

## FORUM ON DUAL EDUCATION



### MAIN OBJECTIVE OF THE FORUM ON DUAL EDUCATION

The main objective of the Forum is to contribute to the successful reform of the Bulgarian vocational education using the positive experience and the results of the above-mentioned project.

### THE SPECIFIC OBJECTIVES

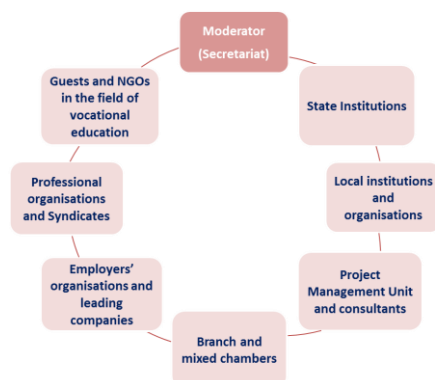
The specific objectives of the Forum are to coordinate the efforts of all stakeholders aimed at implementing the dual-track system in Bulgaria, to ensure exchange and consensus among them on the main parameters of the secondary vocational education.

The project “Swiss Support for the Introduction of Dual-Track Principles in the Bulgarian Vocational Education System” was launched within the Swiss-Bulgarian Cooperation Programme. The project is implemented jointly by the Bulgarian Ministry of Education and Science, the Ministry of Labour and Social Policy and the Ministry of Economy. Main partners in the project are the Swiss Federal Institute for Vocational Education and Training and the Bulgarian-Swiss Chamber of Commerce.

### THE FORUM ON DUAL EDUCATION

To ensure equal participation of all stakeholders in the project implementation, the so-called „forum approach” is applied. It is based on the methodology developed by the Swiss Development and Cooperation Agency and Bulgarian experts, for leading structured discussions between a broad range of stakeholders (civil society, private companies, government and local institutions) in the course of elaborating and implementing various policies and programmes of mutual interest. The objective is to bring together the relevant partners in a structured dialogue in order to reach acceptable decision for all stakeholders adopted with consensus. The Forum on Dual Education is organised jointly by the Project Management Unit and the Bulgarian-Swiss Chamber of Commerce (BSCC).

### PARTICIPANTS, STRUCTURE AND RULES OF WORK



Each stakeholder group occupies a separate table (see the scheme) with 6 to 9 participants. The members of each table discuss among themselves the stated topic or sub-topic and after they reach a common standpoint, they present it to the other participants. At the second level the discussion is led between all tables where each participant can take a stand not only as a representative of their group but also based on own experience. The discussion is guided by a moderator who summarizes the expressed opinions, identifies common elements between them and supports the consensus-building process. At the launching session of the Forum, the participants adopt its rules of work (Code of Ethics) and are bound to observe certain norms and behaviour, which contributes to the constructive work intended solely to the achievement of the Forum goals.

## LEGISLATIVE PROPOSALS OF THE FORUM FOR DUAL EDUCATION

1. To introduce a new type of labour contract in the Labour Code specially for students in dual education and thus to clearly distinguish the different types of dual education – the one for students in the formal education system and another for adults. Article 230 of the Labour Code does not cover a number of hypotheses related to the dual education of students – how does the annual leave in the existing labour contract corresponds to the school vacations of students; under what circumstances employers should pay social and health insurance for students as students are health insured by the state, etc.
2. To introduce in the VET Act a Registration Procedure for companies eligible to have students for dual education. To introduce criteria for the companies wishing to have dual education students. To describe the documents and the procedure for registration of these companies in Ordinance No. 1 of 2015 for dual education.
3. In the VET Act to introduce the procedure and methodology for elaborating curricula and syllabi for VET incl. DVET with the participation of professionals from the business based on the experience of DOMINO project.
4. In the legislation to introduce the requirement that curricula and syllabi for VET should be updated at least once every 5 years.
5. Incentives for business to participate in the dual education.
6. To develop a National Framework Programme for training of instructors from the companies.



## FORUM SESSIONS

**1<sup>st</sup> Session** (September 16, 2015)

Launching Session, Adoption of Code of Ethics

**2<sup>nd</sup> Session** (November 23, 2015)

Main parameters of the dual education: labour contracts for students and procedure for registering companies

**3<sup>rd</sup> Session** (March 7, 2016)

Main parameters of the dual education: criteria for selection of companies and control over quality of training

**4<sup>th</sup> Session** (June 16, 2016)

Professions appropriate for dual education

**5<sup>th</sup> Session** (September 26, 2016)

Main stages for the development of curricula and dual education programmes

**6<sup>th</sup> Session** (November 28, 2016)

Involvement of the business (branch associations, clusters, companies) and other stakeholders in the implementation of dual education

**7<sup>th</sup> Session** (March 6, 2017)

Next steps in the introduction of the dual education – new professions and training of instructors

**8<sup>th</sup> Session** (September 25, 2017)

Summary of the results, conclusions

## PROJECT MANAGEMENT UNIT

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