



Национална агенция за
оценяване и акредитация

INCORPORATING CRITERIA FOR SOCIAL INCLUSION IN THE FRAMEWORK OF ESG

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OVERVIEW

- Policies and practices for social and educational inclusion of students from vulnerable groups
 - Societal Level
 - In Higher Education
- Room for improvement
 - Lack of research of inclusion practices
- The Social Inclusion, Tolerance, Acceptance and Realization for all sTudents Erasmus+ project
 - Ministry of Education and Science, Bulgaria
 - National Evaluation and Accreditation Agency, Bulgaria
 - Romanian Agency for Quality Assurance in Higher Education, Romania
 - Bulgarian Council for Refugees and Migrants, Bulgaria



START



QUESTIONS

- Q1: Which are the vulnerable groups that are targeted by the higher education institutions in terms of improving their social and educational inclusion? What are the identified groups' special needs within the context of higher education?
- Q2: What policies/activities/good practices related to the special needs of vulnerable groups have you observed in your systems of higher education? Which vulnerable groups are they targeting?
- Q3: Should a new ESG be constructed specifically targeting the policies/activities/good practices outlined so far? If yes, what indicators would such an ESG encompass, and can they be added to an existing ESG, rather than a new one?