

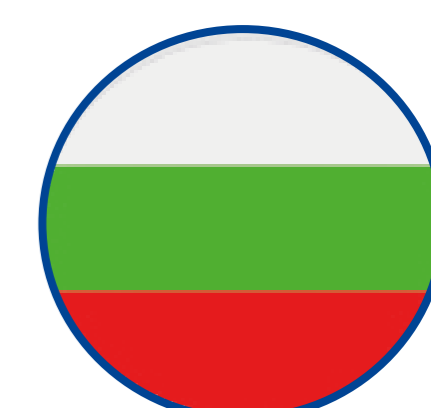


CONFERENCE ON THE EVALUATION OF EU COHESION POLICY

POLICY LEARNING FOR COHESION AND GROWTH

BRUSSELS, 12 FEBRUARY 2026

EVALUATION OF INCLUSIVE EDUCATION PROJECTS 'BRIGHT START' AND 'SUCCESS FOR YOU'



BULGARIA

Executive Agency "Programme Education"

FUND COVERED ESF+

PROGRAMMING PERIOD

► 2021-2027

PROGRAMME COVERED

► Education Programme

THEMATIC SCOPE

► Social Europe

TYPE OF EVALUATION

► Process

YEAR OF COMPLETION

► 2026

MAIN OBJECTIVES



To support project teams at national, regional, and kindergarten or school levels to enhance project implementation with a view to better delivering intended outcomes and impact. The evaluation also offers insights that may inform the design and execution of future activities.

METHODOLOGY USED



Mixed methods approach, including analysis of project documentation and data.

DATA SOURCES



An online survey for regional project teams; semi-structured interviews with project teams on every level and final beneficiaries; and site visits.

MAIN FINDINGS

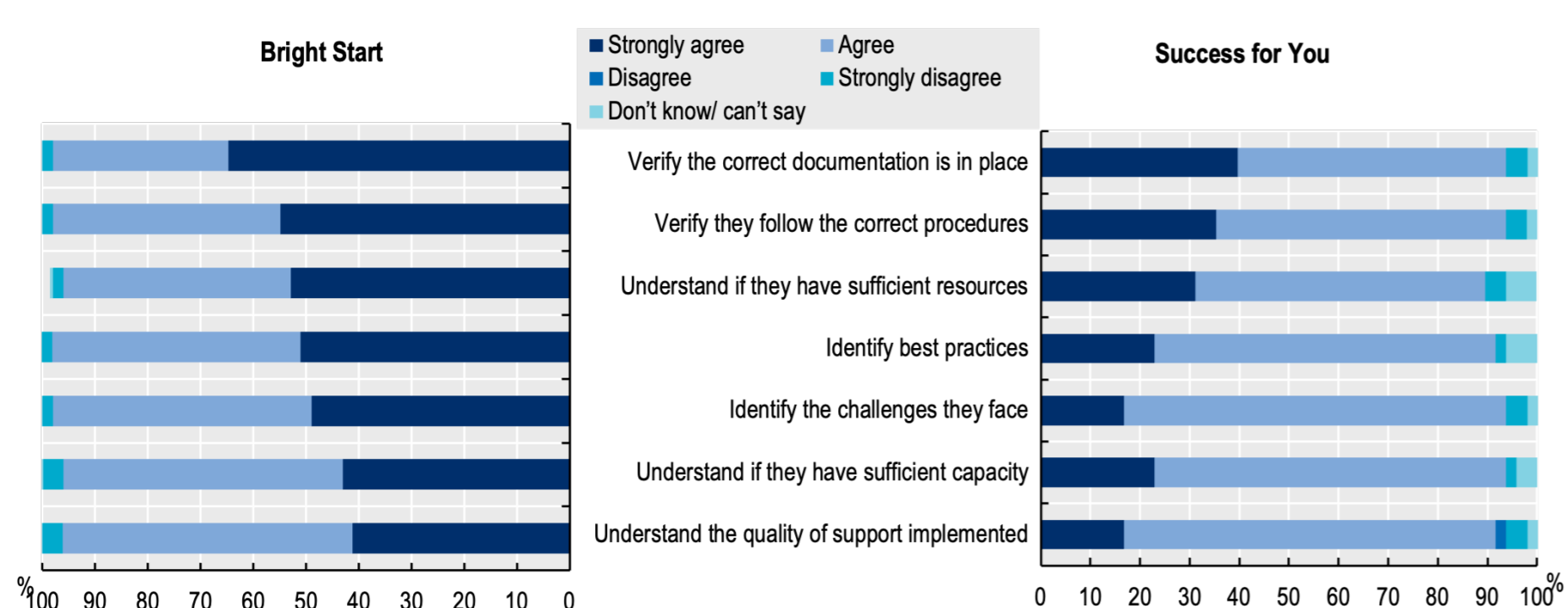


- **Relevance:** Both projects adopt an early-start approach and engage all groups. Teacher and specialist training are limited, receiving around 1.5% and 0.5% of the budgets for both projects, respectively.

- **Coherence:** The projects complement other initiatives under the Education Programme and are aligned with national and European strategic priorities and international principles for inclusive education.
- **EU added value:** Both projects offer a considerably broader scope and scale of intervention than national programmes, integrating multiple actions within a single framework.
- **Effectiveness:** Learner-focused activities neared or exceeded output targets, highlighting their relevance and positive perceptions of their effect on learners. The projects are prompting behavioural changes, improved diagnosis of learner needs and the implementation of structured, small group supports.
- **Efficiency:** Communication between project staff is efficient. Teams spend a lot of time on reporting and control. The simplified cost option and dedicated project information systems have reduced the administrative load. Financial allocation mechanisms reach high-need learners and institutions.
- **Sustainability:** The projects build awareness across all administrations, kindergartens and schools. Monitoring processes have improved, with more data collected and used, but it remains driven by compliance.

For regional project teams, kindergarten and school visits fulfil a lot of different purposes but inspection-oriented ones dominate over quality

Share of regional project staff agreeing with different purposes of kindergarten or school visits



Note: Survey items are ranked in descending order based on the share of Bright Start respondents agreeing with the statements.

CONCLUSIONS



Strengthen professional capacity for inclusive education; define better relevant practical approaches to parental engagement, supporting gifted learners and those whose first language is not Bulgarian, and general support in schools; create conditions for the project teams and other public institutions to provide methodological support; strengthen monitoring and evaluation processes to facilitate more learning across the system; develop targeted efforts to increase project participation and enhance implementation.



PROGRAMME
EDUCATION
2021-2027

AUTHORS OF THE EVALUATION

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LINK

<https://sf.mon.bg/?h=downloadFile&fileId=4063>