

# National Agency for Vocational Education and Training



June 2019

Statute

Functions of the NAVET

List of Professions for Vocational Education and Training

State Educational Standards

Bulgarian system for Validation of Non-formal and  
Informal vocational competences

## Statute

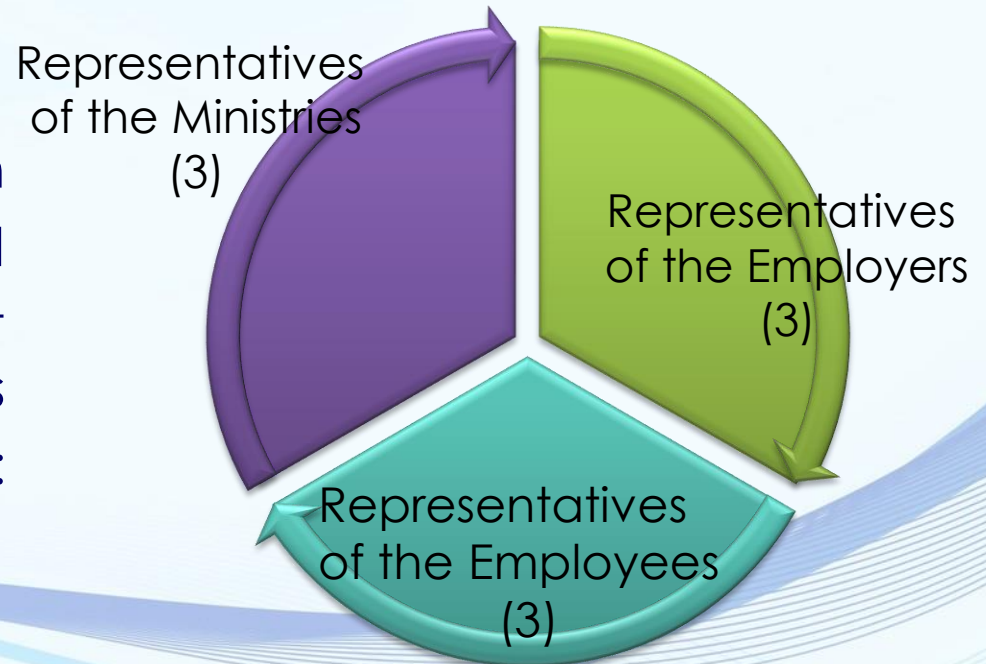
- The National Agency for Vocational Education and Training (NAVET) is a specialised body to the Council of Ministers of the Republic of Bulgaria established under the Vocational Education and Training Act (VETA) in 1999.
- NAVET is a legal entity financed by the State budget with headquarters in Sofia.
- NAVET is a state authority for the licensing of activities in the vocational education and training system as well as for the coordination of institutions related to vocational guidance, education and training

## Main Functions

- Develops and presents to the Minister of Education and Science for approval:
  - the List of Professions for Vocational Education and Training (LPVET)
  - the State Educational Standards for acquiring professional qualification
- Creates and maintains a register of the vocational training centres and the centres for information and vocational guidance, as well as of the issued and revoked licenses
- Creates and maintains a register of certificates issued by vocational training centres
- Develops and approves forms and templates of documents for licensing
- Contributes to the international recognition of the documents for vocational education and training
- Makes proposals for improving the system of vocational education and training based on analysis of the activities of the vocational training centres and the centres for information and vocational guidance

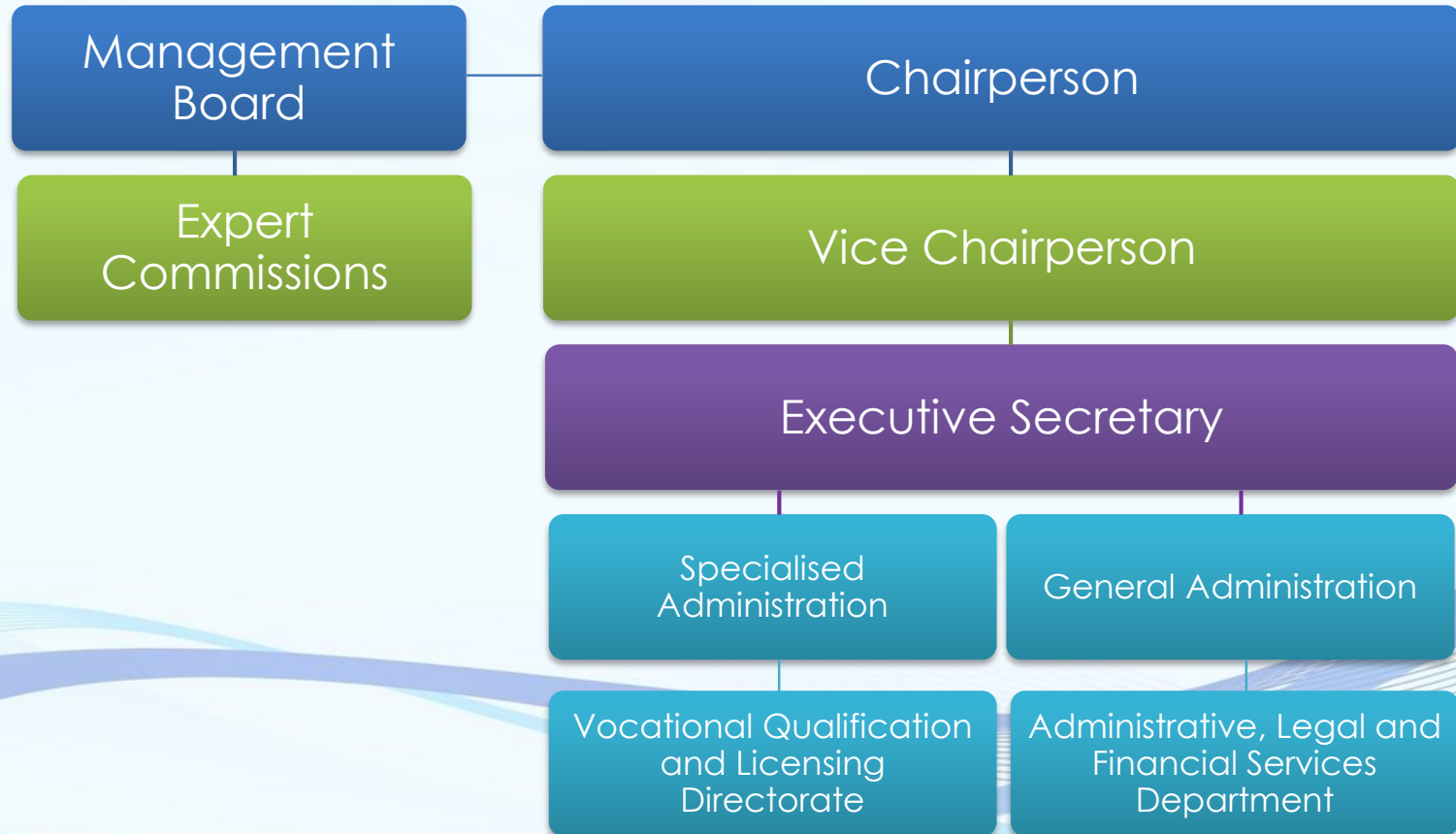
## The Tripartite Principle in NAVET

Equal representation  
in the Management Board  
and in the Expert  
Commissions  
in professional fields of:





## Structure

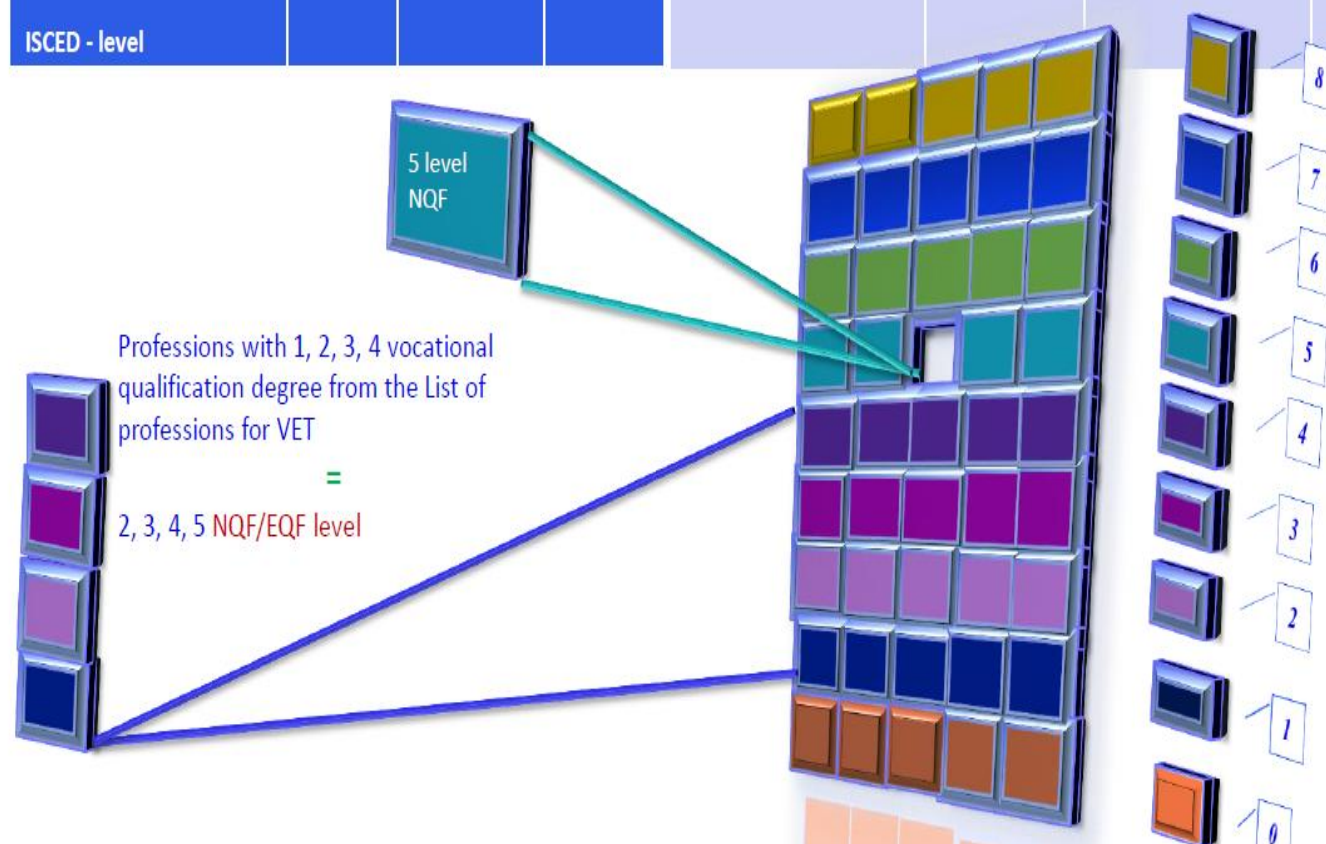


## Expert Commissions in professional fields

- Earth and yield sciences and mineral resources dressing
- Mechanical engineering, metal working and metallurgical engineering
- Electrical engineering and power engineering
- Information and communication technologies, electronics and automation
- Chemical products, technologies and environmental studies
- Motor vehicles, ships and aircrafts and transportation services
- Architecture and construction
- Production of textile and textile goods, leather and wood
- Food and beverages production
- Farming, forestry and fish husbandry and veterinary medicine
- Hotel and restaurant management, catering, travelling, tourism and leisure activities
- Business management and administration
- Arts
- Healthcare and sport
- Social services, personality services, property and personality protection
- Public safety and security
- Vocational guidance

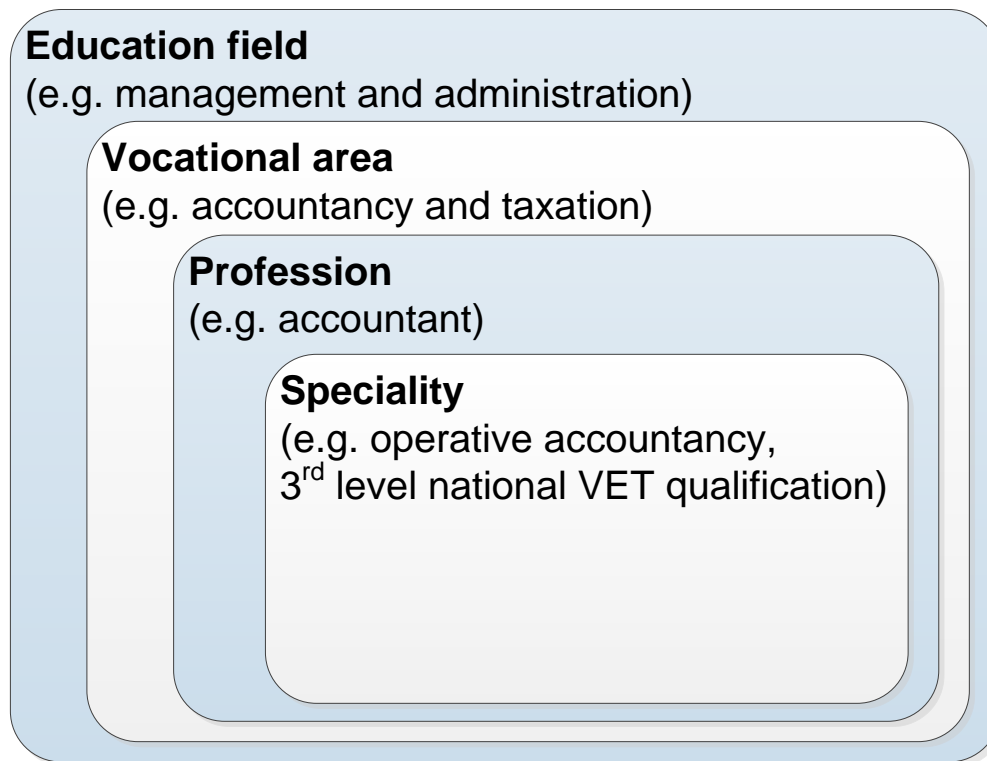
# Bulgarian qualifications framework (BQF)

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





# List of Professions for Vocational Education and Training



Source: ReferNet, NAVET

There are about 500 qualifications (specialities of professions) included in the list. 2 or 3 new ones are usually added every year, depending on the labour market demands.

## Number of Professions and Specialties in the LPVFT

Vocational Areas	47
Professions	244
Specialties:	
First Qualification Degree (2 NQF/3 EQF)	59
Second Qualification Degree (3 NQF/3 EQF)	175
Third Qualification Degree (4 NQF/4 EQF)	281
Forth Qualification Level (5 NQF/5 EQF)	73
Total Number of Specialties	588

# Latest developments in the List of professions for VET

- VET qualifications are included in the 'list of professions for VET' that is approved by the Education Minister
- The List is developed by the NAVET in collaboration with social partners (branch chambers, ministry and employers' representatives)
- Employer's representatives and Branch ministries initiate changes in the list
- In practice, this happens once/twice per year

Some of the last Labor market initiatives for new qualifications:

- Software programmer
- Supported employment consultant
- Salesperson – Trade with food supplements, Trade with assistive technologies
- Paramedic
- Healthcare assistant
- Foster parent
- Thermal therapeutic procedures specialist
- Carving-decorator
- Hairdressing services organization and technologies
- Electric vehicles
- Mechatronics
- Caregiver
- Dental assistant

## The role of State Educational Standards for acquiring vocational qualification

- Definition of the PROFESSIONAL KNOWLEDGE, SKILLS AND COMPETENCIES
- Guaranteed QUALITY of the educations
- Guaranteed TRANSPARENCY of the qualifications
- Regulated ASSESSMENT CRITERIA
- Guaranteed COMPATIBILITY with the LABOUR MARKET
- Guaranteed COMPATIBILITY of certificates

## State Educational Standards for Vocational Qualification - content

1. Entry  
characteristics

2. Occupational  
profile

3. Units of  
learning  
outcomes

4. Requirements  
to the necessary  
equipment

5. Requirements  
to the trainers  
(educators)



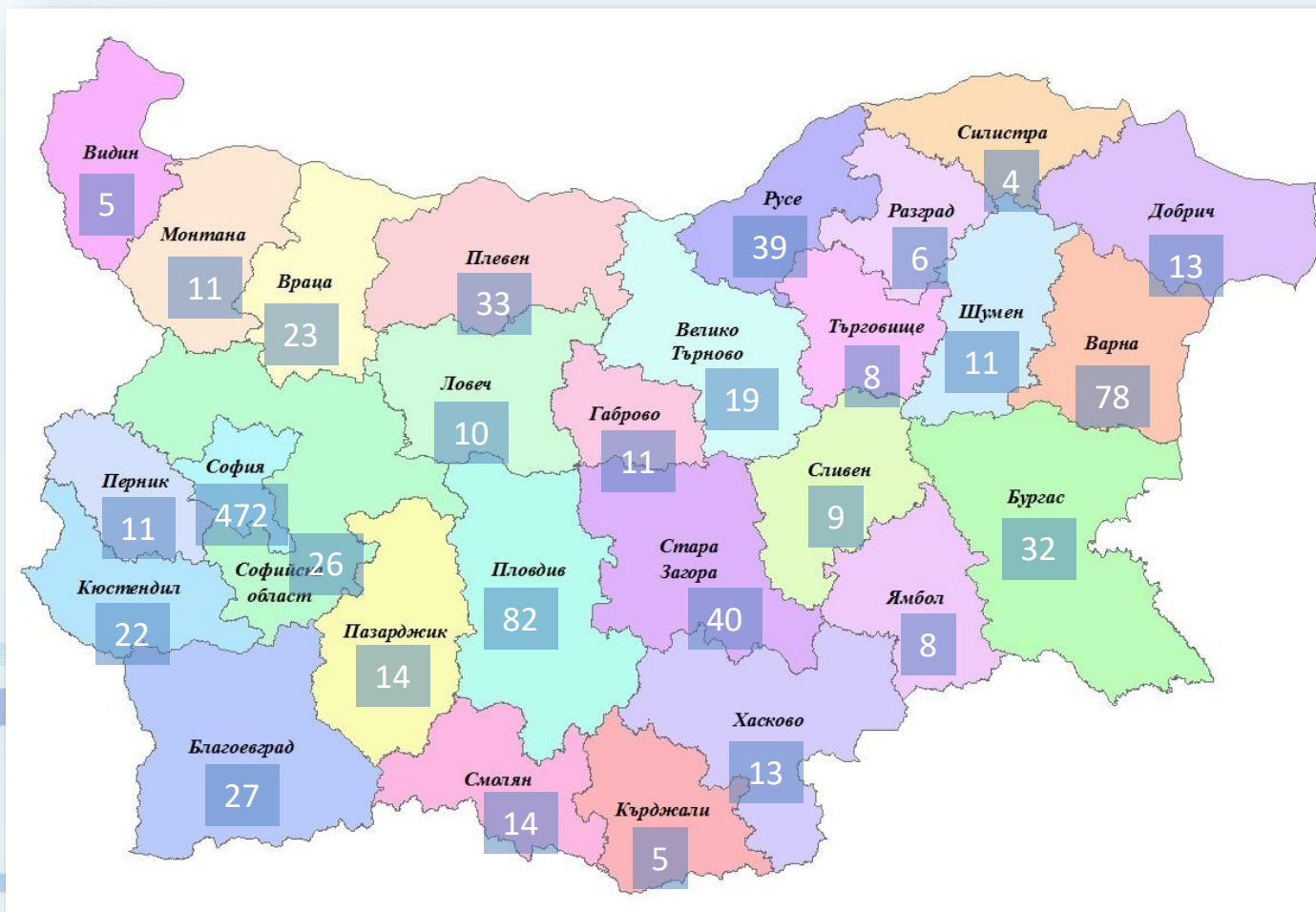
# Example of unit of learning outcomes

<b>Name of the unit:</b>	Daytime and evening hairstyles
<b>NQF level:</b>	3
<b>EQF level:</b>	3
<b>Name of the qualification:</b>	Hairdresser
<b>NQF level:</b>	3
<b>EQF level:</b>	3
<b>Learning outcome 1:</b>	Dries hair with a hairdryer and a brush
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knows the basic tools and supplies for drying a hair</li> <li>Knows the sequence of work with basic tools, materials and supplies for drying a hair (brush, hairdryer, etc.), the ways to ensure thermal protection, as well as the impact on the hair</li> <li>Knows techniques for drying a hair with a hairdryer and different brushes</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Applies a product for thermal protection</li> <li>Use relevant tools and supplies for drying a hair</li> <li>Applies different types of stylizing and finalizing cosmetic products</li> </ul>
<b>Competences</b>	<ul style="list-style-type: none"> <li>Applies different techniques for drying the hair taking into account the individual structure of the client's hair and his preferences</li> </ul>
<b>Learning outcome 2:</b>	Shapes a hairstyle with curling tongs and a hair pressing machine
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knows the technological sequence in the work with curling tongs and hair pressing machine</li> <li>Is familiar with the expected result from the use of different electrical devices</li> <li>Knows the basic tools, materials and supplies for shaping with thermal protection a hairstyle, as well as their impact on the hair</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Applies a product for thermal protection</li> <li>Straightens hair with a hair pressing machine</li> <li>Curls a hair by using a hair pressing machine or curling tongs</li> <li>Applies different types of stylizing and finalizing cosmetic products</li> </ul>
<b>Competences</b>	<ul style="list-style-type: none"> <li>Shows creativity and proposes original solutions when shaping a hairstyle with curling tongs and a hair pressing machine as he/she uses properly and safely the appropriate tools and supplies and also comply with the individual wishes of the client</li> </ul>
<b>Learning outcome 3:</b>	Creates a bun hairstyle
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knows the different evening bun hairstyles</li> <li>Knows the technological sequence for the shaping of different evening bun hairstyles</li> <li>Knows the basic tools, materials and supplies for shaping bun hairstyle</li> <li>Knows cosmetic products for hair stylizing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Raises a hair and clamp it</li> <li>Uses a construction in a hair</li> <li>Decorates a hair in according to a case</li> <li>Finalizes and stylizes a hairstyle</li> <li>Applies different types of stylizing and finalizing cosmetic products</li> <li>Works with various types of technical equipment and devices to achieve the desired result</li> </ul>

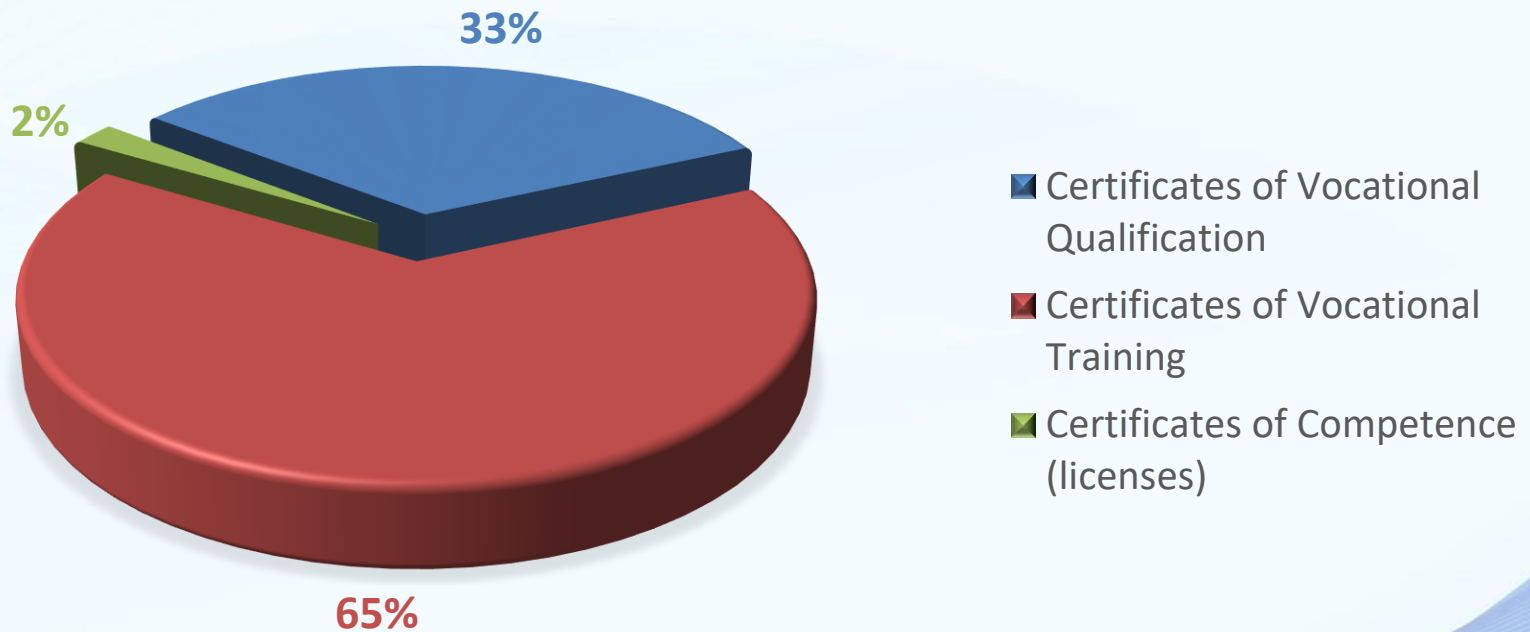
# Example of unit of learning outcomes

<b>Assessment tools:</b>	<p>Tool 1:</p> <ul style="list-style-type: none"> <li>• Solving a test</li> </ul> <p>Tool 2:</p> <ul style="list-style-type: none"> <li>• Solving a case</li> </ul> <p>Tool 3:</p> <ul style="list-style-type: none"> <li>• Performing of a practical task</li> </ul>
<b>Conditions during the assessment:</b>	<p>For tools 1 and 2:</p> <ul style="list-style-type: none"> <li>• Classroom</li> </ul> <p>For tool 3:</p> <ul style="list-style-type: none"> <li>• Real work place or training room</li> <li>• Long-haired person or mannequin</li> <li>• Hairdressing tools and consumables</li> </ul>
<b>Assessment criteria:</b>	<p>For tool 1:</p> <ul style="list-style-type: none"> <li>• Correctly defines basic theoretical notions related to the technology at work in providing the hairdressing service “daytime and evening hairstyles”</li> </ul> <p>For tool 2:</p> <ul style="list-style-type: none"> <li>• Correctly solves a set case, related to the technology at work in providing the hairdressing service “daytime and evening hairstyles”</li> </ul> <p>For tool 3:</p> <ul style="list-style-type: none"> <li>• Correctly performs a predefined practical task, related to the technology at work in providing the hairdressing service “daytime and evening hairstyles”</li> </ul>

## Distribution of licensed Centers of Vocational Training as of 23.05.2019 on the country territory



## Percentage distribution of CVT documents issued in 2018



In 2015, NAVET has upgraded its IS and its website so that all CVT were able to scan and publish the issued professional qualification documents and to be further included in a public register.

## CVT documents issued by VTC after validation of NFIL

### 2015

- 186 Certificate for validation of vocational qualification
- 384 Certificates for validation of vocational competences (part of qualification)

### 2016

- 105 Certificate for validation of vocational qualification
- 152 Certificates for validation of vocational competences (part of qualification)

### 2017

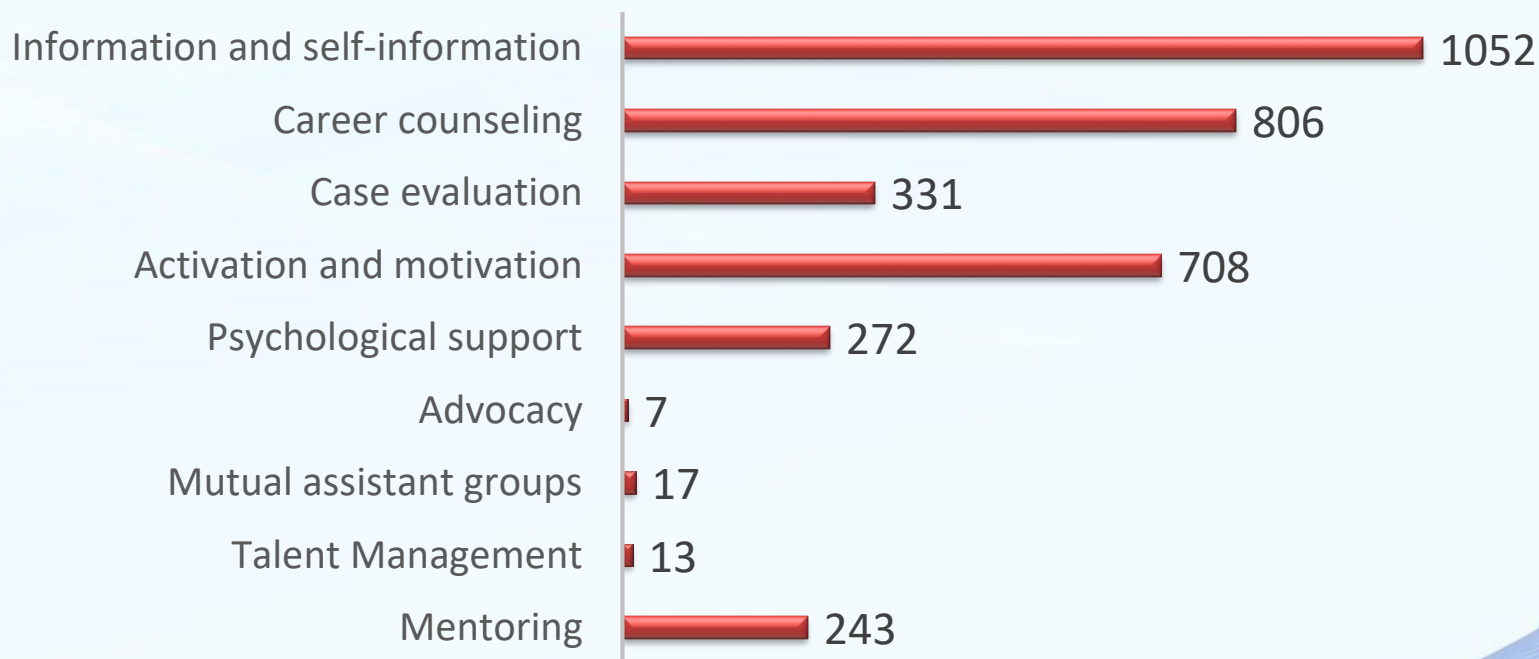
- 161 Certificate for validation of vocational qualification
- 1 Certificate for validation of vocational competences (part of qualification)



## Distribution of licensed Centers for Information and Vocational Guidance as of 23.05.2019 on the country territory



## Services provided by CIVG in 2018



The total number of services provided by CIPO in 2018 is 3,449.

The average price of the service in CIPO is 90 leva.

## Legal framework for validation of NFIL

### VET law

Regulation № 2 of the conditions and procedure for validation of professional knowledge, skills and competences

Strategy for development of Vocational Education and Training in Bulgaria 2015-2020

List (Catalogue) of vocations for VET

State Educational standards by "units of learning outcomes"

# Institutional framework

- Ministry of education and science
  - Support of the vocational secondary schools and monitoring the process
- National Agency for vocational education and training
  - Support of the vocational training centers, monitoring and control of the process
- Employers organizations
  - Acquaintance of employees regarding “validation” opportunity
- Trade unions
  - Acquaintance of employers and citizens with the required information
- Ministry of labour and social policy
  - Organization of information campaign

## Institutions which provide validation

- Vocational secondary schools
- Vocational colleges
- Art schools
- Sports schools
- Vocational training centers for adults

## The certificates

A graphic of a rolled-up certificate with a blue border and a white center. The text is in a dark blue, serif font.

Certificate for  
validation of  
vocational  
qualification

A graphic of a rolled-up certificate with a blue border and a white center. The text is in a dark blue, serif font.

Certificate for  
validation of  
vocational  
competences  
(part of  
qualification)

The certificates from  
validation have the same  
value as certificates from  
the vocational education  
and training



## The validation stages

- 1) Consultancy
- 2) the candidate application
- 3) identification of vocational knowledge, skills and competencies, which can be validated
- 4) the definition of the profession (from the Catalogue of vocations for VET)
- 5) comparison of the candidate's competences with the stated in SES vocational knowledge, skills and competences
- 6) collection of evidence for the candidate competencies - portfolio
- \*7) additional training (if necessary)
- 8) exams - in theory and practice of the profession
- 9) certification

IDENTIFICATION

DOCUMENTATION

ASSESSMENT  
CERTIFICATION

## Who can apply for validation of vocational competences

- No limitations  
but
- There are requirements regarding educational level defined in the Law for VET

## Who can participate in exam commissions

Exam commissions consist of at least 3 persons

Requirements to the members of exam commissions –

- To have relevant qualification
- To have experience as teacher/trainer or as practitioner

## Training of practitioners

In the project “System for validation of non-formal acquired knowledge, skills and competences” (2013-2015) were trained more than 1300 people (VET teachers and social partners representatives):

### **Learning outcomes of the training include:**

- ability to work with state educational requirements/standards in relation to the assessment of a candidate's potential for validation
- ability to support a candidate in the selection of a relevant occupation in which his / her knowledge, skills, and competences can be validated
- ability to guide a candidate on how to collect and prepare evidenced-based documentation for the validation
- ability to verify the legitimacy of the documents and assess the acquired knowledge skills and competences
- ability to elaborate a candidate's individual validation plan
- Manual for vocational schools for validating non-formal and informal learning

## The lessons learned

- We should keep and try to increase the involvement of social partners
- To keep transparency because there is a risk to get lost trust
- To rewrite the State educational standards by vocations – units of learning outcomes – more closed to the “working tasks”
- To invest in the training of practitioners
- To control the process of validation
- To find better way for funding the validation

## Validation in the LLL context

- ☐ Validation of transversal competences
- ☐ Validation of competences acquired in Higher education
- ☒ Validation of competences acquired in General education  
*\*Pre-school and school education act (2015, in force since August 2016)*
- ☒ Validation of vocational competences





Erasmus +, Key Action 2:  
Cooperation for Innovation  
and Exchange of Good Practices

**TRACKING LEARNING AND CAREER PATHS OF  
VET GRADUATES TO IMPROVE QUALITY OF  
VET PROVISION**



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project duration:** November 2018 – October 2020

## **Expected results**

- To analyze, in depth, the context and need in each country
- To develop a tracking system for VET graduates at institute level that will feed into the quality assurance system of the VET provider – together with developing a guide
- To pilot test and implement the tracking system, establish tracking mechanism and integrate it, in VET monitoring processes – more than 5000 graduates total



## Present Stakeholders for Future Wellness Tourism Skills' Development

Erasmus +, Key Action 3:  
Support for Policy Reform



Co-funded by the  
Erasmus+ Programme  
of the European Union

**Project duration:** October 2018 - September 2020

### **OBJECTIVES OF WELLTO PROJECT:**

- To design joint qualification - Administrator of Wellness Centre.
- To provide common quality standards for qualification's implementation during school-based and work-based learning
- To ensure effective cooperation between VET schools and wellness tourism companies in planning, organization, provision, recognition and certification of WBL, included when provided in transnational mobility
- Create conditions for official acknowledgement of the joint qualification in the partner countries
- To ensure prerequisites for sustainable joint qualification implementation in the partner countries and beyond the partnership



Co-funded by the  
Erasmus+ Programme  
of the European Union

Development of managerial and entrepreneurial skills of young eco-farmers via joint VET curricula, enhanced qualification profile, assessment standard and sustainable cooperation synergies





#### PROJECT PRESENTATION

Call: EACEA/27/2017

Key Action 3: Dedicated VET tools, sub-action: Joint qualifications in VET

597256-EPP-1-2018-1-BG-EPPKA3-IPI-JQ-VET

## Expected Results

-  Development of improved joint qualification curriculum for improvement of managerial skills of eco-farmer young entrepreneurs via work-based training
-  Further extension of the state educational standard (qualification profile)
-  Development of an assessment standard (mechanism) for validation and recognition of the acquired knowledge, skills and competences.
-  Development of a consortium based on a business bridge between the VET providers (schools/colleges) and SMEs in the sector



## Useful links

### State Educational Standards (SES):



<http://www.navet.government.bg/bg/darzhavni-obrazovatelni-iziskvaniya/doi-publikuvani-v-darzhaven-vestnik-i-p/>

### Vocational education and training providers:



Vocational Training Centres

<http://www.navet.government.bg/bg/registar-na-tsentrovete-za-profesiona/>

secondary schools and private vocational colleges

<http://orientirane.mon.bg/?m=81>

### Register of certificates of vocational qualification



issued from Vocational Training Centres

<http://www.navet.government.bg/bg/registar-na-izdadenite-dokumenti/>

issued from secondary schools

<https://www2.mon.bg/AdminRD/mon/>



NATIONAL AGENCY FOR VOCATIONAL  
EDUCATION AND TRAINING

# Thank you for your attention!

e-mail: [napoo@navet.government.bg](mailto:napoo@navet.government.bg)

<http://www.navet.government.bg>

+359 2 971 20 70

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