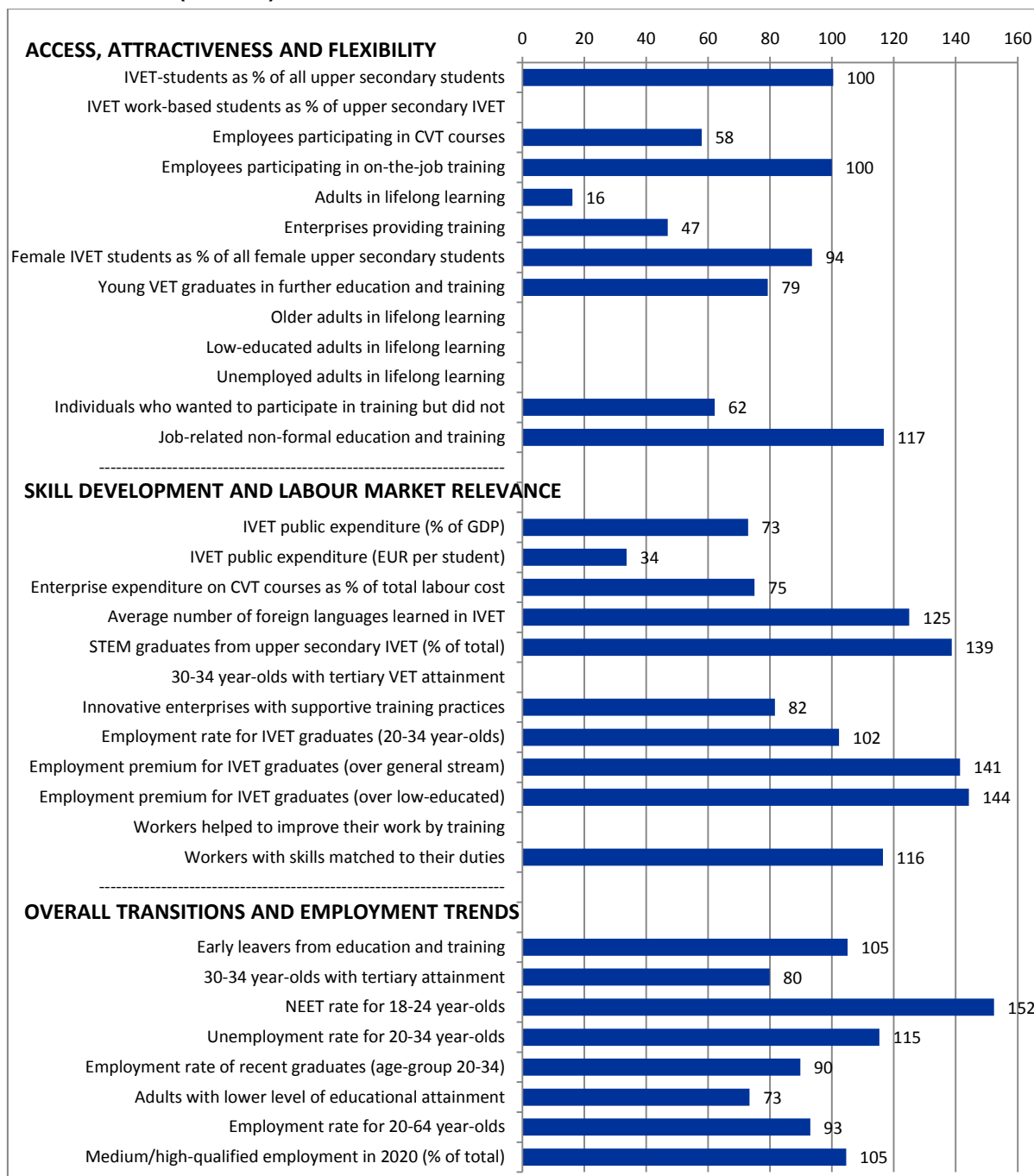


2. Bulgaria

VET indicators for Bulgaria for the most recent year available

Index numbers (EU=100)



NB: The index numbers are derived from data summarised in the table but which have not been rounded. All data in the table have been rounded.

Bulgaria's performance on a range of indicators selected to monitor progress in VET and lifelong learning across the European Union (EU) is summarised below. The chart compares the situation in Bulgaria with that of the EU, based on the most recent data available (this differs by indicator). Data in the chart are presented as an index where the EU average equals 100. If the index for a selected indicator for Bulgaria is 100, then its performance equals the EU average. If the index is 90, its performance is 90% of (or 10% below) the EU average. If the index is 200, Bulgaria's performance is twice (or 200%) the EU average. For some indicators, such as early leavers from education and training, a country is performing better if its score is below that of the EU average.

Data on which the index is calculated are presented in the table, which also shows changes over time. A technical definition of each indicator is provided in the annex, which also includes the years used to calculate each indicator.

Key points

Access, attractiveness and flexibility

The percentage of all upper secondary students participating in IVET in Bulgaria at 50.6% is comparable with the EU average of 50.4% (in 2012). The situation differs for adult participation in lifelong learning; at 1.7% this is much lower than the EU average 10.5% (in 2013). Since 2006, the percentage of adults participating in lifelong learning has increased little in Bulgaria and remains much below the target of 15% set by the strategic framework education and training 2020.

Data from the 2010 CVTS give an indication of the limited extent to which employers provide training to their employees: 31% compared with the EU average of 66%. Consistent with this finding, the survey reports that relatively few employees undertake CVT courses (22% in Bulgaria compared with 38% across the EU). Participation by young IVET graduates in further education and training at 24.3% is also lower than the EU average of 30.7% (in 2009).

Skill development and labour market relevance

Public expenditure on IVET (ISCED 3-4) per student at EUR 2 891 was significantly lower than EU-average of EUR 8 586. Expenditure as a percentage of GDP at 0.50% is lower than the EU average of 0.68% (data for 2011).

The percentage graduating from upper secondary VET with STEM qualifications is higher at 40.5% than the EU average of 29.2%, though this has decreased since 2010 in contrast to the trend across the EU. The percentage of enterprises providing training to support innovation at 34% is below the EU average of 41.6% (in 2010). The percentage of workers with skills matched to their duties is relatively high at 64.3% compared with 55.2% across the EU (data for 2010).

The employment rate for IVET graduates (aged 20-34) at ISCED 3-4 at 80.9% is slightly higher than the EU average of 79.1%. IVET graduates in Bulgaria enjoy a

positive premium on their employment rate compared to graduates from general education at the same ISCED level, as well as to graduates at lower ISCED level. They have an employment rate 7.9 percentage points higher than their counterparts from general education (above the corresponding EU average premium of 5.6 percentage points) and 25.1 percentage points higher than those with lower-level qualifications (also above the EU average premium of 17.4 percentage points). All these employment figures relate to 2009 and exclude young people in further education.

Overall transitions and employment trends

In this section all data refer to 2013 unless otherwise stated.

The rate of early leaving from education and training at 12.5% is slightly higher than the EU average of 11.9%. Although the rate of early leaving has fallen over recent years - with a further drop between 2010 and 2013 by more than one percentage point - it remains above the Europe 2020 average target of 10% and the national target of 11%.

The percentage of 30 to 34 year-olds who have completed tertiary-level education at 29.4% is relatively low compared with the EU average of 36.8%. At 29.4% this indicator remains below the national target (36%) and below the Europe 2020 average target (40%). The percentage of adults with low educational attainment (18.2%) is below the average found across the EU (24.8%). The NEET rate for 18 to 24 year-olds is much higher at 25.9% than the EU average of 17.0%, and the unemployment rate for 20 to 34 year-olds at 17.4% is higher compared with the EU average of 15.1%. The employment rate of recent graduates at 67.7% is lower than the EU average of 75.4%.

Score on VET indicators in Bulgaria and in the EU, 2006, 2010 and 2011/12/13 updates (where available)

Indicator label	2006		2010		Last available year			Change 2010-last available year	
	BG	EU	BG	EU	BG	EU		BG	EU
Access, attractiveness and flexibility									
IVET-students as % of all upper secondary students	54.0	51.9	52.2	50.1	50.6	50.4	(2)	-1.6	0.3
IVET work-based students as % of upper secondary IVET		27.2		27.4		26.5	(2)		-0.9
Employees participating in CVT courses (%)	15	33	22	38					
Employees participating in on-the-job training (%)	12	16	20	20					
Adults in lifelong learning (%)	1.3		1.2		1.7	10.5 ^(b)	(3)	0.5	
Enterprises providing training (%)	29	60	31	66					
Female IVET students as % of all female upper secondary students	43.0	46.5	42.9	44.4	42.1	45.0	(2)	-0.8	0.6
Young VET graduates in further education and training (%)			24.3	30.7					
Older adults in lifelong learning (%)						6.6 ^(b)	(3)		
Low-educated adults in lifelong learning (%)						4.4 ^(b)	(3)		
Unemployed adults in lifelong learning (%)					1.7 ^(u)	10.0 ^(b)	(3)		
Individuals who wanted to participate in training but did not (%)	5.4	14.2	5.9	9.5					
Job-related non-formal education and training (%)			93.6	80.2					
Skill development and labour market relevance									
IVET public expenditure (% of GDP)	0.58	0.67	0.56	0.71	0.50	0.68	(1)	-0.06	-0.03
IVET public expenditure (EUR per student)	2 097	7 033	3 066	8 558	2 891	8 586	(1)	-175	28
Enterprise expenditure on CVT courses as % of total labour cost	0.7	0.9	0.6	0.8					
Average number of foreign languages learned in IVET	1.2		1.4	1.2 ^(d)	1.5	1.2	(2)	0.1	0.0
STEM graduates from upper secondary IVET (% of total)	51.8	32.0	48.0	28.7	40.5	29.2	(2)	-7.5	0.5
30-34 year-olds with tertiary VET attainment (%)	^(d)	7.3	1.6 ^(u)	7.4	1.1 ^(u)	8.7	(3)	-0.5	1.3
Innovative enterprises with supportive training practices (%)	23.4	43.1	34.0	41.6					
Employment rate for IVET graduates (20-34 year-olds)			80.9	79.1					
Employment premium for IVET graduates (over general stream)			7.9	5.6					
Employment premium for IVET graduates (over low-educated)			25.1	17.4					
Workers helped to improve their work by training (%)				89.8					
Workers with skills matched to their duties (%)			64.3	55.2					
Overall transitions and labour market trends									
Early leavers from education and training (%)	17.3	15.4	13.9	13.9	12.5	11.9	(3)	-1.4	-2.0
30-34 year-olds with tertiary attainment (%)	^(d)	28.8	27.7	33.4	29.4	36.8	(3)	1.7	3.4
NEET rate for 18-24 year-olds (%)	28.0	15.1	27.8	16.6	25.9	17.0	(3)	-1.9	0.4
Unemployment rate for 20-34 year-olds (%)		10.6		13.1	17.4 ^(b)	15.1	(3)		2.0
Employment rate of recent graduates (age group 20-34) (%)	69.6	79.0	68.7	77.4	67.7	75.4	(3)	-1.0	-2.0
Adults with lower level of educational attainment (%)	^(d)	30.0	20.6	27.3	18.2	24.8	(3)	-2.4	-2.5
Employment rate for 20-64 year-olds (%)		68.9		68.5	63.5 ^(b)	68.3	(3)		-0.2
Medium/high-qualified employment in 2020 (% of total)					86.0	82.3	(3)		

NB: b = break in series. When break in series occurs data cannot be compared. Consequently, when break in series occurs from 2011 onwards, data in the column 'Last available year' are not comparable with previous years. Also, when the break is before 2011 (i.e. any year between 2006 and 2010 included), the 2006 figure is not shown; d = change in definition. Data are treated in a similar way to breaks in series. When the change in definition is in 2006 or 2010, these data are also not presented because comparability over time is affected; u = unreliable; p = provisional; (1) = year of reference: 2011; (2) = year of reference: 2012; (3) = year of reference: 2013. A few indicators use other years to approximate the 2006 and 2010 baselines (see annex).