



Vocational education and training policy briefs 2024

BULGARIA



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1. Introduction

This policy brief ⁽¹⁾ produced by Cedefop presents a snapshot of vocational education and training (VET) policy developments in Bulgaria between 2020 and the beginning of 2023. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics as well as the national priorities until 2030 identified in the [Bulgaria's national implementation plan](#) (Government of Bulgaria, 2022). This snapshot informs Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#) and contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation on VET.

2. National VET context and challenges

2.1 National VET context

In Bulgaria, the Ministry of Education and Science oversees VET policy, while the ministries of sports and culture manage VET schools in their respective domains. The National Agency for Vocational Education and Training (NAVET) develops State education standards (SES), qualifications, and curricula for EQF levels 2–5. Social partners are formally engaged in shaping VET through participation in councils, examination boards, and the revision of the List of Professions for VET (LPVET). Their involvement ensures alignment with labour market needs. VET is strategically embedded in the [National Development Plan Bulgaria 2030](#) reinforcing its role in fostering skills for inclusive growth, innovation, and economic resilience.

According to the VET Act-i.e., the main regulatory framework for VET- VET targets two groups of learners: school-age learners and adults (16+ not in formal education and training). Young people usually enrol in VET from age 14. [IVET](#) (Cedefop & National Agency for Vocational Education and Training [NAVET], 2023) ⁽²⁾ enrolments at upper secondary level have been stable at about half of all the upper secondary learner population. While dual VET was introduced in 2015, with shared financing from the EU and bilateral cooperation with Switzerland, work-based learning (WBL) forms a substantial part (50% to 70% or more) of all VET programmes, most of which are school-based. Quality assurance criteria and procedures for the validation of non-formal and informal learning

⁽¹⁾ See also the previous edition: Cedefop. (2024). [Vocational education and training policy briefs 2023 – Bulgaria](#). Cedefop monitoring and analysis of vocational education and training policies.

⁽²⁾ IVET in Bulgaria refers to formal vocational education mainly at the secondary school level for youth. Students typically enter vocational upper secondary programs around age 14 or after completing lower secondary (7th grade). These programmes are offered in vocational gymnasiums, technical schools, art and sports schools, etc., which can be state, municipal, or private. CVET in Bulgaria denotes vocational training for adults (typically age 16 and above who are no longer in formal initial education). This includes a wide range of post-secondary, adult, or lifelong learning opportunities to acquire, upgrade or broaden professional qualifications. The main providers of CVET are licensed vocational training centres (CVTs), vocational colleges (post-secondary non-tertiary institutions), and often the same vocational schools offering evening or part-time courses for adults.

have been developed in accordance with the relevant legal framework, introduced in 2015. Validation procedures may be organised by all VET providers on the condition that the process concerns qualifications from LPVET.

The 2015-20 VET development strategy has been essential for addressing the acquisition of key competences in secondary VET. The strategy also aimed to increase the number of adults taking part in training and to improve the attainment of qualifications and key competences. It foresaw a continuing training system for VET teachers and trainers compatible with their higher education degree. Through its action plan for 2015-17, the strategy provided for measures and activities related to the training of trainers in companies for dual VET programmes. It promoted cooperation among VET institutions, companies and universities focusing on continuous professional development (CPD) for teachers, VET teachers included and initiated the process of modernisation of VET infrastructure.

2.2 Challenges

The challenges that Bulgaria has faced between 2020-24 include labour market and skills shortages, especially for occupations relevant to the twin transition, low levels of key competences coupled with low participation of adults in learning, and growing concerns regarding future shortages in the teaching population and the employability prospects of recent IVET graduates.

While the employment rate of the working population aged 20-64 years old continues to grow (76.8% in 2024), being above the EU average of 75.8%, persistent labour and skills shortages are evident across various occupations, including those relevant to the twin (green and digital) transition, real estate, education, healthcare, and social work. Employers increasingly struggle to find suitable staff despite job vacancies. Moreover, high inactivity rates persist among vulnerable groups, including young people not in employment, education or training (NEETs), Roma communities, and persons with disabilities. The share of NEETs (12.7% in 2024) remains above the EU-27 average of 11% for the same period. Low worker mobility further contributes to existing labour shortages. Bulgaria and some of its less developed regions rapidly lose population. Between 2013 and 2021, Bulgaria's population declined by almost 7% ⁽³⁾ and projections demonstrate a potential loss of one third by 2050 (European Commission, 2024).

The slow adaptation of VET to labour market needs exacerbates skill shortages and results in a mismatch between qualifications and demand. VET remains predominantly school-based, with limited involvement from enterprise. Over 60% of IVET graduates may lack in demand qualifications and often are not employed in an area related to their specialty (Dimitrova et al., 2024).

Bulgaria presents low levels of key competences both for young people and adults. Only 35.5% of the adult population possesses at least basic digital skills, which is well below the EU average of 55.6%. The proportions of low achieving students are among the highest in the EU. They are significantly higher than the EU averages, which have

⁽³⁾ Modest fertility rates, net emigration, ageing, and high mortality are identified as the primary drivers of this demographic decline.

nevertheless also deteriorated substantially. In addition, adult participation on learning is very low (9.5% versus 39.5% in the EU-27 in 2022) (European Commission: Directorate-General for Education, Youth, Sport and Culture, 2024).

A looming teacher shortage is a significant concern, with nearly half of all schoolteachers (49.1%) aged 50 or older. Teaching programmes often struggle to attract top-performing graduates, and many newly qualified teachers leave the profession early. These challenges, coupled with underwhelming PISA results, highlight the urgent need to enhance teaching practices and better equip educators for competence-based learning. (European Commission, 2024).

3. National VET policy priorities

The national implementation plan (NIP) Bulgaria prepared in response to the 2020 Council Recommendation on VET and the Osnabrück Declaration on vocational education and training is based on two major strategic documents, the National Development Programme Bulgaria 2030) and the Strategic framework for the development of education, training and learning in the Republic of Bulgaria (2021 - 30), adopted in 2021 ⁽⁴⁾.

Among the priorities considered in the NIP, the following can be highlighted:

- (a) improving labour market relevance and modernising VET in line with the labour market dynamics and the needs of digitalisation and greening of the economy;
- (b) strengthening the involvement of key stakeholders at central, regional, local and sectoral levels in VET and lifelong learning (LLL);
- (c) promoting and strengthening LLL to increase adult participation and skill levels of adults. The National Development Programme Bulgaria 2030 has set the target to increase the LLL participation rate of adults to 35.4% by 2030, which is below the EU target of 60% set for 2030 in the European Pillar of Social Rights Action Plan.

4. Main policy developments in 2020-24

4.1 Improving labour market relevance and modernising VET

Bulgaria is taking various measures to improve the labour market relevance of its VET system and to modernise it, increasing its attractiveness.

The [Modernisation of VET project](#) in Bulgaria (2023–27) (Cedefop & ReferNet,2025) is a large-scale initiative co-funded by the European Social Fund (ESF+) under the *Education 2021–27* programme. Led by the Ministry of Education and Science with NAVET as a partner, it aims to enhance the quality, attractiveness, and labour market relevance of VET in response to green and digital transitions. Key reforms include updating the VET Act, introducing flexible learning pathways, and providing modular training in cooperation with companies. By the end of 2023, 20 sectoral skills councils (SSCs), instead of the 10

⁽⁴⁾ The [Strategic framework](#) for the development of education, training and learning in the Republic of Bulgaria is available in Bulgarian only.

that were initially planned, were established to help modernise curricula and apprenticeships. In 2024, 417 VET schools participated in the project.

The development of [Centres of Vocational Excellence \(CoVEs\)](#) in Bulgaria is a key initiative aimed at modernising VET. Under the National recovery and resilience plan (NRRP), a procedure under the responsibility of the education ministry was developed to improve the infrastructure and equipment of vocational high schools. As a result, 28 vocational high schools were designated as CoVEs by order of the education minister, receiving targeted support. These CoVEs are designed to provide interdisciplinary learning environments that are responsive to the current and future skill needs of the local labour market, particularly focusing on skills for the twin (green and digital) transition. They are expected to enhance cooperation between stakeholders and drive innovation and growth at a regional level. In 2024, all 28 grant decisions were issued, and contracts signed.

In 2023, the [draft Law on amendment and supplement to the vocational education and training \(VET\) Act \(VETA\)](#) was prepared by the education ministry, after several consultations with the broader public and inter-institutional expert meetings including as proposed changes the removal of 'specialties' from the *List of Professions for VET (LPVET)* and the introduction of 'professions', thus consolidating qualifications. The updated Act also permits e-learning for individuals aged 16 and over, contingent on technical infrastructure and exceptional circumstances, and aims to reduce administrative burden on VET centres. Furthermore, it introduces units of learning outcomes for flexible pathways and modifies requirements for mentors in dual training, allowing vocational teachers to serve as trainers. These reforms became officially approved in 2024 financially supported by the *Modernisation of VET* project.

In 2023 and 2024, the [National programmes supporting VET priorities](#) ⁽⁵⁾ successfully led to the development and approval of 31 standard curricula, 132 VET programmes, and 13 national examination programmes for the academic years 2022/23 and 2023/24. Moreover, 2 034 learners have graduated from various grades, partnerships between VET schools and IT companies received financial support and 86 teachers upgraded their ICT competences. In 2024, the annual National programme *Vocational education and training*, continued focusing on modernising curricula and examination content to enhance alignment with labour market demands.

In 2023, the 20 newly established SSCs were tasked with proposing a modern version of the [List of professions for vocational education and training \(LPVET\)](#). A significant legal reform took place in March 2024 with the promulgation of the amended VET Act, which removed 'specialties' from the LPVET and introduced broader 'professions', a change aimed to enhance labour market relevance, particularly for green and digital skills.

⁽⁵⁾ In Bulgaria, national programmes support general and vocational education priorities by allocating additional funding under Article 286 of the Pre-school and School Education Act (PESA). The education ministry proposes these annually, and the Council of Ministers approves them. Eligible institutions, mainly schools, apply through project-based calls for proposals. Partnerships with social partners or higher education institutions are allowed under defined criteria. Programme implementation is monitored and reported annually by the education ministry.

Consequently, a new Order for developing and maintaining the LPVET was approved in June 2024, leading to the education minister's approval of the new LPVET in August 2024. This new list contains 193 professions, with 40 in the digital and green sectors, and is expected to be implemented from the 2026/27 academic year, with provisions for biannual updates.

In 2023, Bulgaria advanced its [VET curriculum update](#)—initiated in 2018—by adopting updated syllabi for physical education and sports from grades one to twelve. Under the National Programme (NP) Vocational education and training, it developed 10 national exam programmes, 10 curricula, and 21 educational programmes. In 2024, the programme's new module on modernising curricula and exam content was adopted to better align VET with labour market needs. Key regulatory steps included rules (May 2024) for curriculum and exam updates, and a June 2024 Order launching curriculum development in 16 professional fields.

The [Strategic vision for the development of dual VET \(DVET\)](#) in Bulgaria, approved in September 2023 by a wide range of stakeholders, including the Ministry of Economy and Industry, the Ministry of Labour and Social Policy, Regional Management Units of Education, educational institutions, national and regional employers' organisations, trade unions, chambers of commerce and non-governmental organisations (NGOs), aims to make DVET the leading vocational education pathway by 2030, driven primarily by active company involvement. The vision seeks to comprehensively integrate DVET into the education system, ensuring its quality and responsiveness to labour market needs, and equipping graduates with crucial digital and green skills.

This strategic framework directly influenced the [amendment of Ordinance No 1 on the conditions and procedures for conducting dual training](#) in 2024, streamlining DVET implementation, improving career guidance, and facilitating efficient practical training in real work environments. The strategic vision was developed under the preparation of this second Swiss-Bulgarian cooperation project (the first one took place in 2015-19), signed in 2024 and [implemented by the education ministry](#) until 2029.

[Bulgaria's continuous professional development framework for teachers and pedagogical staff](#) is a structured system -initiated in 2016- that ensures ongoing training, qualification upgrades, and career development for educators. It is regulated by national laws and ordinances and supported by both state and EU funding. The framework emphasises regular training, qualification credits, and mentoring, aiming to improve teaching quality and student outcomes. The National programme Qualifications of pedagogical specialists, adopted in 2023 and continuing in 2024, constructed around three modules, aims to address the professional development needs of both experienced and newly appointed teachers, but also to ensure that all schools have qualified teachers.

4.2 [Strengthening the involvement of key stakeholders at central, regional, local and sectoral level and further support their active participation in Quality Assurance in VET and LLL](#)

Bulgaria is taking measures to strengthen the role and participation of key stakeholders at all levels of VET governance and implementation. It has established 20 instead of 10 initially planned sectoral skills councils (SSCs) - as one of the measures aiming to strengthen the involvement of key stakeholders-(see section 4.1) which played a major role in the design of a new list of professions for VET.

The [Consultative Council for VET](#) (established in 2018 by the education ministry) was highly active in 2023 and 2024, playing a central role in modernising Bulgaria's VET. In 2023, the Council notably convened in September, where it endorsed the *Strategic vision for Dual VET (DVET) until 2030*, aiming to establish DVET as the leading vocational pathway through active company involvement. This session also saw the official launch of the large-scale *Modernisation of VET* project and discussions on a draft VET Act, which proposed removing 'specialties' from the List of Professions for VET (LPVET) in favour of broader 'professions'. Furthermore, in 2023, the Council adopted updated lists of state-protected and labour-shortage specialties for the 2024/25 academic year and in 2024, formally invited representatives from employer and trade union organisations to participate in the sectoral skills councils (SSCs).

In 2023, the [Development of digital skills initiative](#) which has begun in 2021 was completed. By the end of June 2023, all seven projects under Component 2, led by social partners to develop digital profiles for key professions and job positions, were finalised. To consolidate these outcomes, the implementation period for Component 1, managed by the Ministry of Labour and Social Policy (MLSP), was extended until 30 September 2023. During this extension, all unified profiles for digital skills were finalised and uploaded to a centralised database for internal use by the MLSP.

In 2023, employer input led to the revision of Bulgaria's [List of State-protected specialties](#) and the List of specialties with an expected shortage of labour market specialists, adding ten and six new entries respectively for 2024/25. The first graduates from these programmes are completing their studies. The Employment Agency also improved its survey methodology and conducted a nationally representative employer survey (May–July) with 4 252 respondents, capturing both short-term and medium-term (3–5 years) labour market needs. In 2024, the agency's workforce needs surveys, confirmed high demand for construction workers, tailors, machine operators, as well as teachers and nurses. These findings informed the education ministry's 2025/26 VET and higher education admission planning. The updated insights prompted a renewed consultation process, leading to amendments to both specialty lists in November 2024 and the addition of six new shortage professions.

[OECD's Bulgaria skills strategy project](#) is a large-scale, cross-ministerial initiative targeting the entire skills system, including youth, adults, teachers, VET providers, jobseekers, and employees. Beginning in 2022, it adopted a whole-of-government approach to support an inclusive, agile, and quality-assured VET system. In 2023, the *OECD skills strategy Bulgaria: assessment and recommendations* report was published, offering guidance in four areas: youth skills, adult learning, labour market use of skills, and governance. The second phase, launched in 2023 with EC support under the Technical

Support Instrument, aimed to develop a national skills strategy. It has delivered detailed policy actions, governance guidance, and a monitoring framework but the national skills strategy isn't formally adopted yet. The project concluded in 2024.

4.3 Promoting and strengthening LLL to increase adult participation and skill levels of adults

Bulgaria has taken and is planning additional measures to promote the benefits of LLL and increase flexible learning provision, including online; some of these actions target specific vulnerable groups.

In 2023–24, Bulgaria initiated groundwork for [introducing individual learning accounts \(ILAs\)](#), addressing low adult learning and digital skills participation. The Bulgarian Industrial Capital Association (BICA) developed two pilot models: one enterprise-based and one broader, publicly funded. In May 2023, the Economic and Social Council endorsed ILAs, and Bulgaria joined the European Commission's ILA roadmap project. In February 2024, the labour minister formed an interministerial working group including social partners, which adopted a roadmap and began drafting a national ILA concept based on BICA's second model. Stakeholder input was integrated by September 2024.

In 2023–24, Bulgaria advanced adult learning and labour market activation under the [Employment strategy 2021–30](#), led by the Ministry of Labour and Social Policy. A key milestone was the launch of digital skills training via e-vouchers (PMS 48/04.04.2023), open to all groups, with certification provided online by the Unified Certification Centre. Also in 2023, ESF+ funded the Starting a job and New skills operations, targeting unemployed and employed persons respectively, promoted upskilling in high-demand, green, and digital areas. In parallel, a platform for digital adult learning is developed in 2024 under the NRRP (European Commission: Directorate-General for Education, Youth, Sport and Culture, 2024). Work on ILAs and microcredentials was carried out in 2023 and 2024 (see section above). Bulgaria launched in 2024 the Addressing the challenges of the labour market project to evaluate active labour market policies (ALMPs) and improve skills forecasting.

The [National employment action plan \(NEAP\)](#), developed annually by the Ministry of Labour and Social Policy with social partners and adopted by the Council of Ministers, guides Bulgaria's active labour market policy. The 2023 NEAP, adopted in September, focused on activating inactive individuals, especially youth and disadvantaged groups, and enhancing workforce adaptability to digitalisation. It delivered subsidised employment to over 13 800 people and training to 9 300, notably launching e-voucher digital skills training for all labour market statuses. The 2024 NEAP, adopted in May, reinforced these priorities in line with green and digital transitions, aiming to upskill/reskill 9 000 individuals and facilitate employment for nearly 10 000.

In Bulgaria, validation of prior learning (RPL) in VET, coordinated by NAVET and the Ministry of Education and Science, has evolved since its legislative foundation in 2015. In 2023, aligned with the ex-post assessment of the VET Act and the NRRP, amendments were proposed to Articles 40 and 50 of the VET Act. These aimed to facilitate validation procedures and strengthen NAVET's data collection and monitoring functions. In 2024, the

Law amending the VET Act was adopted, regulating the issuance of certificates for partial or full qualifications and mandating vocational training centres (CVTs) to upload validation data to NAVET's system within 10 days. NAVET's role in quality assurance and methodological support was reinforced. Most validations in 2023 concerned social assistant, beautician, cook, and welder professions, with a notable increase in uptake.

5. Statistical information in relation to EU targets

Employment prospects for VET graduates aged 2—24 years-old are not favourable in Bulgaria. In 2024 the employment rate of recent VET graduates was 66.2%, 13.8 percentage points below the EU-27 average of 80% and 15.8 percentage points below the target set by the Council Recommendation on VET.

Bulgaria has made steps to reduce early school leaving and the rate of young people not in employment, education or training (NEETs). However, its performance is still below EU-27 averages. For the former, the rate was 8.2% in 2024 against the EU-27 average of 9.3% and the below 9% EU 2030 target. For the latter, the rate was 12.7% in 2024; though there has been a decrease from 22.4% in 2016, there is still a way to go to reach the EU 2030 target of 9%.

Participation in lifelong learning of 25 to 64-year-olds was one of the lowest in the EU in 2022 (latest data available) at 9.5%, well below the EU-27 average of 39.5% and the EU target of 47% by 2025 set in the [Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond \(2021-30\)](#).

Table 1. European vocational education and training policy dashboard: Bulgaria

Type of indicator ⁽⁶⁾	Indicator	Last available year	BG	EU-27	Policy Document	EU target (year)
VET for developing a lifelong learning culture						
Progress	Adults (25-64 year-olds) with a learning experience in the last 12 months (%)*	2022	9.5	39.5	Skills Agenda	50% (2025)
					Council Resolution on EEA	47% (2025)
					ESPR Action Plan	60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%) (*)	2022	: ^u	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	: ^u	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20-64 year-olds (%)	2024	76.8	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	8.2	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15-29 year-olds (%)	2024	12.7	11.0	ESPR Action Plan	9% (2030)
VET for Resilience, transitions, sustainability and excellence						
Progress	Adults (16-74 year-olds) with at least basic digital skills (%)	2023	35.5	55.6	Skills Agenda	70% (2025)
					ESPR Action Plan	80% (2030)
Progress	Employment rate for recent IVET graduates (20-34 year-olds) (%)	2024	66.2 ^u	80.0	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2024	: ^u	65.3	Council Rec on VET	60% (2025)
					Council Resolution on EEA	
Context	25-34 year-olds with tertiary attainment (%)	2024	40.5	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	7.2	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	1953	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	135.2	10273.6 ^e	2030 Digital Compass	20 million, with convergence between men and women (2030)
VET for the European Education Area						
Progress	Learners in IVET who benefitted from a learning mobility abroad (%)**	2021	5.9	2.1 ^{dv}	Council Rec on VET	8% (2025)
					Skills Agenda	
					Council Rec Europe on the Move	12% (2030)
Context	Average number of foreign languages learned in IVET	2023	1.4	1.2 ^d		

Available flags: b – break in time series, d – definition differs, u – low reliability, V – Cedefop estimate.

Special value: : – not available

*Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training)

** Provisional estimates affected by the Covid19 pandemic

Source: Cedefop. (n.d.). [European VET policy dashboard](#).

(6) Definitions on the type of indicators are available at <https://www.cedefop.europa.eu/en/tools/european-vet-policy-dashboard/methodology>

6. Conclusion

Bulgaria has been making efforts to improve the labour market relevance of its VET system, promote the role of VET key stakeholders and promote and increase adult participation in training.

To enhance VET's labour market relevance, Bulgaria is implementing a large-scale ESF+ modernisation project, launching centres of vocational excellence, and revising the VET Act and LPVET. Work is ongoing to update curricula and State education standards. A new strategic framework for dual VET emphasises stronger leadership from social partners, while efforts to attract and retain teachers continue. However, implementation capacity remains a challenge, particularly in executing curricular reforms and addressing systemic skills mismatches (European Commission, 2024). Additional focus is needed on retaining novice teachers and improving the competences of adult educators (OECD, 2025).

Bulgaria has also taken action to involve key VET stakeholders in governance and provision. Social partners are represented in the consultative council for VET; they played a vital role in identifying the digital skills profiles for some 564 occupations and are consulted by the State in relation to the list of protected specialties or the list of professions with expected shortages in the labour market. SSCs have been set up as part of the Modernisation of VET project with social partners participating in them. Nevertheless, OECD concluded that Bulgaria's performance in stakeholder engagement is below the OECD average (OECD, 2023). Bulgaria could benefit by systematically turn decisions taken by the Consultative Council of VET into concrete policy actions and expand its scope (OECD, 2025).

Bulgaria has taken measures to increase adult participation in VET. Both the 2023 and 2024 employment action plans contained measures for inactive persons. The introduction of Individual learning accounts (ILAs) is expected to drastically increase the adult participation rate in training which is still lagging the EU average. Although the VET Act adopted in 2024 includes provisions for partial qualifications, various factors discourage the provision of RPL services (OECD, 2025). Moreover, systematic access to adult learning programmes for low qualified and disadvantaged adults is still problematic. Bulgaria could benefit by making training programmes for low-skilled and disadvantaged adults free of charge (or heavily subsidised) and allow more institutions to offer this kind of training (not only employers) as it is for unemployed adults (OECD, 2025).

Stepping up the planned measures would allow Bulgaria to meet the objectives set in the NIP in line with the VET Recommendation and the Osnabruck Declaration and national strategic documents.

Abbreviations

ALMPs	Active labour market policies
CoVEs	Centres of Vocational Excellence
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
ESF	European social fund
EU	European Union
ICT	information and communications technology
IVET	initial vocational education and training
NEET	young people neither in employment nor in education and training
NIP	national implementation plan
NGOs	non-governmental organisations
NQF	national qualifications framework
RPL	Recognition of prior learning
SSCs	Sectoral skills councils
SMEs	small and medium size enterprises
VET	vocational education and training

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