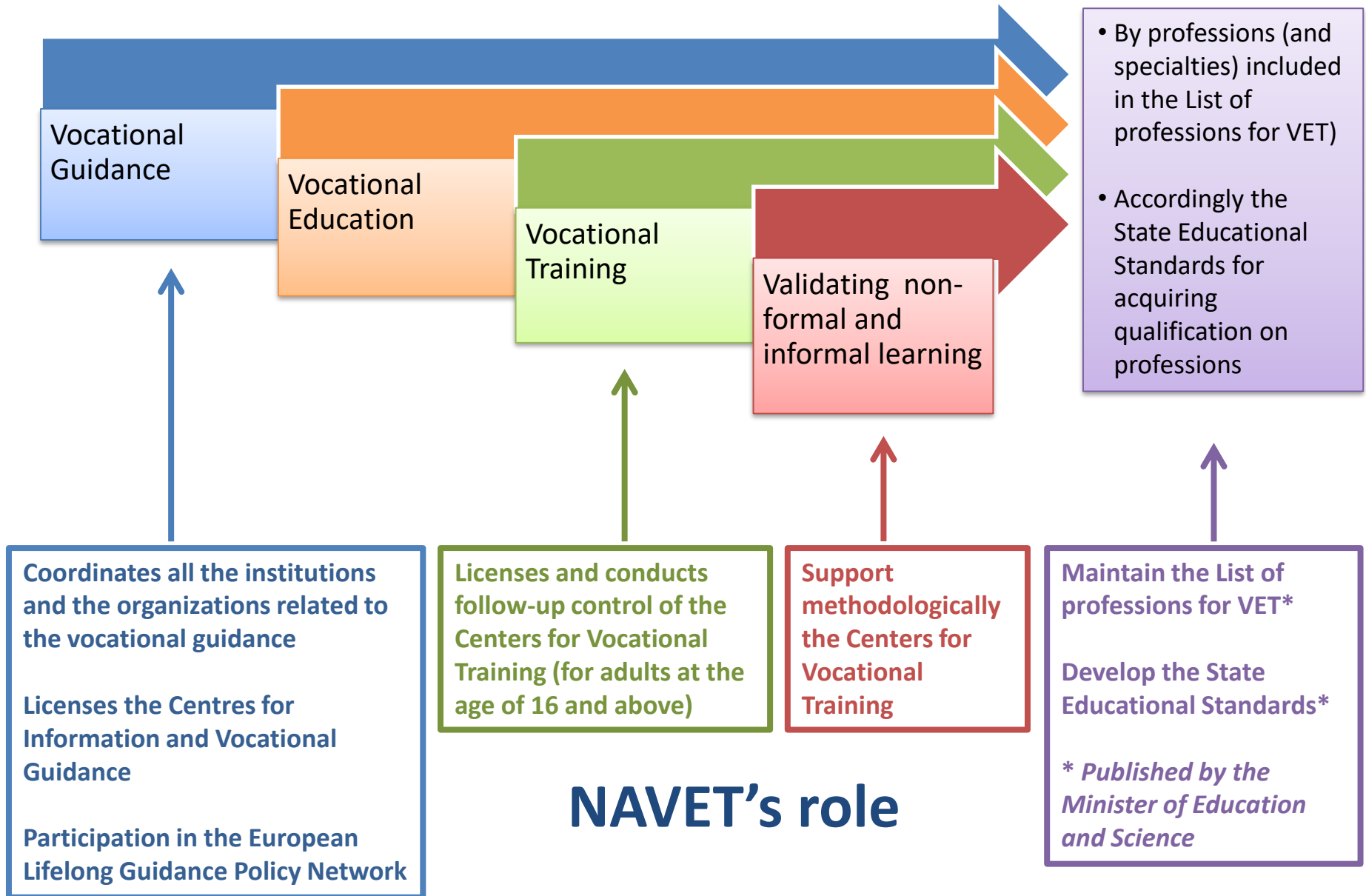
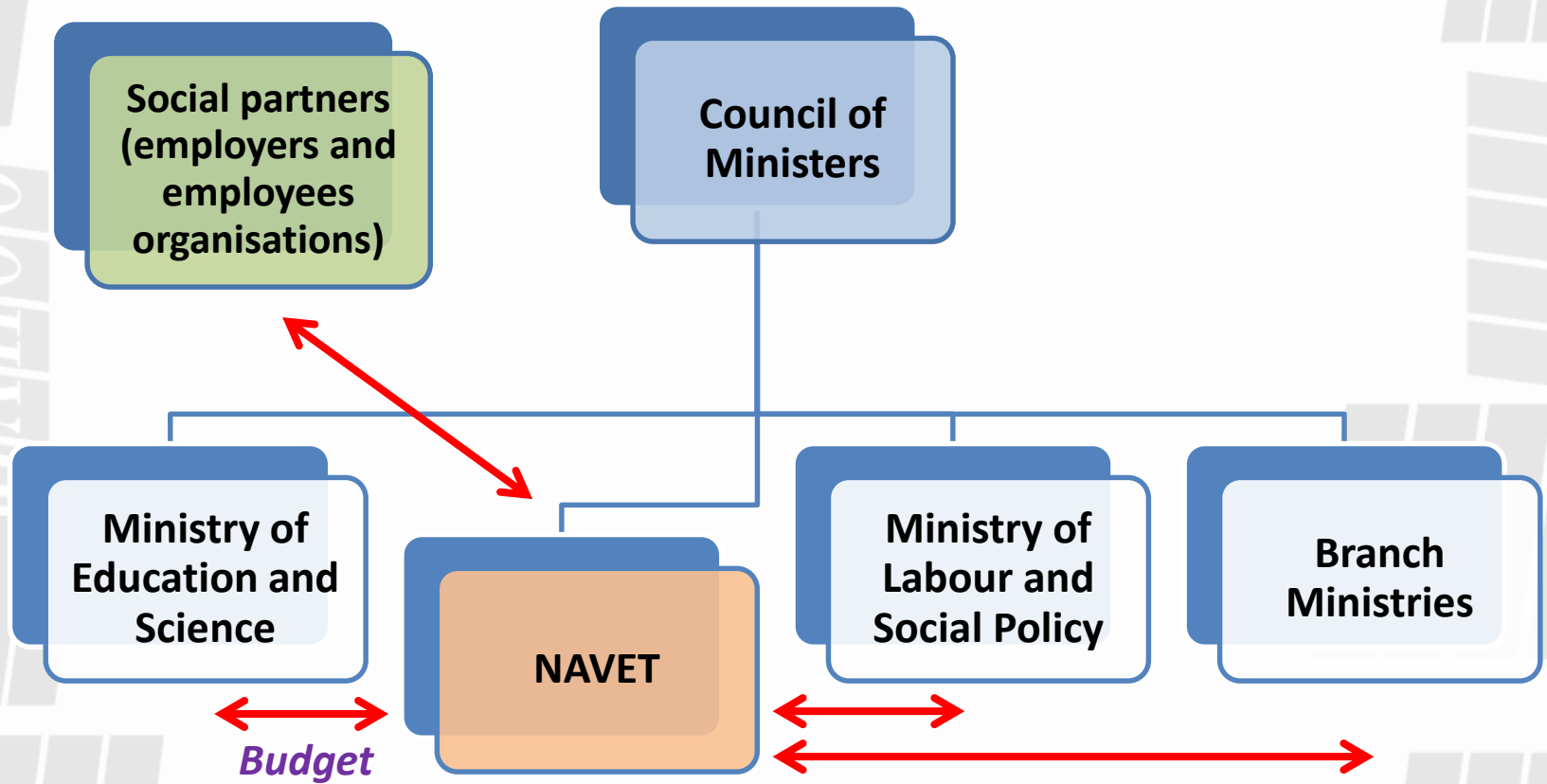




VET system in Bulgaria (EQF level 2-5)



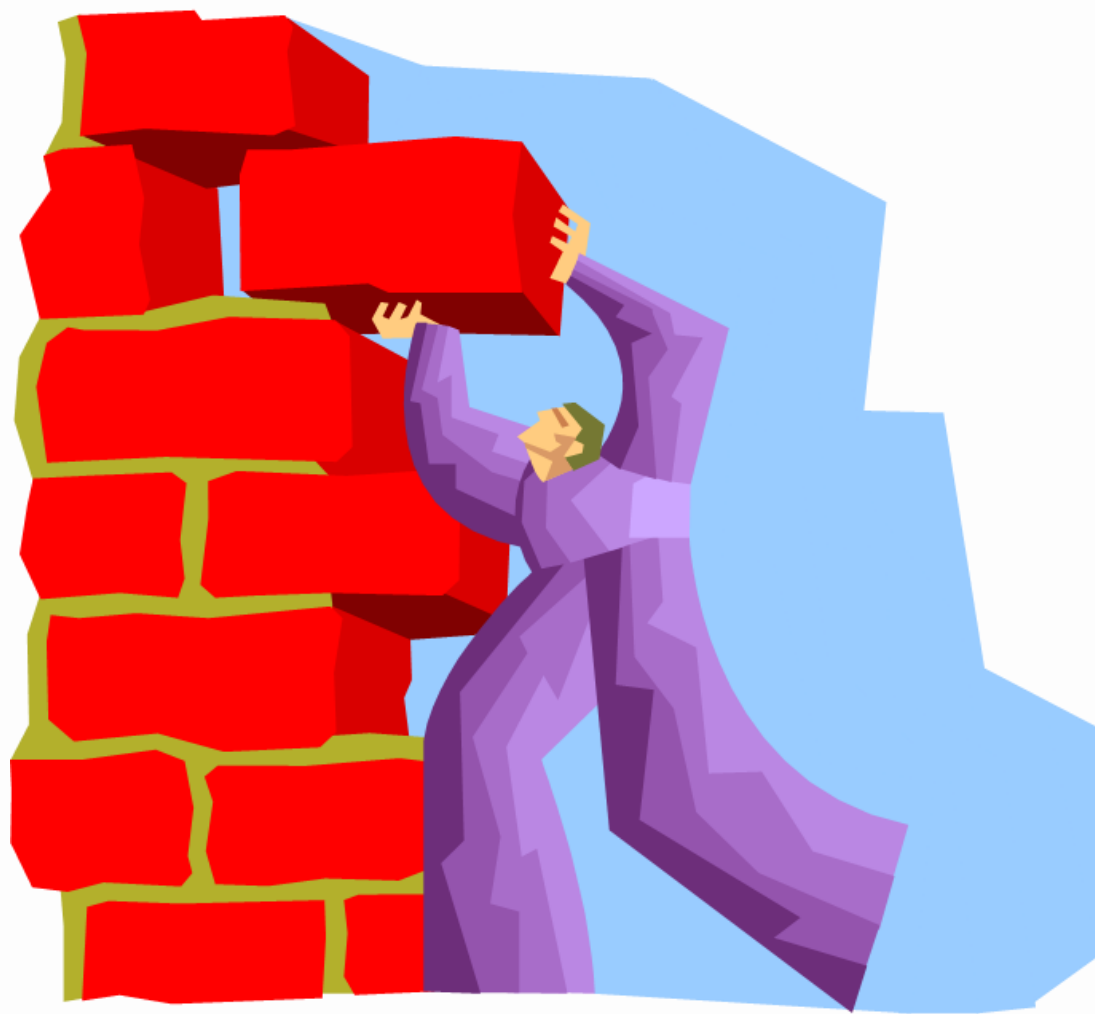
VET MANAGEMENT



THE TRIPARTITE PRINCIPLE IN NAVET



The List of professions for vocational education and training (EQF levels 2-5)



General characteristics of the List of professions for vocational education and training



The List of professions represents in a **systematic structure (matrix) the names of professions and specialities classified in professional fields** according to the fields of education under the International Standard Classification of Education ISCED – 97 and in accordance with the Classification of the Fields of Education and Training (KOO – 2008) of the National Statistical Institute



It is a basic document for the **organisation of vocational guidance, vocational training and vocational education**



VET providers organise the validation for professions and specialities that are included in the List of professions for VET



The List of professions is developed in accordance with the **tradition, experience and achievements** in the development of the Bulgarian system of VET

Structure elements of the List -1

LIST OF PROFESSIONS FOR VOCATIONAL EDUCATION AND TRAINING

Adopted by Ordinance № РД 09-413/12.05.2003 r., altered and amended by Ordinance № РД 09-04/08.01.2004 r., Ordinance №РД 09-34/22.01.2004 r., Ordinance №РД 09-255/09.04.2004 r., Ordinance № РД 09 – 274 / 18. 02. 2005 r., Ordinance № РД 09-1690/29.09.2006 r., Ordinance № РД 09-828/29.06.2007r., Ordinance № РД 09-1891/30.11.2007r., Ordinance № РД 09-298/19.02.2009r., Ordinance № РД 09-1803/29.10.2009r., Ordinance № РД 09-621/18.05.2010r., Ordinance № РД 09-1728/01.12.2010 r., Ordinance № РД 09-748/13.06.2011 r., Ordinance № РД 09-1805/09.12.2011 r., Ordinance № РД 09-638/23.05.2012 r., Ordinance № РД 09-59/21.01.2013 r., updated by Ordinance № РД09-182/25.02.2013 r. and Ordinance № РД09-74/20.01.2014 r.

FIELDS OF EDUCATION

Professional fields	Professions	Specialities	Professional qualifications levels				Occupations and single unit groups from the National Classification of Professions and Occupations
			I	II	III	IV	

1	2	3	4		5	6
21	ARTS					
211	Fine arts	211010	Artist - fine arts	2110101	Painting	• 3471-3002 2452-8013 2452-8020 3476-3017 3476-3018
				2110102	Mural painting	• 3471-3002 2452-8013
				2110103	Drawing	• 3471-3002 2452-8013 2452-8015
				2110104	Sculpture	• 3471-3002 2452-8013 2452-8010
				2110111	Illustrations and book design	• 3471-3002 2452-8013 2452-8017 3471-3008 3476-3017 3476-3018
212	Music and performing arts	212010	Musician -instrumentalist	2120101	Piano	• 2453-8013 3473-3001
				2120102	Violin	• 2453-8013 3473-3001
				2120103	Viola	• 2453-8013 3473-3001
				2120104	Violoncello	• 2453-8013 -3473-3001
				2120105	Contrabass	• 2453-8013 3473-3001
				2120106	Flute	• 2453-8013 3473-3001
				2120107	Oboe	• 2453-8013 3473-3001
				2120108	Clarinet	• 2453-8013 3473-3001

Structure elements of the List - 2

Education field

(e.g. management and administration)

Vocational area

(e.g. accountancy and taxation)

Profession

(e.g. accountant)

Speciality

(e.g. operative accountancy,
3rd level national VET qualification)

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 needs.


List of professions for vocational education and training




Vocational fields	47
Professions	240
Specialties 1 VQF, 2 NQF/EQF level	62
Specialties 2 VQF, 3 NQF/EQF level	173
Specialties 3 VQF, 4 NQF/EQF level	274
Specialties 4 VQF, 5 NQF/EQF level	59
Specialties	568

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 a 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

Possible changes

in the List of professions for VET



Content of the proposal for a new qualification

Vocational field in the List of professions for VET „.....“				
Professions in the List of professions for VET	Vocational competences according to the State Educational Standard for acquiring vocational qualification in a profession, approved by an Ordinance №of the Education Minister	Proposal for a title of the new profession	Proposal for new vocational competences	Occupations and single unit groups from the National Classification of Professions and Occupations
Profession, „.....“	1. 2. 3.			
Profession „.....“	1. 2. 3. 4.....			

Who discuss the proposals for new qualifications?

Within NAVET 16 Expert Commissions function in separate vocational areas.

Each Expert Commission is composed by 9 members on a tripartite principle:



- 3 of them represent employers organizations
- 3 of them represent employees organizations
- 3 of them represent the state:
 - 1 from Ministry of Labour and Social Policy
 - 1 from Ministry of Education and Science
 - 1 from the sectoral relevant ministry

The Expert Commission discuss the description of the new qualification and if approve it, makes a proposal to the Managing Board of NAVET.

Who approves the proposal for new qualifications and their inclusion in the List of professions?



There are 24 members in the Managing Board of NAVET.

The Managing Board also function on tripartite principle with equal quota for representatives from state, employees' and employers' organizations.

After the agreement of the Managing Board, the State Educational Requirement (qualification standard) will be sent to the Minister of Education and Science for public discussion and his official approval.

**Referencing the State Educational Standard (SES)
for acquiring qualifications in professions to the List of professions for VET,
NQF, EQF**





**State Educational Standard for acquiring vocational qualification in
profession Hairdresser**

Vocational field:				
815	Hair and beauty services			
Title of the profession:				
815010	Hairdresser			
Specialty:		Vocational qualification degree	NQF level	EQF level
8150101	Hairdressing	2	3	3
8150102	Hairdressing services organisation and technologies	3	4	4

Model of Units of learning outcomes

Name of the Units of learning outcomes	
NQF level:	
EQF level:	
Name of the profession:	
NQF level:	
EQF level:	
Learning outcome 1:	
Knowledge	
Skills	
Competences	
Learning outcome 2:	
Knowledge	
Skills	
Competences	
Assessment methods:	
Exam conditions:	
Assessment criteria:	

Example of unit of learning outcomes

Name of the unit:	Daytime and evening hairstyles
NQF level:	3
EQF level:	3
Name of the qualification:	Hairdresser
NQF level:	3
EQF level:	3
Learning outcome 1:	Dries hair with a hairdryer and a brush
Knowledge	<ul style="list-style-type: none"> • Knows the basic tools and supplies for drying a hair • 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 • Knows techniques for drying a hair with a hairdryer and different brushes
Skills	<ul style="list-style-type: none"> • Applies a product for thermal protection • Use relevant tools and supplies for drying a hair • Applies different types of stylizing and finalizing cosmetic products
Competences	<ul style="list-style-type: none"> • Applies different techniques for drying the hair taking into account the individual structure of the client's hair and his preferences
Learning outcome 2:	Shapes a hairstyle with curling tongs and a hair pressing machine
Knowledge	<ul style="list-style-type: none"> • Knows the technological sequence in the work with curling tongs and hair pressing machine • Is familiar with the expected result from the use of different electrical devices • Knows the basic tools, materials and supplies for shaping with thermal protection a hairstyle, as well as their impact on the hair
Skills	<ul style="list-style-type: none"> • Applies a product for thermal protection • Straightens hair with a hair pressing machine • Curls a hair by using a hair pressing machine or curling tongs • Applies different types of stylizing and finalizing cosmetic products
Competences	<ul style="list-style-type: none"> • 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
Learning outcome 3:	Creates a bun hairstyle
Knowledge	<ul style="list-style-type: none"> • Knows the different evening bun hairstyles • Knows the technological sequence for the shaping of different evening bun hairstyles • Knows the basic tools, materials and supplies for shaping bun hairstyle • Knows cosmetic products for hair stylizing
Skills	<ul style="list-style-type: none"> • Raises a hair and clamp it • Uses a construction in a hair • Decorates a hair in according to a case • Finalizes and stylizes a hairstyle • Applies different types of stylizing and finalizing cosmetic products

Example of unit of learning outcomes

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

National Qualifications Framework

BULGARIA



Main characteristics of the Bulgarian Qualifications Framework (BQF)



Adoption: the Council of ministers adopted the Bulgarian national qualifications framework for Lifelong learning on 2nd of February 2012.



Vocational qualification level for each profession from the List of professions for VET is defined in compliance with national qualifications framework, adopted by the Council of ministers. This regulation enters into force on the 1st of August 2016 (last amendments in the Law for VET)



The BQF is a single, comprehensive, eight-level framework with an additional preparatory level 0 (nine levels in total). Level 0 has no corresponding level in the EQF, but is included in the BQF to encompass the entire education system.



NQF includes qualifications from all levels and subsystems of formal education and training. It covers pre-primary, primary and secondary general education, vocational education and training (VET) and higher education.



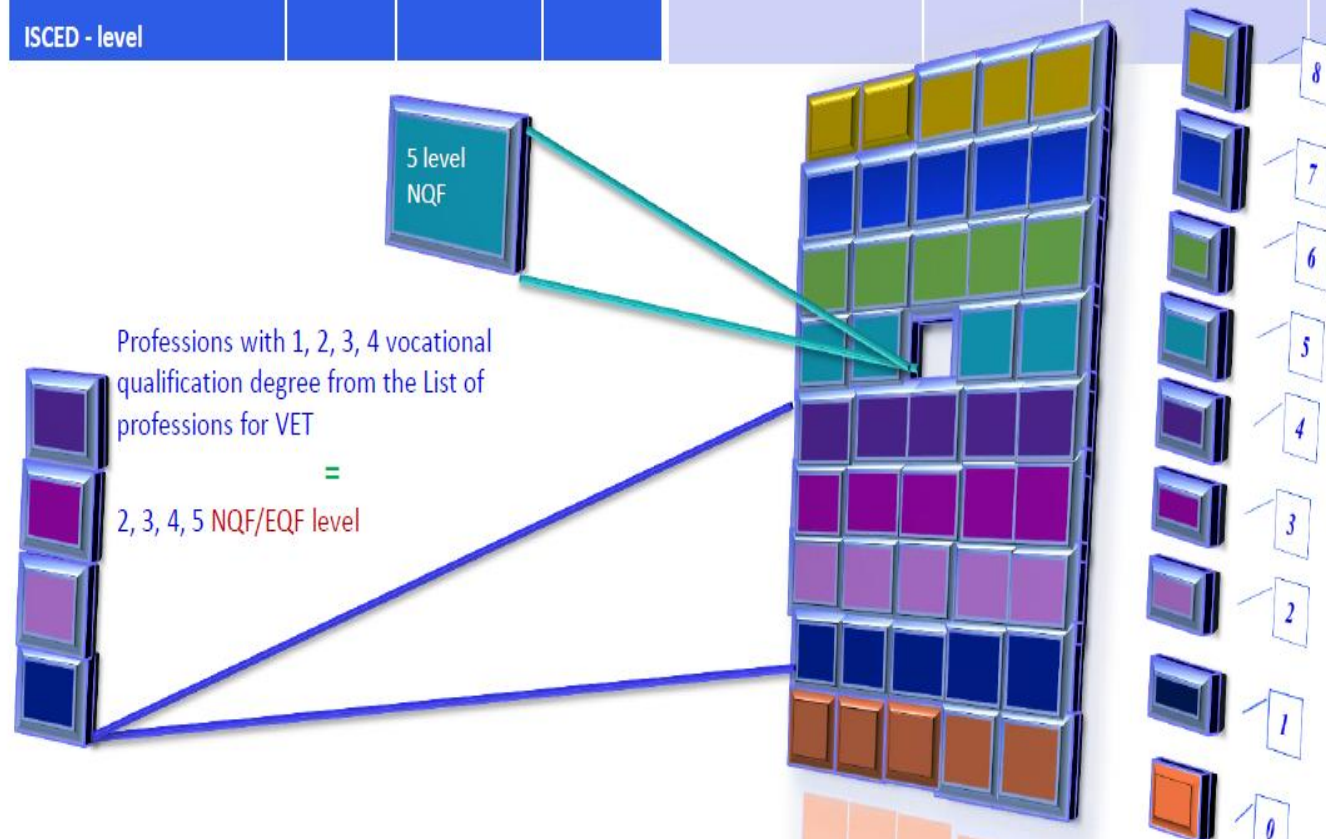
It is compatible with the European qualifications framework (EQF) and the qualifications framework of the European higher education area (QF-EHEA)



Further steps: Revising BNQF to the COUNCIL RECOMMENDATION of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning





Bulgarian qualifications framework (BQF) - 1

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			



VET qualification levels

according to the Law for vocational education and training

-  LEVEL 1: acquired competences for **performance of routine activities** (at least 70% practical training since August 2016) – NQF/EQF level 2
-  LEVEL 2: acquired competences for **performance of complex activities** in a changing environment (at least 60% practical training since August 2016) – NQF/EQF level 3
-  LEVEL 3: acquired competences for **performance of complex activities in a changing environment, including human resource management** (at least 50% practical training since August 2016) – NQF/EQF level 4
-  LEVEL 4: acquired competences for **performance of a broad range of complex activities in a changing environment, including human and financial resource management** (at least 50% practical training since August 2016) – NQF/EQF level 5

Bulgarian qualifications framework (BQF) - 2

All levels in the National qualifications framework of Republic of Bulgaria are based on *results-oriented* learning approach and are described by:

1. **Knowledge** - theoretical and / or factual;
2. **Skills** - cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving techniques and the use of methods, materials, tools and instruments);
3. **Competences** - personal and professional. Competences are described in terms of the level of responsibility and autonomy, and separated into four main groups:
 - *Autonomy and responsibility*
 - *Learning competences*
 - *Communicative and Social competences*
 - *Professional competences*

Challenges and dilemmas in developing the List of professions for VET



Questions?

Challenges and dilemmas in developing the List of professions for VET

Does the title of the profession
makes it more attractive?



Do we need to reduce the
number of VET qualifications?



What is the situation with the
professions which do not exist
nowadays?



Is it legal and ethical to
take a decision to remove
not so attractive and
desirable professions from
the List of professions for
VET?



How often the occupation
profile should be revised?



How to attract social partners
in the development of the List?





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