



# Education and Training Monitor 2015

# Bulgaria

This publication is based on document SWD(2015)199. The Education and Training Monitor 2015 was prepared by the Directorate-General of Education and Culture (DG EAC), with contributions from the Directorate-General of Employment, Social Affairs and Inclusion (DG EMPL) and the Eurydice Network. DG EAC was assisted by the Education and Youth Policy Analysis Unit from the Education, Audiovisual and Culture Executive Agency (EACEA), the JRC's Centre for Research on Education and Lifelong Learning (CRELL) and Institute of Prospective Technological Studies (IPTS), Eurostat and Cedefop. The Members of the Standing Group on Indicators and Benchmarks (SGIB) were consulted during the drafting phase.

*Manuscript completed in September 2015*

*Additional contextual data can be found online ([ec.europa.eu/education/monitor](http://ec.europa.eu/education/monitor))*

*Europe Direct is a service to help you find answers  
to your questions about the European Union.*

**Freephone number (\*):  
00 800 6 7 8 9 10 11**

(\*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

More information on the European Union is available on the internet (<http://europa.eu>).  
Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2015

ISBN 978-92-79-51634-4

doi: 10.2766/248558

Cover image: © Shutterstock.com

© European Union, 2015

Reproduction is authorised provided the source is acknowledged.

*Printed in Belgium*

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)

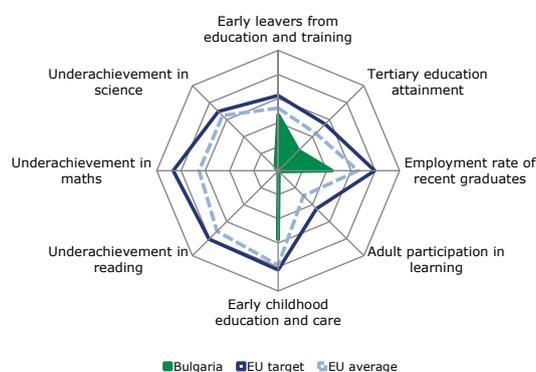
# BULGARIA

## 1. Key Indicators and Benchmarks

|   |  | Bulgaria |                       | EU average          |                     |                     |
|---|--|----------|-----------------------|---------------------|---------------------|---------------------|
|   |  | 2011     | 2014                  | 2011                | 2014                |                     |
| <b>Educational poverty and spending cuts: challenges for the education sector</b>   |  |          |                       |                     |                     |                     |
| Share of 15 year-olds with underachievement in:   | Reading  | •        | : 39.4% <sup>12</sup> | :                   | 17.8% <sup>12</sup> |                     |
|   | Maths  | •        | : 43.8% <sup>12</sup> | :                   | 22.1% <sup>12</sup> |                     |
|   | Science  | •        | : 36.9% <sup>12</sup> | :                   | 16.6% <sup>12</sup> |                     |
| Education investment  | Public expenditure on education as a percentage of GDP                 |          | 3.5%                  | 3.8% <sup>13</sup>  | 5.1%                | 5.0% <sup>13</sup>  |
|   | Public expenditure on education as a share of total public expenditure |          | 10.0%                 | 9.8% <sup>13</sup>  | 10.5%               | 10.3% <sup>13</sup> |
| <b>Education attainment levels of young people across Europe</b>  |  |          |                       |                     |                     |                     |
| Early leavers from education and training (age 18-24)   | Men  |          | 11.2%                 | 12.8%               | 15.2%               | 12.7%               |
|   | Women  |          | 12.6%                 | 12.9%               | 11.5%               | 9.5%                |
|   | Total  | •        | 11.8%                 | 12.9%               | 13.4%               | 11.1%               |
| Tertiary education attainment (age 30-34)   | Men  |          | 20.9%                 | 23.4% <sup>u</sup>  | 31.0%               | 33.6%               |
|   | Women  |          | 34.2%                 | 39.0% <sup>u</sup>  | 38.7%               | 42.3%               |
|   | Total  | •        | 27.3%                 | 30.9% <sup>u</sup>  | 34.8%               | 37.9%               |
| <b>Policy levers for inclusiveness, quality and relevance</b>   |  |          |                       |                     |                     |                     |
| Early childhood education and care (participation from age 4 to starting age of compulsory education)                         |  | •        | 86.6%                 | 87.8% <sup>13</sup> | 93.2%               | 93.9% <sup>13</sup> |
| Teachers' participation in training   | Any topic (total)  |          | :                     | 85.2% <sup>13</sup> | :                   | 84.6% <sup>13</sup> |
|   | Special needs education  |          | :                     | 25.7% <sup>13</sup> | :                   | 32.4% <sup>13</sup> |
|   | Multicultural settings   |          | :                     | 20.5% <sup>13</sup> | :                   | 13.2% <sup>13</sup> |
|   | ICT skills for teaching  |          | :                     | 55.6% <sup>13</sup> | :                   | 51.0% <sup>13</sup> |
| Foreign language learning (Share of ISCED 2 students learning two or more foreign languages)                                  |  |          | 19.4%                 | 18.2% <sup>12</sup> | 63.0%               | : <sup>12</sup>     |
| Share of ISCED 3 students in vocational education and training (VET)  |  |          | 52.2%                 | 52.4% <sup>13</sup> | 50.4%               | 48.9% <sup>13</sup> |
| Employment rate of recent graduates by education attainment (age 20-34 having left education 1-3 years before reference year) | ISCED 3-4  |          | 49.7%                 | 52.6%               | 71.3%               | 70.8%               |
|   | ISCED 5-8  |          | 74.0%                 | 74.5%               | 82.5%               | 80.5%               |
|   | ISCED 3-8 (total)  | •        | 59.2%                 | 65.4%               | 77.1%               | 76.1%               |
| Learning mobility   | Inbound graduates mobility (bachelor)                                  |          | :                     | 3.9% <sup>13</sup>  | :                   | : <sup>13</sup>     |
|   | Inbound graduates mobility (master)                                    |          | :                     | 2.7% <sup>13</sup>  | :                   | : <sup>13</sup>     |
| Adult participation in lifelong learning (age 25-64)  |  | •        | 1.3%                  | 1.8%                | 8.9%                | 10.7%               |

Sources: Eurostat (LFS, UOE, GFS); OECD (PISA, TALIS). Notes: • ET 2020 benchmark; data refer to weighted EU average, covering a different number of Member States depending on the source; b= break in time series, d= definition differs, p= provisional, u= low reliability, <sup>12</sup>= 2012, <sup>13</sup>= 2013. Further information is found in the respective section of Volume 1 ([ec.europa.eu/education/monitor](http://ec.europa.eu/education/monitor)).

**Figure 1. Position in relation to highest (outer ring) and lowest performers (centre)**



Source: DG Education and Culture calculations, based on data from Eurostat (LFS 2014 and UOE 2013) and OECD (PISA 2012, TALIS 2013). Note: all scores are set between a maximum (the highest performers visualised by the outer ring) and a minimum (the lowest performers visualised by the centre of the figure).

## 2. Main strengths and challenges

Bulgaria has recently improved its performance as regards basic skills and tertiary education attainment. However, it still needs to improve the overall quality and efficiency of its school education system and the capacity of higher education to respond to labour market needs. Bulgaria has still not adopted its school education act, which will provide a framework for implementing the comprehensive reforms needed in the school system, including modernising curricula and improving teacher training. Access to education for disadvantaged children, in particular Roma, is an ongoing challenge: the enrolment of Roma children in early childhood education is low and almost a quarter of Roma children aged 7-15 are not in education. The quality of vocational education and training in Bulgaria is insufficient, including in terms of its integration in the general education system. The rate of adult participation in lifelong learning is among the lowest in the EU.

### Box 1. The 2015 European Semester country-specific recommendation on education and training

The 2015 European Semester country-specific recommendations (CSRs) to Bulgaria (Council of the European Union 2015) included a recommendation on education and training:

CSR 4: Adopt the reform of the School Education Act, and increase the participation in education of disadvantaged children, in particular Roma, by improving access to good-quality early schooling.

## 3. Investing in education and training

General government expenditure on education as a share of GDP (3.8% in 2013) has slightly increased over recent years but remains well below the EU average of 5.0% and is the second lowest in the EU-28.<sup>1</sup> Bulgaria has taken action to ensure that the allocation of funding contributes to improving educational programmes. Of particular importance was the allocation in 2014 of EUR 50 million for structural measures and national programmes. The aims are:

- improving school facilities;
- preventing student drop-out;
- introducing ICT in schools;
- evaluating the quality of education and matching it with labour market needs;
- improving management systems for higher education institutions;
- increasing the cost allocation per student in teacher training, engineering and natural sciences.

Bulgaria has introduced performance-based funding in higher education. This involves linking the public funds provided to state universities to their actual performance, using the Bulgarian universities rating system (BURS) and other indicators.

## 4. Tackling inequalities

The early school leaving rate reached 12.9% in 2014 and has been slowly increasing since 2012. This is in contrast with previous years, when the rate had been on the decrease. There are substantial regional differences in Bulgaria's early school leaving rate. In the South West region, which includes the capital city Sofia, the percentage of early school leavers is 5.9%. In the other five regions, the percentage is above the country average:

- 13% in the South Central region;
- 15.6% in the North Central region;

<sup>1</sup> Source: Eurostat, General government expenditure by function (COFOG) database.

- 16.8% in the South East region;
- 17.9% in the North East region;
- 20.8% in the North West region.

Bulgaria's national Europe 2020 target of 11% remains within reach, but progress needs to be achieved to reverse the recent negative trend. In this context, data from the National Statistical Institute<sup>2</sup> is cause for concern: in 2014/15 there was a decrease in enrolment rates in all levels of education except higher education.

The proportion of Roma children of compulsory school age not attending school was 12% in 2010/11, while 9% of Roma aged 16 and above had never been to school. More than 25% of Roma children attend de facto segregated school classes (European Union Agency for Fundamental Rights 2014).

Although participation in early childhood education has been slowly increasing in recent years, it remains below the EU average (87.8% compared to 93.1% in 2013). According to recent data from the National Statistical Institute, the enrolment rate in pre-school education (children aged 3 to 6) decreased from 83.6% in 2013/14 to 82.9% in 2014/15. Survey and census data suggest that only about 42% of Roma children aged 4-7 are enrolled in pre-school or kindergarten and 23.2% of Roma children aged 7-15 are completely outside the educational system.

On basic skills, 15-year-olds' performance in the 2012 OECD Programme for International Student Assessment (PISA) in reading, mathematics and science improved compared to 2009 (OECD 2013). However, Bulgaria had the highest percentages out of the EU 28 Member States of low achievers in reading (Figure 2) and mathematics (39.4% and 43.8% respectively) and the third highest percentage in science (36.9%). The influence of socioeconomic factors, different schools and place of residence on student performance is higher than the EU average: while students from specialised secondary schools and those from large cities perform significantly above the national average, students from smaller towns and villages and from secondary comprehensive schools without specialised classes lag behind the national average.

Bulgaria's national strategy on diminishing the number of early school leavers 2013-2020 (Ministry of Education and Science 2013) focuses on ensuring equal access to pre-school and school education and support for personal development in the system. The strategy aims to stimulate cross-sectoral partnerships in implementing integrated policy and to ensure open access to education. The strategy is comprehensive and includes all the main policies and measures related to early leaving (Eurydice 2015). Specific targeted measures for groups at risk are focused on students from socially disadvantaged and minority/Roma backgrounds, as well as students with special educational needs.

Bulgaria has drafted a 2014-15 action plan to accompany its national strategy. The plan focuses on three areas: prevention (overcoming the reasons for early school leaving); intervention (creating conditions for limiting the phenomenon); compensation (support for reintegration). The plan's success will depend to a large degree on whether well-functioning mechanisms and procedures are in place for information management to register movements by children and students. These will make it possible to track each case of a child or student at risk of early school leaving.

Other measures that could complement the strategy are as follows:

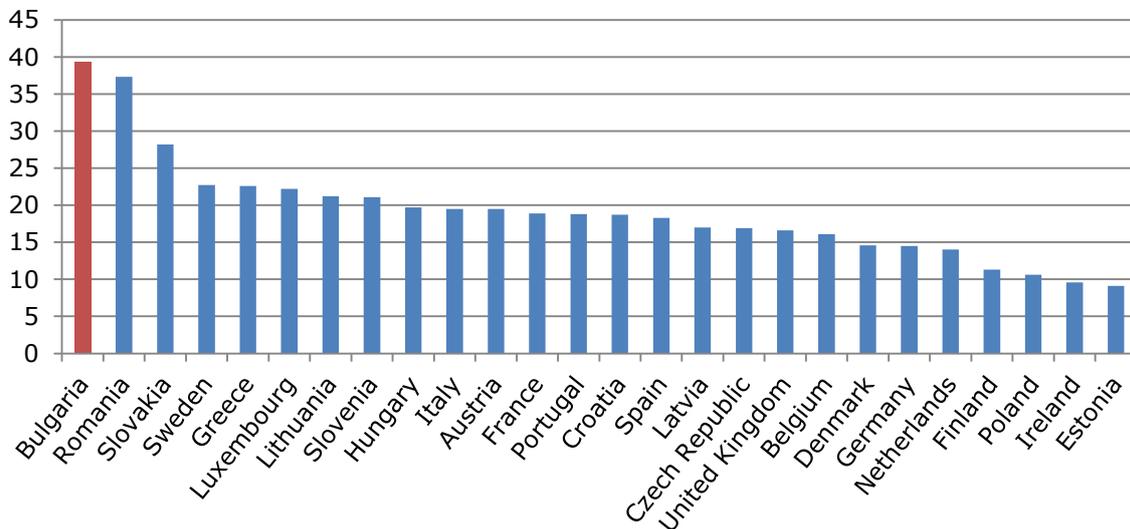
- introducing financial incentives for schools (for example, early school leaving could be one of the criteria when allocating state subsidies to schools);

---

<sup>2</sup> <http://www.nsi.bg/>.

- the early identification of learning difficulties, combined with targeted support;
- cooperation between the different stakeholders involved in student support activities.

**Figure 2. Share of 15-year-old pupils in 2012 who are at level 1 or below of the PISA combined reading literacy scale**



Source: OECD (2013)

Expanding the scope and improving the quality of pre-school education have been identified as areas for intervention in Bulgaria's 2014-2020 national strategy for lifelong learning. Several activities have been included in the action plan to implement this strategy. These include updating curricula for pre-school education and raising the qualifications of teaching staff.

The 2014-2020 national strategy for promoting and improving literacy introduces the concept of language literacy on the basis of reading literacy (skills for reading and writing). The components of initial literacy are the ability to read, the ability to write and the ability to understand the sense of reading and writing. These are skills that should be acquired in the first year of school, in accordance with the planned national curriculum requirements.

Measures have been carried out under a number of different projects to improve facilities in kindergartens. A social inclusion project contributed to the renovation and modernisation of equipment in centres for integrated early childhood development services for children aged under 3. By the end of January 2014, crèche and kindergarten groups had been opened in 17 municipalities. Measures to improve the learning outcomes for students include a piloted project for introduction of new model of full-time organisation of the education process and the above-mentioned national strategy for the development of teaching staff. During the 2013-2014 school year, 3 363 children from preparatory groups in kindergartens and schools, 4 181 primary school students and 6 251 pre-high-school level students were provided with supplementary training.

A series of extracurricular and curricular activities connected with the educational integration of children and students from ethnic minorities, in particular from the Roma community, were carried out under the 'Educational integration of children and students from ethnic minorities' and 'Reintegration of early school leavers' projects and through activities by the Centre for Educational Integration of Children and Students from the Ethnic Minorities. The projects, which were funded from the state budget and the European Social Fund, aimed at early detection of children at risk, their inclusion in the pre-school and school education and successful socialisation. The projects also aimed to further develop integrated education and integrate students with special educational needs into the educational system. In 2014, 7 692 students were covered by activities to prevent early school leaving.

## 5. Modernising school education

Bulgaria's results in the 2013 OECD Teaching and Learning International Survey (TALIS) were close to the EU average (OECD 2014). The proportion of teachers who took part in some professional development activity in the last 12 months was in line with the EU average (85%), as was the proportion of teachers using ICT for students' projects or class work (55.6%). The perceived status of the profession is also similar to the EU average: 20% of teachers think that their profession is valued in society (compared to 19% in the EU on average). The proportion of teachers who feel that they can motivate students who show low interest in school work is slightly below the EU average (68% compared to the EU average of 71%).

In May 2014, Bulgaria adopted its 2014-2020 national strategy for the development of teaching staff. The strategy aims to improve the quality of education by:

- (i) putting in place a system for continuing education and training for teaching staff;
- (ii) updating the curricula of universities training students to obtain a professional qualification as a teacher;
- (iii) providing financial incentives to motivate, attract and retain young teachers;
- (iv) introducing a unified system for checking levels of preparation and system for quality control of labour.

The strategy also provides for a set of measures to upgrade mechanisms for the evaluation and self-assessment of teachers' work.

In 2014, Bulgaria adopted its 2014-2020 strategy for the effective implementation of ICT in education and science. The first phase of the strategy (e-learning) was launched in May 2015. The strategy aims to create a unified system for ICT use in schools, higher education and science.

### Box 2. Reform of the pre-school and school education system in Bulgaria

A reform of the pre-school and school education system in Bulgaria is considered necessary by all relevant stakeholders. The reasons for this are as follows:

- the low quality of school education, as measured by the performance results of Bulgarian students in international surveys such as PISA, PIRLS (Progress in International Reading Literacy Study) and TIMSS (Trends in International Mathematics and Science Study);
- the need to ensure equal access to education for all children;
- the high drop-out and early school leaving rates;
- the inadequate educational structure, outdated curricula and unsatisfactory quality of textbooks;
- the lack of an efficient system for the qualification and career development of teachers.

The new School Education Act is expected to be adopted by the last quarter of 2015. The Act will reform a large number of areas including:

- drawing up new national educational standards;
- giving more freedom to schools to decide on the teaching process and curriculum development;
- making provision for the validation of non-formal and informal learning;
- introducing the national qualification framework and its correspondence to competences;
- introducing all-day education (longer school days covering afternoons) for all students in 5th to 7th years of school;
- banning the creation of separate classes for children with special educational needs or according to ethnicity;
- introducing new types of schools such as 'innovative schools' and 'schools of national significance';
- bringing in detailed rules on the professional development of teaching staff based on the

- constant upgrading of qualifications of teaching staff and systematic evaluation;
- setting up a national inspectorate to carry out external assessments of schools;
- involving different stakeholders in education and the management of schools;
- setting up public councils of schools and kindergartens.

Under the draft law, basic education will be completed once students have completed the seventh grade. This measure is being proposed to rectify the current situation where children in language schools finish basic education either after the eighth year or in the middle or the second half of the ninth year. Under the proposed new structure, Bulgaria will be the only country in the EU where basic education is completed after the first seven years of schooling; in almost all other EU Member States, basic education is completed after nine years of schooling. Therefore, if Bulgaria wants to harmonise the structure of its education system with the European dimension for basic education, Bulgarian students will only have seven years to accumulate the knowledge, skills and key competencies acquired by children in other Member States in eight to ten years.

In addition, public debates and discussions in Bulgaria's National Assembly show that there are other issues that need attention, including:

- the provision of state subsidies to private schools;
- the school funding model and the need for changes in the model for delegated budgets;
- the existence of an independent form of education;
- the social integration of Roma children through education;
- the number of textbooks which can be approved by the Ministry of Education for each school subject.

The adoption of the new law on pre-school and school education is of vital importance for the reform of school education in Bulgaria. If approved, it will modernise secondary education in Bulgaria by providing the legal framework for improving the quality of education, having better qualified teachers and encouraging different stakeholders to get involved in the education process. However, the success of the reforms depends heavily on:

- ensuring sufficient financial support to implement the law;
- drawing up the national educational standards in good time;
- the quality of the new curricula, syllabuses and textbooks;
- further elaboration of the principle for delegated budget needs;
- raising capacity at national, regional and institutional levels;
- drawing up a clear risk management strategy and carrying out impact analyses of the reform and its main measures.

## 6. Modernising higher education

Bulgaria's tertiary education attainment among 30-34 year-olds has been steadily increasing over the past two years. The figure reached 30.9% in 2014 and is on track to reach the national Europe 2020 target of 36%. Women strongly outperform men, with a tertiary education attainment rate in 2014 of 39% compared to 23.4% for men. Due to adverse demographic developments, recently there has been a decrease in the number of students enrolling in higher education: after a peak in the 2009/10 academic year, when there were 283 236 students, in 2013/14 the number decreased to 277 239.<sup>3</sup>

Data from the Bulgarian University Ranking System (BURS) show that approximately half of all students study in six out of a total of 52 professional fields. These were: economics, administration and management, law, communications and computer technology, teacher training and tourism. The employment rate of recent tertiary graduates<sup>4</sup> decreased in 2014 to 74.5% and is under the EU-28 average of 80.5%. Bulgaria is among the EU Member States with the highest percentage of 20 to 34 year-olds with tertiary education attainment who have jobs that would not traditionally require this level of qualification (European Commission 2012).

<sup>3</sup> <http://www.nsi.bg/>.

<sup>4</sup> People aged 20-34 who left education between one and three years before the reference year.

In February 2015, Bulgaria's National Assembly approved the strategy for the development of higher education and accompanying action plan. The strategy identifies specific problematic areas relating to the quality and compatibility of the Bulgarian higher education with other European higher education systems. The strategy provides a SWOT analysis of the Bulgarian higher education system and flags up a number of shortcomings, which include:

- an imbalance between university autonomy and state control;
- outdated syllabuses and curricula;
- a 'supply and demand' mismatch between higher education and labour market needs;
- a low level of research output in some universities;
- insufficient outgoing and poor incoming mobility of students and university teachers.

In May 2015, the Ministry of Education and Science published a draft amendment of the Higher Education Act, proposing a number of changes including the identification of priority professional fields and protected specialisations (i.e. specialisations which are important for socioeconomic development but not very attractive for applicants).

The draft amendment also provides for state funding for higher education institutions based on quality and performance-based indicators. The proportion of state funding awarded on the basis of such criteria should be no less than 30% during the 2016/17 academic year and will gradually increase to no less than 60% for the 2019/20 academic year. In addition, members of the academic staff will be allowed to take part in the accreditation process of only one higher education institution.

The development of the Bulgarian University Ranking System is a very positive step towards increasing the transparency of the higher education system. BURS collects and publishes data on different aspects of higher education offered by various institutions, on educational outcomes and on graduate employment. The fourth edition of BURS was launched on 1 December 2014. The fifth edition is currently being compiled and its results will be announced in October 2015. A centralised pilot system to provide practical training for students was successfully implemented between 2012 and 2014. In this period, more than 60 000 places for practical training were offered by more than 14 000 Bulgarian employers.

Bulgaria has implemented a number of projects using funding from the European Social Fund (Human Resource Development Operational Programme). These include:

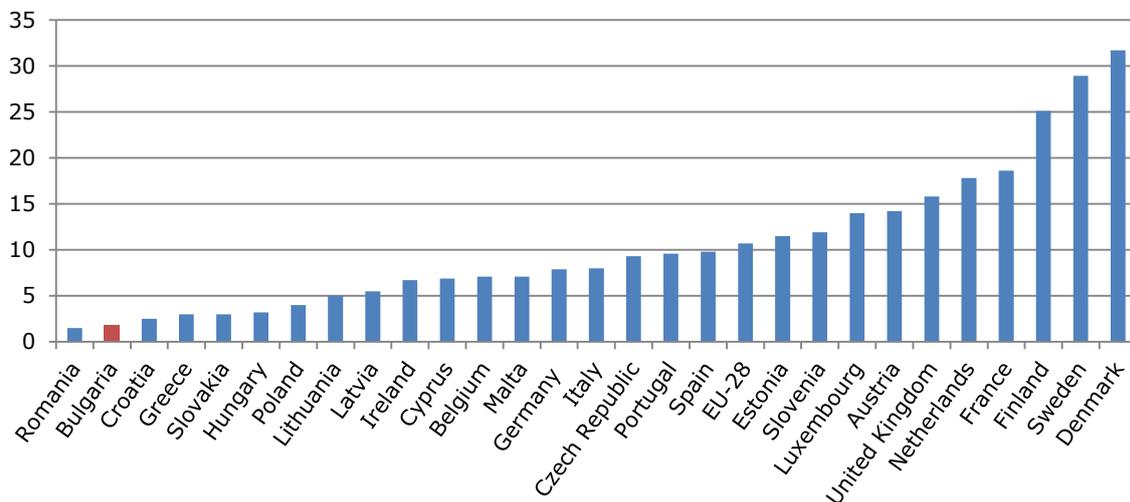
- the 'System for qualification and career development of the academic staff in higher education institutions' project, aimed at further development of the existing system for the qualification and career development of academic staff, providing continuing education in key fields like foreign language and using information and communication technology in the training process;
- the 'Updating higher education curricula in compliance with labour market requirements' project. 36 out of 51 higher education institutions have been implementing joint projects with employers. The project aimed to create a direct link between higher education institutions on the one hand and employers' organisations, large companies and key experts on the other hand so that they can work together on updating curricula. 31 higher education institutions have already introduced new curricula.

## **7. Modernising vocational education and training and promoting adult learning**

The participation of upper secondary students in vocational education and training (VET) is somewhat above the EU average (52.4% in 2013, compared to the EU average of 48.9%). However, Bulgaria has one of the highest proportions of young people aged 15-24 not in

employment, education nor training (20.2% in 2014). The employment rate of recent upper secondary graduates<sup>5</sup> is also well below the EU average. Adult participation in lifelong learning is the second lowest in the EU (Figure 3), with a significant gap compared to the EU average (1.8% in 2014, compared to the EU average of 10.7%).

**Figure 3. Rate of adult (aged 25 to 64) participation in lifelong learning in 2014**



Source: Eurostat

Bulgaria is making changes to its VET legislation and bringing in further implementing legislation. By doing so, it aims to achieve the following:

- ensure the quality and effectiveness of vocational education and training;
- make it easier to access VET, especially for people with special needs, while also targeting early school leavers and ensuring quick responses to current labour market needs;
- introduce a system on the validation of professional knowledge, skills and competences acquired through non-formal and informal learning and credit transfer and accumulation in the VET system;
- introduce a format for work-based learning ('training through work'), which will be applied both in initial and continuing education and training;
- adapt VET curricula to labour market needs, and involve the business community.

The main challenges are:

- to implement the legislative amendments in the VET system;
- to increase the quality and attractiveness of VET provision (through quality assurance mechanisms, including modernising infrastructure and training methods and training trainers for the new work-based learning format);
- to align VET delivery with the increased demand for medium and high-degree specialists in particular fields (e.g. ICT and engineering).

A variety of policy activities and concrete measures are planned in order to increase the low adult participation to 7% by 2020 and to focus provision on groups in need as part of the 2014-2020 integrated lifelong learning strategy and 2015 action plan. The aims are to develop:

- mechanisms for labour market intelligence and feedback mechanisms to inform VET provision;

<sup>5</sup> People aged 20-34 who left education between one and three years before the reference year.

- integrated information system and monitoring mechanisms for measuring progress in lifelong learning.

The success of the reforms depends on the concrete follow-up to the strategy. This will involve ensuring reliable information on demand for labour market skills, providing apprenticeships and internships, introducing lifelong guidance and cooperating with business and social partners.

## References

Council of the European Union (2015), Council recommendation of 14 July 2015 on the 2015 National Reform Programme of Bulgaria and delivering a Council opinion on the 2015 Convergence Programme of Bulgaria, 2015/C 272/08, [http://ec.europa.eu/europe2020/pdf/csr2015/csr2015\\_council\\_bulgaria\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2015/csr2015_council_bulgaria_en.pdf)

European Commission (2012), EU Youth Report 2012, [http://ec.europa.eu/youth/library/reports/eu-youth-report-2012\\_en.pdf](http://ec.europa.eu/youth/library/reports/eu-youth-report-2012_en.pdf)

Eurydice (2015), Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures, [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Tackling\\_Early\\_Leaving\\_from\\_Education\\_and\\_Training\\_in\\_Europe:\\_Strategies,\\_Policies\\_and\\_Measures](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Tackling_Early_Leaving_from_Education_and_Training_in_Europe:_Strategies,_Policies_and_Measures)

European Union Agency for Fundamental Rights (2014), Report on education 2014: The situation of Roma in 11 EU Member States, [http://fra.europa.eu/sites/default/files/fra-2014\\_roma-survey\\_education\\_tk0113748enc.pdf](http://fra.europa.eu/sites/default/files/fra-2014_roma-survey_education_tk0113748enc.pdf)

Ministry of Education and Science (2013), National Strategy on Diminishing the Number of Early School Leavers 2013-2020, [http://www.mon.bg/opencms/export/sites/mon/left\\_menu/strategies/documents/strategy\\_napusnali\\_obr\\_sistema\\_2013-2020.pdf](http://www.mon.bg/opencms/export/sites/mon/left_menu/strategies/documents/strategy_napusnali_obr_sistema_2013-2020.pdf)

OECD (2013), PISA 2012 results: What Students Know and Can do. Student Performance in Mathematics, Reading and Science (Volume I), <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-I.pdf>

OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, Paris: OECD Publishing

Comments and questions on this report are welcome and can be sent by email to:  
Florin POPA  
[florin.popa@ec.europa.eu](mailto:florin.popa@ec.europa.eu)  
or  
[EAC-UNITE-A2@ec.europa.eu](mailto:EAC-UNITE-A2@ec.europa.eu)

European Commission  
Directorate-General for Education and Culture

Education and Training - Monitor 2015

Luxembourg: Publications Office of the European Union

2015 — pp. 10 — 21 x 29.7cm

ISBN 978-92-79-51634-4

ISSN 2466-9997

doi: 10.2766/248558

## HOW TO OBTAIN EU PUBLICATIONS

### **Free publications:**

- one copy:  
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:  
from the European Union's representations ([http://ec.europa.eu/represent\\_en.htm](http://ec.europa.eu/represent_en.htm));  
from the delegations in non-EU countries ([http://eeas.europa.eu/delegations/index\\_en.htm](http://eeas.europa.eu/delegations/index_en.htm));  
by contacting the Europe Direct service ([http://europa.eu/eurodirect/index\\_en.htm](http://europa.eu/eurodirect/index_en.htm)) or  
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (\*).

(\* ) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

### **Priced publications:**

- via EU Bookshop (<http://bookshop.europa.eu>).

