

COUNTRY REPORT BULGARIA

1) OVERVIEW OF THE NATIONAL FURTHER EDUCATION SYSTEM

Developing highly qualified workforce responsive to the needs of the economy, increasing employability, reducing social inequality, enhancing the possibility of free movement of people within the EU – these are some of the challenges facing the Further Education system. Of crucial importance is also the role of the authorities that formulate and implement policies at national and local level aimed at increasing the investments in human resources and improving their skills, knowledge and competences.

National Qualifications Framework of the Republic of Bulgaria (NQF) [1] was implemented and ECTS for the higher education and ECVET to vocational education and training, including continuing training and informal learning, were adopted.

NQF covers the entire educational system and all its qualifications. It includes nine levels, incl. zero (preparatory) level (Fig. 1). Levels 1st to 4th match for the stages of training and qualification in the system of school education (general and vocational). Level 5 covers training at a vocational college after post-secondary education for the acquisition of the fourth level of professional qualification. Levels from 6th to 8th include qualifications obtained in the higher education system – educational-qualification degrees "Professional Bachelor", "Bachelor" and "Master" and the educational and scientific degree "Doctor".

					Vocational education	In school	Adult education
LEVEL 8	doctor's degree		>24 years old				
LEVEL 7	master's degree		23-24 years old				
LEVEL 6	bachelor's degree		19-22 years old				
LEVEL 6	degree of a professional bachelor		19-21 years old				
LEVEL 5					fourth degree of a vocational qualification	>19 years old	over 16 years old
LEVEL 4	general education	secondary education	16-19 years old	8-12 grade	third degree of a vocational qualification	14-19 years old	over 16 years old
LEVEL 3	general education	secondary education			second degree of a vocational qualification		over 16 years old
LEVEL 2	general education	primary education	11-15 years old	5-8 grade	first degree of a vocational qualification	13-15 years old	over 16 years old

LEVEL 1	general education	primary stage of basic education	7-10 years old	1-4 grade			
LEVEL 0	preparatory level	pre-primary education	3-6 years old				

Fig.1. National Qualifications Framework of the Republic of Bulgaria

Providers of further education:

Continuing vocational training in the country is carried out by institutions operating in the system of formal education and training, and institutions carrying out informal learning. Professional knowledge, skills and competencies can be acquired also by self-dependent learning.

Training for acquiring professional qualification may accomplish ministries, municipalities, universities, hospitals (university and general), employers' organizations and individual employers, organizations of employees, trade organizations, labour unions, civil society organizations, vocational training centres and other partners which meet the society's needs and the labour market's requirement for education and training. Courses for education and training under national and international projects are also carried out.

In most of the higher education institutions there are units for continuous, on-going or post-graduate training, as well as career development centres. They foster the links between universities and business. The names of these units differ and depend on the university: e.g. Centre for Education Services, Centre for postgraduate vocational and continuing training, Centre for continuing education, Life-long Learning Centre, etc.

Legal requirements:

Constitution of the Republic of Bulgaria [2] which regulates (Art. 53.):

- Everyone shall have the right to education.
- School attendance up to the age of 16 shall be compulsory.
- Primary and secondary education in state and municipal schools shall be free. In circumstances established by law, the higher educational establishments shall provide education free of charge.
- Higher educational establishments shall enjoy academic autonomy.
- Citizens and organizations shall be free to found schools in accordance with conditions and procedures established by law. The education they provide shall fit the requirements of the State.
- The State shall promote education by opening and financing schools, by supporting capable school and university students, and by providing opportunities for occupational training and retraining. It shall exercise control over all kinds and levels of schooling.

Labour Code [3] – This Code governs labour relations between employee and employer, and other relations directly related to them. Depending on the specific conditions and needs of vocational training there are three types of contracts between the employer and the employee: contract for acquiring of qualification, apprenticeship contract, and contract for higher qualification training or for training in another profession or speciality.

National Education Act [4] regulates the structure, functions and management of the national education system.

Law on Vocational Education and Training [5] regulates the social relations associated with: ensuring the right VET of citizens; meet the needs of skilled and competitive workforce; providing conditions for functioning and development of the VET system. The document covers all forms of education, training, and learning – formal, non-formal, and informal. The system of VET includes: vocational guidance, vocational training and vocational education as well as validation of professional knowledge, skills and competences.

Higher Education Act [6] regulates the establishment, functions, management and financing of higher education. The higher schools shall ensure system for accumulation and transfer of credits (ECTS) for assessment of the acquired knowledge and skills by the students during the education.

Promotion of Employment Act [7] regulates the public relations associated with increasing employment and employability through programs and measures for adult vocational training and lifelong learning as well as the promotion of professional information and counselling, motivational training and training for acquiring professional qualification of employed and unemployed persons. By stimulating employers this act creates greater opportunities for initiatives facilitating the process of training of employees, recruitment of new workers and offering internships to improve their skills.

Law on Crafts [8] regulates relations connected with the practice of crafts, organization of crafts and related training.

Law for Legal Non-Profit Organizations [9] According to the Bulgarian legislation a large group of legal non-profit entities such as NGOs can also provide adult vocational training.

- **Other regulations**

National Strategy for Lifelong Learning for the period 2014-2020 [10] The strategy foresees strengthening the role of higher educational institutions as institutions for lifelong learning and stimulating the potential trainees for further training in the higher education system, as well as the harmonization of the programmes offered by higher education institutions and the qualifications demanded by the labour market.

Strategy for development of higher education in the republic of Bulgaria for the 2014 - 2020 period [11] The analysis made in the strategy shows that despite the increase in the access to higher education (HE) after 1990, there are social and ethnic groups, where the share of graduates is low. There are social problems that do not allow some groups to continue their education, so that they should start work immediately after completing their secondary education. There is lack of effective connectivity between the development of higher education and the changing individual needs – HE does not provide opportunities for combining learning with work or family responsibilities. There is a significant mismatch between the structure and profile of graduates with the educational and qualification degrees "Bachelor" and "Master" and "Doctor" degree and the dynamics of the labour market in Bulgaria and the EU. There are problems associated with attracting and career advancement of lecturers.

- **Institutional framework for the management of the further education** [12]

Institutions at a national level:

The **Council of Ministers** determines state policy in the field of education, including vocational education and training, employment and the labour market.

The **Ministry of Education and Science** manages, coordinates and implements the state policy in the field of VET; regulates and methodically conduct the continuing vocational training.

The **Ministry of Labour and Social Policy** develops, coordinates and implements the state policy to promote employment and training for acquiring professional qualification of unemployed and employed. It is responsible for preparing the annual National Action Plan on Employment for determining the needs for vocational training through the analysis of trends in the labour market, and the organization of professional counselling for adults. It organizes the development and maintenance of the National Classification of Occupations and Positions in Bulgaria.

The **Human Resource Development Centre** [13] organises, advises, coordinates and carries out projects and research in the field of education, vocational education and training, labour market and human resources in Bulgaria. This is in co-operation with the Ministry of Education and Science the Ministry of Labour and Social Policy and other institutions.

The **Employment Agency** to the Ministry of Labour and Social Policy implements the state policy on employment promotion, protection of the labour market, professional information and counselling, vocational and motivational training of unemployed and employed, as well as mediation services in employment.

The **National Agency for Vocational Education and Training** (NAVET) [14] contributes to the development and quality assurance of vocational education and training as well as to the establishment and operation of an integrated system for enhancing the employability of different target groups at all stages of their lives – students, young people, adults (unemployed and employed).

The **Ministry of Culture** implements the state policy in art schools; participate in the development, coordination and updating of SER acquisition of professional qualification; participate in the development, coordination and updating the list of professions for VET.

The **Ministry of Health** is involved in the coordination of the List of professions for VET; defines chronic diseases, physical and sensory disabilities and professions and specialities contra-indicated for VET.

The **sectoral ministries** participate in: the development, coordination and updating of State educational requirements for acquiring vocational qualification; development, coordination and updating of the List of professions for VET; coordination of the state admission plan in the schools financed by allocating their budget funds for VET and monitor their use; activities of the board and expert committees in NAVET.

The **representative organizations of employers and organizations of employees** at national level are involved in: the development, coordination and updating of State educational requirements for acquiring vocational qualification; development, coordination and updating of the List of professions for VET; the activities of the board and the expert commissions in the NAVET; organization and carrying out of examinations for acquiring professional qualification.

Institutions at a regional level:

The **Regional Employment Departments** organize implementation of the state policy for acquisition of professional qualification; propose measures and training projects; coordinate and support the activities of the local "Labour Office" directorates, including services for profession guidance and counselling in the region.

The **Regional Inspectorates of Education** implement the state policy in the field of VET by developing projects, programs and strategies for the development, operation and improvement of VET in the region.

The **Regional Administration** participates in the implementation of state policy for employment and vocational training in the region.

Institutions at a local level:

The **municipalities** implement the state policy in the field of VET on their territory. They participate in financing of VET by funds from the municipal budget, mainly for activities related to the determination of the necessary personnel and improvement of the equipment of the schools.

The **"Labour Office"** directorates carry out brokerage for finding a job; provide professional information, advice and guidance for inclusion in the most appropriate program/measure for employment and training; organize vocational and motivational training of employed and unemployed persons.

Course offers, databases and other sources of information about further education:

The leading institution in the national information structure is the **National Centre for Information and Documentation** [15]. It compiles, stores, processes and disseminates information and records about management models, structure, control and resources ensuring the popular education, higher education, youth and science systems. The Centre maintains information arrays by creating and developing specialized databases in the field of education, science, technology and innovation.

The **public register of the Ministry of Education** [16] includes lists of all state, municipal and private vocational schools, as well as the private vocational colleges in the secondary education.

Active procedures under **Operational Programme "Human Resources Development"**, the **sites** of the **NAVET, Employment Agency and Labour Offices** directorates give information about the opportunities for training and retraining in accordance with the needs of the labour market. E.g. on the site of NAVET complete information for all announced trainings can be found.

Vocational guidance services (consultancy and information) are available in the "Labour Office" directorates and/or **information and consulting units** with them. Vocational guidance is performed using specialized information materials and products which include brief descriptions of professions, information folders and multimedia products.

Synthesised information on services offered in vocational training is gathered in a catalogue entitled **"Vocational Training Centres"**.

Vocational guidance services and information are also provided by the **Centres for information and career guidance**.

Every university offers vast majority of courses for further education – e.g. the Life-long Learning Centre with University of Ruse "Angel Kanchev" [17] offers on its **website** long-term and short-term qualifications, courses and language classes. Some of them are: Transport Equipment and Technology, Teacher-Instructor, Teaching qualification, Security systems, Consultant guidance, Social assistant, Medical education, Management of the environment.

Financial support:

Planning, allocation and expenditure of funds from the *state budget* for financing of the state higher schools are carried out under conditions and procedures specified by the Minister of Education and Science. Other possibilities for financing are *own sources, projects, donations, testaments*.

There are two levels of fund allocations to the schools: from the state budget to the budgets of funding bodies (ministries or municipalities) and from funding bodies to the schools (Fig. 2).

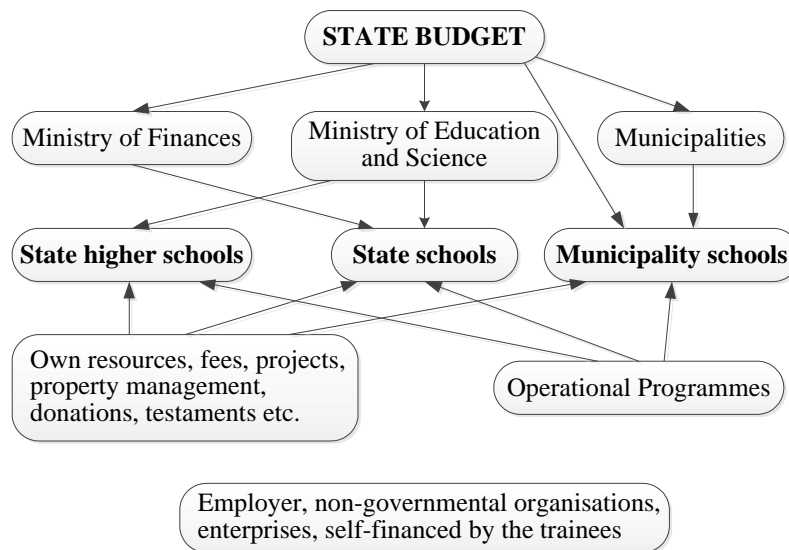


Fig. 2. Financial support

State schools are funded by the state budget through the Ministry of Finances and the Ministry of Education and Science. The schools can realize own revenues by collected *fees, projects and property management*.

Municipal schools are financed from the municipal budget. Since education is delegated by the state, the municipalities receive most of the funds for education through transfers from the state budget. Municipalities can also finance schools from its own revenues – local taxes and other forms of municipal income.

The *Employment Agency* finances professional training and motivational training of unemployed persons as well as scholarships for unemployed persons included in vocational training.

The *Operational Programme "Human Resources Development" (OPHRD)* [18] has several broad priorities, including education and training. Lifelong learning opportunities are offered to all groups and age levels. Workers and jobseekers will thus receive help in obtaining new skills and qualifications in order to improve their career opportunities. E.g. the project "Student Practices" [22] is one of the most successful initiatives of the Ministry of Education and all universities in Bulgaria with proven results. It is financed under OPHRD and European Social Fund.

The *Operational Programme "Science and Education for Smart Growth"* [18] for the implementation of the European Social Fund and the European Regional Development Fund in the period 2014-2020 outlines the priorities and objectives to invest in order to help strengthen research and innovation, general and higher education, and vocational training. Investment in education will aim at improving key competences of students and children, including through innovative teaching

methods. It will promote the quality of higher education with a view of obtaining better outcomes on the labour market, as well as the modernisation of vocational education and life-long learning. Significant focus is put on measures investing in the qualifications of researchers, teachers, and lecturers.

Private educational institutions are not financed by the state. The education and training can also be financed by the *employer* and *self-financed* by the trainees. Many *non-governmental organisations, enterprises* and *firms* offer informal training which can be financed by them.

State subsidies and fees

Pre-school and school education in Bulgaria is free. Uniform cost standards for children and pupils funded by the ministries are determined annually by a decision of the Council of Ministers [19]. The value of the annual child or pupil subsidy varies between 1124 BGN and 10574 BGN depending on the type of school and level of education. The subsidy to schools for arts and culture, sports schools and special schools is the highest.

The basic norm for the maintenance of education per student in state higher educational institutions is specified to 693 BGN for 2015 [20]. The subsidy is calculated by multiplying the basic norm with a different coefficient for the various professional fields.

For example:

Educational field	Coefficient
Pedagogy	1,0
Natural science, Mathematics and Informatics	2,3
Electrical Engineering, Electronics and Automation	2,3
Medicine	6,2

The fees for education in state universities for the academic year 2015/2016 are confirmed by a decree of the Council of Ministers [21].

For example:

Educational field	Bachelor, BGN	Master, BGN
Pedagogy	420	420
Natural science, Mathematics and Informatics	530	690
Electrical Engineering, Electronics and Automation	530	690
Nurse	730	

Strengths and weaknesses:

Strengths	Weaknesses
<p>Adopted National Qualifications Framework for Lifelong Learning.</p> <p>Introduced three-cycled higher education training system: Bachelor-Master-Doctor (Bologna process).</p> <p>Introduced Credit Accumulation and Transfer System.</p> <p>Adopted Classification of the areas of higher education and professional fields.</p> <p>Strengthening the role of educational institutions and social partners to overcome the professional inequality, social exclusion and discouragement of individuals through participation in VET.</p> <p>Increasing the number of educational institutions offering training for persons over 16, and the share of licensed training providers for acquisition of professional qualification within the I – III degree.</p> <p>Units for continued, continuing or postgraduate training, as well as career development centres are established at higher education institutions.</p> <p>Maintenance of a public register of licensed Centres for vocational training.</p> <p>Developed and operating information system for offering practical training in a real working environment.</p>	<p>Unresolved problem for completion of secondary education for persons with primary or lower education, as a basis for acquiring a professional qualification degree.</p> <p>The required flexibility in creating various opportunities and forms for lifelong learning has not been achieved, as well as the innovation of the programmes, consistent with the age characteristics of the students.</p> <p>There is insufficient public awareness of the proposed effective options for lifelong learning.</p> <p>Mismatch between the profiles of specialists graduated from the higher education institutions and the actual demand on the labour market</p> <p>The current model of funding.</p>

Further/ individual comments:

Important changes in the Law on Vocational Education and Training are made to regulate the validation of knowledge, skills and competences acquired through informal and individual learning; to ensure the quality of vocational education and training by building of an internal system of quality assurance in compliance with the state educational requirements for acquiring professional qualification and the operative law; accumulation and transfer of credits in vocational education and vocational training.

2) VOCATION EDUCATION SYSTEM

Bulgaria is making efforts to make vocational education more attractive for young people, better quality and more efficient. It tries to encourage wider participation in the system of lifelong learning and professional mobility. Fostering creativity, innovation and entrepreneurship in vocational education is also included in the agenda of the country, but receives less attention. The same applies to measures for developing the principles of equity and social inclusion in vocational education.

The acquisition of professional qualifications in VET is governed by 6 framework programs

approved by the Minister of Education and Science. They determine the age and incoming educational and qualification level of the applicants, and the content and duration of professional education and vocational training.

Most common vocation education/ career paths:

Right to carry out training for vocational qualifications have: *vocational schools, vocational secondary schools, vocational colleges, art schools, vocational training centres, sports schools.*

Vocational training includes: *initial vocational training* - acquisition of initial qualification in a profession or part of profession and *continuous vocational training* - improvement of qualification in a profession or part of profession.

Vocational training can be done in the way of *learning through work (dual training)*. *Dual training* is a form of partnership between the vocational school, vocational high school, college or vocational training centre and one or more employers. Dual training includes practical training in a real working environment.

Legal requirements:

All laws and institutions referred to in section 1 are relevant to VET. Of particular importance are: *Law on Vocational Education and Training* [5] and *Strategy for development of vocational education and training in Bulgaria for the period 2015-2020* [23].

Labour market demands:

The institutions responsible for formulating and implementing policy in VET and links between VET and trends in the labour market are: the Council of Ministers, Ministry of Education and Science, Ministry of Labour and Social Policy, Ministry of Health, sectoral ministries, the National Agency for Vocational Education and Training, Employment Agency, the Organizations of Employers and Organizations of Employees at national level.

Vocational schools, vocational high schools and colleges are located mainly in the regional administrative centres and in larger municipalities where a higher number of students is concentrated. In general, closer connections between the vocational education and the economic priorities of municipalities and regions are sought for. However, in some schools training in traditional professions remains despite the decreasing or the closure of certain industries. The discrepancy between the qualification acquired and the possibility of realization leads to an outflow of vocational education of a significant part of young people and lack of suitable manpower. That is the reason why employers and job seekers and employed persons are directed towards continuing vocational training, which completes the training of specialists, adapts their preparation to the needs of the labour market and enables the acquisition of practical knowledge and skills in a real working environment.

As a whole, the continuing vocational education provides advantages to more people, makes the work of enterprises more effective and contributes to higher economic growth. At the same time, the continually increasing necessity for training and retraining shows the poor preparation of personnel in the education system and the lack of a direct link between knowledge obtained at school and the needs of the labour market [23].

Strengths and weaknesses:

Strengths	Weaknesses
<p>There are traditions in society in terms of vocational education and the majority of students are still trained for vocational qualification acquisition;</p> <p>Vocational education has many advantages for the workforce, businesses and the economy as a whole;</p> <p>A legislative basis for the implementation of the dual form of education and building of credit systems based on the actual learning outcomes in vocational education is set.</p>	<p>Outflow of young people from vocational education;</p> <p>Insufficient link between vocational education and business - discrepancy between the qualification and the possibility of realization;</p> <p>Underdeveloped system for studying, identification, analysis and forecasting of the needs of vocational education;</p> <p>Underdeveloped system for teacher training;</p> <p>Out-dated equipment in vocational education;</p> <p>Insufficiently updated content of curricula and syllabi for vocational education.</p>

Further/ individual comments:

On 30 September 2015 a new law for education was adopted, which has to be the foundation for the education reform. The law introduces several new issues which will come into force in the coming years: permission of state aid for private schools, creation of a new state control institution for the schools, change in the duration of educational degrees, etc.

3) GUIDANCE AND COACHING SERVICES

The main priorities included in the national strategic documents for the provision of easily accessible and high quality services for professional information, orientation and guidance throughout life; development and expansion of career guidance system and providing conditions for formation and development of skills for career planning, both for students and adults; strengthening the link between higher education and the needs of the labour market by providing higher quality services for career orientations of students; development of a unified national system for career guidance in Bulgaria.

Providers:

At present, the main providers of career orientation and guidance come from the *public sector*. In school education, the responsibility for professional orientation and career counselling is fulfilled by the pedagogical counsellor or the school psychologist, as well as the career counsellors at the Regional career centres with the Regional inspectorates of education. In the sphere of higher education consultation it is carried out by the career counsellors at the career centres with the universities. In the system of employment this role is assumed by the labour mediators and psychologists at the Labour Directorates, as well as the career counsellors at the Regional Career Centres with the Employment Agency.

In the *private sector* services in professional orientation and counselling are offered by vocational training centres and vocational guidance and counselling centres, licensed by the National Agency for Vocational Education and Training; companies providing mediation activities in employment; other companies and organizations providing various consulting and training services.

Specialists who are engaged in the field of career counselling and development are mainly persons with higher education in humanities (psychology, pedagogy, sociology, social work), but also specialists from other professional fields - economics, human resource management, management, labour organisation, etc., since there are no specific legal requirements for the position.

The opportunities for specialized continuing education for career consultants in Bulgarian higher institutions and institutions for continuing education are so far limited. This is due mainly to the fact that by now the career counselling is regarded as a part of pedagogy, and not as an independent subject area and the professional orientation is offered to pupils and students as part of the common curriculum. Nevertheless, various options for further education and training are provided at present.

In 2006 in Bulgaria the international program *Global Career Development Facilitator* (GCDF) for training and certification of counsellors, which is used in more than 40 countries worldwide, was presented for the first time. GCDF offers standardization and recognition of specialists in career counselling conformed to the specific characteristics of different countries. In Bulgaria the program is managed by *Business Foundation for Education*, a representative of the *National Board for Certified Counsellors in Bulgaria* [24].

After the "Career consultant" position was included in the National Classification of Occupations [25], in some Bulgarian universities various master and postgraduate programs in Career Guidance field were developed. The specialized programs for career counsellor training currently offered in the universities are:

- "Career Development Counselling" – master degree programme at the University of Ruse "Angel Kanchev" [17];
- "Career education at institutions and networks for informal education" - distance learning Master program at Sofia University "St. Kliment Ohridski" [26];
- "Career counselling and human resource development" - a program for further training, retraining and specialization at "St. Cyril and St. Methodius" University of Veliko Turnovo [27].

Most universities have *Career development centres*. The services offered by them include career counselling, organization of seminars on career development, organization of information days on internships career, organization of internship programs and support development of practical skills and experience among young people. The centres also interact between universities and business.

Legal requirements:

All laws and institutions referred to in Section 1 apply to measures relating to vocational guidance, providing information, advice and counselling of students and other persons concerning the choice of profession and career development. Of particular importance is the developed *Roadmap for career guidance in Bulgaria 2009 - 2013* [28], where the term professional guidance is replaced by career guidance. The Roadmap is a national document that defines the main objectives and priority areas for the development of policies and practices in the field of career guidance in Bulgaria.

Special national programmes and/ or measures:

In the frames of various national programs related to employment finances are provided for organizing motivational training, psychological support and group or individual counselling of unemployed persons for active behaviour on the labour market. The funds are placed annually in the *National Action Plan for Employment* [29].

Financial support:

The main source of funding for the career counselling services in education and employment is provided by the state budget.

The activities in the system of education are funded by the Ministry of Education and Science and the municipalities. Financing in the system of employment is carried out by the Ministry of Labour and Social Policy.

Career counselling and guidance in the private sector is not yet sufficiently developed and popular and the providers of such services have little impact on the situation of the labour market in Bulgaria. NGOs, vocational training centres, centres for information and professional guidance, companies providing intermediary services in employment are active in the field of vocational guidance and career counselling, mainly at project level.

Financing by international programs

Operational Programme "Human Resources Development" [30]

Under the project "*System of career guidance in school education*" regional centres for career guidance with the Regional Inspectorates of Education are created, career counsellors, who provide services in career guidance to students and parents, are hired and trained, a "*Handbook of Career Consultant*" [31] is developed and a *National portal for career guidance to students* is created [32].

In the frame of the scheme "*Services for the development of a flexible labour market*", implemented by the Employment Agency, Regional career centres in some cities are created where services of professional information and guidance for adults are provided and plans for career development are developed.

Various schemes for providing grants also include opportunities for motivational training and creating of plans for professional development and improvement of unemployed persons.

Under the *Euroguidance Bulgaria project* [33], managed by the Centre for development of human resources [13] career counsellors have been trained and various information campaigns are being held. Euroguidance Bulgaria is part of a European network of centres in 33 countries that supports the development of quality career guidance services in Europe and provides information on opportunities for educational mobility in Europe [34].

Strengths and Weaknesses

Strengths	Weaknesses
<p>Identifying the development of career guidance as one of the key priorities in the policies for lifelong learning in the national strategic documents related to education and training;</p> <p>Programmes developed for the education of career consultants in higher school institutions;</p> <p>Career Centres established in the system of higher education;</p> <p>Career guidance centres established in the school education system;</p>	<p>Insufficiently developed unified national system for career guidance; Inadequate coordination and cooperation between the parties interested in the development of career guidance;</p> <p>Insufficient information and methodology resources in the career guidance system;</p> <p>The information database available at the moment is insufficient;</p> <p>Inadequate access to career guidance services on national, regional and local levels;</p>

<p>Career guidance centres established with the Employment Agency; Career consultants trained under various programmes and projects; Increasing the number of licensed Centres for Information and Guidance; Holding various annual national forums, competitions and information days related to career guidance.</p>	<p>Career guidance and consultancy in the private sector is not sufficiently developed or is developed only at project level; Deficit in terms of quality of career guidance and consultancy services offered; Shortage of qualified specialists in the field of career guidance.</p>
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Further/ individual comments:

Framework for implementation of "Supported Employment" services and the profession Coacher" in Bulgaria [35] - the profession "Coacher" to be included in the National Classification of Occupations and Positions in Bulgaria as of 01 August 2015.

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