

# The 2015-20 VET development strategy

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 BULGARIA

## Timeline

2015 **Approved/Agreed** 2016 **Implementation** 2017 **Implementation**  
2018 **Implementation** 2019 **Implementation** 2020 **Completed**

ID number 28062

## Description

The 2015-20 VET development strategy addressed the acquisition of key competences in secondary VET for personal and professional needs. The 2015-20 VET development strategy aims to increase the number of adults taking part in training and to improve the attainment of qualifications and key competences, complementing their professional knowledge and skills. The 2015-17 action plan for this strategy foresees measures promoting key competences, such as career management skills. The 2015-20 VET development strategy also foresees a continuing-training system for VET teachers and trainers compatible with their higher education degree. The action plan for 2015-17 provided for measures and activities related to the training of trainers in companies involved in practical training in a real work environment for dual learning programmes. The 2015-20 VET development strategy foresees upgrading the skills and qualifications of VET teachers in their thematic areas. It includes promoting cooperation among VET institutions, companies and universities with a focus on continuous professional development (CPD) and the introduction of new equipment and technologies in vocational teaching.

The 2014-20 lifelong learning strategy includes among its key priorities the establishment of a national system for validation of non-formal and informal skills and competences till 2018. As a result of strategy implementation, an Ordinance for the rules of validation procedures was issued by the education ministry on 13 November 2014. As a policy instrument, the strategy reinforced the operational Implementation of validation procedures.

### 2015 **Approved/Agreed**

### 2016 **Implementation**

### 2017 **Implementation**

Part of the measures were implemented in 2017, targeted at economically inactive young people aged 15-29 who are not in education or training, unemployed young people up to 29 years of age in education or training, or in employment, and the unemployed and economically inactive over 29 years. Training actions for foreign languages and digital competence were also developed in 2017. They were targeted at employees outside the State administration with secondary or lower level of education. Beneficiaries are granted vouchers, 15% of which they pay themselves.

## 2018 Implementation

## 2019 Implementation

The VET development strategy was updated with support from the institutions involved in the National coordination group for the implementation of the VET strategy. The monitoring report on the implementation of the activities for the period 2015-17 was drafted, along with a plan for 2018-20. The documents were reviewed through public consultations but have not been submitted for approval to the Council of Ministers: a recommendation was received by the finance ministry for redesigning the updated measures for the next programming period 2030 so that all of them could be covered by the new programme budget.

## 2020 Completed

During January to March 2020, the Consultative Council for VET prepared a draft document with priorities for the development of VET until 2030 which are integrated into *Education and skills 2030* as part of the *National development programme 2030*.

## Bodies responsible

- Ministry of Education and Science

## Target group

### Learners

Learners in upper secondary, including apprentices  
Adult learners

### Entities providing VET

VET providers (all kinds)

## Thematic categories

### Governance of VET and lifelong learning

Coordinating VET and other policies

### Modernising VET offer and delivery

Acquiring key competences

### Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

### Teachers, trainers and school leaders competences

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

Attractiveness of the teaching and training profession/career

## Subsystem

IVET CVET

## Further reading

[Report on the achievement of education ministry's administrative goals for 2020](#)

## Related policy developments

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**2021 Completed**

### The 2014-20 lifelong learning strategy

The 2015 action plan highlighted the importance of key competences.

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**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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**2025 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.

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**Type of development**

Regulation/Legislation

**Subsystem**

IVET

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**2025 Implementation**

### Legislative basis for the validation of prior learning

Following the 2015-20 VET development strategy adopted in October 2014 (and the updated VET strategy in Bulgaria for the period 2019-21), the VET Act was amended, introducing the legislative basis for validation of prior learning in VET.

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**Type of development**

Regulation/Legislation

**Subsystem**

“ … ” **Cite as**

Cedefop, & ReferNet. (2026). The 2015-20 VET development strategy: Bulgaria. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28062>