



ROLE OF THE HIGHER ECONOMIC EDUCATION FOR THE DEVELOPMENT OF ECONOMIC ACTIVITY IN VARNA

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Abstract

The article examines the role of the higher economic education in the Higher School of Commerce, which was founded by entrepreneurs and whose successor is the University of Economics - Varna, for the training of highly qualified personnel for the economy and for the development of economic activity in the region. The Higher School of Commerce was opened by Order No. 7177 of 28 September 1920 of the Minister of Commerce, but even before the opening of the first Bulgarian universities, Bulgarians began to seek to acquire knowledge for the needs of the developing commercial activity during the Renaissance. The aim of this paper is to analyse the relationship between higher economic education and entrepreneurship - at the time of the establishment of the Higher school and our modern times - in the light of a historical overview. The practical necessity of analyzing the tendencies and challenges for the future development of the university stems from its contribution to the training and professional realization of student-economists. In conclusion and as a result of the research, conclusions and summaries are made regarding the role of the higher economic education for the economic development of the Varna region.

Key words:

history of law; history of education; business; economic education.

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Introduction

Before the Liberation there were no universities in the Bulgarian lands. The actual history of our higher education began in the late 19th century (Popov, 2001, p. 208). In the period until 1944, eight higher schools were opened in Bulgaria: 1) The Higher School in Sofia (today Sofia University); 2) the Higher School of Commerce in Varna (today the University of Economics - Varna); 3) the Balkan Middle East Institute (Free University - today the UNWE); 4) the Academy of Music; 5) the Academy of Arts; 6) the Higher School of Commerce in Svishrov (today DA Tsenov Academy of Economics); 7) The Higher school of Technics in Sofia (today TU - Sofia); and 8) Higher School of Physical Education in Sofia (today NSA) (Dimitrova, 2016).

Despite the fact that the establishment of universities started relatively late in Bulgaria, Bulgarian higher education has its historical traditions, and the University of Economics-Varna has over 100 years of history. It was opened as a Higher Commercial School by Order No. 7177 of 28 September 1920 of the Minister of Commerce (Bliznakov, et al., 2001, p. 21). Acts of the National Assembly were subsequently passed confirming its status as a higher school.

The first higher school of economics in Bulgaria was opened on the initiative of the Varna Chamber of Commerce and Industry. On 14 May 1920, during the 25th session of the Chamber, a decision was made to establish the Higher School of Commerce, today the University of Economics-Varna. Initially, the most important tasks of the newly established chamber were to replace the fading craftsmen' associations and to advise central executive authorities (Ministry of Trade and Agriculture) on problems of economic policy and life, and also to have arbitration functions in disputes between merchants and industrialists. No less important, however, is its role in organising secondary and higher commercial education. Its undoubted merit is the start of vocational education in the region, which then covered 19 districts (Tabakov, et al., 2010).

From a historical perspective, economic ideas underlie economic development, which in turn provokes the need for specialized professional knowledge for those engaged in productive or commercial activities. Consequently, the development of economic education in turn contributes to the prosperity of economic activity in the

Varna region. In this sense, the article examines the role of the Higher School of Commerce, which was created by entrepreneurs, for the training of highly qualified personnel for the economy and for the development of economic activity in the region. The practical necessity of analyzing the trends and challenges for the future development of the university stems from its contribution to the training and professional realization of economics students.

The history of the Higher School of Commerce has repeatedly aroused research interest and has been the subject of study by economists (Bliznakov, 1995; Tsonev, 1995; Bliznakov, 1995 and historians (Rusev, 2014; Rusev, 2020), but has not been thoroughly examined through the prism of legal science. This justifies the need to fill this gap in the literature and to clarify the issues concerning the establishment of the Higher School of Commerce in the context of the creation of New Bulgarian law. Law is the main regulator of social relations, but it is characteristic for the period after the Liberation that the dynamically developing economic activity and economic relations overtook the creation of legislation to regulate them. This put its mark on the way the Higher School of Commerce was established and initially developed.

Given the above, the scientific **aim** of this paper is to provide a normative analysis of the relationship between higher education and entrepreneurship at the time of the establishment of Higher School and in our contemporary times in the light of a historical review. In pursuing this aim, the authors set themselves the following **tasks**:

1. To examine the initial period from the establishment of the Higher School of Commerce until 1945, on the one hand, in the context of the creation of the New Bulgarian Law, and on the other hand, in the light of the entrepreneurial idea of the Varna Chamber of Commerce and Industry.

2. To clarify the relationship of the economic specialties of the University of Economics - Varna with the development of economic activity in the region today, by analyzing the current legislation in the field of higher education.

3. To draw conclusions and summaries about the legal framework regarding the linking of the Bachelor's and Master's degrees in economics with economic practice.

The **research methodology** includes historical comparative legal analysis, current normative analysis and summary method.

1. The entrepreneurial idea for the establishment of the Varna Higher School of Commerce

After the Liberation, Varna became a centre of attraction for young and ambitious people, as the development of the city from the mid-19th century was closely linked to the export of food by sea. The socio-economic shape of Varna in this period was determined by two main factors - firstly, the development of trade and secondly, the transformation of the city into an administrative and military centre. The life of the whole city was set up to serve the large maritime trade. The engine of change in Varna became the clerks and freelancers who settled in the city in the 80s and 90s of the nineteenth century (Denchev, 1998, p. 64 – 74).

The socio-economic processes taking place in Varna, of course, are not an isolated phenomenon, but are typical for the whole country. The liberation of Bulgaria is an event of paramount importance for our new history (Tokushev, 2008, p. 27). The new economic relations need a regulatory framework to regulate them. The Tarnovo Constitution was adopted (16.04.1879), and with its amendment by SG No. 15 of 1 January 1893 the Ministry of Trade and Agriculture was established, later changed to the Ministry of Trade, Industry and Labour (promulgated in SG No. 149 of 1911).

On the basis of the first Bulgarian Constitution the establishment of the different branches of law began. The established national legal system in the period immediately after the Liberation is referred to as "New Bulgarian Law" (Tokushev, 2008, p. 161), an important part of which is commercial law. It regulates very important relations for the new society. The merchant class needed its own law, with the norms of which to regulate the relations between merchants. But in the first years after the Liberation, the existing legislation (the Commercial Law of the Ottoman Empire of 1850) was still applied in our country, which no longer met the public needs and the rapid economic development of the country (Tokushev, 2008, p. 202 – 204). In order to stimulate trade and give impetus to the development of the economy in the Principality of Bulgaria in 1897, the first Bulgarian Trade Law was adopted (State Gazette No. 114 of January 1, 1897).

The legislation of this period, however, was far from being limited to the Commerce Act. Two years earlier, the first Law on the Chambers of Commerce and Industry had already been adopted (State Gazette No. 21 of 27 January 1895), as a

result of which such chambers were established initially in Sofia, Plovdiv, Varna and Ruse, and later in Burgas. Thus, the necessary stimulus for the progress of the national economy was given. At the same time, a whole series of measures was taken to support and protect craftsmen and traders. These legislative measures and economic policies pursued by the Bulgarian governments at the end of the 19th century are described in the literature as “state protectionism” of domestic production, aimed at overcoming the historical backwardness and accelerating the pace of capitalist development (Veleva, 2005, pp. 19, 28).

According to the Law on Chambers of Commerce and Industry of 1895, the chambers are directly subordinated in organisational and administrative terms to the central executive authority - the Ministry of Commerce and Agriculture. Their functions are mainly advisory and are limited to giving opinions on legislative bills in the field of trade and industry, on opening new chambers of commerce, on tariffs for customs and octroi (levies - my note Darina Dimitrova), on opening educational institutions for providing commercial education (Article 11 of the Law on Chambers of Commerce and Industry of 1895). In spite of their limited functions, the chambers were active in various fields of their activity: they supported and promoted trade, crafts and industry; carried out business research; developed professional education; carried out a promotional and publishing mission; expanded international contacts and cooperation (Veleva, 2005, p. 77).

A few years later, a new Law on Chambers of Commerce and Industry was adopted (State Gazette No. 10 of 13 January 1907), which did not regulate significant changes in either the status or the functions of chambers. However, the Law on Chambers of Commerce and Industry of 1907 provides for a much more detailed legal regulation of the activities of chambers and their relations with the Ministry of Commerce and Agriculture.

What is remarkable about the activities of the Chambers of Commerce and Industry is that along with their contribution to the modernization and development of commerce, as well as to the support and promotion of crafts and industry in the country, there is also a significant contribution to the development of vocational education. Between the end of the 19th and the beginning of the 20th centuries, the most widespread were temporary general education, craft and trade courses. Another important direction in the activity of the chambers is the individual subsidies for

specializations at home and abroad. Most significant, however, is the chambers' contribution to the development of the country's trade schools. In this respect, with their initiatives they were even ahead of the state (Veleva, 2005, pp. 241, 253).

The Varna Chamber of Commerce and Industry was particularly insistent in its initiative to open a commercial school and in 1904 it opened a secondary commercial school, which grew into the Higher Commercial School (Bliznakov, et al., 2001, p. 12). Thus, the Varna Chamber of Commerce and Industry is the only one to establish a university, the other chambers only established secondary vocational schools in the field of commerce and industry. The prerequisites for the rise of business education are rooted in the rapid economic development of the Varna region during this period. And the entrepreneurial spirit of the Varna Chamber of Commerce and Industry was at the heart of the idea to establish the Higher School of Commerce.

The University of Economics - Varna was established as a Higher School of Commerce following a decision of the 25th session of the Varna Chamber of Commerce and Industry, approved by Order No. 7177 of 28 September 1920 of the Minister of Commerce (Bliznakov, et al., 2001, pp. 19 – 21). Acts of the National Assembly were subsequently passed to regulate its status as a university. For example, according to Article 222 of the Law on the Amendment and Supplement to the Law on National Education (State Gazette No. 87 of 21 July 1921), as an already opened higher special school was pointed the Academy of Commerce (Higher School of Commerce in Varna - my note Darina Dimitrova) (Dimitrova, 2016), and in the Ordinance-Law on Private Higher Schools (State Gazette No. 80 of 12 April 1938) under the name "Varna Commercial Academy". From 1938 to 1945 it was the Higher School of Economic and Social Sciences, which in 1945 was rebuilt into the State University "St. Cyril Slavyanobulgarski" (this was done by law - promulgated in SG 191 of 18 August 1945). Since 1953 it has been the Higher Institute of National Economy, named after Dimitar Blagoev since 1960 (1). The Higher Institute of National Economy "Dimitar Blagoev" was transformed into the University of Economics - Varna by the decision of the National Assembly (promulgated in SG 68 of 1 August 1995).

The limited scope of the present study does not allow to examine in detail all these stages through which the University of Economics-Varna has passed in its development. The analysis focuses on the initial stage from the establishment of the

Higher School of Commerce until 1945. What is specific of this period of its existence is that it is not recognised as a legal entity, and this has significant legal implications. The disadvantages of this are mainly twofold: firstly, unequal treatment in relation to the other universities of the period which had legal personality; secondly, strong financial and therefore managerial dependence on the Varna Chamber of Commerce and Industry.

The status of a legal entity makes the higher education institution an autonomous legal subject, which may independently acquire rights and obligations and be responsible for them, and also participate in legal relations with other legal subjects on its own behalf and on its own account. The Higher School of Commerce was recognised as a "legal personality" and received legislative regulation only in 1945, when it was nationalised by the Ordinance-Law on the State University of "St. Cyril Slavyanobulgarski" in the town of Varna (promulgated in SG 191 of 18 August 1945). In the period until the adoption of the first general Law on Higher Education (State Gazette No. 153 of 5 July 1947), other higher education institutions did not have the status of legal entities - for example, the Academy of Music and the Academy of Arts. The reasons for this are to be found in the fact that, during this period, legislation in the field of higher education was scattered in numerous normative acts and there was no unified state policy regarding higher education institutions (Dimitrova, 2016). In the period after the Liberation, the development of social and economic processes was so dynamic that it anticipated the adoption of legislation, which with its norms would regulate the new social relations. This once again shows the importance of the role played by the Varna Chamber of Commerce and Industry in that era, the strength of the entrepreneurial spirit, foresight and strategic thinking ahead of the time of the founders of the University of Economics – Varna.

The legislative practice in the period from the Liberation to 1944 was to regulate the legal status of each higher education institution by a separate legal act. However, no such law was adopted for the Varna University of Commerce until 1945 and it existed for 25 years without being explicitly regulated by law. However, in spite of the lack of a special law for the Higher School of Commerce and its subordination to the Varna Chamber of Commerce and Industry, it should be noted that this initial period of its development leaves a bright trace in the history of

Bulgarian higher education. It was the first university with an economic profile in Bulgaria, which became a centre of economic science.

Based on the above, certain conclusions and summaries can be drawn about the relationship between higher education and entrepreneurship in the initial period of the establishment of the Higher School of Commerce. On the one hand, with its opening, the Varna Chamber of Commerce and Industry undoubtedly has merits for the development of higher economic education not only in the city, but also in the country. On the other hand, the foregoing shows that an important role in the development of economic activity in the region was also played by the Higher School of Commerce, opened precisely as a result of the fact that Varna became a large maritime trade center for the scale of the Principality of Bulgaria (Knyazestvo Bulgaria). Thus, since its establishment until today, in its more than 100-year history, the University of Economics - Varna has trained hundreds of thousands of economists who have successfully realized themselves in their professional field (2).

2. Relationship between the economic specialties of the University of Economics - Varna and the development of economic activity in the region

According to the historical overview, the entrepreneurial idea has accompanied the activities of the Higher School of Commerce from its establishment to the present day. It has played an important role in the development of economic activity in the region over the years and up to the modern period. In recent years, especially after the adoption of the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2014 - 2020 (3) and the subsequent Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021 - 2030 (4), the lack of connection and mismatch of curricula and programmes with the needs of the labour market (Andreeva & Yolova, 2019) and practice has been mentioned as one of the main problems facing higher education (Mineva-Dimitrova, 2016; Zareva, et al., 2014, pp. 66 - 74) (5). In this regard, the following objectives are formulated in the strategy: " item 5.3. Building a sustainable and effective link between higher education institutions and the labour market and achieving a dynamic match between the supply and demand of graduates" and "5.8 Expanding and strengthening the lifelong learning network; extensive use of various electronic forms of distance learning", which is also relevant to

the above-mentioned issues, and in items 6.3 and 6.8 respectively, activities and measures are envisaged to achieve these objectives. In 2018, the legislator also provided for the normative regulation of the relationship between higher education and the labour market and the economy by adopting the Law on Supplement to the Higher Education Act (promulgated in SG No. 98 of 27.11.2018, in force from 27.11.2018). Supplemented is Article 26, paragraph 1 Higher Education Act (HEA) (promulgated in SG No. 112 of 27.12.1995) – „Following a decision of the Faculty (School) Board concerned, up to 10 per cent of the total number of lectures and seminars in the training course in a bachelor’s educational and qualification degree and up to 20 per cent of the total number of lectures and seminars in the training course in a master’s educational and qualification degree can be also delivered by prominent experts from the practice“. The possibility of conducting academic hours by prominent experts from the practice in the bachelor’s educational and qualification degree and master’s educational and qualification degree programmes is introduced, with a limit of 10, respectively 20 percent of the total number of study hours. So far, there is no explicit regulation for attracting specialists from practice in the HEA, although higher education institutions have invited them as guest lecturers in various forms. According to the explanatory memorandum to the bill of the law, this amendment enables higher education institutions to include specialists in the training of staff, and in no small amount - 10 or 20 per cent of the total curriculum. The expectation is for a better adaptation of curricula and curricula plans to the new social realities, in particular the economy and the labour market. It is explicitly noted that this should not undermine the academic character of higher education. Further, in Article 26 paragraph 8 items 3 and 7(6) of the HEA, the powers to attract prominent practitioners are included in the scope of the General Assembly of the Faculty Board. Accordingly, a new paragraph 5 has been added to Article 52 of the HEA, according to which, within its autonomy (Slavova, et al., 2019) higher education institutions shall lay down in their regulations the procedure and conditions for such a decision by a Faculty Board. The remaining additions provided for in Article 35b paragraph 8 and Article 45 paragraph 2 of the HEA concern the possibility for employers' representatives to submit proposals for updating the curricula and programmes, respectively, to be included, exceptionally, in the state commission when conducting the state examinations.

In the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021-2030 some progress in this direction is reported - there

is a convergence of higher education institutions with the business. However, the problem persists given the rapid pace of development of social relations. Strengthening and expanding these links should be pursued in order to match the supply and demand for highly qualified professionals. There is still a mismatch between the needs of the labour market and the training offered in higher education institutions. In this respect, the new strategy also sets similar objectives - Objective 7 "Building an effective education-science-business link" and Objective 8 "Enhancing the role of higher education as an active factor for regional development by providing for appropriate measures". In 2020, the Act on Amendment and Supplement to the Higher Education Act (State Gazette No. 17 of 25.02.2020) provides in Article 9, paragraph 3, item 1a of the HEA, that the Minister of Education and Science shall adopt "National Higher Education Map of the Republic of Bulgaria, which determines the profile and territorial structure of higher education in Bulgaria in terms of occupational fields and specialisations within regulated professions, taking into account social and economic development and the needs of the labour market". This map was adopted by Decision No 538 of 22.07. 2021 of the Council of Ministers and has been coordinated with the nationally representative trade unions and employers' organisations (Article 10, paragraph 2, item 1a HEA). Along with the provided in Article 9, paragraph 3 item 1a HEA objective of structuring according to "socio-economic development and labour market needs", objectives of the map are also to identify "the needs for the development of higher education by region" and to support "the formulation of policies for the balanced development of the network of higher education institutions according to the needs of the regions and in accordance with national and regional needs and the forecasts for future development of the labour market." The creation and updating of this map according to the dynamic changes in the labour market is important and will influence the role of higher education institutions in the development of regional economic activity.

The following conclusions can be drawn from the analysis of the legal provisions: a legal framework has been adopted regulating the attraction of practitioners in the training process and thus creating the relation between higher education and the labour market. The objectives, the measures and activities for their achievement, set out in the Strategies for the Development of Higher Education, as

well as the creation of a National Higher Education Map of the Republic of Bulgaria, help to develop this relation and to strengthen the role of higher education institutions in the development of a competitive economy, in particular regional economic activity.

University of Economics - Varna has undertaken amendments in its Regulation of the activities (7) with the decision of the General Assembly of 26.11.2020 to update the provisions and bring them in line with the amendments in the HEA. Thus, in Article 33, item 4a of the Regulations, the functions of the Faculty Board have been supplemented with the one to approve proposals for the attraction of prominent experts from the practice in accordance with Article 52, paragraph 5 of the HEA, in item 20 of the Regulations to approve and control their teaching load, and in Article 64, paragraph 5 of the Regulations with the possibility that up to 10/20 per cent of the total number of teaching hours may be conducted by prominent experts from the practice. This amendment in the Regulations was made about two years after the adoption of the legal amendments, but the University of Economics - Varna maintained an active relationship with the economy and business in the region and the country before its introduction. The examples of this are numerous - starting from the numerous agreements concluded with representatives of business and state administration in the region and at the national level, organizing conferences, round tables and other forums for the exchange of ideas with business, and last but not least the Bachelor Programme "Judicial Administration" introduced in 2017 in accordance with the needs of the practice and in coordination with the National Institute of Justice, some of whose students have already been successful in their realization and are working in the regional administrations of the judiciary (8). The College of Tourism at the University of Economics – Varna trains qualified personnel for the needs of the Black Sea resorts. In addition, members of the academic staff of the University of Economics-Varna not only maintain contact with the business, but also carry out consulting, auditing and other activities for it. It is impossible not to mention the established in the period 2013-2015 Innovative Network for Cooperation between the University of Economics - Varna and Business (UEBN), developed within the framework of Project BG051RO001-7.0.07-0036 "Innovative Partnership Network for Sustainable University-Business

Cooperation" (9) with partners Varna Chamber of Commerce and Industry and Lucian Blaga University - Sibiu, Romania. The platform has registered over 8200 students, about 8200 graduates, over 2700 employers, 820 business experts, over 160 prospective students, over 180 experts from the University of Economics - Varna, over 2400 internship and job ads and over 4900 reported internships. The platform is a place not only for connections with business, but also for supporting the successful realization of students. From the analysis of the internal regulations of the University of Economics it can be concluded that they are updated and aligned with the national regulations. And the mentioned examples of connection with business show the active work and practice of the University in this direction.

On the one hand, as a result of the changes introduced in recent years, the better preparedness/training of young professionals is positively reported (10). On the other hand, there is no shortage of critics of the increased interconnection between higher education and the business/labour market. They raise a number of questions such as: why students are seen only as a workforce and not as people with diverse interests to whose development higher education institutions can contribute; why the main task for universities is shifted from providing fundamental theoretical knowledge to focusing on practical skills, turning them into “craft schools”; why a policy of early and narrow professional specialisation is introduced rather than train students/individuals/ with individual qualities (leading to dehumanisation) (11). Others argue that globalization has also led to the massification and commodification of education, with the requirement of the educational service being less about the transfer of knowledge than about training students to find the information they need (Kanev, 2002; Andreeva & Yolova, 2022). Undoubtedly, the main goal of higher education is the formation of individuals, providing them with fundamental knowledge at an academic level and supporting their realization not only in economic activity, but also as members of society. However, one cannot deny the role and importance of practical knowledge, which only a prominent practitioner can provide. In this regard, a balance should be found between the knowledge provided which continues the spirit of traditional academic higher education and does not relegate it to “craft training”, but also reflects the spirit of the new times, including some practical knowledge and skills in response to the demand and requirement of

business.

Higher education institutions are at the heart of regional development (Georgieva, 2016) and every region should have a strong higher education sector (12). Since its establishment and up to the present day, the University of Economics - Varna has traditionally continued to maintain the relationship with entrepreneurship not only in the region, but also nationally. It is no coincidence that the motto of the University is "with academic traditions into the future". Scientific achievements, the results of scientific research, the organization and holding of scientific forums and discussions on problems and challenges that have arisen before representatives of business and the state administration contribute to the development of a competitive economy, to support in solving them. The university continues to be one of the main "pillars" of economic education in Bulgaria, training economists and thus playing an important role in the development of economic activity in Varna and the region. However, for the effectiveness of this interrelationship for the development of the region, business should also support the improvement of the quality of higher education not only with prominent experts from practice, but also through funding to support scientific research activity, appropriate stimulation of highly qualified employees and workers, so as not to they leave Bulgaria. We believe that the University of Economics - Varna will continue to fulfill this role as a response to the challenges posed by the new era and succeed in turning higher education into "an engine, not a situational mirror of the economy or the social sphere" (13).

Conclusion

As a result of the research, the following more important conclusions and summaries can be made regarding the role of higher economic education for the economic development of the Varna region:

First, given the lack of in-depth research on the history of the Higher Commercial School through the prism of legal science, the authors hope through the present work to shed light on the stated problem with a view to enriching the doctrine. This will fill a gap in the literature regarding the emergence of higher economic education in the context of the creation of the new Bulgarian law. At the same time, the trends and challenges facing the future development of the university, resulting from its contribution to the training and professional realization of the

economics students, are highlighted.

Second, the period from the establishment of the Higher School of Commerce to 1945 was studied in the light of the entrepreneurial idea of the Varna Chamber of Commerce and Industry. Based on the above, conclusions and summaries have been made regarding the relationship between higher education and entrepreneurship in the initial period since the establishment of the Higher Commercial School. The merits of the Varna Chamber of Commerce and Industry for its establishment and for the development of higher economic education not only in the city but also in the country are indisputable.

Thirdly, the connection of the economic study programmes of the University of Economics - Varna with the development of economic activity in the region nowadays has been clarified, through an analysis of the current legislation in the field of higher education. From the analysis of the regulatory framework, it is concluded that the relation of economic study programmes with business practice shows positive trends for the future development of the university and its contribution to the training and professional realization of economics students.

Notes

1. Decree Renaming the State University in the city of Stalin into the Higher Institute of National Economy (№ 288-КНИК) – State Gazette No. 68/1953 ; Decree naming the Higher Institute of National Economy in Varna the Higher Institute of National Economy "Dimitar Blagoev" (№ 210) – State Gazette No. 46/1960
2. <https://ue-varna.bg/bg/p/8071/za-nas/universitetat/universitetat-dnes>
3. Decision of the National Assembly of February 26, 2015 adopted the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2014-2020. The Strategy was promulgated in the State Gazette No. 18 of March 10, 2015, available at <https://web.mon.bg/bg/143>
4. Decision of the 44th National Assembly of December 17, 2020 adopted the Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021-2030. The Strategy was promulgated in the State Gazette No. 2 of January 8, 2021, available at <https://web.mon.bg/bg/143>
5. Strategy for the development of higher education in the Republic of Bulgaria for the period 2014-2020. P. 13 – 14; Bulgarian Chamber of Commerce (2018) Information

- on the need for comprehensive reform in Bulgarian higher education:
https://www.bia-bg.com/uploads/files/positions/Stanoviche_VO_200918.pdf;
Opinion on "Draft strategy for the development of higher education in the Republic
of Bulgaria for the period 2014-2020" (developed on own initiative) 2014:
[https://www.esc.bg/wp-content/uploads/2021/01/stanov-strategia-vishe-
obrazovanie.pdf](https://www.esc.bg/wp-content/uploads/2021/01/stanov-strategia-vishe-obrazovanie.pdf)
6. According to Article 26 paragraph 8, item 3 of the HEA: approves the attraction of prominent experts from the practice in accordance with Article 52, paragraph 5; According to Article 26 paragraph 8, item 7 of the HEA: annually approves and controls the academic workload of the members of the academic staff, including the attracted prominent experts from the practice under item 3
 7. Adopted on 21.11.2003 by the General Assembly, amended. and add.14.11.2019, 23.10.2020, 26.11.2020, 11.11.2021
 8. More about possible forms of cooperation see in "Relationship between education and business - necessary evil or conscious partnership",
<https://vanyapavlovblog.wordpress.com/2018/06/17/%D0%B2%D1%80%D1%8A%D0%B7%D0%BA%D0%B0-%D0%BC%D0%B5%D0%B6%D0%B4%D1%83-%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0%D0%BD%D0%B8%D0%B5-%D0%B8-%D0%B1%D0%B8%D0%B7%D0%BD%D0%B5%D1%81-%D0%BD/>
 9. <https://uebn.ue-varna.bg/bg/page/1>
 10. The best universities are next to business. The true path to quality higher education
<https://www.bmgk.bg/%D0%BD%D0%B0%D0%B9-%D0%B4%D0%BE%D0%B1%D1%80%D0%B8%D1%82%D0%B5-%D1%83%D0%BD%D0%B8%D0%B2%D0%B5%D1%80%D1%81%D0%B8%D1%82%D0%B5%D1%82%D0%B8-%D1%81%D0%B0-%D0%B4%D0%BE-%D0%B1%D0%B8%D0%B7%D0%BD%D0%B5%D1%81/>
 11. Todorov, D. About higher education - merits, silences and fallacies in the draft strategy for the development of higher education - Internet resource:
<https://kultura.bg/web/%D0%B7%D0%B0-%D0%B2%D0%B8%D1%81%D1%88%D0%B5%D1%82%D0%BE-%D0%BE%D0%B1%D1%80%D0%B0%D0%B7%D0%BE%D0%B2%D0%B0>

[%D0%BD%D0%B8%D0%B5/](#)

12. The map of higher education in our country - read in a row, Pedagogy - News, Issue 27, 2021, internet resource: <https://pedagogy.azbuki.bg/news/novini-2021/broj-27-2021/kartata-na-vissheto-obrazovanie-u-nas-poreden-prochit/>
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