



## **DESK RESEARCH**

**National Agency for Vocational Education and Training**

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- ❑ **National Qualifications Framework (NQF)** of the Republic of Bulgaria- 9 levels (including zero level)

All levels of the NQF apply the learning outcomes based approach and are described in:

- Knowledge
- Skills
- Competences

**Learning outcome:** statements of what a learner knows, understands and is able to do on completion of a learning process defined in terms of knowledge, skills and competencies.

Learning outcomes are person- oriented and are therefore measurable and achievable. Their achieving is established by external evaluation or validation by a competent authority whereby it is certified that a person has achieved them.

- ❑ The knowledge, skills and competences, which are defined in the Bulgarian Qualifications Framework are based on the **State Educational Requirements (SERs)**

- ❑ **Recognition** of learning outcomes: the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.
- ❑ **Validation** of learning outcomes: the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification (regulated in an official document- for example *State Educational Requirement*).



# What kind of ECVET national implementation plans in terms of VET exists

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- ❖ ECVET: European credit system for vocational education and training is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification
- ❖ The essence of the Bulgarian approach to this instrument is the development of the State Educational Requirements for Acquiring Qualification in Professions (SERAQP) based on “learning outcomes”. This is fact since 2007 when in the structure of SERAQP an item “learning outcomes” has been included



# What kind of ECVET national implementation plans in terms of VET exists

- The main purposes for the ECVET implementation are as follows:
  - To enhance the transnational VET mobility of the individuals
  - To reform the existing VET system through the application of a coherent national approach comprising implementation of all the EU- instruments (EQF, ECVET, ECTS, EQARF, Europass)
  - To strengthen the VET cooperation between all relevant stakeholders at national, regional and local level



# What kind of ECVET national implementation plans in terms of VET exists

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- The main “propulsions” for the ECVET implementation are:
  - increased learners’ motivation for LLL through encouraging their individual learning pathways and opportunities for the accumulation of credits
  - reducing the drop- out rates
  - improving the quality of learning outcome- based training through better links between theoretical and practical learning
  - higher efficiency of VET, promoting its relevance to the business requirements through a closer cooperation between the VET providers and the business in the curriculum design and in the learners’ assessment
  - creating a permeability between the VET and HE systems



# **What the national policy/ legislative framework/ action plan for implementation of the indicators of the EQAVET system into VET does exist**

- ❖ EQAVET: European Quality Assurance in Vocational Education and Training represents a community of practice bringing together Member States, Social Partners and the European Commission to promote European collaboration in developing and improving quality assurance in VET by using the European Quality Assurance Reference Framework
- ❖ The national authority for quality assurance in the vocational education sector is the Ministry of Education and Science



## **What the national policy/ legislative framework/ action plan for implementation of the indicators of the EQAVET system into VET does exist**

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- ✓ The criteria and indicators for assessing the quality of vocational education were set by and order of the Minister of Education and Science in 2009, and annual self- assessment is made in vocational upper secondary schools based on them and thus transparency of the achieved results is met.
- ✓ A significant role for quality assurance in vocational education/ training plays the internal and external partnership in the educational institution, including the relations with social partners.
- ✓ A complex of activities are implemented for developing quality assurance culture of key actors in the process of vocational education as a prerequisite for the practical application of the requirements of EQAVET, including in the phases of the quality assurance cycle: planning, implementation, assessment and review.





# State of the system of “Supported Employment” for people with disabilities in the C@W partners

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## BULGARIA

- ❑ There are no clearly defined Supported Employment programmes in Bulgaria. However, sheltered workshops, specialized enterprises and other forms of support do exist in the country.
- ❑ There are some vocational training and unemployment programmes to support people with disabilities to access the open labour market.
- ❑ Accompanying measures for people with disabilities include technical aids, special tax deduction or exemptions, flexible incapacity benefits/ disability pension.
- ❑ There are no clear provisions to support lifelong learning/ continuous vocational training for people with disabilities.



## BULGARIA

- ❑ **Major problem:** the general misunderstanding that people with disabilities have a pension and therefore do not need a job.
- ❑ In fact service (not Supported Employment) providers are not able to deal with disabled persons with complex needs since they do not have adequate knowledge to assist them.



# State of the system of “Supported Employment” for people with disabilities in the C@W partners

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## AUSTRIA

- ❑ Supported employment is a national mainstream programme in Austria
- ❑ There is a “Supported Employment” scheme which is subdivided into specified programmes
- ❑ Supported Employment services include two types of employment specialists: employment assistant and the 'Job Coach'
- ❑ The variety and scope of measures in Austria indicate a positive policy towards people with disabilities, and as such good framework conditions for Supported Employment



# State of the system of “Supported Employment” for people with disabilities in the C@W partners

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## SPAIN

- ❑ Services are mainly provided by private service providers
- ❑ The main advantage is the recognition in policy documents of Supported Employment as a specific methodology for inclusion of people with disabilities in the open labour market
- ❑ According to Spanish regulations, job coaches must have a university degree. The Spanish national Supported Employment association (AESE) offers an internet- based course in Supported Employment
- ❑ Accompanying measures available to meet the employers’ needs are financial support for workplace adaptation and tax reduction when hiring a disabled person and support to implement flexible work arrangements



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## TURKEY

- ❑ Employment incentives include tax discounts for employers who hire people with disabilities
- ❑ Regarding the revenues of a family, there a possibility to ask a state pension. If disabled person works, he/ she loses that pension
- ❑ Turkey, as well as Bulgaria, should develop mechanisms for the development and installation of this specific type of work in the national system for vocational education and training



# Conclusions

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- ✓ The actual project “**Coach@Work**” is of high importance and will have a great social impact in all partner countries. The Bulgarian policy makers/ governmental bodies should assist in this initiative in view of implementation of good practices and more stable opportunities for people with disabilities to become a part of the open labour market.
- ✓ In that direction NAVET is facing the challenge to include the new profession “Coacher” in the *List of professions for vocational education and training*. Currently this profession is not part of the Bulgarian National Classification of Professions and Positions.
- ✓ It is possible regarding this type of activity to become part of the following existing professions in Bulgaria: “*Mediator of the labor market*” or “*Social Work Assistant*”- *Social work with children and adults with disabilities and chronic diseases* (List of professions for vocational education and training).



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# THANK YOU FOR YOUR ATTENTION!



2014-1-BG01-KA202-001529



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