



DUAL EDUCATION FOR THE MODERN REQUIREMENTS AND
NEEDS OF SOCIETY

Swiss Support for the Introduction of Dual-Track Principles in the Bulgarian Vocational Education System

2015 – 2019

PRISTINA, SEPTEMBER 2016



BULGARIAN-SWISS COOPERATION PROGRAMME
БЪЛГАРО-ШВЕЙЦАРСКА ПРОГРАМА ЗА СЪТРУДНИЧЕСТВО



Bulgaria in figures

National Statistics
Institute
April 2016

Population	7 153 784
Employment rate (20-64 y)	68.1 %
Unemployment rate (20-64 y)	7.9 %
Youth unemployment (15-29 y)	14.5 %
Youth unemployment (15-24 y)	22 %
Students in secondary general education schools	129 354
Students in vocational schools	135 578
VET Schools (8/9-12 grade)	423
Male/Female VET students	60 % / 40 %
VET Professions	239



MAIN OBJECTIVE

CREATE A REPLICABLE MODEL AND BUILD
CAPACITY FOR IMPLEMENTING DUAL VET IN
BULGARIA

BUDGET CHF 3,500,000

AIMED RESULTS 10 PROFESSIONS
15 SCHOOLS
1200 STUDENTS



STATE INSTITUTIONS INVOLVED

- **Swiss Agency for Development and Cooperation (SDC)**
- **National Coordination Unit**
- **Ministry of Education and Science**
- **Ministry of Labour and Social Policy**
- **Ministry of Economy**
- **National Agency for Vocational Education and Training**



PMU embedded in MES

IMPLEMENTATION OF THE MODEL

Days per Week →

		grade			
		9th	10th	11th	12th
		4.0	3.0	1.0	1.0
			1.0	3.0	3.0
			1.0	1.0	1.0

General Education	4.0	3.0	1.0	1.0	45.0%
In-Company-Training	0.0	1.0	3.0	3.0	35.0%
Professional Theory	1.0	1.0	1.0	1.0	20.0%

THE APPROACH

- **DEVELOP SITUATION PROFILES WITH PROFESSIONALS USING THE SWISS MODEL**
- **DEVELOP QUALIFICATION PROFILES**
- **CURRICULA AND SYLLABI DEVELOPMENT**



Professional Competence Area

Manufacturing parts

Situation Title

Manufacturing parts with conventional machines

Example of a Situation:

Todor has been assigned to manufacture a rotation part using a conventional lathe. He receives the technical documentation and the rotation workpiece. He studies the technical documentation and prepares the necessary tools. He adjusts the work mode on the lathe (revolutions, cutting/feeding depth). He puts the protective goggles on and mounts the turning steel into the turning-steel-holder. He sets the turning machine in motion and centres the turning steel. He starts processing the front surfaces and proceeds with longitudinal turning. After turning the lathe off, he measures the dimensions obtained to assess if they meet the requirements in the drawing.

Knowledge required

- knows how to use and interpret technical documentation
- is familiar with the tolerance system
- is familiar with the structure and mechanism of action of the lathe, the universal milling machine
- is familiar with the type and purpose of cutting tools used on a universal lathe, universal milling machine, drilling machines
- is familiar with the structure and application of measuring instruments

Skills required

- applies occupational safety and health regulations
- applies technical documentation
- is able to adjust a universal lathe
- maintains the parameters of the lathe knife and milling tools
- is able to use measuring instruments

Social competencies required

- follows the rules
- works autonomously
- work well in a team
- works efficiently
- works accurately/precisely
- facilitates communication

WORK WITH SWISS FEDERAL INSTITUTE FOR VOCATIONAL EDUCATION AND TRAINING (SFIVET)

➔ WORKSHOPS FOR DEVELOPING QUALIFICATION PROFILES



➔ MONITORING VISITS

➔ TEACHERS TRAININGS

➔ INSTRUCTORS TRAININGS

➔ DTE TRAININGS



WORK WITH VET STAKEHOLDERS

VET FORUM

➔ AIM

➔ PARTICIPANTS

➔ SESSIONS

➔ DECISIONS



PROFESSIONS

	year	PROFESSION
1	2015	MACHINE TECHNICIAN
2	2015	DAIRY PRODUCTION TECHNOLOGIST
3	2016	ELECTRICAL TECHNICIAN
4	2016	GAS TECHNICIAN
5	2016	COOK




*2017

6 Automotive Mechatronics
 7 Industrial Electronics
 8 Furniture Production

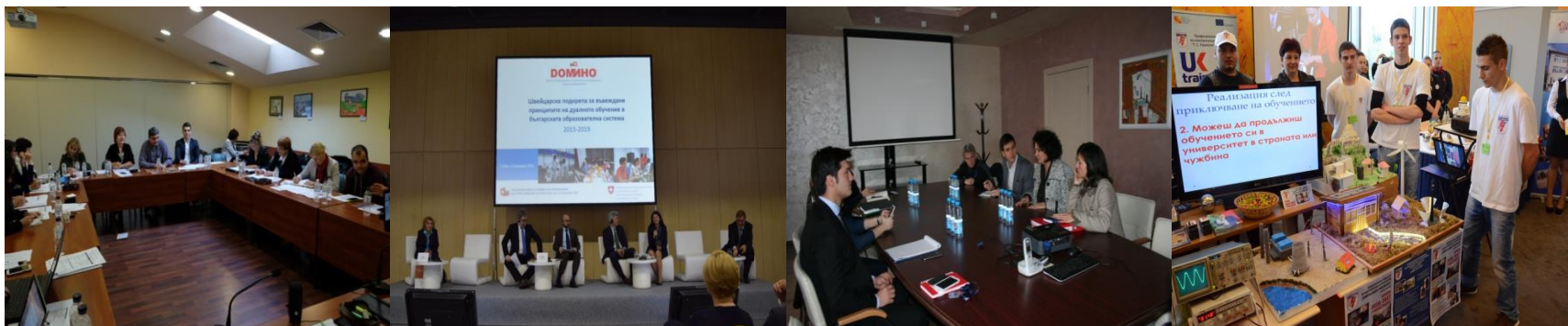


 Domino cities started in 2015

 Domino cities scheduled for 2016

WORK WITH BUSINESS

- **VET FORUM**
- **VISITS AND MEETINGS**
- **REGIONAL INFORMATION DAYS**
- **INFORMATION EVENTS ORGANIZED BY LOCAL OR BRANCH CHAMBERS**



WORK WITH STUDENTS, PARENTS AND TEACHERS

- ➔ STUDENTS/PARENTS/TEACHERS MEETINGS
- ➔ MEDIA, PROMOTIONAL MATERIALS
- ➔ INCENTIVES FOR STUDENTS/SCHOLARSHIPS



COMMUNICATION AND VISIBILITY

- information events in different cities
- interviews, tv and media coverage, articles
- project name, project logo
- Facebook page



2015 progress in numbers	
PROFESSIONS	2
SCHOOLS INVOLVED	2
CLASSES STARTED DUAL EDUCATION	4
STUDENTS INVOLVED	81
PARTNER COMPANIES INVOLVED	5
VET TEACHERS TRAINED	13
INSTRUCTORS TRAINED	11
DVET EXPERTS TRAINED	9

RISKS AND CHALLENGES



- political commitment
- lack of confidence between schools and companies
- parents', students' and teachers' concerns
- unknown system for the BG business





- ✓ reform the BG VET system using the Swiss model
- ✓ create a replicable model
- ✓ use EU Structural Funds (2015-2020)
- ✓ enhance students' skills and competences



LESSONS LEARNED

- ONE COUNTRY'S SYSTEM CANNOT BE COPY/PASTED IN ANOTHER COUNTRY – A NEW MODEL HAS TO BE FOUND APPLICABLE IN LOCAL ENVIRONMENT USING BEST PRACTICES
- EXPERTS WITH EXPERIENCE IN FOREIGN ENVIRONMENT SHOULD BE ATTRACTED



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