and activities; improvement of the access to education; improvement of the criteria and increasing the

degree of objectivity of the control and evaluation, broadening of the scope of the target groups and diversifying the measures; and others.

**№ 21. Zareva, I.** (2017). The impact of policies on migration between Switzerland and Bulgaria (pp. 123-151, 60,9 станд.стр.). - In: Richter, M., P. Ruspini, D. Mihailov, V. Mintchev (Eds.), (2017). *Migration and transnationalism between Switzerland and Bulgaria*, Springer International Publishing Switzerland, 201 p. ISBN 978-3-319-31944-5, DOI 10.1007/978-3-319-31946-9, ISBN 978-3-319-31946-9 (eBook)

In this chapter of the monograph, by I. Zareva, a critical overview and systematisation of theoretical concepts and changing approaches to the nature of migration policies, their role and effects are made, and respective theoretical summaries and systematisation of types of migration policies are done.

The role of migration policies as a determinant of migration is found out. It is argued that although the main factors determining the migration processes are socio-economic, the influence of migration policies on the direction and intensity of migratory flows and on the integration of migrants is significant, especially as regards immigration flows.

It is found that the determinants of migration are a complex system, part of which are the migration policies. Migration policies are defined as a framework that specifically influences migration flows and the integration of migrants and which has a significant impact on the choice of destination, size and direction of migration as well as on the integration of migrants.

It is underlined that the effects and effectiveness of migration policies depend on the socio-economic and political circumstances of a given country, their relative weight / importance for migration determinations, inadequacies and inconsistencies between policies, imperfections in their implementation and others, as well as international and bilateral regulations and agreements between countries and regions.

Systematisation of the goals and stages is made and evaluation of the migration policies of the EU, Switzerland and Bulgaria and of their impact on the migration between Switzerland and Bulgaria is carried out. It is argued that, despite the low intensity of the migration flows between the two countries, the migration policies have a significant impact on the migration flows, and in particular that from Bulgaria to Switzerland.

On the basis of analyses of the Bulgarian and the Swiss migration policies and of the results of a representative empirical survey among Bulgarian migrants, the theses for the influence of migration policies on the decision whether and where to migrate and on the integration of migrants; the impact of restrictive immigration policies on the size of migration flows and the profile of migrants, are proved.

For the aims of the analysis, an interdisciplinary approach is applied and statistical and sociological information is used. Dependencies are found out and assessment is made of the influence of migration policies on: the decision of Bulgarians to migrate and the profile of Bulgarian potential migrants; the Bulgarian migrants in Switzerland, the changes in migrant profiles (by gender, age, education, activity, income) under the influence of the changes in immigration policy in Switzerland, as well as the integration of migrants in the host country.