

РЕЦЕНЗИЯ

**от проф. д-р Гергана Дянкова
относно дисертационен труд**

**на тема: „ИЗСЛЕДВАНЕ НА ЕВОЛЮЦИЯТА И ТЕНДЕНЦИЯТА НА РАЗВИТИЕ НА ПОЛИТИКАТА НА
ЕВРОПЕЙСКИЯ СЪЮЗ ЗА НАМАЛЕНИЕ НА БЕДНОСТТА В ОБЛАСТТА НА ОБРАЗОВАНИЕТО“**

за придобиване на ОНС „доктор“

**в област на висше образование 1. Педагогически науки,
професионално направление 1.2. Педагогика.**

докторант: **Уан Жуей (Wang Rui)**

научен ръководител: **Доц. д-р Красимира Марулевска**

Настоящата рецензия е разработена в изпълнение на Заповед №1490/11.07.2025 г. на Ректора на Югозападен университет „Неофит Рилски“ – Благоевград във връзка с провеждането на защита на дисертационен труд за присъждане на ОНС „доктор“, както и в съответствие с изискванията на Закона за развитието на академичния състав в Република България и Правилника за неговото прилагане.

Данни за докторанта и за процедурата

Образователната кариера на Уан Жуей е белязана от целенасочена ориентация към педагогическото образование и училищното управление. Тя завършва бакалавърска степен в Педагогическия университет в Шенян (2000–2004), след което придобива магистърска степен в Североизточния педагогически университет (2005–2007). От октомври 2022 до момента тя е редовен докторант в Югозападния университет „Неофит Рилски“ в Благоевград, България, където разработва дисертационно изследване на тема „Изследване на еволюцията и тенденцията на развитие на политиката на Европейския съюз за намаляване на бедността в областта на образованието“ под научното ръководство на доц. д-р Красимира Марулевска.

Професионалният път на Уан Жуей в Бохайския университет включва различни роли – преподава във Филологическия колеж, заема длъжността секретар на Комитета на Комунистическата младежка лига във Факултета по журналистика и комуникации, както и заместник-декан във Факултета по марксизъм. Тези позиции свидетелстват за нейния академичен авторитет и организационна компетентност. Изследователските ѝ интереси се фокусират върху три основни области: морално образование на студенти, управление на висшето образование, образование и обучение на учители.

Изборът на дисертационна тема е напълно логичен и естествен резултат от нейните академични и професионални ангажименти. Работата ѝ се вписва директно в областта на образователната политика, професионално развитие и справедлив достъп до образование — както институционално, така и международно. Комбинацията от педагогическа експертиза, академични звания и административен опит, обогатена с межкултурен академичен контекст, свидетелства, че Уан Жуей е висококомпетентен изследовател, чиято дисертация е не само логично продължение на досегашния ѝ професионален път, но и сериозен принос към образователната наука.

Със Заповед №1058/24.04.2025 г. на Ректора на Югозападен университет „Неофит Рилски“ – Благоевград докторантката е отчислена с право на защита. В настоящата процедура не са констатирани нарушения по отношение на документация и срокове.

Актуалност на проблемната област

Темата за дисертационно изследване се отличава с особена обществена и академична значимост, тъй като се вписва в глобалния дневен ред за устойчиво развитие и социална справедливост чрез образование. В контекста на глобалните усилия за справяне с неравенствата и социалната уязвимост, политиките за намаляване на бедността чрез образование се явяват стратегически инструмент за гарантиране на достъпа до качество на живот и устойчива човешка реализация.

Изборът на образованието като фокус на политиките за социално включване е обоснован от нарастващите доказателства, че именно образованието е ключов фактор за преодоляване на междупоколенческата бедност. Европейският съюз, като общност, ангажирана с принципите на солидарност, приобщаване и равенство, последователно разработва и прилага политики в тази насока. В този смисъл анализът на тяхната еволюция и бъдещи тенденции предоставя важни научни и практически ориентири както за европейските държави, така и за страни извън ЕС, включително Китай, откъдето произхожда докторантката.

Актуалността на темата се подчертава допълнително и от това, че проблемите на образователното неравенство и социалната уязвимост се изостриха в следствие на пандемията от COVID-19, международните конфликти и нарастващата миграция, което поставя нови предизвикателства пред образователните системи и изисква преосмисляне на политиките за достъп, качество и устойчивост на образованието. Акцентът върху междугенерационната уязвимост, социалната интеграция и превенцията чрез образование придава на изследването както висока социална значимост, така и приложна стойност.

Свързвайки образователната политика, социалната педагогика, европейските изследвания и сравнителната образователна политика, темата е междусекторна и интердисциплинарна в съответствие със съвременните приоритети в научноизследователската дейност в областта на педагогиката.

Характеристика на дисертационния труд и автореферата

Основният текст е разположен на 232 страници и включва увод, четири глави, заключение, като е допълнен с 15 страници, представящи списък с използвана литература, който включва 81 литературни източника и 22 интернет източника. Библиографията е *тематично релевантна и впечатляващо структурирана* като обхващаща в балансирано съотношение официални документи и резолюции на Европейския съюз; научни публикации по образователна политика, сравнително образование, социално включване; английски, китайски и референтни чуждоезикови научни източници, отразяващи развитието на образователни стратегии.

Дисертационният труд на Уан Жуей се отличава с ясно изградена структура, която отразява задълбоченото изследване на темата както в европейски, така и в китайски контекст.

Въведението е силен компонент на дисертационния труд – то не само аргументира научния интерес към темата като актуалност и значимост, но и очертава с ясна логика изследователската рамка. Дискутирането на образованието като инструмент за преодоляване на междугенерационната бедност и за насърчаване на социалната интеграция разкрива дълбоко разбиране за социалните функции на образователната политика. Ясно и теоретично обосновано е представена дефиниционна рамка, в която ключовите понятия *бедност*, *образователна бедност* и *политики за преодоляване на бедността чрез образование* са разгърнати с концептуална прецизност и съпоставими с международни и европейски стандарти. Понятието „бедност“ е представено не само като икономическа категория, но и като социален феномен, тясно обвързан със социалното изключване и ограничен достъп до основни услуги. „Образователната бедност“ е дефинирана през призмата на минимални стандарти и образователни постижения, с фокус върху младежките уязвими групи. Политиките за образователно преодоляване на бедността са разгледани като съвкупност от правни и стратегически инструменти, прилагани в рамките на ЕС. Тази понятийна яснота гарантира стабилна теоретична рамка и терминологична последователност.

Още във въвеждащата част са представени методологическите параметри на изследването като съставна част от концептуалната рамка на труда, както и съответната им диференциация в изследователски задачи с теоретичен и приложен характер.

Формулировките на обекта и предмета на изследване са концептуално издържани и методологически последователни: авторката разглежда бедността и социалното изключване като взаимосвързани и многоизмерни социални процеси и откроява образованието като стратегически инструмент в политиките за социална интеграция и икономическо включване, разглеждан в рамките на наднационалната образователна политика на Европейския съюз.

Целта на настоящото изследване е да изследва еволюционната динамика и съвременното състояние на политиките на Европейския съюз за ограничаване на бедността в образователния сектор, като на тази основа се формулират практически насоки за адаптиране и усъвършенстване на съответните стратегически подходи в Китай.

Водеща е изследователската хипотеза, че добре структурирани, приобщаващи и целенасочени образователни политики, каквито се прилагат в ЕС, могат успешно да бъдат адаптирани и приложени в китайския контекст, с цел справяне със социалните неравенства и поддържане на устойчиво развитие в постбедностен период. Ясно формулираните на тази основа подхипотези не само структурират изследователската логика, но и насочват вниманието към реални

предизвикателства и перспективи в политиките за социално равенство чрез образование.

Методологическият подход, възприет в дисертационния труд, е адекватен на изследователските цели и логиката на сравнителния анализ. Изборът на *комбинирана методология*, която съчетава *систематичен преглед* на литературата, *текстуален и сравнителен анализ*, както и *интервюиране* (като допълващ качествен метод), свидетелства за добра ориентация в съвременните изследователски практики. Особено значима е способността на докторантката да интегрира различни източници и нива на информация – от стратегически документи на ЕС до нормативни и емпирични данни – в рамките на единна аналитична рамка. Методологията е балансирана, аргументирана и приложима към разглежданата проблематика, а включването на качествен компонент (интервюта) допринася за задълбочаване на анализа.

Самото изследване се развива поетапно, като авторката съчетава теоретично обосноваване с прагматична ориентация към политики и практики. Системността в представянето на концептуалната и емпиричната база намира отражение в съдържателно обособените четири основни глави, които в логична последователност не само изясняват, провеждат, разгръщат основните изследователските въпроси, но и в синергия ги калибрират в по-висш порядък. Това е белег за изследователския пулс на Уан Жуей като анализатор, който не се задоволява със статуквото, а търси нови решения на предизвикателствата пред образователните политики.

Съдържателно **Първа глава** предлага ясно очертана интердисциплинарна платформа, в която образователната политика е разглеждана едновременно през призмата на социалната справедливост, политическата интеграция и сравнителното образование. Тя е посветена на историческото развитие, институционалната рамка и стратегическите елементи на политиките на Европейския съюз за намаляване на бедността чрез образование. Представен е строен анализ на политиките на ЕС чрез правни документи, стратегии и институционални механизми, който проследява еволюцията, прилагането и бъдещите тенденции. Предимствено са открити концепциите, идентифициращи в европейски контекст социалното изключване (*social exclusion*), бинарната функция на образованието като механизъм за прекъсване на междупоколенческата бедност и институционалната еволюция, като аналитичното им интерпретиране компетентно маркира ракурси за разбиране на логиката и развитието на европейските политики за социално-икономически и образователен растеж. Особено внимание е отделено на правната уредба на образованието в ЕС – разгледани са не само законодателни документи, но и стратегически и оперативни програми. Докторантката демонстрира задълбочено познаване на правно-политическия инструментариум на ЕС, като обхваща широк набор от официални документи, които осигуряват емпиричен фон на анализа.

Тази част на изследването се отличава с (1) широка и добре обоснована политическа перспектива, която излиза извън националния мащаб и разглежда ЕС

като интегрирана политическа система с образователен мандат; (2) терминологична прецизност – ясно разграничение между понятиято „бедност“, „социално изключване“ и „образователна бедност“; (3) умело използване на документи и концепции в синтез, без да се свеждат само до описание – авторката предлага интерпретация на значението им за формиране на политики и (4) актуалност на източниците – анализът е базиран на съвременни документи, което придава на дисертацията емпирична релевантност.

Втората глава от дисертационния труд разглежда историческата еволюция, структурата и съвременното състояние на образователната политика в Китай, насочена към преодоляване на бедността. Уан Жуей идентифицира четири последователни етапа в развитието на китайската образователна политика за бедността: Инклузивен период (1984–2000 г.) – начални усилия за общодостъпно образование; Специализирана фаза (2001–2012 г.) – програми с фокус върху конкретни уязвими групи; Прецизна фаза (2013–2020 г.) – целенасочени политики в духа на „точна бедностна намеса“ и „Постбедностен период (от 2021 г.) – интегриране с националната стратегия за „възраждане на селските райони“. Главата комбинира исторически анализ и емпирична база и предлага аналитичен преглед на основните образователни инструменти и техните трансформации. Като значимо методическо и аргументативно предимство са таблично представените данни, които осигуряват количествена база към теоретичните разсъждения; подчертават социалното и регионално неравенство като системен проблем и подсилват нуждата от целенасочени политики, съобразени с демографски, икономически и териториални различия.

Като качествени постижения за Втора глава се открояват прецизното проследяване на политическата еволюция и сериозната емпирична база за извеждане на профила на образователната бедност в Китай. Това създава солидна основа за съпоставителния анализ, развиван в следващата част на дисертацията.

Трета глава представя задълбочен сравнителен анализ между образователните политики на Китай и Европейския съюз, насочени към намаляване на бедността. Анализът е структуриран по ясни критерии, което улеснява съпоставянето и изяснява приликите и различията в политическите подходи. Като основни компоненти на анализа са: цели на политиките – сравнение между ориентираните към равенство цели на ЕС и стратегическия фокус върху „подпомагане на волята и интелигентността“ в Китай; обхват и таргет групи – разлики в фокуса върху уязвимите групи (етнически, регионални, социални); финансиране и икономически механизми – централизирани срещу децентрализирани подходи; методи за прилагане и администриране – институционални различия в управлението на образователната подкрепа; механизми за оценка и обратна връзка – разнообразие в метриките за ефективност и отчетност. Авторката използва структуриран подход, който позволява паралелно сравнение по всяка ос. Този модел създава аналитична дълбочина и аргументира предложенията в следващата (четвърта) глава.

Положително впечатление в Трета глава създават постигнатите от докторантката методологична яснота – добре дефинирани критерии за сравнение, които обхващат както съдържателни, така и структурни аспекти на политиките; интеркултурна чувствителност – разглеждането на културните, икономическите и институционалните различия между ЕС и Китай позволява да се избегнат опростени аналогии; аргументирана обосновааност на изводите – съпоставките са подкрепени с примери от реалната практика и стратегически документи; изчистен фокус върху трансфер на добри практики – не просто формално сравнение, а търсене на приложимост и адаптивност на решенията.

Четвърта глава е успешно логическо и аналитично продължение на сравнителния анализ, развит в предходната част като прецизно го обвързва с приложимостта. Авторката извежда конкретни препоръки за усъвършенстване на китайските политики, основани на ефективни европейски практики. Препоръките са структурирани в три аналитични равнища:

- макро равнище (стратегическо) – подчертава ролята на правителството като водеща сила в прилагането на политиките, необходимостта от системна защита на уязвимите групи и принципа „човекът в центъра“.

- мезо равнище (координационно) – разглежда разпределението и управлението на ресурсите, нуждата от взаимодействие между публични, частни и неправителствени актьори, както и механизми за проследяване и отчетност.

- микро равнище (оперативно) – насочено към педагогическата практика, учителските компетенции, мотивацията на учениците и ефективната комуникация между образователни институции и семейства.

Тази глава има няколко отчетливо силни страни, които не само ѝ придават научна стойност, но и съдържат реални приноси, които могат да бъдат отчетени в:

1. Полидименсионална рамка на политически препоръки – това е самостоятелен научен принос, чрез който европейският опит е адаптиран аналитично към китайския контекст, без механично заимстване.

2. Ориентираност към действие – препоръките не са абстрактни, а формулират насоки за конкретни практически решения (напр. ранна интервенция, повишаване на учителския капацитет, прозрачност при финансиране).

3. Отчитане на постбедността реалност – авторката ясно осъзнава, че преодоляването на абсолютната бедност не отменя дългосрочните задачи по отношение на равния достъп и мотивацията на маргинализираните групи.

Същевременно тази част от изследването свидетелства за концептуална зрялост у авторката и умение за многоизмерен анализ – особено ценни за анализа на образователните политики.

Заклучителната част на дисертационния труд успешно изпълнява своята функция – синтезира ключовите резултати и подчертава приложимите изводи от изследването. Авторката систематизира препоръките и насоките в три аналитични равнища: макро, мезо и микро, като предлага визия за устойчиво развитие на образователните политики в Китай в постбедностен контекст. Тази

триизмерна структура допринася за последователността на изводите, поддържайки логическата връзка с Четвърта глава и умело балансира влиянието на европейските политики и националния контекст, избягвайки сляпо пренасяне на модели. По този начин Заключениеето затваря аргументационния кръг на изследването и предлага не само академичен, но и политически принос, вкл. формулирането на „китайски път“ към глобалната борба с образователната бедност.

Като автор Уан Жуей е използвала коректно литературните източници – представена е справка за автентичност на текста с индекс на сходство (17%), а цитирането е прецизно и изцяло съобразено с утвърдените за такъв научен труд стандарти.

Представеният автореферат отразява в резюмиран вид съдържанието на дисертационното изследване с акцент върху емпиричните резултати и изведените обобщения. Докторант Уан Жуей е представила 3 самостоятелни публикации по темата на дисертационния труд, хронологично съпътстващи етапите на обучение в докторската програма (2023-2024-2025), които удовлетворяват формалните изисквания по процедури за придобиване на образователната и научна степен „доктор“.

Потвърждавам изведените от авторката **приноси**, тъй като в тях отчетливо са отразени реалните постижения на дисертационния труд, които бих категоризирала като:

А) научни приноси:

- систематизирани са етапите на еволюция на политиките за образователно намаляване на бедността както в ЕС, така и в Китай – в теоретичен и политически контекст.

- създадена е многомерна аналитична рамка за изследване и сравнение на образователни политики, която обогатява теоретичния дискурс в контекста на китайската образователна реалност.

Б) научно-приложни приноси:

- извършен е сравнителен анализ между китайската и европейската образователна политика, чрез който се идентифицират както институционални различия, така и приложими заимствания и са формулирани препоръки за трансфер на добри практики от ЕС към Китай, чрез адаптация на иновативни образователни, правни и управленски подходи.

- с потенциал за оперативна реализация е изведена триизмерна (макро-, мезо-, микро-) структура на препоръки като устойчив визионерски модел за бъдещо развитие на китайската политика в постбедностен контекст.

Бих желала да отбележа с удовлетворение, че докторантката е взела предвид отправените в рецензията за вътрешна защита препоръки, което възприемам като ясен знак за нейната целенасоченост и стремеж към развитие на научноизследователската си компетентност. Същевременно дисертационният труд притежава качества, които заслужават да бъдат изведени на преден план, дори извън границите на строго академичния стил:

Същевременно дисертационният труд притежава достойнства, които заслужават да бъдат открити – дори извън рамките на строго академичния език:

- Това не е просто формално теоретично сравнение между Китай и Европейския съюз. Докторантката Уан Жуей не „копира“ и не идеализира европейския модел, нито пък подминава сложността и спецификата на китайската реалност.

- Дисертацията не просто съпоставя – тя изгражда връзки. Именно в това се крие и нейната особена стойност – не само за академичната общност, но и за разбирането на образованието като форма на обществена отговорност.

- Изследването притежава осезаема приложна стойност – както за двете сравнително анализирани образователни системи, така и за всяка страна, която търси устойчив модел за образование в условията на социални неравенства.

Заклучение

Представеният дисертационен труд е теоретично обосновано, методологически издържано и социално значимо изследване, посветено на актуална и стратегическа проблематика – образователната бедност и политиките за нейното намаляване в международен контекст. Откритите научни или научно-приложни приноси са свидетелство, че докторантката притежава теоретични знания и способности за планиране и реализиране на самостоятелни научни изследвания, което е в синхрон с изискванията на Закона за развитието на академичния състав в Република България и Правилника за неговото прилагане.

Въз основа на извършения задълбочен анализ и цялостната академична оценка на дисертационния труд на тема **„Изследване на еволюцията и тенденцията на развитие на политиката на Европейския съюз за намаляване на бедността в областта на образованието“**, заявявам своето убедено положително мнение и предлагам на уважаемите членове на научното жури на докторантката Уан Жуей (Wang Rui) да бъде присъдена образователната и научна степен „доктор“ в професионално направление **1.2. Педагогика**.

13.08.2025 г.,
ЮЗУ „Неофит Рилски“

проф. д-р Гергана Дянкова

REVIEW

by Prof. Dr. Gergana Dyankova
regarding the doctoral dissertation
entitled:

**“A Study on the Evolution and Development Trends of the European Union’s
Policy for Poverty Reduction in the Field of Education”**

submitted for the acquisition of the **educational and scientific degree "Doctor"**
in the field of higher education: **1. Pedagogical Sciences**,
professional field: **1.2. Pedagogy**.

PhD Candidate: Wang Rui

Academic Supervisor: Assoc. Prof. Dr. Krasimira Marulevska

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Wang Rui’s educational path demonstrates a focused orientation toward **pedagogical education** and **school leadership**. She earned her **Bachelor’s degree** from Shenyang Normal University (2000–2004), followed by a **Master’s degree** from Northeast Normal University (2005–2007). Since October 2022, she has been a **full-time doctoral student** at **South-West University “Neofit Rilski”** in Blagoevgrad, Bulgaria, where she is developing a dissertation entitled *“A Study on the Evolution and Development Trends of the European Union’s Policy for Poverty Reduction in the Field of Education”*, under the academic supervision of **Assoc. Prof. Dr. Krasimira Marulevska**.

Wang Rui’s professional career at **Bohai University** includes a range of academic and administrative roles. She has taught in the **College of Literature**, served as **Secretary of the Communist Youth League Committee** in the Faculty of Journalism and Communication, and currently holds the position of **Vice Dean of the Faculty of Marxism**. These roles attest to her academic authority and administrative competence.

Her research interests focus on three core areas: **Moral education for students**, **Higher education management**, **Teacher education and training**.

The choice of her dissertation topic is a natural and well-founded outcome of her academic and professional trajectory. Her research aligns directly with key themes in educational policy, professional development, and equitable access to education — both at institutional and international levels. The combination of pedagogical expertise, academic credentials, and administrative experience, further enriched by an intercultural academic context, confirms that Wang Rui is a highly competent researcher whose dissertation represents not only a logical continuation of her career path, but also a meaningful contribution to the field of educational science.

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Relevance of the research problem

The topic of the dissertation is of significant public and academic relevance, as it aligns with the global agenda for sustainable development and social justice through education. In the context of international efforts to address inequality and social vulnerability, education-centered poverty alleviation policies have emerged as a strategic tool to ensure quality of life and sustainable human development.

The selection of education as a central axis of social inclusion policy is well-grounded, given the growing body of evidence confirming the pivotal role of education in breaking the cycle of intergenerational poverty. As a community committed to the principles of solidarity, inclusion, and equity, the European Union has consistently developed and implemented policies in this direction. Therefore, the analysis of the evolution and future directions of these policies offers both scholarly insights and practical guidance – not only for EU member states but also for non-EU countries such as China, the home country of the PhD candidate.

The relevance of the topic is further heightened by the fact that educational inequality and social vulnerability have been exacerbated by the COVID-19 pandemic, international conflicts, and rising migration. These developments pose new challenges for educational systems and call for a reconsideration of policies concerning access, quality, and sustainability of education. The dissertation's emphasis on intergenerational vulnerability, social integration, and preventive educational strategies lends it both high societal significance and applied value. By linking educational policy, social pedagogy, European studies, and comparative education, the topic is both cross-sectoral and interdisciplinary, in line with contemporary research priorities in the field of pedagogy.

Characteristics of the Dissertation and the Abstract

The main body of the dissertation consists of 232 pages and includes an introduction, four chapters, and a conclusion. It is complemented by 15 pages of references, listing 81 academic sources and 22 internet-based references. The bibliography is thematically relevant and impressively structured, comprising a balanced range of official EU documents and resolutions, scholarly publications on educational policy, comparative education and social inclusion, as well as English-, Chinese-, and internationally indexed foreign-language academic sources reflecting educational policy development.

Wang Rui's dissertation is distinguished by a clearly articulated structure that reflects an in-depth study of the topic in both the European and Chinese contexts.

The introduction is one of the strongest components of the dissertation. It not only convincingly argues the scientific relevance and contemporary significance of the chosen topic but also outlines the research framework with conceptual clarity and methodological precision. The discussion of education as a tool for breaking the cycle of

intergenerational poverty and promoting social inclusion reflects a deep understanding of the social functions of educational policy.

A clearly structured definitional framework is presented, in which the core concepts - poverty, educational poverty, and education-based poverty alleviation policies - are articulated with conceptual accuracy and in alignment with international and European standards. Poverty is conceptualized not merely as an economic category but as a complex social phenomenon, closely linked to social exclusion and limited access to essential services. Educational poverty is defined through the lens of minimum learning standards and is particularly associated with vulnerable youth groups. The policies aimed at mitigating educational poverty are examined as an integrated system of legal and strategic instruments implemented at the EU level. This terminological clarity establishes a stable theoretical foundation and ensures conceptual consistency.

Already in the introductory section, the methodological parameters of the research are presented as part of the broader conceptual framework. These are further differentiated into research tasks of both theoretical and applied nature.

The formulations of the object and subject of the research are both conceptually grounded and methodologically consistent. The author examines poverty and social exclusion as interrelated, multidimensional social processes and positions education as a strategic instrument within the European Union's supranational educational policy for social integration and economic inclusion.

The aim of the study is to investigate the evolutionary dynamics and current state of the European Union's policies for reducing poverty in the field of education and to formulate practical guidelines for adapting and improving related strategic approaches in China.

The central research hypothesis suggests that well-structured, inclusive, and purpose-driven educational policies, such as those implemented in the EU, can be successfully adapted and applied within the Chinese context to address social inequalities and support sustainable development in the post-poverty era. The clearly formulated sub-hypotheses derived from this premise not only structure the research logic but also direct attention toward concrete challenges and opportunities in educational policy-making for social equity.

The methodological approach adopted in the dissertation is appropriate to the research goals and the logic of comparative analysis. The chosen mixed-method design – combining literature review, textual analysis, comparative analysis, and semi-structured interviews – demonstrates the author's strong grasp of contemporary research practices.

Particularly notable is the candidate's ability to integrate diverse sources and levels of data, ranging from strategic EU documents to normative frameworks and empirical findings, within a coherent analytical structure. The methodology is well-balanced, rigorously justified, and suitable for the research subject, with the inclusion of qualitative components adding depth to the analysis.

The research unfolds in well-structured stages, with the author skillfully combining theoretical grounding and a pragmatic orientation toward educational policy and practice. The logical coherence between the conceptual and empirical foundations is

reflected in the four core chapters of the dissertation, which not only clarify and address the main research questions but also elevate them to a more integrated and systematic level. This reflects Wang Rui's analytical maturity and her commitment to moving beyond existing frameworks in search of innovative responses to contemporary challenges in education policy.

Chapter One provides a clearly delineated interdisciplinary platform in which educational policy is examined through the lenses of social justice, political integration, and comparative education. The chapter is dedicated to the historical development, institutional framework, and strategic components of the European Union's education poverty alleviation policies. A coherent analysis is presented based on legal documents, strategies, and institutional mechanisms, tracing the evolution, implementation, and future trends of these policies. Particular emphasis is placed on three conceptual frameworks: social exclusion, the dual function of education as both a means and an end in interrupting intergenerational poverty, and institutional evolution as an analytical tool for understanding the development logic of EU social and educational policy.

Special attention is given to the legal framework of education in the EU – not only in terms of legislation but also strategic and operational programs. The PhD candidate demonstrates a strong command of the EU's legal-political toolkit, referencing a wide range of official documents that provide the empirical basis for her analysis.

This chapter stands out for several reasons: (1) a broad and well-grounded political perspective, transcending national boundaries and viewing the EU as an integrated political system with an educational mandate; (2) terminological precision, with clear distinctions between the concepts of “poverty,” “social exclusion,” and “educational poverty”; (3) analytical synthesis of documents and concepts, going beyond descriptive review to interpret their policy relevance; (4) up-to-date sources, with the analysis based on contemporary documents, lending the chapter empirical relevance and timeliness.

Chapter Two focuses on the historical evolution, structural characteristics, and current state of education policies in China targeting poverty reduction. Wang Rui identifies four distinct phases in the development of Chinese educational poverty alleviation policies: Inclusive Phase (1984–2000) – initial efforts toward universal access to education; Targeted Phase (2001–2012) – programs focused on specific vulnerable groups; Precision Phase (2013–2020) – policies oriented toward “precise poverty intervention”; Post-Poverty Phase (2021–present) – integration with the national strategy for rural revitalization.

The chapter effectively combines historical analysis with empirical grounding and offers a thorough review of major educational instruments and their transformation. An added methodological strength is the inclusion of tabulated data, which supports the theoretical discourse with quantitative evidence, highlights social and regional inequalities as systemic issues, and reinforces the need for targeted policies tailored to demographic, economic, and territorial contexts.

Key strengths of this chapter include the careful tracing of policy evolution and the use of a solid empirical base to construct a profile of educational poverty in China. These

elements provide a firm foundation for the comparative analysis developed in the following section of the dissertation.

Chapter Three presents an in-depth comparative analysis of educational poverty alleviation policies in China and the European Union. The analysis is structured according to clearly defined criteria, which facilitate direct comparison and highlight both the similarities and differences in political approaches. Major components of the analysis include: policy goals – contrasting the EU's equity-oriented objectives with China's emphasis on “supporting the will and intelligence”; scope and target groups – differences in focus on vulnerable populations (ethnic, regional, and social); financing and economic mechanisms – centralized versus decentralized models; Implementation and administration – institutional differences in governance; Evaluation and feedback mechanisms – variation in metrics of effectiveness and accountability.

The candidate employs a well-structured comparative model that enables systematic juxtaposition along each dimension, adding analytical depth and laying the groundwork for the proposals presented in Chapter Four. The strengths of this chapter include: methodological clarity – the comparison is built upon well-defined criteria encompassing both substantive and structural aspects of policy; Intercultural sensitivity – cultural, economic, and institutional differences between China and the EU are carefully considered, avoiding oversimplified analogies; Well- substantiated conclusions – supported by examples from real-world practice and policy documents; A focused perspective on policy transfer – the chapter is not limited to formal comparison but emphasizes the applicability and adaptability of best practices.

Chapter Four constitutes a logical and analytical continuation of the comparative analysis developed in the preceding section, establishing a well-argued link to the practical applicability of the findings. The author formulates concrete recommendations for improving Chinese education policies, based on effective European practices. These recommendations are structured across three analytical levels:

- Macro level (strategic): emphasizes the role of government as the leading force in policy implementation, the necessity of systematic protection of vulnerable groups, and the principle of “human-centered” policy.
- Meso level (coordination): focuses on the distribution and management of resources, the need for interaction between public, private, and non-governmental actors, and the implementation of monitoring and accountability mechanisms.
- Micro level (operational): directed toward pedagogical practice, teacher competencies, student motivation, and effective communication between educational institutions and families.

This chapter exhibits several notable strengths that not only enhance its academic value but also represent genuine contributions:

- The multidimensional framework of policy recommendations constitutes an original scientific contribution, in which European experience is analytically adapted to the Chinese context, without mechanical transfer or replication.

- The action-oriented focus ensures that the recommendations go beyond abstraction and point toward practical solutions - such as early intervention, teacher capacity building, and transparency in financing.

- The recognition of the post-poverty reality reflects the author's awareness that overcoming absolute poverty does not eliminate the long-term challenges related to equal access and the motivation of marginalized groups.

This section of the dissertation reveals the candidate's conceptual maturity and ability for multidimensional analysis – skills particularly valuable in educational policy research.

The Conclusion of the dissertation fulfills its function effectively - it synthesizes the main findings and highlights the practical implications of the study. The author rearticulates her recommendations across macro, meso, and micro levels, offering a vision for the sustainable development of education policy in China within a post-poverty context. This three-dimensional structure supports the internal consistency of the conclusions and maintains the logical connection to Chapter Four. It successfully balances the influence of European policy models with national contextual specificities, avoiding uncritical borrowing. In this way, the Conclusion completes the argumentative arc of the study and offers not only an academic contribution but also a policy-oriented one, including the proposal of a distinct “Chinese path” toward global efforts to combat educational poverty.

As the author, Wang Rui has properly referenced her sources – plagiarism screening confirmed a similarity index of 17%, and citation practices align fully with established academic standards for doctoral work.

The abstract accurately reflects the content of the dissertation, with a particular emphasis on the empirical findings and synthesized conclusions. PhD candidate Wang Rui has published three independent research articles on the dissertation topic during her doctoral studies (2023–2024–2025), thereby fulfilling the formal requirements for awarding the educational and scientific degree of “Doctor.”

I fully accept **the contributions** outlined by the author, as they clearly reflect the actual scholarly achievements of the dissertation, which may be categorized as follows:

A) Scientific Contributions:

- A systematic reconstruction of the stages in the evolution of education-related poverty alleviation policies in both the European Union and China, interpreted within theoretical and political contexts.

- The development of a multidimensional analytical framework for examining and comparing education policies, which enriches the theoretical discourse in the context of China's educational reality.

B) Scientific-Practical Contributions:

- A comparative analysis of Chinese and European education policies, identifying institutional differences as well as potential areas for the transfer of applicable innovations. The author formulates recommendations for adapting good practices from the EU to China through the integration of innovative educational, legal, and governance approaches.

- A three-dimensional (macro-, meso-, micro-) policy recommendation model is proposed, offering a sustainable and visionary framework for the future development of China's educational strategy in a post-poverty context. This structure demonstrates clear potential for real-world application.

I would like to note with appreciation that the doctoral candidate has taken into consideration the recommendations provided in the internal review of her dissertation. This is regarded as a clear indication of her focus and determination to further develop her research competence.

At the same time, the dissertation possesses qualities that deserve to be brought to the fore, even beyond the boundaries of strictly academic expression:

- This is not a mere formal or theoretical comparison between China and the European Union. The doctoral candidate Wang Rui adopts an analytical and critical approach - she neither replicates nor idealizes the European model, nor does she underestimate the complexity and specificity of the Chinese context.

- The study does not simply compare; it establishes connections - between political approaches, educational philosophies, and cultural realities. It is precisely this capacity to think beyond binary oppositions that lends the work its distinctive value - not only in academic terms but also in the broader understanding of education as a form of social responsibility.

- The practical orientation of the research is clearly articulated. The dissertation has tangible applied relevance - not only for the two comparatively analyzed educational systems, but also for any country seeking to build a sustainable educational model in the face of social inequalities.

Conclusion

The submitted dissertation is a theoretically grounded, methodologically coherent, and socially significant study that addresses an urgent and strategic problem - educational poverty and policies for its reduction in an international context. The outlined scholarly and scientific-applied contributions demonstrate that the doctoral candidate possesses the necessary theoretical knowledge and research skills to independently design and implement academic studies, in accordance with the requirements of the Law on the Development of Academic Staff in the Republic of Bulgaria and its implementing regulations.

Based on the in-depth analysis and comprehensive academic evaluation of the dissertation entitled *"A Study on the Evolution and Development Trends of the European Union's Policy for Poverty Reduction in the Field of Education,"* I hereby express my firmly positive opinion and respectfully propose that the esteemed members of the academic jury award the doctoral candidate **Wang Rui** the **educational and scientific degree "Doctor"** in the professional field **1.2. Pedagogy**.

13.08.2025
SWU "Neofit Rilski" – Blagoevgrad.

Reviewer:
Prof. Dr. Gergana Dyankova

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The main body of the dissertation consists of 232 pages and includes an introduction, four chapters, and a conclusion. It is complemented by 15 pages of references, listing 81 academic sources and 22 internet-based references. The bibliography is thematically relevant and impressively structured, comprising a balanced range of official EU documents and resolutions, scholarly publications on educational policy, comparative education and social inclusion, as well as English-, Chinese-, and internationally indexed foreign-language academic sources reflecting educational policy development.

Wang Rui's dissertation is distinguished by a clearly articulated structure that reflects an in-depth study of the topic in both the European and Chinese contexts.

The introduction is one of the strongest components of the dissertation. It not only convincingly argues the scientific relevance and contemporary significance of the chosen topic but also outlines the research framework with conceptual clarity and methodological precision. The discussion of education as a tool for breaking the cycle of

intergenerational poverty and promoting social inclusion reflects a deep understanding of the social functions of educational policy.

A clearly structured definitional framework is presented, in which the core concepts - poverty, educational poverty, and education-based poverty alleviation policies - are articulated with conceptual accuracy and in alignment with international and European standards. Poverty is conceptualized not merely as an economic category but as a complex social phenomenon, closely linked to social exclusion and limited access to essential services. Educational poverty is defined through the lens of minimum learning standards and is particularly associated with vulnerable youth groups. The policies aimed at mitigating educational poverty are examined as an integrated system of legal and strategic instruments implemented at the EU level. This terminological clarity establishes a stable theoretical foundation and ensures conceptual consistency.

Already in the introductory section, the methodological parameters of the research are presented as part of the broader conceptual framework. These are further differentiated into research tasks of both theoretical and applied nature.

The formulations of the object and subject of the research are both conceptually grounded and methodologically consistent. The author examines poverty and social exclusion as interrelated, multidimensional social processes and positions education as a strategic instrument within the European Union's supranational educational policy for social integration and economic inclusion.

The aim of the study is to investigate the evolutionary dynamics and current state of the European Union's policies for reducing poverty in the field of education and to formulate practical guidelines for adapting and improving related strategic approaches in China.

The central research hypothesis suggests that well-structured, inclusive, and purpose-driven educational policies, such as those implemented in the EU, can be successfully adapted and applied within the Chinese context to address social inequalities and support sustainable development in the post-poverty era. The clearly formulated sub-hypotheses derived from this premise not only structure the research logic but also direct attention toward concrete challenges and opportunities in educational policy-making for social equity.

The methodological approach adopted in the dissertation is appropriate to the research goals and the logic of comparative analysis. The chosen mixed-method design – combining literature review, textual analysis, comparative analysis, and semi-structured interviews – demonstrates the author's strong grasp of contemporary research practices.

Particularly notable is the candidate's ability to integrate diverse sources and levels of data, ranging from strategic EU documents to normative frameworks and empirical findings, within a coherent analytical structure. The methodology is well-balanced, rigorously justified, and suitable for the research subject, with the inclusion of qualitative components adding depth to the analysis.

The research unfolds in well-structured stages, with the author skillfully combining theoretical grounding and a pragmatic orientation toward educational policy and practice. The logical coherence between the conceptual and empirical foundations is

reflected in the four core chapters of the dissertation, which not only clarify and address the main research questions but also elevate them to a more integrated and systematic level. This reflects Wang Rui's analytical maturity and her commitment to moving beyond existing frameworks in search of innovative responses to contemporary challenges in education policy.

Chapter One provides a clearly delineated interdisciplinary platform in which educational policy is examined through the lenses of social justice, political integration, and comparative education. The chapter is dedicated to the historical development, institutional framework, and strategic components of the European Union's education poverty alleviation policies. A coherent analysis is presented based on legal documents, strategies, and institutional mechanisms, tracing the evolution, implementation, and future trends of these policies. Particular emphasis is placed on three conceptual frameworks: social exclusion, the dual function of education as both a means and an end in interrupting intergenerational poverty, and institutional evolution as an analytical tool for understanding the development logic of EU social and educational policy.

Special attention is given to the legal framework of education in the EU – not only in terms of legislation but also strategic and operational programs. The PhD candidate demonstrates a strong command of the EU's legal-political toolkit, referencing a wide range of official documents that provide the empirical basis for her analysis.

This chapter stands out for several reasons: (1) a broad and well-grounded political perspective, transcending national boundaries and viewing the EU as an integrated political system with an educational mandate; (2) terminological precision, with clear distinctions between the concepts of “poverty,” “social exclusion,” and “educational poverty”; (3) analytical synthesis of documents and concepts, going beyond descriptive review to interpret their policy relevance; (4) up-to-date sources, with the analysis based on contemporary documents, lending the chapter empirical relevance and timeliness.

Chapter Two focuses on the historical evolution, structural characteristics, and current state of education policies in China targeting poverty reduction. Wang Rui identifies four distinct phases in the development of Chinese educational poverty alleviation policies: Inclusive Phase (1984–2000) – initial efforts toward universal access to education; Targeted Phase (2001–2012) – programs focused on specific vulnerable groups; Precision Phase (2013–2020) – policies oriented toward “precise poverty intervention”; Post-Poverty Phase (2021–present) – integration with the national strategy for rural revitalization.

The chapter effectively combines historical analysis with empirical grounding and offers a thorough review of major educational instruments and their transformation. An added methodological strength is the inclusion of tabulated data, which supports the theoretical discourse with quantitative evidence, highlights social and regional inequalities as systemic issues, and reinforces the need for targeted policies tailored to demographic, economic, and territorial contexts.

Key strengths of this chapter include the careful tracing of policy evolution and the use of a solid empirical base to construct a profile of educational poverty in China. These

elements provide a firm foundation for the comparative analysis developed in the following section of the dissertation.

Chapter Three presents an in-depth comparative analysis of educational poverty alleviation policies in China and the European Union. The analysis is structured according to clearly defined criteria, which facilitate direct comparison and highlight both the similarities and differences in political approaches. Major components of the analysis include: policy goals – contrasting the EU's equity-oriented objectives with China's emphasis on “supporting the will and intelligence”; scope and target groups – differences in focus on vulnerable populations (ethnic, regional, and social); financing and economic mechanisms – centralized versus decentralized models; Implementation and administration – institutional differences in governance; Evaluation and feedback mechanisms – variation in metrics of effectiveness and accountability.

The candidate employs a well-structured comparative model that enables systematic juxtaposition along each dimension, adding analytical depth and laying the groundwork for the proposals presented in Chapter Four. The strengths of this chapter include: methodological clarity – the comparison is built upon well-defined criteria encompassing both substantive and structural aspects of policy; Intercultural sensitivity – cultural, economic, and institutional differences between China and the EU are carefully considered, avoiding oversimplified analogies; Well- substantiated conclusions – supported by examples from real-world practice and policy documents; A focused perspective on policy transfer – the chapter is not limited to formal comparison but emphasizes the applicability and adaptability of best practices.

Chapter Four constitutes a logical and analytical continuation of the comparative analysis developed in the preceding section, establishing a well-argued link to the practical applicability of the findings. The author formulates concrete recommendations for improving Chinese education policies, based on effective European practices. These recommendations are structured across three analytical levels:

- Macro level (strategic): emphasizes the role of government as the leading force in policy implementation, the necessity of systematic protection of vulnerable groups, and the principle of “human-centered” policy.
- Meso level (coordination): focuses on the distribution and management of resources, the need for interaction between public, private, and non-governmental actors, and the implementation of monitoring and accountability mechanisms.
- Micro level (operational): directed toward pedagogical practice, teacher competencies, student motivation, and effective communication between educational institutions and families.

This chapter exhibits several notable strengths that not only enhance its academic value but also represent genuine contributions:

- The multidimensional framework of policy recommendations constitutes an original scientific contribution, in which European experience is analytically adapted to the Chinese context, without mechanical transfer or replication.

- The action-oriented focus ensures that the recommendations go beyond abstraction and point toward practical solutions - such as early intervention, teacher capacity building, and transparency in financing.

- The recognition of the post-poverty reality reflects the author's awareness that overcoming absolute poverty does not eliminate the long-term challenges related to equal access and the motivation of marginalized groups.

This section of the dissertation reveals the candidate's conceptual maturity and ability for multidimensional analysis – skills particularly valuable in educational policy research.

The Conclusion of the dissertation fulfills its function effectively - it synthesizes the main findings and highlights the practical implications of the study. The author rearticulates her recommendations across macro, meso, and micro levels, offering a vision for the sustainable development of education policy in China within a post-poverty context. This three-dimensional structure supports the internal consistency of the conclusions and maintains the logical connection to Chapter Four. It successfully balances the influence of European policy models with national contextual specificities, avoiding uncritical borrowing. In this way, the Conclusion completes the argumentative arc of the study and offers not only an academic contribution but also a policy-oriented one, including the proposal of a distinct “Chinese path” toward global efforts to combat educational poverty.

As the author, Wang Rui has properly referenced her sources – plagiarism screening confirmed a similarity index of 17%, and citation practices align fully with established academic standards for doctoral work.

The abstract accurately reflects the content of the dissertation, with a particular emphasis on the empirical findings and synthesized conclusions. PhD candidate Wang Rui has published three independent research articles on the dissertation topic during her doctoral studies (2023–2024–2025), thereby fulfilling the formal requirements for awarding the educational and scientific degree of “Doctor.”

I fully accept **the contributions** outlined by the author, as they clearly reflect the actual scholarly achievements of the dissertation, which may be categorized as follows:

A) Scientific Contributions:

- A systematic reconstruction of the stages in the evolution of education-related poverty alleviation policies in both the European Union and China, interpreted within theoretical and political contexts.

- The development of a multidimensional analytical framework for examining and comparing education policies, which enriches the theoretical discourse in the context of China's educational reality.

B) Scientific-Practical Contributions:

- A comparative analysis of Chinese and European education policies, identifying institutional differences as well as potential areas for the transfer of applicable innovations. The author formulates recommendations for adapting good practices from the EU to China through the integration of innovative educational, legal, and governance approaches.

- A three-dimensional (macro-, meso-, micro-) policy recommendation model is proposed, offering a sustainable and visionary framework for the future development of China's educational strategy in a post-poverty context. This structure demonstrates clear potential for real-world application.

I would like to note with appreciation that the doctoral candidate has taken into consideration the recommendations provided in the internal review of her dissertation. This is regarded as a clear indication of her focus and determination to further develop her research competence.

At the same time, the dissertation possesses qualities that deserve to be brought to the fore, even beyond the boundaries of strictly academic expression:

- This is not a mere formal or theoretical comparison between China and the European Union. The doctoral candidate Wang Rui adopts an analytical and critical approach - she neither replicates nor idealizes the European model, nor does she underestimate the complexity and specificity of the Chinese context.

- The study does not simply compare; it establishes connections - between political approaches, educational philosophies, and cultural realities. It is precisely this capacity to think beyond binary oppositions that lends the work its distinctive value - not only in academic terms but also in the broader understanding of education as a form of social responsibility.

- The practical orientation of the research is clearly articulated. The dissertation has tangible applied relevance - not only for the two comparatively analyzed educational systems, but also for any country seeking to build a sustainable educational model in the face of social inequalities.

Conclusion

The submitted dissertation is a theoretically grounded, methodologically coherent, and socially significant study that addresses an urgent and strategic problem - educational poverty and policies for its reduction in an international context. The outlined scholarly and scientific-applied contributions demonstrate that the doctoral candidate possesses the necessary theoretical knowledge and research skills to independently design and implement academic studies, in accordance with the requirements of the Law on the Development of Academic Staff in the Republic of Bulgaria and its implementing regulations.

Based on the in-depth analysis and comprehensive academic evaluation of the dissertation entitled *"A Study on the Evolution and Development Trends of the European Union's Policy for Poverty Reduction in the Field of Education,"* I hereby express my firmly positive opinion and respectfully propose that the esteemed members of the academic jury award the doctoral candidate **Wang Rui** the **educational and scientific degree "Doctor"** in the professional field **1.2. Pedagogy**.

13.08.2025
SWU "Neofit Rilski" – Blagoevgrad.

Reviewer:
Prof. Dr. Gergana Dyankova