



PROJECT NAME:

EXPANDING BEQUAL BENCHMARKING TOOL AND COMMUNITY OF PRACTICE FOR QUALITY ASSURANCE IN VOCATIONAL EDUCATION AND TRAINING (BEQUAL +)

Short Country Study: Bulgaria

NAVET

Piraeus, Greece

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The basic characteristics of VET system

- According to the Vocational Education and Training Act (VETA) institutions in the vocational education and training system are: vocational high schools, vocational schools, art schools, sports schools, vocational colleges, vocational training centers and centers for information and vocational guidance.
- Centers for Vocational Training carry out vocational training for persons above the age of 16.
- Centers for information and vocational guidance carry out vocational guidance for students and others.

Legal framework of VET system

The laws which regulate the vocational education and training, including the initial vocational education and training are:


- **Vocational Education and Training Act: - VETA** (1999 with the latest amendments in 2010) (VETA) regulates the organisation, the work of the institutions, the management and the financing of vocational education and training in Bulgaria, **including continuing vocational education.**
- **Public Education Act - PEA (1991)** provides for the basic legislation of the education: regulates the right of the citizens continuously to enhance their education and qualification.
- **The Degree of Education, the General Education Minimum and the Curriculum Act (1999)** – regulates the State Educational Requirements for the degree of education, the general education minimum and the curriculum with the system of the public education.

Legal framework of VET system

- **The Labour Code** (1986 with latest amendments in 2011) (LC) is the main legislative document of the labour legislation in Bulgaria, which regulates the different options for vocational education and training of employed individuals: the agreement for acquisition of qualification, the agreement for studying, the agreement for improvement of qualification and re-qualification.
- **The Employment Promotion Act** (2001 with latest amendments in 2011) regulates public relations concerning professional orientation and training of adults. The training of adults includes literacy training, training for acquiring vocational qualification, training for acquiring and perfection of key competencies, motivation training.

Legal framework of VET system



- **The Crafts Act** (2001 with the latest amendments in 2011) – regulates the rules and requirements for crafts training, including the delivery of training by a master at a specific workplace in a craftsmen's enterprise.
 - **The Community Centres Act** (1996 with the latest amendments in 2010) regulates opportunities for informal training of children and adults.
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Overview of the existing profiles of teachers/trainers

- In order to be able to be a teacher in a vocational school it is required to have completed the following education level – qualification degree Bachelor or Master in the relevant professional field and acquired professional qualification of “Teacher”. The qualification “Teacher” may be acquired in the course of studying for Bachelor or Master in higher school or after graduation.
- The introduction of a new career development system for teachers has started at the end of 2009 and it is as a result of the introduction of changes in the way schools are funded and teachers’ remuneration formed. In their professional development, teachers may occupy five different positions – „*junior teacher*”, „*teacher*”, „*senior teacher*”, „*head teacher*”, „*specialist in education methodology*”.

Overview of the existing profiles of teachers/trainers

- The transition to a higher position could only happen after an assessment conducted by a special committee against specified criteria, such as achieved results during work with students, use of interactive methods and information and communication technologies in training, work with students.

Provide assessment of transparency of teachers' qualifications

- According to international research TALIS the Organization for Economic Cooperation and Development / OECD / Bulgaria, along with Slovakia, Poland, Spain and Italy are the countries with the highest percentage of teachers / 64% /, completed master programs.
- The post-graduate qualification of teachers, as a part of the system of vocational education, is provided at university – in specially established units – Departments for Information and In-service Training of Teachers. They offer qualification programs to teachers from vocational schools.

Provide assessment of transparency of teachers' qualifications

- Fifth vocational qualification degree – obtained after successfully taken oral exam based on questionnaire;
- - Fourth vocational qualification degree – obtained after successfully taken written exam based on questionnaire;
- - Third vocational qualification degree – obtained after the successful completion of one year of vocational training - specialisation;
- - Second vocational qualification degree– obtained after the successful argument of a written thesis, based on analysis of an attached by the candidates' diagnostic procedure;
- - First vocational qualification degree – obtained after the successful argument of a written research or innovative thesis.

The existing approaches for quality assurance of VET

- The main institutions at the national level, determining the policy of the quality of vocational education and training are the Ministry of Education, Youth and Science and Ministry of Labour and Social Policy.
- Institutions supporting quality assurance in VET are: Centre for control and quality assurance in education - develop models and mechanisms for internal and external evaluation, systems analysis and assessment of quality of education and the National Agency for Vocational Education and Training, which coordinates activities with the social partners to develop state educational requirements for acquiring qualification on professions, list of Vocations for vocational Education and Training and licensed training centers for adults.

The progress the country in the transition from Common Quality Assurance Framework to European Quality Assurance Framework for VET

- With regard to the Recommendation in Bulgaria was established interagency working group in Ministry of Education, Youth and Science, working on the measures and actions for quality assurance in vocational education and training.
- The analysis of the system for quality assurance in vocational education and training (VET) in Bulgaria (February 2011) is ready. The analysis aims are to explore and analyze the system of quality assurance in VET in Bulgaria in accordance with the Recommendation of the European Parliament and Council in 2009 establishing a European reference framework for quality assurance in VET.
- On the basis of analysis of the quality of VET a project for system for quality assurance in VET in Bulgaria was developed by the Ministry of Education, Youth and Science.

Shortages and gaps in quality assurance for VET

- no clear vision by defining the "quality of vocational education and training in Bulgaria";
- inadequate selection of indicators to assess the quality of vocational education and training in the Republic of Bulgaria;
- no feedback mechanism in the process of implementing policies to ensure quality.
- need to develop guidelines for quality assurance at education / training institution level.
- need for clearly defined responsibilities of training institutions to ensure quality;
- no regulated system of indicators to assess the quality at system and at the providers levels.

Lifelong learning practices among VET teachers/trainers

•In 2011 the Ministry of Education, Youth and Science initiated the implementation of a project called Improvement of the Quality and Implementation of European Instruments and Practices within the System of Vocational Education and Training, which is aimed at the improvement of the quality in vocational education and training through the development and implementation of methodological and systematic prerequisites for the introduction of efficient European instruments, based on the results from the lifelong learning programme. The development of new framework programmes for the acquisition of professional qualification and providing horizontal and vertical mobility within vocational education is also anticipated. The project is implemented with the financial support of the EU, through the European Social Fund.



Thank you for your attention
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