

Bulgarian system for Validation of Non-formal and Informal Vocational Competences



NATIONAL AGENCY FOR VOCATIONAL
EDUCATION AND TRAINING

The Beginning

- “Promoting adults’ vocational training and employability in Bulgaria” 2009

This includes the development of elements and stages of a validation procedure, as well as a criteria for the accreditation of providers of validation.

- “System for validation of non-formal acquired knowledge, skills and competences” (2013-2015) –
“New opportunity for my future”

Procedure, guidelines, tools, templates of documents, amendments in legislation

Legal framework

- VET law – update in 2014
- Regulation №2, 2015 , of the conditions and procedure for validation of professional knowledge, skills and competences (Minister of Education and Science)
- Strategy for development of Vocational Education and Training in Bulgaria 2015-2020
- National strategy for Lifelong learning 2014-2020

Prerequisites

- List (Catalogue) of vocations for VET
- State Educational Standards by vocations (with described vocational competences, knowledge and skills, learning outcomes – in many cases vocational competences follow the work tasks. In 2015 SES are developed in terms **of units of learning outcomes**)

Legal Framework

VET law

Regulation №2, 2015 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

National strategy for Lifelong learning 2014-2020

List (Catalogue) of vocations for VET – EQF/NQF -2-5

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
- **Ministry of labour and social policy**
 - Organization of information campaign
- **Employers organizations**
 - Acquaintance of employees regarding “validation” opportunity
- **Trade unions**
 - Acquaintance of employers and citizens with the required information

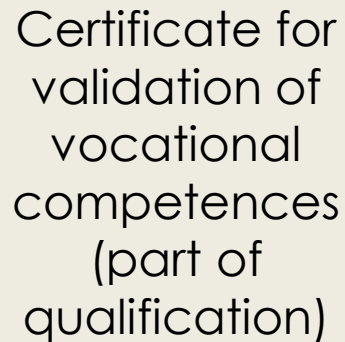
Institutions which provide validation

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

The certificates



Certificate for validation of vocational qualification



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 professional 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 professional 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

Tools for proving competences

According to *Regulation №2, 2015 of the conditions and procedure for validation of professional knowledge, skills and competences*:

- In order to prove the acquired professional knowledge, skills and competences declared for validation, the candidate submits copies of documents held by him / her together with the originals for reconciliation – **record of service, social security book, education diplomas, attestations, references, certificates for previous professional qualification and certificates from previous professional trainings, artifacts, photos of artifacts**, etc.
- The application form, the certified copies of the documents, other evidence and the completed CV are included in the **portfolio**. The candidate's portfolio also includes the documents generated during the validation procedures - a timetable for validation, additional training topics, etc.

Comparative Competency Validation Table

Annex from a **Handbook for validation of professional qualifications acquired through non-formal and informal learning**

(developed within the project “System for validation of non-formal acquired knowledge, skills and competences” (2013-2015) – “New opportunity for my future”)

Competency No..... <i>(the exact name of the SES competence for acquiring professional qualification)</i>						
Number and name of the learning outcome, according to SES	Evidence of the content of the applicant's portfolio (number by order and type of evidence)	Assessment of evidence	Commission decision (recognised/not recognised)	Commission proposal for complementing of the knowledge and skills (additional learning / training)	Actions for proving knowledge and skills (theoretical test, case study, essay, practical test, etc.)	Commission decision after actions for proving knowledge and skills (recognised/not recognised)
1	2	3	4	5	6	7

Who can apply for validation of vocational competences

- No limitations

but

- There are requirements regarding educational level

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 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



Thank you for your
attention!

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