

Support for success

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 BULGARIA

Timeline

2019 Implementation

2020 Implementation

2021 Implementation

2022 Completed

ID number 35832

Objectives

The objectives are:

- (a) to support equal access to quality education and better coverage of learners' needs with activities that help them to overcome learning difficulties and education deficits;
- (b) to develop the potential and abilities of learners for successful graduation from secondary education and for future social integration, professional and individual development;
- (c) to reduce the share of learners who leave the education system early, as well as to reintegrate them in the education process.

Description

Within the 30-month implementation period more than 47 000 students in 1 500 schools will be involved in career guidance activities through personality development support centres across the country. The individual and group activities will motivate students for continuing education and pursuing vocational and STEM careers and support their transition to the next level and to the labour market.

2019 Implementation

The project began on 28 February 2019 and at the time was co-funded by the EU (through the Operational programme *Science and education for smart growth*).

2020 Implementation

In 2020, a selection of specific schools, with concentration of learners from at-risk groups, had taken place. Over 1 100 schools were listed as eligible to apply for involvement in the project's activities. In 2020, actions started with additional training for learners with lower educational achievements in different subjects. Depending on the situation in the country and in the specific school, due to the COVID-19 crisis learning could participate either physically or via distance learning in small groups of four to eight learners with similar training needs.

2021 Implementation

In 2021, more than 1 060 schools were identified as eligible to apply for involvement in the project due to their high concentration of learners at risk of early school leaving. The key priority was to ensure additional training for learners who had learning deficits and needed additional learning hours and other learning activities to improve their skills and motivation.

2022 Completed

The project was successfully completed in mid-2022.

In the scope of its activities a total of 40 580 students were supported to overcome learning difficulties and gaps in the learning content.

A Toolkit for early identification of students at risk of prematurely leaving the education system, was developed for the needs of the project and capacity-building training was delivered to 255 trainers.

Bodies responsible

- Ministry of Education and Science

Target group

Learners

Learners in upper secondary, including apprentices

Learners at risk of early leaving or/and early leavers

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Thematic categories

Supporting lifelong learning culture and increasing participation

Lifelong guidance

Ensuring equal opportunities and inclusiveness in education and training

Subsystem

IVET CVET

Further reading

[Information on the project](#)

[Project presentation at the education ministry website](#)

[Project website](#)

Related policy developments

2025 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.

 BULGARIA

Type of development

Regulation/Legislation

Subsystem

IVET CVET

“ ... ” Cite as

Cedefop, & ReferNet. (2026). Support for success: Bulgaria. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

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