

“We learn
to work.
We work
to learn.”



“The new legislative framework in Bulgaria and the development of State Educational Standards based on ECVET principles“

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EU Policy context / 1 /

Key priorities to further improve VET systems for the period until 2020:

1. Work-based learning
2. Quality assurance
3. Accessibility
4. Key competences
5. VET teachers and trainers



EU policy context /2/



Work– based learning

“Promote work–based learning in all its forms, with special attention to apprenticeships, by involving social partners, companies and VET providers, as well as by stimulating innovation and entrepreneurship.”

WBL and Bulgarian legal framework / 1 /

1. Employment contract with condition for apprenticeship/changes in 2014 and 2015/:

- **training** – in a particular profession or specialty;
- **duration** – not be longer than 6 months, except in the case of dual training system;
- **target group** – employees and students from vocational high schools;
- **the period during which the employee is obliged to work with the employer after the successful completion of the training** – not longer than 3 years;



WBL and Bulgarian legal framework /2/

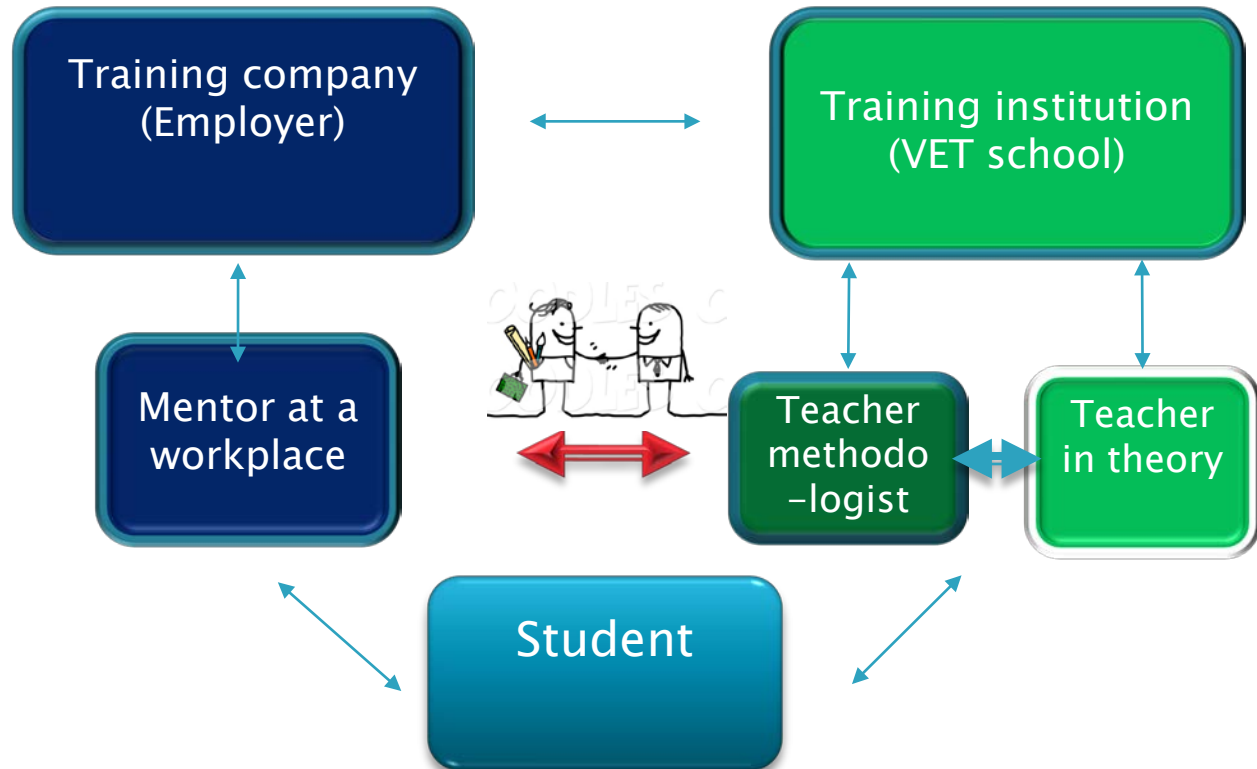
- **remuneration** – according to the work done but not less than 90 % of the minimum salary established for the country.
- **completion** – by examination of the employee, which shall be carried out under conditions and by an order determined by the employer.

In the case of training for acquiring professional qualification, the examination shall be conducted under the conditions and by the order of the Vocational Education and Training Act.



WBL and Bulgarian legal framework /3/

The training in the dual system is carried out according to SES /State Educational Standards/. In Bulgaria they are developed on the basis of units of learning outcomes.



WBL and Bulgarian legal framework /4/

2. Employment contract with condition for traineeship/changes in 2014/:

- **training** – performance of work under the supervision of the employer or a person appointed by him as a mentor to obtain practical skills in the acquired profession or specialty;
- **duration** – from 6 to 12 months;
- **target group** – persons up to 29 years of age, graduating from secondary or higher education and without work experience or professional experience in their profession or specialty;
- **the period during which the employee is obliged to work**
 - not applicable;

WBL and Bulgarian legal framework /5/

- **mentor** – company employee who holds a qualification in the same or a similar occupation on which the traineeship will take place and not less than 3 years of work experience or professional experience in that profession;
- **remuneration** – according to the work done;
- **completion** – the employer issues to the trainee a recommendation certifying the learning results to serve him / her when applying for employment with another employer.



Characteristics	Apprenticeship (VET)	Apprenticeship (non VET)	Traineeship
Regulated by	Labour Code; VET act; Dual VET ordinance	Labour Code	Labour Code
Type of contract between employer and learner	Labour contract with conditions for dual training	Labour contract with conditions for training during work	Labour contract with conditions for internship
Number of possible contracts per person*	1	1	1
Duration	1–3 years	up to 6 months	6–12 months
Age	16+ years	16+ years	up to 29 years
Minimal education requirements	Upper secondary stage one	–	Secondary education and a VET qualification or higher education
Work experience	–	–	none
Remuneration	Yes, at least 90% of the national minimal wage (varies by sector)	Yes, at least 90% of the national minimal wage (varies by sector)	Yes
Mentors	Yes	No	Yes
Requirements to the mentors	VET qualification or higher education degree; 3+ years of work experience	–	VET qualification or higher education degree; 3+ years of work experience
Specialised training for the mentors provided by the employer	Yes	–	No
Obligation of the employer to offer a job	No	Yes, up to 3 years	No
Obligation of the employee to accept the job	No	Yes, up to 3 years	No
Partnership with a VET provider (school, college or vocational training centre)	Yes	No	No
Number of days per week in class	3 or less in grade 11; 2 or less in grade 12	–	–
Final examination	Yes, according to the VET Act	Yes, by the employer	No
Documents issued	Certificate for vocational qualification	–	Recommendation describing learning outcomes achieved

Comparing apprenticeships and traineeships

Characteristics	Apprenticeship	Traineeship
Scope	Full qualifying professional or vocational education and training profile	Complements an educational programme or individual CV
Goal	Professional profile/qualification	Documented practical experience
Educational level	Usually EQF levels 3-5	All EQF levels (pre-) vocational education, in higher education and after graduation
Content	Acquisition of the full set of knowledge, skills and competences of an occupation	Vocational, work or career orientation. Acquisition of some knowledge, skills and competences of an occupation / profession
On-the-job learning	Equally important to coursework	Usually complementing coursework or optional extra
Length	Fixed, medium-long term Usually 1-4 years	Varying, short- to medium-term Usually less than one year
Employment status	Typically employee status	Student, trainee or volunteer
Compensation	Typically paid (amount negotiated or set by law) Apprenticeship allowance	Varying remuneration, often unpaid Unregulated financial compensation
Governance	Strongly regulated, often by both social partners and VET providers	Unregulated or partly regulated

Source: Building on overview in 'Apprenticeship and Traineeship Schemes In EU 27: Key Success Factors', European Commission (2013)

WBL and Bulgarian legal framework /7/

Changes in the Labor Code in recent years have led to:

- Legalization of apprenticeships and traineeships in enterprises /before every company used different forms with certain risk or fear/;
- Clarifying obligations of the parties – employer, trainee, mentor, vocational school;
- Clarifying who is eligible to participate.

This, in turn, encouraged businesses to start using these opportunities much more often and on a larger scale.



Good examples / 1 /

Example 1:

In 2015–19, dual VET is piloted in the Domino project, implemented within the Bulgarian–Swiss cooperation program by the education, labour and economics ministries. The project aims at creating a national model and capacity building for the successful introduction of dual VET for the following programmes: **Machine Technician (CNC), Milk Technologist, Cook, Gas Technician, Electrician, Electronic Equipment Technician, Transport Vehicles Technician (automotive mechatronics) and Wood Technologist (furniture)**. The project is open for companies to join it.



Good examples /2/

Example 2:

The Austrian Chamber of Commerce also supports the implementation of the dual training in Bulgaria with a project that includes **Economist** and **Mechatronics** qualifications.

Example 3:

The German–Bulgarian Industrial Chamber of Commerce implements a dual training for the **Company Manager** qualification.



Good examples /3 /

Example 4:

Another project financed by companies /Asarel Medet, Optix and Opticoelectron/, in the municipality of Panagyurishte supports dual training in the qualifications **Machine Technician, Mining Technician, Textile Clothing Designer and Laser and Optical Equipment Technician.**

These projects provide support for the development of curricula for schools and companies and also for the special trainings of the mentors but learners' salaries are paid by the companies. According to the Commercial Act, the provision of training for companies is free of value added tax.

Good examples /4/

Example 5:

The company Liebherr Bulgaria /more that 2000 people/
in 2010 opened its own Training Center. There are various trainings, including VET ones.



Good examples / 5 /

Results:

- Well trained new or existing workers of the company;
- Trained in professions specific to the company;
- Training on the latest technologies and products;
- Motivated young people to start work in company;
- Motivated adults employees to build up their knowledge, skills and competencies through acquiring part of the profession;
- Improving the corporate brand;
- Motivating other big manufacturing companies to do the same.



Other WBL opportunities for business

There are the following types of training in one company:

- Introductory /induction program/;
- for upgrading the qualification;
- to improve existing skills;
- to acquire new skills in the profession;
- re-appointment training for a new job;
- training on new technologies, products, systems, etc .;
- talents development training;
- training for the development of managers and others.

For all these trainings, the ECVET principles can be applied.

Findings and conclusions / 1 /

1. Most of employers:
 - do not know ECVET or
 - know it little or
 - do not understand its real benefits;
2. Drivers to use ECVET for business purposes should be HR professionals and we need to work with them actively;
3. Small and medium-sized companies do not have their own HR specialists to introduce ECVET or any innovation in the training of the personnel;



Findings and conclusions /2/

4. Small and medium-sized companies should be provided with other financial and non-financial support:

- national and local programs,
- employer and branch organizations projects, NGO projects, etc.

5. The image of VET is still not good. There is some improvement in this respect, but it is still generally regarded as second-rate education and training.

6. In this respect, we must work towards achieving excellence by:

- improving facilities in VET schools and centers and
- by improving the knowledge of teachers, trainers and mentors.



Thank you for your attention

