



Education and Culture DG

Lifelong Learning Programme

Bundesinstitut
für Berufsbildung **BiBB**

- ▶ Forschen
- ▶ Beraten
- ▶ Zukunft gestalten

Mobility project

**“Implementation of European Instruments and Practices in National VET Systems”
(VETPRO), Agreement No 2011-1-BG1-LEO03-04852, Leonardo da Vinci Programme**

**“Implementation of EU instruments in Bulgarian VET system– current
situation, projects, activities, initiatives”**



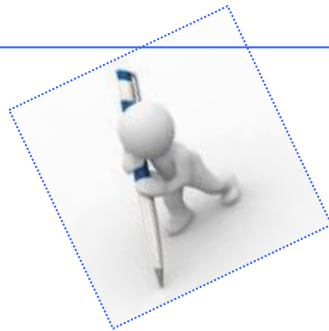
March 23, 2012

Bonn, Germany

- 1. VET-Standards – Bulgarian approach for writing learning outcomes (LO)**
- 2. Implementation of ECVET in Bulgaria – main prerequisites, projects, activities**
- 3. Implementation of EQARF in Bulgaria**
- 4. Validation of NFIL – current situation - Bulgaria**

Stages in the development of VET-Standards

Ways of writing Learning outcomes (LO)



Bulgarian approach

Stages in the development of VET-Standards

Етапи на разработване:

СТЪПКИ	
Първа стъпка	Подготвителен етап
Втора стъпка	Разработване на структурен елемент „Описание на професията“
Трета стъпка	Разработване на структурен елемент „Цели на обучението“
Четвърта стъпка	Разработване на структурен елемент „Резултати от обучението“
Пета стъпка	Разработване на структурен елемент „Изисквания към материално-техническата база“
Шеста стъпка	Разработване на структурен елемент „Изисквания към обучаващите“
Седма стъпка	Оценяване на проекта на ДООИ от рецензенти
Осма стъпка	Обсъждане на проекта на ДООИ от експертната комисия по съответното професионално направление
Девата стъпка	Приемане на проекта на ДООИ от Управителния съвет на НАПОО
Десета стъпка	Актуализиране на ДООИ

Stages in development:

STEPS	
First step	Preparatory stage
Second step	Development of structural element "Description of the Profession"
Third step	Development of structural element "Training Objectives"
Fourth step	Development of structural element "Learning Outcomes"
Fifth step	Development of structural element "Requirements to the Training Facilities"
Sixth step	Development of structural element "Requirements to the Trainers"
Seventh step	Assessment of the SVS draft by reviewers
Eighth step	Discussion of SVS draft by Expert Commissions in vocational areas
Ninth step	Approval of the SVS draft by the Managing Board of NAVET
Tenth step	Updating of SVS

SVS provide useful information, related with:

Structure of the VET-Standards

Структура на ДОН

ВХОДНИ ИЗИСКВАНИЯ
ENTRY
CHARACTERISTICS

ОПИСАНИЕ НА
ПРОФЕСИЯТА
DESCRIPTION OF
THE PROFESSION

ЦЕЛИ НА ОБУЧЕНИЕТО
TRAINING OBJECTIVES

РЕЗУЛТАТИ ОТ УЧЕНИЕТО
LEARNING OUTCOMES

ИЗИСКВАНИЯ КЪМ
МАТЕРИАЛНАТА БАЗА
REQUIREMENTS TO
THE TRAINING
FACILITIES

ИЗИСКВАНИЯ КЪМ
ОБУЧАВАЩИТЕ
REQUIREMENTS TO
THE TRAINERS

Structure of SVS



Content of the VET Standards

Contents:

- ❖ Entrance characteristics
- ❖ Profession description:
 - working activities and responsibilities
 - equipment and instruments
 - requirements for exercising the profession
- ❖ Training objectives
- ❖ Learning outcomes – knowledge, skills and personal qualities needed for practicing the profession
- ❖ Requirements to the training facilities and trainers.

Learning outcomes in the VET-Standards

Competence	Learning Outcomes - the trainee should be able to: (on the basis of the Bloom taxonomy)
General professional competences C1 - Cn	1.1. 1.2. n.1.
Specific competences for the speciality C1 - Cn	1.1. 1.2. n.1. n.2.

Ways of writing LO

VET standard for acquisition of licence the profession
„Baker-confectioner”

Competence	Learning Outcomes The trainee be able to:
Common to the profession „Baker-confectioner”	
1. Observe and implement healthy and safe working conditions and environmental protection	1.1. Recognizes the causes of dangerous situations, industrial accidents and workplace accidents and take steps to prevent them 1.2. Use facilities intended for fire protection according to the rules for fire safety and emergency 1.3. Know the rules and provide medical assistance to injure in an emergency 1.4. Carry out production activities in accordance with the requirements for environmental protection
2. Maintain personal hygiene and hygiene in the workplace	2.1. Use work clothing and personal protective equipment in the performance of his duties respecting the regulations and instructions 2.2. Clean work area in accordance with the instructions and introductions in the company schedule 2.3. Complete a daily health diary for quality control and food safety
3. Work with technological documentation	3.1. Decipher technological diagram for each product 3.2. Describe the nature and sequence of technological processes and operations of the manufacturing process of the product 3.3. Name parameters that must be controlled and the limits of their values for normal functioning of the production process - temperature, humidity, pressure, time etc.

Ways of writing LO

Specific specialty 5410303 „Decoration of pastries”

<p>21. Produce confectionary semi-manufactured articles</p>	<p>21.1 Characterize the composition and properties of cooked pastry - paste, creams, syrups, glazes, garnish etc. 21.2. Prepare the necessary products in the proportions for kneading paste of different types 21.3. Forms various types semi-manufactured articles from kneading paste 21.4. Prepare various types of creams 21.5. Boil different kind of syrups 21.6. Prepare glaze and garnish for covering and shaping the surfaces</p>
<p>22. Manufacture confectionery bases</p>	<p>22.1. Syrup pastry bases 22.2. Put different kinds of fillings - jams, fruit and others. 22.3. Dose, distribute and cream 22.4. Shape confectionary base by consistently combination of different preparations and respect the principles of technological sequence of the different operations and the requirements for mandatory cooling between them</p>
<p>23. Create conceptual design for artwork of confectionery</p>	<p>23.1. Find date information relating to new trends, technologies and instruments for design and decoration of confectionery 23.2. Consider the idea of decoration for the occasion, which the product will produce- age and customer requirements 23.3. Describe the basic rules on composition of decorative items to decorate products 23.4. Observe the principles of perspective and balance in spatial development of a project to decorate</p>

**Learning outcomes
THE PROPOSED NEW FRAMEWORK FOR
UNITS OF LEARNING OUTCOMES (ULO)**

Name of the Unit:	Credit points:	Validity:
Name of the qualification:	NQF – level:	EQF – level:
Learning outcomes: knowledge	 skills	 competence
Assessment criteria and procedures:		
Validation technology		

Implementation of ECVET in Bulgaria – main prerequisites, projects, activities

main prerequisites, projects, activities
implementation of ECVET in Bulgaria –



EXISTING PREREQUISITES FOR ECVET IMPLEMENTATION IN THE NATIONAL VET-SYSTEM

- ❖ 9 levels of the NQF
 - ❖ The National VET system has 4 levels which are compatible to the EQF- levels;
 - ❖ The List of professions for VET
 - ❖ Each qualification from the List has its definite level – I, II, III or IV and definite vocational area, with the respective codes
-
- ❖ The **National VET Standards** are **learning outcomes oriented** since 2007
 - Each qualification is divided in competences and each competence could be specific for the particular qualification or common for several qualifications
 - ❖ In the VET Standards the competences are structured in two groups:
 - General professional competences
 - Specific competences for the specialization
 - ❖ The assessment of the learning outcomes achieved is made on the basis of criteria and indicators for assessment, which are a part of the National Examination Program for the acquisition of a vocational qualification for a profession

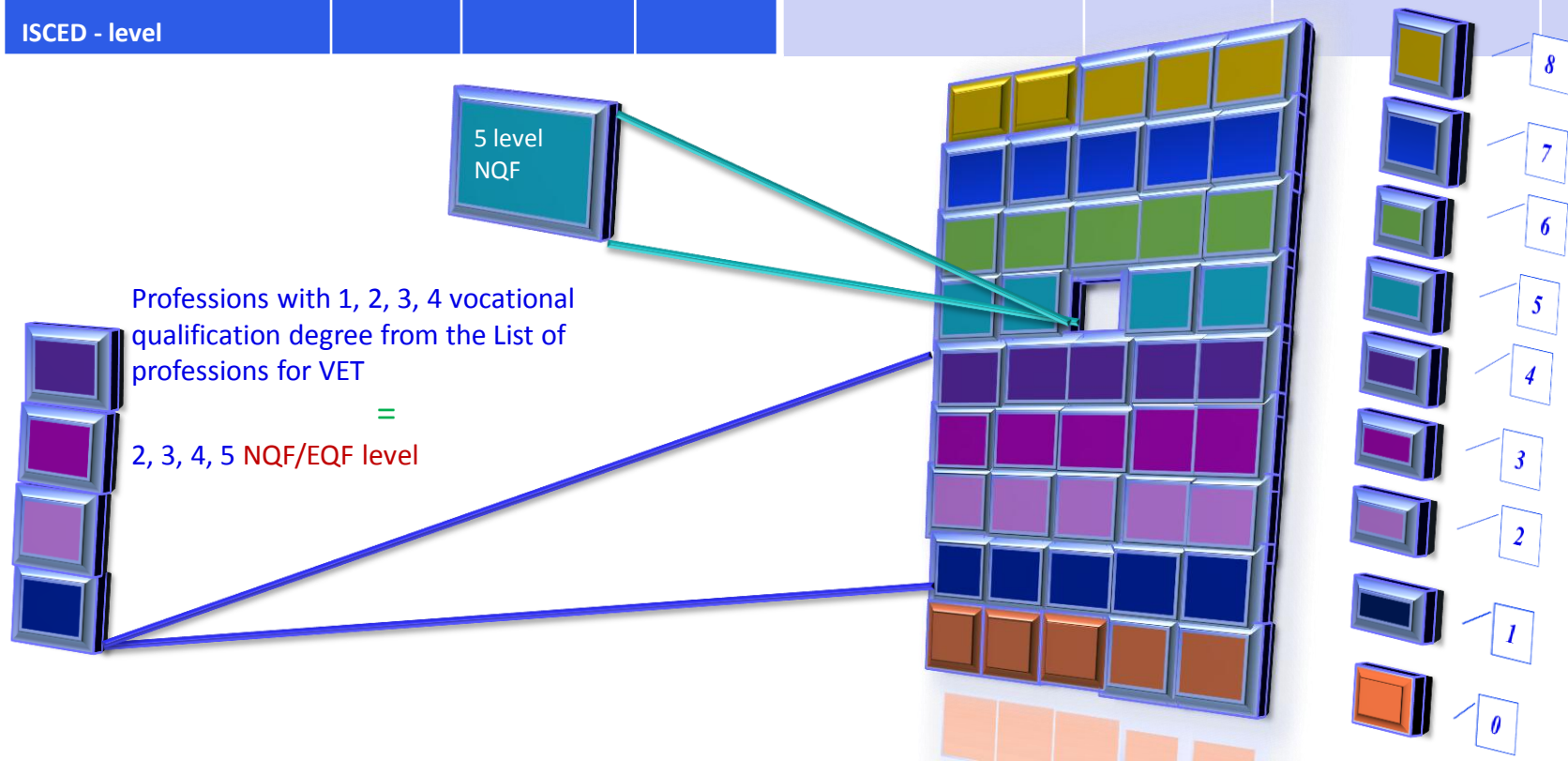
IMPORTANT NATIONAL INITIATIVES




Bulgarian National Qualifications Framework (NQF) – one of the key prerequisites for creating appropriate conditions for further implementation of EU instruments in the field of VET in Bulgaria

According to Decision № 96 of the Council of Ministers of the Republic of Bulgaria on 2nd of February 2012 the Bulgarian National Qualifications Framework was adopted.

EQF – level	NQF - level	Knowledge	Skills	Competences – personal and professional			
				Autonomy and responsibility	Learning competence	Communication and social competences	Professional competences
Framework for Qualifications of the European Higher Education Area - level							
ISCED - level							





A **National Framework Agreement** for VET-cooperation between the relevant ministries, the six nationally represented employers' organizations and the trade unions was signed in 2009

In 2010 proposals were made from the Ministry of education, youth and science (MEYS) for updating the VET Act in order to create the necessary conditions for the implementation of European instruments for VET

Setting **Working Groups** on a national level for the preparation of proposals for improving the legal regulations in the areas of the vocational education, training, guidance and employment with respect to the successful implementation of EU instruments for VET

Setting a **Working Group** on a national level for further development of VET-Standards in terms of units of learning outcomes

MEYS

Programme “EU Integration in South East Europe” - Federal Ministry of Economic Cooperation and Development, Germany

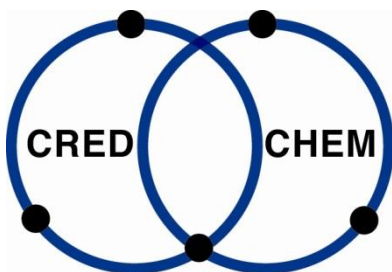
- ❑ **InWent-Germany, project:**
- ❑ **“Implementation of the EQF in TVET”**
(Bulgaria, Romania, Republic of Moldavia, Ukraine):

- ❑ Development of NQF concepts
- ❑ Updating the national VET-Standards
- ❑ Elaboration of ULO for several qualifications

Learning by working in LLL projects - 1

The main project in relation with ECVET

CREDCHEM



*The CREDCHEM project has important synergies with other projects and initiatives related to ECVET:

* It is parallel to a German initiative called DE ECVET (www.decvet.net) which focuses on the permeability of different VET systems. Partners from a DE ECVET project focused on chemistry are involved in CREDCHEM.

* It will build on experiences gained during an earlier project “ECTS in chemistry”. This project revealed that despite the commonalities in the knowledge and skills of staff within the chemicals sector, the training programmes that are the basis of ECTS, differ significantly.

* The full text is available on: <http://www.ecvet-projects.eu/Projects/ProjectDetail.aspx?id=15>

Learning by working in LLLP projects - 2

Operational Programme “Human Resources Development”

Current project

2011 - 2013

“Implementation of European Instruments and Practices in the Vocational Education and Training System”, implemented by ministry of Education, Youth and Science in partnership with NAVET

Under " Leonardo da Vinci " Programme

2011 – 2012

“Implementation of EU instruments and practices in national VET systems”, promoter NAVET (Action “Mobility for VET professionals”)

2011 – 2013

“Process Industry LEarning Unit Project” (PILE UP), promoter ROC West Brabant, Netherlands (Action “Transfer of Innovation”)



Implementation of the EQARF in Bulgaria

REFERENCE POINT FOR QUALITY ASSURANCE

Ministry of Education, Youth and Science
Policy development, analysis and assessment Directorate

Main responsibilities of the Policy development, analysis and assessment Directorate are:

- To support the Minister in the elaboration and implementation of state policies relevant to pre-school education, basic and secondary general and vocational education, to higher education, science and youth.
- To elaborate concepts, strategies, programmes and plans appropriate to the national and European practices, and to the priorities of the governing programme of the Council of Minister.
- To analyze the effectiveness of the application of State Education Standards and prove the necessity of their updating.
- To perform the impact assessment in the strategic documents elaboration.
- To perform the analysis of:
 - the results of the students' external assessment;
 - the results of the education environment survey;
 - the results of programmes and policies implementation.
- To elaborate and introduce methods of assessment of the state policies in the field of education, youth and science.
- Elaborates statistical and financial analysis and reports in the field of school education and training, higher education, youth and science.
- Suggests measures for the improvement of the education, science and youth activities systems.
- Analyzes and coordinates the European Union's policy and suggests the implementation of European practices in the fields of education, youth and science.

Main activities on national level - 1

Basic document

The analysis of the system for quality assurance in the vocational education and training in Bulgaria was prepared and published on the Ministry of education, youth and science' web-site in 2011

Key issues

- European context of the system for quality assurance in the field of VET
- national legislative framework;
- VET institutions
- VET providers
- The extent to which the quality assurance cycle has been applied in Bulgaria
- Descriptors and indicators for quality of the VET
- Basic milestones for quality assurance in the VET area
- SWOT - analysis of the system for quality assurance in the field of VET
- Exploration of the functions, tasks and capacity of the National reference points (NRT) on issues related to the quality of the VET in three member states of the European Union
- Exploration of best practices for Quality Assurance in the VET area in different member states

Analysis's conclusions and recommendations

Main activities on national level - 2

Analysis's conclusions and recommendations

The national approach for QA in the VET follows the major directions described below.

The national approach for QA in VET should be:

- aimed at ensuring the quality of VET;
- implemented in the following stages - preparation, implementation, development;

The national approach for QA in VET should:

- identify the roles of the respected institutions at system level and the role of the NRP for quality assurance in VET;
- ensure the methodological implementation of the quality cycle of VET at system's level and provider's level;
- adapt the criteria and indicators for quality assurance in VET in compliance with the recommendation of the EP;
- identify issues of concept and legislative character that should be solved in the near future
- develop appropriate tools for internal and external assessment of the quality of VET;
- develop a glossary for quality assurance in VET;
- include training programs for experts aimed at acquiring knowledge and skills for implementation of different aspects of the quality assurance in VET;
- enhance and foster the efforts of social partners and the involvement of VET providers;
- promote culture for quality assurance in VET system.

NAVET – main area of intervention related to QA - 1



- Development and actualization of the State Educational Requirements (SES) and their further improvement relating to the implementation of the EU tools for VET in perspective
- Development and actualization of the List of professions for VET – instrument for linking VET with labour market requirements
- Member of NAVET's team participates in the EQAVET network
- NAVET's experts participate in different interinstitutional working groups, project meetings, etc. in relation with QA

NAVET – main area of intervention related to QA - 2

- NAVET's activity for licensing Centres for vocational training (CVT) and Centres for information and vocational guidance (CIVG) **is completely transparent.**

The criteria, procedures, requirements and application forms for licensing are published on the NAVET web-site:

- Main groups of criteria for licensing CVT and CIVG are:

1. LEGITIMACY
2. Management system of the center
3. System for quality assurance of the training
4. Monitoring
5. Resourcing



- NAVET conducts follow-up control of the CVT and CIVG according to the procedure approved by NAVET's Managing Board
- All licensed CVT had to provide NAVET with annual information for their activity until 31 of January every year (accountability in compliance with the LAW for VET)

International activity of NAVET – projects related to QA in VET

Finished project

“Improvement of NAVET’s Capacity for Providing Qualitative Electronic Administrative Services in the Field of Continuing Vocational Training”, funded under OP “Administrative Capacity” , co-financed by EU through ESF

Current project

2011 - 2013

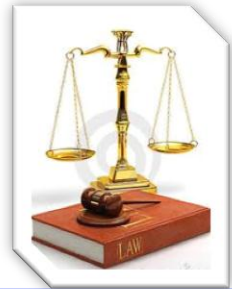
“Expanding BEQUAL Benchmarking tool and Community of Practice for quality assurance in vocational education and training” (BEQUAL), promoter NAVET (Action “Transfer of Innovation”)



Validation of NFIL – current situation Bulgaria



Validation of NFIL - current situation



Legal framework

1. National Education Act

Article 4

(1) of the Act states that

“Citizens shall be given the right to education. They can enhance continuously their education and qualification”

2. Vocational Education and Training (VET) Act

Article 40 of the Act states Persons above 16 years of age with at least 6 months of work experience or practical training with duration defined by the training institution have the opportunity to acquire a Certificate for Professional Qualification of Persons

Trained Outside the System of Vocational Education and Training

3. The **Employment Promotion Act** regulates the general employment policy which envisages investment in professional qualification of human resources

4. The Law for amending and expanding the Employment Promotion Act, 2008

It focuses on **adult training** and stipulates that the Ministry of Labour and Social Policy and the Ministry of Education, Youth and Science should **create conditions for the assessment and recognition of the knowledge and skills of adults acquired through non-formal and informal learning.**

5. Law on Recognition of Professional Qualification

It regulates the recognition of professional qualifications acquired in other Member States or third countries in order to increase access and practice of a number of regulated professions in Bulgaria.

National strategic documents and programmes in the light of LLL

The National Strategy for Lifelong Learning 2008-2013

National Strategy for Further Vocational Education and Training 2005-2010

The Action Plan 2012 The National Strategy for Lifelong Learning 2008-2013

Renewed Employment Strategy 2008-2015 and National Action Plan on Employment 2012

Source: European Inventory on Validation of Nonformal and Informal Learning 2010, Country Report: Bulgaria, By Nataliya Nikolova



Important national initiatives

International projects related to validation of NFIL

In **2009 a working group on validation** within the Ministry of Education, Youth and Science elaborated several proposals on amending the current legal framework in the field.

Finished projects

Project 2003.8-001 “Promoting adults’ vocational training and employability in Bulgaria“

The objectives of the project were oriented towards developing a validation framework, elements and stages of a validation procedure, as well as criteria for the accreditation of providers of validation. The model was tested in three professions: carpenter, tailor, and social worker.

Project “Assessment and Recognition of Work Experiences and Non-formal learning” (ARWEN), co-financed by the European Commission, developed instruments for the recognition of young people’s competences acquired in the course of their work experience (e.g. short-term contracts, summer internships/ apprenticeships etc.).

Leonardo-Partnership ASK which was initiated by the Centre for Integration and Education in Solingen, Germany. The project aims to analyse different assessment and validation methods in six European regions. It is financed by the Lifelong Learning Programme and its main goal is to optimise existing methods by learning from other partners in Europe.

Source: European Inventory on Validation of Nonformal and Informal Learning 2010, Country Report: Bulgaria, By Nataliya Nikolova

Planned important national initiatives in terms of validation of NFIL

Development of a project proposal under OPERATIONAL PROGRAMME "HUMAN RESOURCES DEVELOPMENT"

Priority axis: Improving access to education and training

Main area of intervention:

4.3. Development of lifelong learning system

Eligible activities:

1. Analysis of the current situation, the users' and stakeholders' interests and needs for creation of a system for identification and recognition of knowledge, skills and competences, acquired non-formally and informally.
2. Analysis of practices from other European Union countries who have successfully implemented similar systems.
3. Development of proposals for regulation and introduction of System for identification and recognition of knowledge, skills and competences, acquired non-formally and informally in cooperation with social partners – institutional responsibilities, etc.
4. Preparation of the institutions for documentation and transparency of the results from the process of recognition of knowledge, skills and competences, acquired non-formally and informally in a form of: development of regulations, instructions, assessment tools.
5. Providing training of assessors and representatives of the administration and training institutions involved in the recognition of non-formally and informally acquired knowledge, skills and competences.
6. Implementation of the system for identification and recognition of non-formally and informally acquired knowledge, skills and competences through pilot testing
7. Organization of a broad information campaign with participation of social partners (employers and trade unions) about the possibility - informally acquired knowledge, skills and competence to be certified with documents for attainment vocational qualification (informational materials, television and movies advertising, meetings with professional organizations of employers, work with representative organizations of vulnerable groups in the labor market, in particular – among Roma, etc.).



Current project – NAVET’s experience

Lifelong Learning Programme Key Activity 1

2012 – 2013 “Regional Strategies of Learning, Validation and Education” (ReSoLVE), promoter NAVET

Project aims to:

- Promote ET 2020 Objectives and to investigate their correlations to LL reality in local and national context;
- Raise awareness on the importance of all learning forms and methods by promotion of prior learning validation models and gives particular attention to non formal and informal learning forms for improvement of skills and competences.

The Objectives are related to:

- Application of models for LL policy planning at local and regional level by provision of practical tools for elaboration and implementation of coherent and comprehensive local and regional LL strategies;
- Involvement of different stakeholders in the processes of policy making at local and regional level with application of bottom-up approach;
- Systematisation of good practical approaches at local and regional level and dissemination of these models at National level;
- Support of evaluation processes on the effectiveness of the on-going programming cycle at local level (2007-2013) and outline the milestones for the up-coming period of strategy planning 2014-2020 on the basis of the specific needs at local and regional level.

REFERENCES

1. International Conference “Validation of Professional Development in Grundtvig Courses”, Dr. Alexandra Dehmel (Cedefop), 7-11 December 2011, Thessaloniki
2. European Inventory on Validation of Nonformal and Informal Learning 2010, Country Report: Bulgaria, By Nataliya Nikolova
3. National Education Act
4. Vocational Education and Training (VET) Act
5. Law on Recognition of Professional Qualification
6. The Law for amending and expanding the Employment Promotion Act, 2008
7. <http://www.minedu.government.bg/news-home/>

THANK YOU VERY MUCH FOR YOUR ATTENTION!

