

Training programme for mentors in the dual training system

POLICY DEVELOPMENT**REGULATION/LEGISLATION** BULGARIA

Timeline

2019 Approved/Agreed**2020 Implementation****2021 Implementation****2022 Implementation****2023 Implementation****2024 Implementation****ID number 35905**

Objectives

The main goals of the approved training programme are as follows:

- (a) to define clearly the methodological, organisational and social competences that mentors should acquire;
- (b) to define ways of matching theoretical knowledge and practice in a real work environment;
- (c) to specify the legislative base of work-based learning;
- (d) to determine the basic pedagogical and psychological knowledge and skills that mentors should acquire;
- (e) to describe the processes of planning, implementing and evaluating on-the-job training (dual training system).

Description

The education minister approved a training programme for acquiring basic pedagogical and psychological knowledge and skills aimed at mentors involved in on-the-job training (dual training system). The changes in Art. 17a1 of the VET Act (VETA) of 2018 also include specific requirements for company mentors in dual training.

The programme is for people who want to become mentors at enterprises and to provide on-the-job training. It provides the tools for effective partnership between training institutions and enterprises in implementing the dual training system in the Republic of Bulgaria.

2019 Approved/Agreed

The education minister approved Order No RD 09-997 on 2 April 2019.

2020 Implementation

In February 2020, Bulgaria launched an EU-funded project managed by the education ministry: BG05M2OP001 2.014 *Support of the dual training system*. Part of the project, funds activities aiming to improve the pedagogical and methodological skills of

company mentors.

Apart from the specialised training in pedagogy and methodology for trainers in companies, there were no other continuing professional development (CPD) activities for this category of teaching professionals. In addition, there were no specific requirements or procedures for conducting training needs analyses and identifying current and future needs for CPD for mentors (in-company trainers). Moreover, the regulation in force does not envisage possibilities for validation and recognition of their competences acquired in non-formal education or in job settings.

2021 Implementation

In 2021, the implementation of the Support for the dual training system project, managed by the education ministry, continued.

2022 Implementation

The training programme for mentors, co-funded by the Support for the dual training system project, was operational and ran as regular practice.

2023 Implementation

In 2023, the training programme for mentors in dual VET was operational and ran as regular practice.

In the Strategic vision for the development of dual vocational education and training in Bulgaria until 2030, goal 3 includes proposals for mentor training and increased financial incentives as part of a set measures that strengthen the capacity of local partners in an underdeveloped environment to implement dual VET.

In 2023, the proposal of the Law on amendment and supplement to the vocational education and training Act (VETA) included plans to introduce certain lighter conditions for mentors in companies.

2024 Implementation

The training programme for mentors, co-funded by the *Support for the dual training system* project, was operational and ran as regular practice.

Some lighter conditions for mentors were adopted by the Law on amendment and supplement to the vocational education and training Act (VETA) published in 2024. These included:

- (a) the legal requirements for the professional experience of mentors were amended and the scope of the required professional qualifications was expanded - in a profession from the same professional field as the profession in which the training is provided;
- (b) a VET teacher was allowed to perform functions of a theoretical teacher.

Bodies responsible

- Ministry of Education and Science

Target group

Education professionals

Trainers

Thematic categories

Modernising VET offer and delivery

Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

European priorities in VET

VET Recommendation

VET as an attractive choice based on modern and digitalised provision of training and skills

Subsystem

IVET CVET

Further reading

[Documents provided by the Ministry of Education and Science](#)

[Information on mentor training on the website of the National Agency for Vocational Education and Training \(NAVET\)](#)

[Project BG05M2OP001 2.014 - Support for the dual training system project summary](#)

Related policy developments

2024 Implementation

Strategic vision for the development of dual VET (DVET)-2030

The *Strategic vision for the development of dual VET (DVET)* in Bulgaria-2030 (hereinafter *Strategic vision for the development of DVET*) was drafted by an expert team, with the financial support of the Fund for the preparation of support measures under the Swiss



Type of development

Strategy/Action
plan

Subsystem

IVET

2024 Implementation

Register of employers who meet the requirements for

establishing dual VET partnerships

Ordinance RD No 04-4 of 8 October 2019 of the economy minister sets the conditions for creating and maintaining a register of employers who meet the requirements for dual vocational education and training (DVET) partnerships.



Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

Teacher continuous professional development (CPD) framework

The 2016 pre-school and school education Law regulates the career development of teaching staff, identifies continuous professional development (CPD) as a significant factor for career advancement, and introduces a qualification-credits approach that may lead to certified CPD.



Type of development

Regulation/Legislation

Subsystem

IVET

2024 Implementation

State standards for teaching qualification

In November 2016, the Council of Ministers adopted the ordinance for State education standards (SES) for obtaining a professional teaching qualification. The ordinance increases the number of learning hours for teacher initial training by 30% to 50%.



Type of development

Regulation/Legislation

Subsystem

IVET

2024 Implementation

Amendments to the VET Act

The VET Act of 1999 was amended in August 2016 (entered into force in August 2017), confirming that apprenticeships should offer the possibility to acquire professional

qualifications through practical training, organised in cooperation with enterprises.

**Type of development**

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation**Developing dual VET**

Piloting started in the 2015/16 school year for seven professions in five secondary VET schools in different regions of the country. In 2016/17, 12 professions and 17 schools in total were involved in the experiment. Dual VET(DVET) is supported by the municipalities and the social partners.

**Type of development**

Practical
measure/Initiative

Subsystem

IVET CVET

2024 Implementation**Legal framework for the implementation of dual VET**

An Ordinance that regulates dual vocational education and training (DVET) came into force at the beginning of September 2015.

**Type of development**

Regulation/Legislation

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/35905>

