

Vocational standards upgrading and development and provision of in-service teacher training

Bulgaria

General Policy



Good Practice Executive Summary

1. Reflects current EU and regional policy on multilingualism

One of the aims of the Bulgarian National Strategy for Lifelong Learning (2008-2013) related to training of teachers is the study of European languages and the use of specialized terminology in the vocational education and training of students and adults. The content of the teachers' language training should be associated with knowledge, skills, competences (learning outcomes) that the trainees need for successful practice.

The qualification of the teachers in the vocational education and training is a responsibility of the Ministry of Education. The 4-years Programme for the Development of Education, Science and youth policies in Bulgaria mentions some measures related to the improvement of teachers' qualification incl. language knowledge and skills.

The funding for the activities to enhance the teachers' expertise is provided mainly by the Operational Programme Human Resources Development (OPHRD) as well as PHARE program (preaccession fund).

2. Includes incentives to enhance and sustain language learner motivation and employment benefits

The training course in English for teachers from the vocational schools (and the training course) as project activity could be seen as English for Specific Purposes (ESP) and it focuses as much as possible on all the specialized or technical areas in which the participants are working / teaching on the one hand but on the other hand it also focus on general topics related to industry, business and cooperation between vocational / technical schools and industry. It focuses on the creation of partnerships between VET schools across Europe. Finally it also stresses how mobility of professionals can be promoted within the European Union.

The objectives of the training are:

- enhancing the knowledge, competences and skills in oral and written English for specific jobs and purposes.
- combining the learning of vocational English with the acquisition of various other skills and competences such as the use of ICT skills, the acquisition of European project management skills, the skills necessary to enhance cooperation with companies / industry and the skills to enhance entrepreneurship with young people.
- acquiring information in English about vocational qualifications and jobs and their specific area across Europe and the world. In this way the course may also contribute to enhance mobility of professionals across the European union.
- encouraging the participants to develop regional centres of excellence, which could contribute to the quality of English in VET schools.

3. Reflects regional strategy for employability and intercultural benefits

The reasons to choose English are: this is a widespread project language in Bulgaria, and the teachers could find many different Internet sources mainly in English. There is no information if the participants have received Europass certificates, but the Europass (EU recommendation, objectives, Europass procedures) is one of the main topics, included in the training.

The training content is based on the preliminary survey of the teachers' language level and needs, related to activities requiring the use of foreign language. In the survey were involved the representative of employers and heads of the schools.

4. Addresses local language minority and migrant community language resources

The training is not related to the migrant needs and don't involve the migrant's representatives.

5. Provides for international networking and/or mobility

The whole project was carried out in Bulgaria. The teachers, involved in the project have been encouraged to apply for the Study visits, financed by the Lifelong Learning Programme – Leonardo and Grundtvig.

The training course has contributed to creating networks between the teachers involved in the course and even more - to networking teachers across Bulgaria and other European countries. The creation of transnational partnerships will contribute to their professional development, exchanging information and good practice.

6. Incorporates the European Qualifications Framework (EQF) with transparent validation/ credits

The project team didn't attempt to link training with EQF. The EU policies related to development of the tools for the transparency of VET systems (i.e. learning outcomes, ECVET, EQF, Europass) are included as training topics only.

7. Can be readily & usefully implemented

The training course in English for teachers from the vocational schools is a good example (best practice) in the teachers' training, which could be used in the activities for the teachers, financed by the European social fund (Operational programme Human resource development in Bulgaria). The course could be upgraded with e-platform, teachers' network, handbook for English self-learning etc.

8. Transferability assessment

The current training course in English for teachers from the vocational schools of teachers on this project is currently not transferred.

The trial to match the real needs of teachers and training objectives can be assumed as an element of innovation. Usually the language training courses for the teachers are no different from courses offered for all other citizens.

The training course was designed for teachers who teach in the five economical sectors. It can be easily transferred to other sectors because the specifications related to the sectors are affected only in some modules, especially as self-preparing for school activities, homework, presentations development, development of professional profiles etc. The course can be easily adapted for other languages (not just for English) because it focuses on learning the language for specific purposes (which are the same regardless of language).

The training course is suitable for teachers for several reasons:

- Contributes to maintain their skills related to new technologies in the sector,
- Contributes to the skills for developing and implementing international projects
- Contributes to the information on the experience of other countries (best practices) in implementing the recommendations of the EU in VET.

The experience from this project can be transferred to Bulgaria in another context, in other sectors, by using funds from the Operational Programme Human Resources Development (funded by the European Social Fund and state budget), as a subject of special measures related to the qualification of teachers.

The project can be transferred and internationally financed under the Programme for Lifelong Learning - Grundtvig and Leonardo da Vinci.

The training can be linked to the credit systems in the countries (if there is CS). It hasn't been done in Bulgaria yet.

It is possible to prepare a handbook for teachers in VET subjects (or other subjects) for self-training (or just for increasing their foreign language skills), together with a glossary.

1. Reflects current EU and regional policy on multilingualism

The Policy addresses lifelong learning as it:

- promotes a wider knowledge and use of all languages throughout the Union
- promotes lifelong learning and learner mobility
- seeks to improve the quality and efficiency of provisions and outcomes
- ensures the provision of the necessary skills and qualifications for the world of work

One of the aims of the National Strategy for Lifelong Learning (2008-2013) related to training of teachers is the study of European languages and the use of specialized terminology in the professional education and training of students and adults. The content of language training is associated with knowledge, skills, competencies (learning outcomes) that students need to learn in the professions in five economical sectors. The learning outcomes were formulated with the active participation of representatives of the employers.

Qualifications of teachers in vocational education and training is a responsibility of the Ministry of Education. The 4-years Programme for the Development of Education, Science and youth policies in Bulgaria mentions some measures related to the improvement of teachers' qualification, incl. language knowledge and skills.

The funding for the activities to enhance the teachers' expertise is provided mainly by the Operational Program Human Resources Development (OPHRD) as well as PHARE program (preaccession fund).

The training course for teachers from the vocational schools as part of the project has been developed with the main objective to be essentially useful for the teachers, since it has been oriented towards their basic necessities:

- Skills for searching for and using information, related to the specifics of the vocations, in which the teachers participate;
- Information about the opportunities (as well as requirements), popularization and encouragement of the trainees to participate in different mobility forms (for trainees and people on the labour market) within the framework of the EU;
- Familiarization with the initiatives and measures, which training institutions in whole Europe apply for quality assurance of the training;
- Familiarization with good practices for successful collaboration between the training institutions and the business, contributing to a greater extent to the preparation of the trainees, regarding the market necessities;
- Adapting the training content to the utmost extent to the employers' necessities (in using information from professional profiles, accessible in Internet in English. The information in Bulgarian is extremely insufficient).
- Finding partners and development, followed later on by management or expert participation in international projects in different programmes.

Other relevant information:

- *which economic priority is driving this (make reference)*

The training programme is developed for teachers (educational experts), who work (teach) in subjects/modules, included in the vocational training. For the training objective there have been developed examples and there are envisaged assignments, directed especially towards the sectors: 581 Architecture and town planning, 582 Building and civil engineering, 522 Electricity and energy, 811 Hotel, restaurant and catering, 812 Travel, tourism and leisure (under ISCED97), since in the training take part teachers from the abovementioned 5 sectors.

- *which organisations are targetted for implementation of programmes*

The consortium, responsible for the project implementation, consists of 3 foreign and 1 Bulgarian partners - DIALOGUE DEVELOPMENT (DD) (Denmark), Danmarks Erhvervsraedagogiske Laereruddannelse (DEL) (Denmark), Ifoa – Training and Consultancy Centre (IFOA) (Italy), Sofia Consulting Group (SCG, Bulgaria).

In the selection of the trainees there have taken part the Ministry of Education, Youth and Science and the Regional inspectorates, which have identified what kind of trainers from which sectors are necessary to participate in the training.

Regarding the training content there is taken into consideration the statement of the National Agency for Vocational Education and Training (beneficiary of other types of products of this project – the state educational requirements for the different vocations). NAVET notes the necessity of language skills with the objective of finding information in Internet, regarding the knowledge, the skills, and the competencies, which the trainers have to master in order to practice one or another vocation (described as „job profiles“.

NAVET states the lack of information among the teachers, regarding the opportunities, which exist for them for participating in courses, seminars and other events, directed namely towards qualification improvement and organized by different European institutions and programmes as well as the lack of confidence, regarding their language skills, necessary for their full value participation in these educational events.

The teachers themselves also had the opportunity to define the necessities and difficulties, which they experience in using English and mostly to clearly point out the situations, in which they have to use the foreign language.

- *which organisations are instrumental for oversight of implementation of the policy*

The Ministry of Labour and Social Policy administrated the PHARE programme, which financed the project. In this sense, this is the institution, which monitored and controlled the project implementation. As project beneficiaries NAVET, the Ministry of Education, Youth and Science and the regional inspectorates also monitor and assist the project team in implementing the project activities as well as propose corrective measures.

The above-listed institutions are well informed about the project outcomes as well as about the project activities so that they can take part in upgrading and transferring the project results.

- *the extent to which it is driven by employer representation*

In the project there are also attracted representatives of the employers. Their main task is related to the development of state educational requirements in 30 vocations from the abovementioned sectors. The objective of their inclusion in the project was to more clearly identify the knowledge, skills and competencies, necessary for the trainees in order to be able to find realization at specific positions in the enterprises. They provided information about new technologies, machines, tools, etc.

The representatives of the employers proposed some of the topics, included in the training course, such as new terminology (related to the specific sector), building up partnerships and collaboration between training institutions and enterprises, training at the working place, as well as identifying good practices, including of other European countries.

- *whether it is long-term or short-term*
The training course in English for teachers from the vocational schools consists of 2 levels (pre-intermediate and advanced) – each of them with a duration of 15 working days (6 training hours per day) – whereby the teachers are directed towards the specific course according to the results, shown at the preliminary English tests. The training was conducted at the end of July, when the students are in summer vacation so that the teachers can fully participate and have sufficient time for self-preparation.
- *whether it is sector-driven and, if so, which sectors*
The training course in English for teachers from the vocational schools has been developed in detail (with examples, specific assignments, websites, vocation descriptions, activities and working places) for the sectors, in which vocations the participants teach. Not a great effort is necessary in order the training programmes to be transformed for participants from other sectors.
- *impact of the programme*
The conclusions of the questionnaire analysis, filled in by the teachers at the end of the course, show that they evaluate at a higher extent the acquired knowledge and skills in English on one hand and on the other – the knowledge about European programmes and projects and the skills for project development (European programmes and the elaboration of specific elements in the project, included as topics of the teacher training).

2. Includes incentives to enhance and sustain language learner motivation and employment benefits

The course could be seen as English for Specific Purposes (ESP) and it focuses as much as possible on all the specialized or technical areas in which the participants are working / teaching on the one hand but on the other hand it will also focus on general topics related to industry, business and cooperation between vocational / technical schools and industry. It focuses on the creation of partnerships between VET schools across Europe. Finally it also stresses on how the mobility of professionals can be promoted within the European Union.

The objectives of the course are:

- enhancing the knowledge, competences and skills in oral and written vocational English for specific jobs and purposes..
- combining the learning of vocational English with the acquisition of various other skills and competences such as the use of ICT skills (looking up information on the Internet, making PowerPoint Presentations), the acquisition of European project management skills, the skills necessary to enhance cooperation with companies / industry and the skills to enhance entrepreneurship with young people.
- acquiring information in English about vocational qualifications and jobs and their specific area across Europe and the world. In this way the course may also contribute to Enhance mobility of professionals across the European union.

In the training the participants have implemented learning tasks, requiring from them to use Internet sources (not only for the course purposes, also for their teachers' activities) – for example job profiles from JOBS4U Careers database <http://www.connexions-direct.com/jobs4u/> , BIBB “Ausbildungsprofile or Professional Profiles” http://www.bibb.de/de/ausbildungsprofil_971.htm , the FETAC website: <http://www.fetac.ie> , <http://www.nfq.ie/nfq/en/> , examples of Best practices as “MINI-COMPANIES IN SECONDARY EDUCATION” - http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/doc/mini_companies_en.pdf, websites related to the implementation of Lifelong Learning Programme - <http://www.hrdc.bg/news.php>, <http://www.eurydice.org/portal/page/portal/Eurydice> , http://ec.europa.eu/education/programmes/lfp/index_en.htm, etc.

The recommendation of the project team is that the participants should play a major role in the development of the regional centres of excellence. They could play this role by training other teachers using the same method that contributes to the quality of English in VET schools on the one hand and contributes to the quality of the VET education and training on the other hand. But currently there isn't information if somebody has implemented this recommendation.

The information of the project implementation (actually only Bulgarian-English dictionaries are published on the National Agency for vocational education and training (NAVET) and Ministry of Education and Science's (MEYS) web-sites).

There is no information the results have been used after the project end.

Relevant data on how outcomes for current employment context are clearly identified & responded to:

- *Details of specific incentives to encourage uptake of language learning*
Within the very first training topic there are taken into consideration the problems, related to the motivation for lifelong learning with the objective the teachers to analyze and re-discover their own motives for taking part in the language course.

Each of the topics, included in the training, contains in a specific way motives for the teachers to study foreign languages – sometimes this is information about websites in English useful for them, in other cases attractive opportunities for travelling abroad with the objective of participating in qualification courses, last but not least is receiving additional income of the participations in surveys and researches in international projects (compulsory requiring the usage of a foreign language).

The training predisposes the teachers (and gives a hint how) to use methods, approaches for motivation, encouragement and support of the students (the trainees), to create their own plans for developing communication skills, language and other competencies both in and outside the learning process, as well as in the future, when they are on the labour market.

- *Information campaigns on language-learning benefits*
The project activities contain traditional measures for popularization of the results -1-2 publications and a final conference. It is counted to a greater extent the information to be disseminated by means of and from the project beneficiary institutions – the Ministry of Education, Youth and Science, the National Agency for Vocational Education and Training, the Ministry of Labour and Social Policy, the regional education inspectorates. A special information campaign has not been envisaged, which most probably is not right. Probably the

insufficient popularization is the lack of projects, upgrading or repeating the activities of the project described.

- *Channels to be used to deliver messages*

It is obvious that within the project implementation there have not been used sufficient resources for disseminating the project outcomes. The inclusion of the project in data bases of good practices, financed by the PHARE programme, publishing information on the websites of the Ministry of Education, Youth and Science, the National Agency for Vocational Education and Training, the regional; inspectorates, sending e-bulletins are very good means for informing potential beneficiaries about the opportunity for using the already developed products.

- *Awards and other recognition of investment in language training*

The training has not been regarded and evaluated in order state certificates to be provided or credit provision to be realized. In Bulgaria there is no system for certifying competencies, obtained outside the educational system. The trainees have received attendance certificates, which contain information about the topics and the training duration, as well as obligatory elements for visualization and publicity.

After the project completion there has not been made an evaluation of the return on investments for the teacher training. The effectiveness evaluation of the project implementation, financed by the pre-accession funds, and currently by the European Social Fund are an object of specifically announced public tenders (announced in 2010) by the Ministry of Labour and Social Policy.

- *Development of 'edutainment' programmes which encourage interest in other languages & cultures*

The training methodology in English training for teachers from the vocational schools turns the course into edutainment' – there predominate role plays, active participation of the trainees, work groups, development of small projects, research of websites, etc.

The duration of the training day (6 training hours each) is also acceptable, does not tire and provides opportunity for participation according to the desire and the participants' opportunities.

- *The role of media-delivered messaging (TV, audio, newspaper)*

Only Internet has been used both for popularizing the project activities, as well as for executing part of the assignments, included in the training.

- *Use of web-based channels for promotion of benefits of acquiring language skills*

Internet is the main source, used for the training objectives. It is required the participants to fulfill assignments, related to developing presentations, finding information on the web, etc. Part of the websites, which are recommended to the participants to use are:

- for job profiles - JOBS4U Careers database <http://www.connexions-direct.com/jobs4u/> , BIBB "Ausbildungsprofile or Professional Profiles" http://www.bibb.de/de/ausbildungsprofil_971.htm , FETAC: <http://www.fetac.ie> , <http://www.nfq.ie/nfq/en/> ,
- good practice examples such as "MINI-COMPANIES IN SECONDARY EDUCATION" http://ec.europa.eu/enterprise/entrepreneurship/support_measures/training_education/doc/mini_companies_en.pdf,
- websites, related to the implementation of the Integrated Lifelong Learning Programme c - <http://www.hrdc.bg/news.php>, <http://www.eurydice.org/portal/page/portal/Eurydice> , http://ec.europa.eu/education/programmes/lip/index_en.htm, etc.

- *Envisaged impact of any promotional campaigns*
If there is organized a campaign for popularizing the training programme and the evaluation of the teachers, who participated in the training, it is possible teacher training institutions (universities) or nongovernmental organizations to express willingness to use it or to develop projects, upgrading or developing the programme.

3. Reflects regional strategy for employability and intercultural benefits

Relevant information on the extent to which the language policy builds on overall regional policy and the level of expected response to current regional priorities:

- *Extent of support for small and medium-sized enterprises*
Different surveys show that the people, employed in small and medium-sized enterprises, are expected to combine several positions, to execute various activities and they are required to have competencies in different fields. In this sense the competencies of the teachers, combining profound vocational preparation, the language competencies, the knowledge about European programmes, financing different types of projects, the social skills, the skills for project development, increase their opportunities for realization also outside the training and educational institutions. These skills, as much as possible, would turn them into better developed for the market exposal.

- *Planned surveys of employer need, including details of questions to be asked and information targeted*
When developing the state educational requirements by vocations (which are compulsory for the VET system in Bulgaria) there is realized a needs analysis of the employers about people with specific qualification and mainly their requirements, regarding the knowledge, skills and competencies, necessary for taking up specific positions. There have not been conducted surveys among the business representatives, regarding the teacher qualification.

When planning trainings, envisaged for teachers, generally there is investigated the opinion of the school headmasters (in their role of employers of the teachers). The headmasters, who create prerequisites for applying the career development system and the differentiated payment system (since 2009) can very well estimate both the missing personnel competencies, as well as to envisage what kind of specific needs can appear (regarding people with specific skills).

- *Plans for response to employer need as assessed based on results of survey*
There has not been conducted a needs analysis of the employers within the project (such one has not been envisaged according to the Terms of Reference).
- *Whether language-related skills are included on career-related surveys*
The question is not applicable for the project.
- *Whether a diverse range of languages is foreseen, and which languages are seen as a priority*
There has not been conducted a survey in a training for which foreign language the teachers would like to participate. Within the project framework there is included a training in English due to several reasons:
 - The prevailing part of the teachers, taking part in the project, have demonstrated the necessary entry level in a training course namely in English ;

- The websites with information, relevant and proper for vocational preparation of teachers are mainly in English;
 - The predominant number of international projects, in which the Bulgarians are partners or coordinators, are in English;
 - English has become most likely the most popular foreign language in Bulgaria during the last several years (if we take for example the number of students at school, who have chosen to study English as a foreign language).
- *Whether funding or similar support for language training is an output of the policy*
The language training both of children, as well of adults is supported by the state. The number of the people, who do not speak foreign languages in Bulgaria is very high and this causes difficulties both for the tourism development in the country, as well as for its participation in international projects. Low is also the number of the people, who define themselves as speaking at least one language, whereby these are mainly young people, who during the last 10 years have been compulsory studying at least one foreign language at school and have a large number of training hours for foreign language training.
 - *Use of Europass or similar benchmarks to confirm language ability*
Europass has not been used. However there have been developed proper materials, which to be included in the personal portfolio of each of the training participants.
 - *Development of resources for careers advisors and business skills brokers highlighting the benefits of language & culture skills*
Such specialists have not been trained within the project framework (neither have been developed proper materials for them).

However, the project team highly recommends the participants in the training (amongst which apart from teachers, there are inspectors from the regional education inspectorates) to establish centres for excellent performance and to use them as a means for good practice popularization.

4. Addresses local language minority and migrant community language resources

The training is not directed towards the minority groups or immigrants, neither does it include representatives of these groups.

The number of the immigrants in Bulgaria is rather insignificant (1500 people for 2009) and though there exist mechanism for their integration, they are rarely popularized and do not represent a great interest for the society.

Studying Bulgarian is necessary in order the immigrants to be able not only to work and to maintain a certain living standard, but also to participate in the opportunities, offered to them for vocational training or for undergoing an examination for vocational qualification.

5. Provides for international networking and/or mobility

The training course has contributed on the one hand to networking between the teachers involved in the course and on the other hand to networking towards other teachers across Bulgaria and in other European countries. The creation of transnational partnerships between schools contributes largely to such networking. It is hoped that the teachers involved in this course will stay in touch as a network to go on working at their professional development, exchanging information and good practice which they implement or come across.

It is good that the teachers involved in the in-service training are aware of the different functions of networking as mentioned in the 2003 OECD publication "Networking for innovation".

- A political function: Networking allows individuals pursuing a particular aim to meet with like-minded people. Their co-operation can lead to greater political force and input than they would individually have. Networks can thus serve as lobby groups for innovative ideas.
- An information function: Networking allows for the rapid exchange of information relevant for individual and organizational development processes, bypassing red tape and hierarchies.
- A psychological function: Innovators are often isolated within their organizations. Networking provides them with opportunities for collaboration and exchange and can thus empower innovative individuals.
- A skills function: Innovative work requires a range of new skills which are not necessarily offered by traditional training schemes. Networking provides innovators with opportunities for learning skills from their colleagues.

Relevant data on how traditional classroom-based language training can be supported by periods of learning in a country of the target language and through elements of distance learning.

- *How periods of training in target language country are to be embedded within recommended programmes*
The project has been implemented entirely in Bulgaria. There have not been envisaged opportunities for training activities in another country. The teachers, who have taken part in the project, have obtained information and have been more than once encouraged to take part in the study visits and qualification activities, organized within the framework of the measures Leonardo da Vinci and Grundtvig of the Integrated Lifelong Learning Programme (one of the topics with project participation is directed namely toward the individual qualification activities).

No doubt being in an environment, where the communication is in English only, is extremely useful for improving the language competencies.

- *Recommended length of time spent abroad*
1-2 weeks is a proper duration of the training abroad – this is sufficient for acquiring not a large volume of new knowledge and skills, establishment of useful contacts and acquiring self-esteem regarding one's own language skills (or motivation for improving the language skills). Apart from the abovementioned, 2 weeks is a period, which will not threaten the normal training process implementation (if the individual qualification is realized during the school year).
- *Financing of time spent abroad*
Currently the teachers in Bulgaria can use financial sources for these visits from the Integrated Lifelong Learning Programme.

6. Incorporates the European Qualifications Framework (EQF) with transparent validation/credits

The project team has not established a connection between the training conducted and the EQF or the credit systems within VET or HE.

The European policies, related to the development of transparency and qualification transfer tools, such as ECVET, EQF, Europass are part of the topics, included in the foreign language training.

Relevant information on whether qualifications are an output of the programmes developed as a result of the policy; Reference to the European Qualifications Framework (EQF); Details of credit and other qualifications-related systems and transparent levels for target qualifications.

- *Awarding bodies*
There are such institutions for both the vocational training and the higher education. For the language training there exist private institutions, which are united in associations, using quality systems and issuing certificates, which are valuable within the country (or internally-recognized certificates are issued).
- *Details of internal credit systems (if used)*
In Bulgaria for the higher education there is applied the ECTS system but only for trainings, which are part of the traditional training for obtaining a higher education degree. The language training does not belong to this category.
- *Links to the EQF*
Unofficially based on the described learning outcomes within the training methodology and by means of using the descriptors in the recommendation for applying the EQF by the member countries, it can be stated that the training is approximately at levels 6-7 according to the EQF.
- *Recognition of competencies & qualifications*
It is not applicable for the project.
- *Credit transfer systems*
It is not applicable for Bulgaria at this stage.
A Credit Transfer System exists in the higher education, but it only serves the necessities, of people, who are in a training process within the higher education providers. The foreign language training of teachers within the current project has not been conducted by an institution of the national educational system. Therefore momentarily it cannot receive credits either. Regarding the Credit Transfer System in the Vocational Education and Training, its introduction is forthcoming by means of amendments in the Act on Vocational Education and Training but it only refers to competencies, which are defined within the State Educational Requirements by vocations (the teachers' training and the qualification improvement activities in Bulgaria are priority delivered within the higher education system).
- *Validation of informal learning*
At the moment there is being developed the introduction of a system for competence validation, which have been self-acquired (and are a result of former learning). There are used the outcomes (procedures, recommendations, tools) of a project, realized in Bulgaria with the financial aid of the German government with the assistance and through GOPA. The validation shall be regulated by the Act on Vocational Education and Training and for the time being it

shall encompass only competencies, comparable to the ones, defined within the State Educational Requirements on vocations. Probably in the future there shall be introduced a system for competency validation, which generally are a training object in the higher education (foreign language competencies of the teachers are more within this system).

7. Can be readily & usefully implemented

The Policy of the Ministry of Education, Youth and Science, related to the improvement of the teachers' qualification, is reflected within a series of programme documents (already mentioned in pt.1).

The establishment of conditions for career development and differentiated payment of the pedagogic staff is an object also of the Operational Programme Human Resources Development. The financial resources for their additional material stimulation have been planned in the budget of the Ministry of Education, Youth and Science. The introduction of a system for career development shall establish conditions for teachers' improvement and motivation for their full of value participation in the training process. There are necessary additional resources for conducting courses for initial, intermediary and advanced qualification of teachers/ trainers. Significant activity is the elaboration of a programme for developing the vocational skills of the pedagogic staff (regular update of the knowledge, acquiring additional skills and new teaching methods, skills for working in intercultural environment, ICT training, working online, foreign language training, adult training, etc.) The Ministry believes that the teachers' qualification should be implemented in compliance with the referential levels of the European Qualification Framework and the defined five qualification levels according to the Directive 2005/36/EC. Key direction in this filed is the establishment of a functional model for horizontal and vertical development of the pedagogic personnel and a national register for pedagogic staff qualification.

Of considerable significance is the assurance of scientific and educational literature as well as the access towards specialized data base, incl. from foreign sources. The Introduction of a system for career development is also combined with the introduction of an integrated management system for gathering and transfer of lifelong learning credits, development of comparable indicators for training load, training results and competencies, mobility encouragement.

During the last two years there constantly started the introduction of a system for internal assessment of the teachers as part of the career development system, which is combined with the introduction of a differentiated payment system. Within the criteria for higher wages there are: participation in qualification activities, foreign language mastering, application of interactive training methods, maintenance of partnerships with employers (which are part of the teachers' training in the courses within the project) and other. This system can be regarded as one of the elements for motivating the teachers to take part in qualification activities.

Another factor, which would motivate the teachers, is the training programme content (and the compliance extent with their necessities) – in this sense the training programme in English for teachers from the vocational schools is a positive example – it combines in itself mastering competencies from different fields (foreign language, ICT, project management, useful web sources), various and dynamic, and it provides greater freedom, regarding the desire of each of the participants to be more or less active during the training course. Last but not least is the experience of the trainers – apart from demonstrating good command of the English language, they are authors of the training programme, they themselves work as experts in international projects, use and publish information in Internet.

The last two characteristics of the training course are one of the main requirements of the employers (the vocational schools' directors) – to recommend the course to teachers in their school – this information is not a result of target-oriented research but of conversations and separate statements of school headmasters.

8. Transferability assessment

8.1. Evidence of transfer

The training course in English for teachers from the vocational schools has not been transferred until now. In fact after the project completion (at the end of 2008), there has not been published a call for proposals for financing activities for teachers' qualification.

The lack of sufficient information for successful projects turned out to be a serious barrier for their popularization and multiplication. There is a lack of policy, there is a lack of places (for example specialized websites), where such information to be published. Information about most of the projects could be found at the websites of the institutions, involved in the project, but most often these are short announcements, which could hardly motivate the people to visit the companies, who initiated the projects, on the spot and to obtain more specific information or samples of the project outcomes. The state institutions could also make an evaluation of the project results and to popularize the successful practices (anyway part of the financing has been provided by the state budget and the state has an interest to use the products more than just once). As an example for popularizing good practices could be the experience of the Integrated Lifelong Learning Programme – the compendiums, the quality label, even the contact seminars.

8.2. Innovation

There are several innovative elements in the project First of all this is the training orientation towards satisfying the real necessities of the teachers from the vocational schools. The language training courses for teachers generally do not differ from the ones, offered to all other citizens (at least until this very moment). I.e. they do not reflect in any way the specifics of the teacher's vocation. They also do not envisage mastering vocational terminology (oriented towards the sector, in which the teachers deliver their subjects/ modules).

As an innovative can also be evaluated the approach for designing the training – as in any other type of training (ICT, vocational, etc.) the project team identified the target groups, analyzed the necessities, defined the scope of knowledge, skills and competencies, which should be acquired and developed the training programme. The training methods have been chosen namely based on the long-term experience of the experts, included in the project as adult trainers.

The training methods could also be defined as innovative – a combination of role plays, assignments, work groups, which create a good motivation, maintain the interest and contribute to mastering a maximal part of the training content (achieving the course objective to a maximum extent).

Innovative is the topic selection as well. The training content was subdivided as follows:

Course curriculum for pre-intermediate level:

MODULE ONE – NEEDS ANALYSIS

Lesson 1 – Presenting the course and the participants

Lesson 2 - Introducing ourselves

MODULE TWO – COMMUNICATION

Lesson 3 - Visiting a company

Lesson 4 - New developments

Lesson 5 – Arrangements

MODULE THREE – JOB SPECIFICS

Lesson 6 – Customer care and quality assurance

Lesson 7 – Describing and comparing

Lesson 8 – Health and safety

Lesson 9 - Getting a job

MODULE FOUR: PARTNERSHIPS WITH VET SCHOOLS IN EUROPEAN COUNTRIES/PARTICIPATION IN EU PROGRAMMES

Comenius Partnerships (exist since 1995)

Leonardo da Vinci Partnerships (New action up from 2008)

Draft a project proposal for a Comenius / a Leonardo partnership

Useful sources of information for Module 4

Advanced English for vocational purposes:

MODULE 1: MY VET SCHOOL AND THE CAREERS, JOBS OR PROFESSIONS IT TRAINS FOR

1.1. Introduction

1.2. Overall objective and specific objectives of Module 1

1.3. Learning outcomes of Module 1

1.4. The profession or job your VET school trains for

The main Job Families in the UK

The Job Family: “Engineering

The Job Family: “Construction and Building

The Job Family: “Computers and IT

The Job Family: “Catering and Hospitality

The Job Family: “Manufacturing and Production

1.5. Glossary for the professions or careers your VET school trains for

1.6. A PowerPoint Presentation about your VET school

1.7. Practical exercise on professional clothes and equipment

1.8. Practical exercise “Safety at work”: Chemical safety symbols

1.9. Useful sources of information for Module 1

1.10. Evaluation of Module 1

MODULE 2: COOPERATION BETWEEN YOUR VET SCHOOL AND INDUSTRY

2.1. Introduction: Cooperation with the world around the VET school

2.2. Overall objective and specific objectives of Module 2

2.3. Learning outcomes of Module 2

2.4. Analyse the cooperation between your VET school and companies / industry

Checklists for Cooperation between VET schools and companies

Assignments

2.5. Promoting entrepreneurship education in the VET school

Introductory text

Activities related to the text

2.6. Useful sources of information for Module 2

Studies or reports

Organisations supporting mini companies

Further reading

2.7. Evaluation of Module 2

MODULE 3: PARTNERSHIPS WITH VET SCHOOLS IN EUROPEAN COUNTRIES

3.1. Introduction

3.2. Overall objectives and specific objectives of Module 3

3.3. Learning outcomes of Module 3

3.4. Understanding Comenius and Leonardo partnerships

Comenius Partnerships (exist since 1995)

Leonardo da Vinci Partnerships (New action up from 2008)

Further activities

3.5. Draft a project proposal for a Leonardo partnership

3.6. Useful sources of information for Module 3

3.7. Evaluation of Module 3

MODULE 4: PROMOTING PROFESSIONAL MOBILITY ACROSS EUROPE

4.1. Introduction

4.2. Overall objectives and specific objectives of Module 4

4.3. Learning outcomes of Module 4

4.4. The EU Decision No 2241/2004/EC

4.5. EUROPASS and its five tools

4.6. Other key developments that support Quality in VET: European Qualification framework , European Quality Assurance Reference Framework for Vocational Education and Training , ECVET, EURES, the database the mobility database PLOTEUS, the Portal on Learning Opportunities throughout the European Space

4.7. Useful sources of information for Module 4

4.8. Evaluation of Module 3

- *Barriers to potential transfer*

A barrier could create the fact that the project has been implemented by a consortium, specially developed for the case. There is insufficient contact data with people, representatives of the consortium. The authors of the methodology are known and there can be conducted conversations with them for their inclusion into forthcoming project activities.

Since the methodology for training teachers is a project outcome, financed by the European Social Fund, there count the common rules for using (transferring) and they cannot limit its further application.

To a certain extent the transfer could be hindered due to the lack of information (tools), related to the preliminary preparation – needs analysis of the teachers, analysis of the knowledge, the skills and the competencies, which should be mastered, conclusions out of surveys for existing practices for language training for teachers, preliminary preparation of training moderators (instructions, teacher's book, etc.).

Difficulties could be caused also due to the fact that the training, though defined as “language”, is a vocational as well – there are mastered competencies, necessary for exercising the teachers' vocation in correspondence with the permanently increasing requirements.

- *Likely timescales to be ready for transfer*

The project was concluded at the end of 2008. All documents (reports, surveys) are stored at the Intermediary Body of the PHARE Programme at the Ministry of Education, Youth and Science (Directorate Structural Funds and international educational programmes).

Therefore it is possible to be initiated activities, related to the transfer of products out of this project.

- *The degree of adaptation required for transfer, and whether this is deemed excessive*
The training programme in English language for teachers from the vocational schools could be transferred with slight changes, referring to the information, related to the Integrated Lifelong Learning Programme, EU policies in the field of vocational education and training and assurance of qualification transparency, including new websites – developed during the last two years and in some cases – adding new terms in the terminology, specific for the sector.

There are no obstacles the training programme to be used for teachers in vocational education for adults – the competencies, which are acquired, will be to one and the same extent useful for both children and adult training.

The training programme can be used also for teachers in other vocations from different sectors – in this case it is necessary some of the assignments and examples to be changed.

The training programme can be also adapted for people, working in the Human resources departments in enterprises, which implement activities, related to the career development of their employees and in the obligations of which there is included also project development under European programmes.

When there is an intention of development of other products, upgrading the current project, the necessary efforts shall be more.

- *The degree to which it is limited by current context*
The limit could be only a result out of the target group, for which the training programme is envisaged – teachers in subjects/ modules from the vocational education and training. For people, practicing other vocations, the course should be seriously amended.

8.3. Dependence on political context

- *Whether political drivers are specifically region-focussed and do not reflect the general political environment of potential transfer markets*
The teachers' qualification is an element, related to the policy of every country in the field of education and training so that it is not possible to determine it as a specific for the region. It is possible the requirements, regarding the obligatory initial teachers' qualification in the vocational training to be different, however, the project training is rather an upgrading training (including a certain level of English mastering is required so that a teacher takes part in the course).
- *Whether it is based on EU structural funds or other EU finance*
The training programme in English language for teachers in the vocational education is part of a project, financed under the PHARE programme – this was a pre-accession funded programme.
- *Whether there are limits to the type of beneficiary*
The training programme and the methodology are proper for teachers. They are developed for teachers in the vocational field but without greater efforts they can be adapted for teachers in different subjects from the general educational field. Within the training there has been also reflected the specifics, characteristic for the 5 economic sectors – there are necessary to be introduced small amendments so that the training could be used for teachers in the vocational education and in vocations from other sectors.

- *Whether the business support context it is based upon is not restricted in such a way that a transfer country could support the policy or programme (i.e.: it is built solely on certain structural assumptions that are unique to that particular country)*

Possible reasons, which will not be an obstacle for the training transfer, but have to be taken into consideration, are:

- Differences in the mechanisms for developing and managing projects in the different countries;
- Differences in the partnership approach between training providers and enterprises (for example Germany with the dual system – the cooperation is realized in a different way from the Bulgarian).
- Differences, which result out of the level of mastering the English (or any other) language – in some countries (for example Denmark), a large part of the population speaks English well. Of course, the course is not proper for countries, where English is a native language (England, Scotland, Ireland).

- *The degree of flexibility in the employer-government arrangement of support (financial or otherwise) which would not restrict its transfer to other regions (e.g.: if it can only work if based on a system of tax training credits, this could only logically be transferred to a region with similar arrangements)*

The training can be transferred without obstacles.

8.4. Flexibility

The methodology and the training programme in English for teachers from the vocational education can easily be transferred not only to another country, but also to another economic sector as well as for teachers in other subjects/ modules (not included in vocational training).

Obstacle to a certain extent can only be the status and the approach of the project team – they are not part of an institution, which delivers language training – they have implemented the activities by designing the courses as in any other instructional design (for example tailor-made trainings). Within the traditional language courses there is estimated the level of the training applicant and he is being proposed to sign in a proper training course, based on the initially conducted written and oral evaluation/ tests.

In the training course for teachers it is necessary to make a profound analysis of the activities, which require using a foreign language, defining the lacking competencies and to develop a training programme, which has taken into consideration both the level of the trainees, as well as their necessities.

8.5. Multi-region transfer

The training programme in foreign language for teachers from the vocational education without amendments can be transferred to different regions (in Bulgaria, in the EU and outside), in which the teachers have similar obligations to the ones of their Bulgarian colleagues and in which the English language would be of interest.

In any other cases the programme is necessary to be amended.