SUMMARY PROJECT FICHE

1. Basic Information

1.1 Désirée Number: BG 0004.04

1.2 Title: INVESTMENT IN THE VOCATIONAL TRAINING INFRASTRUCTURE

1.3 Sector: Economic & social cohesion

1.4 Location: North West and South Central NUTS II Regions

2. Objectives:

2.1 Wider Objective:

To enhance the employment prospects of the unemployed in the South Central and North West regions through the provision of more relevant and better quality vocational training.

2.2 Immediate Objectives:

To improve the quality of vocational training provision in the South Central and North West regions through the provision of better training facilities and their more effective usage.

2.3 Accession Partnership and NPAA priority

2.3.1 Accession Partnership

The project will help support the objectives under the priority identified under the chapter on economic and social cohesion, namely, the “development of a national policy for economic and social cohesion”. It will also form part of the actions identified under the same priority, specifically, ”gain experience in project cycle management for Objective 1 type programmes at regional and local levels”.

2.3.2 The NPAA

The project contributes to the priorities and targets of the Employment and Social Affairs chapter of the NPAA. Specifically, by supporting the measures which the NPAA identifies, namely:

- “Stimulating the creation of new jobs;”
- “Stimulating the start-up of self employed business activities;”

Provision of quality vocational training with well trained teachers, relevant curricula, and good equipment and facilities often encourages the recipients towards self-employment and increases the flexibility and adaptability of the labour force.
The project will also support the priorities and targets of the chapter on Education and Science of the NPAA. The proposed project will support the achievement of the following targets which are specified in the NPAA:

- “Guaranteeing the quality of training in order to create the possibility to compare the secondary, general and professional education with that in the EU Member States as prerequisite to achieve a free movement of persons and services within the internal market.”
- ‘Development of a mobile and adaptive national system of professional education and vocational training which should take into account the social and economic requirements and the needs of the market, while guaranteeing the access of all citizens and establishing an active social partnership”.

2.4 Contribution to National Development Plan

- The project is closely connected to the education priority of the National Development Plan i.e. improving the quality of life and adapting human resources to market requirements.
- In the chapter “Special Needs Education and Training” it is stated that in order to ensure equal access for people with special needs, an adequate education infrastructure should be provided – including equipment and premises. The project is formulated specifically to meet this priority action.

2.5 Contribution to the NUTS II Regional plans

Both regional development plans drew the following key conclusions:

- “The condition of the building and the facilities of almost all of the vocational training centres is very poor and most lack the necessary equipment to deliver appropriate training courses”.
- “The number of persons participating in vocational training in the region is very low”. In North West region only 3.55% of the unemployed benefited from vocational training in 1998”.

In relation to unemployment the key conclusions drawn in the plans are:

- “The level of unemployment in the region is rising”.
- “There are major disparities in unemployment levels in the region”
- “The majority of the long-term unemployed are without any kind of vocational qualification and this has contributed to the emergence of a number of risk groups”.
- “Employment programmes manage to target 1% of the unemployed per year”

Both plans have defined intermediate objectives of “reducing the level of regional unemployment by improving human resource development”. The project is one of the measures designed to achieve this objective.
3. **Description:**

3.1 **Background and justification**

In Bulgaria, vocational training and education is currently offered in the following types of institutions:

- three year secondary vocational schools
- basic vocational schools which provide different lengths of training depending on the complexity of the skill being acquired
- four or five year technical and vocational high schools
- vocational schools which trainees enter after completion of secondary education
- qualification centres
- private vocational schools;
- qualification courses for the unemployed, organised by regional and local labour offices.

The total number of vocational schools in the North West region is 41 and in South Central region is 136. These figures include three year, four year, basic and private vocational schools.

Vocational training is of critical importance in getting the unemployed back into work and, thus, forms a part of any credible regional development strategy. The capacity of vocational training measures to play a part in the alleviation of labour market problems in the South Central and North West regions, however, this is currently impaired by the poor state of the vocational training centres.

At present, moment about 90% of vocational training centres are not equipped to take up the challenge set within the regional development strategies, as they are incapable of addressing the current needs of employers as a consequence of a variety of conditions. Among these are the lack of: appropriate and modern training equipment; audio-visual facilities; and adequate training rooms; and, the adherence to inappropriate training methods and training course curricula. It is these problems that this project will address.

Previous vocational training projects have gone some way to improve the quality of vocational training which is available in the two regions however there are a large number of institutions in the regions which, as yet, have not benefited from such upgrading and as long as this remains the case the full realisation of the labour market objectives within the regional development plans cannot be attained.

The final evaluation of one such programme, the Phare programme BG95.06, has recently been completed. Among the conclusions were:

- “The programme BG 95.06 (VETERST) has made a significant contribution to the improvement of education and training, and science and technology provision in Bulgaria at a time when educational reform was not a national priority. Such Phare initiatives have been indispensable in enabling Bulgarian experts and educators to keep in touch with international developments as part of the accession of Bulgaria to the EU”.
- In comparison with other Phare VET activities in CEE, the Bulgarian VETERST Programme has had a positive reputation.”
It is, therefore proposed that Phare 2000 continues to support this good work with assistance directed towards the upgrading, renovation, refurbishment and equipping of training facilities of 7 training institutes in the 2 target regions. The number of the final beneficiary institutions is entirely dependent the estimated costs of the works to be carried out and the equipment to be procured.

3.2 Linked activities:

The project will improve the functioning of the regional labour markets and will draw upon previous experience gained over a number of Phare (BG95.06-01.01: Upgrading Vocational Education and Training, BG95.06-01.02 : Teacher Career Path and BG96.05-02 : A School for Everyone) and non-Phare (German, Austrian and Danish bilateral fund) projects.

Under Phare project (BG 95.06-01.01) 8 institutions in the 2 regions received modern professional equipment for delivering of appropriate vocational training. The list of schools in both regions and the vocations, which have been supported with the development of new curricula is the following:

<table>
<thead>
<tr>
<th>North West Region:</th>
<th>South Central Region:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technical School in Telecommunication – Montana <em>(telecommunications technicians)</em></td>
<td>1. Technical School in Mechanisation and Agriculture – Pazardjik <em>(farmers)</em></td>
</tr>
<tr>
<td>2. School for Chemical Technologies and Economics – Vidin <em>(secretary/administrators)</em></td>
<td>2. Technical School in Mechanic Engineering – Pazardjik <em>(machine technicians)</em></td>
</tr>
<tr>
<td>3. Teacher Training Centre – Biala Slatina <em>(training of trainers centre)</em></td>
<td>3. Technical School in Electrical Industry – Plovdiv <em>(electrical appliance technicians)</em></td>
</tr>
<tr>
<td></td>
<td>5. Construction School - Stara Zagora <em>(geodezists)</em></td>
</tr>
<tr>
<td></td>
<td>6. Economics School – Stara Zagora <em>(economist organisers)</em></td>
</tr>
</tbody>
</table>

Furthermore, a number of bilateral VET projects, have allowed the Ministry of Education and Science to contribute to the upgrading and equipping of an additional 11 vocational training centres over the two regions:

1. **Austrian project for Economics and Management**, beneficiary institutions : NW region - Economics School in Montana; SC region – Economics School in Stara Zagora. New computers and office equipment were purchased, Austrian certificates are awarded to graduates. Enrolment in the training courses is after completion of secondary education for qualified people or for pre-qualification.

2. **Danish project for Economics and Marketing**, participating institutions are 4 Economics Schools : 1 in NW region (Vidin) and 3 in SC region (Smolian, Stara Zagora, Pazardjik). New computer rooms equipped, broadening of project experience is underway, training of adults delivered, Danish certificates are
awarded to graduates. Enrolment in the training courses is only after completion of secondary education.

3. **Danish project for Sports Management**, 1 school in SC region (sports school for managers of sport clubs and tourist agencies). The training is carried out according to the Danish curricula.

4. **German project for Installation Technicians**, 1 school in SC region (Catering School in Plovdiv). 4 workshops were equipped and a mini-company with employees was set up. It is envisaged that the centre will be developed as a Balkan Centre for the vocational training of Installation Technicians.

5. **German project for social reintegration**, in the SC region two centres have been established under educational legislation. A centre for qualification and improving qualifications in the use of modern technologies in the craft industries in Pazardjik, and a centre for qualification and improving qualifications for metal working in Stara Zagora, each provide vocational training across 5 areas. The Ministry of Education and Science ensures the enrolment of the trainees, the development of the curricula and the improvement of teachers’ qualifications. The Ministry of Labour and Social Policy include these centres in qualification programmes for unemployed and provide coordination between the project and other measures designed to enhance the employment prospects of the unemployed.

(For more information for EU Phare and bilateral projects see Annex 1.)

Before the project can commence a study will be conducted in order to:

- match between infrastructure projects and other priority projects in both regions;
- set selection criteria and select which schools to participate;
- research the capacity of training providers;
- provide information about the works to be completed and the equipment to be procured
- identify the groups available and eligible for corresponding retraining processes.

The project will be closely related to the project “Investment in Labour Market Development and Vocational Training Development”, which is also being proposed for support under Phare 2000. This project will fund the training of the unemployed and the retraining of workers whose skills are no longer in demand and as such could draw upon the services of the upgraded training centres in the two regions, although clearly, this will depend upon the respective timing of training to be provided and the timetable for the upgrading of the facilities.

Furthermore, the two labour market surveys which will precede the “Investment in Labour Market Development and Vocational Training Development” project will yield much useful information which will be of value to:

- the consultants undertaking the study which is required to precede this project
- the staff in the centres to be upgraded.

This involvement of the Ministry of Education and Science in the Steering Committees for the two projects will be sufficient to ensure that there the required flow of information, between the two projects, takes place.
3.3 Results:

The project will produce the following results:

- refurbished centres
- 7 centres which have been refurbished and provided with new equipment
- new skills training in the existing centres
- new and more relevant forms of training being put into practice by the staff of the existing centres
- an increase in the cost effectiveness of vocational training provision in the North West and South Central regions.

As a consequence of these results, the quality of the training which will be available in the two regions will be significantly improved, and this will result in a higher percentage of trainees finding jobs within 6 months of completion of training, given stable macroeconomic conditions.

In terms of outputs, the project will produce:

- over 700 trained individuals with more appropriate skills
- 100 better trained trainers
- an increase of 25% in the number of trainees who go into employment within 6 months of completing the training
- improved labour mobility and increased job security for those workers benefiting from vocational retraining in the centres.

3.4 Activities:

In order to be able to generate these results it will be necessary to:

- immediately set up the Project Steering Committee
- commission and commence the study which will, inter alia, identify the specific centres which will participate in the project (to be financed by BG 99.19 Project Preparation Facility)
- set up and properly resource a PIU to implement the project
- provide external assistance and support to this PIU and to the Project Steering Committee
- act upon the results and recommendations of the study
- prepare, organise and launch all the necessary tenders which relate to the improvement of premises, procurement of equipment and provision of training and advice to the staff of the centres
- supervise and monitor the progress of the project.

The external assistance will involve the recruitment of external experts, and this will be arranged under appropriate Phare procedures.

The work to the premises and the purchase of the equipment will be commissioned under procurement and works contracts. These will cover the complete renovation of premises (electrical, telecommunications, computer cabling, water and ventilation pipes, security systems, refurbishment of teaching rooms, canteens and hostels), their
exact number being determined by the study to be undertaken. The nature of the

tendering procedure to be applied will depend upon the value of the contracts to be

awarded, however DIS Manual procedures will be fully respected.

Institution building support will also be required by the beneficiary vocational training

centres. This will be made available to help them maximise the benefits from the

investment funds that they are to receive. The assistance will cover:

• advice on the development of their training curricula
• training their trainers (especially in relation to the use of the equipment to be

provided).

The study to be undertaken will produce Terms of Reference for the assistance to be

provided and the selection of the contractor(s) will be made by means of Direct

Agreements after Informal Consultations or by means of an Open Tenders (depending

upon the value of the contract(s)).

4. Institutional framework:

The Ministry of Regional Development and Public Works will be the Implementing

Agency and will have the following key overall responsibilities:

• allocation of funds to the Ministry of Education and Science
• verification all contract documentation and payment authorisation
• monitoring and evaluation of the project.

The specific responsibilities of the Ministry of Regional Development and Public

Works and the Ministry of Education and Science will be set out, in detail, in the

Memorandum of Understanding to be agreed before the project commences.

The technical implementation of the project is the responsibility of the Ministry of

Education and Science. To facilitate effective practical implementation, the Ministry

of Education and Science will establish two new structures:

• a Programme Implementation Unit, and

• a Project Steering Committee which will include regional representatives and

representatives from the social partners

These new structures are to be created expressly to facilitate the effective

implementation of the project and will not result in any change to the institutional

framework for vocational training in Bulgaria. Nevertheless, the involvement of

regional representatives and the social partners in the Project Steering Committee will

create an implementation structure similar to those involved in the implementation of

EU supported projects in the member states, and introduces an element of partnership

working, hitherto too, rarely seen in Bulgaria.

Implementation of the project could be constrained by capacity constraints at central

and local levels. At central level the PIU will require assistance to complete all the

necessary tendering and procurement in an efficient and effective way, while in the
centres staff will need assistance with curriculum development and the training of their staff if the maximum benefit is to be derived from the capital works and equipment to be financed. For these reasons an institution building component is included in the project. This will take the form of a foreign procurement adviser who will work in the PIU for 6 months over a 9 month calendar period, and trainers to train the staff of the centres. The estimated total cost of this institution building component is 300,000 Euro.

The work to be undertaken, the equipment to be procured, and the services to be provided will be contracted according to DIS Manual procedures. The contracts will be signed and awarded by the PAO in the Ministry of Regional Development and Public Works who will act upon requests received from the Ministry of Education and Science. The Ministry of Education and Science will draw upon the recommendations of the Project Steering Committee to reach conclusions on issues to be put to the Ministry of Regional Development and Public Works. The Project Steering Committee will, in relation to these contracts, act as the Tender Evaluation Committee. The PIU will be responsible for the launch of these tenders. In this instance, and in others (recommending approvals to the Ministry of Education and Science, monitoring and reporting progress to the Ministry of Education and Science) the PIU will act as the Secretariat of the Project Steering Committee.

5. Detailed Budget (2.5 M EURO):

<table>
<thead>
<tr>
<th></th>
<th>Phare Support</th>
<th>Investment Support</th>
<th>Institution Building</th>
<th>Total Phare (= 1 +IB)</th>
<th>National Cofinancing</th>
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<th>TOTAL</th>
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<td>NW</td>
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<td>Institution Building Component (1) External assistance</td>
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<td>Institution Building Component (2) Curriculum development and training</td>
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<td>Refurbishment of Centres*</td>
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<td>Equipment Procurement*</td>
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[* Number of individual contracts to be determined. ]
There will be no private sector contribution.
6. Implementation arrangements

6.1 Implementing Agency

The Implementing Agency is the Ministry of Regional Development and Public Works. The technical implementation of the project will be the responsibility of the Ministry of Education and Science, the exact nature of the relations between the two being specified in the Memorandum of Understanding to be signed.

The PIU will be responsible for day-to-day implementation of the project. In this respect, the PIU will ensure that all activities to be provided (works to be carried out, equipment to be procured, advice to be offered, and training to be delivered) will be undertaken in strict accordance with DIS Manual procedures and will be authorised by the PAO in the Ministry of Regional Development and Public Works. Since the responsibility for the technical implementation lies with the Ministry of Education and Science, it will be required to provide the necessary assurances to the EU that the PIU will be adequately resourced for the life of the project (staffing levels and staff salaries, accommodation and accommodation costs, telecommunications, consumables, etc.).

The Project Steering Committee will provide strategic project direction and guidance to the PIU. The Project Steering Committee should comprise representatives of:

- the Ministry of Regional Development and Public Works (two)
- the Ministry of Education and Science (two)
- the Delegation of the EU (one)
- one Governor representing the 3 Districts in the North West region and one Governor representing the 6 Districts in the South Central region
- the Bulgarian Industrial Association (one)
- the Bulgarian Chamber of Commerce (one)
- the PODKREPA and KNSB trade unions (one each = two)
- the vocational training institutes (a principal from an institute which is not located in the regions – one).

The Project Steering Committee will be Chaired by the senior representative of the two from the Ministry of Regional Development and Public Works. The Project Steering Committee will be set up immediately in order to take on responsibility for the study to be undertaken.

The Project Steering Committee will be the body to which all important decisions concerning technical and professional aspects are referred. These will include recommendations for:

- approval of Terms of Reference for the study
- approval of the criteria which will be utilised to select specific centres for possible funding (consultants to bring forward their suggestions)
- approval of the centres selected to be funded
- approval of the specific activities to be supported in relation to each selected centre.

These recommendations will be passed from the Project Steering Committee to the Ministry of Education and Science for final approval.
The investment funds which are available will be allocated between the two (NUTS II) regions as follows:

- 1.52 M Euro for the North West region – 57%
- 1.15 M Euro for the South Central region – 43%

This allocation is made on the basis of the comparative unemployment levels in the two regions for 1998, as outlined in the regional development plans (23.6% in the North West and 13.9% in the South Central region) and on the basis of the number of previously renovated centres, in the two regions, under different aid projects.

There are 177 institutions in the two regions which require such assistance as is to be provided by this project. The location of the potential schools to participate in the project will be defined as one of the outcomes of the study taking into account the following points:

- each major population centre in a district should have one modernised vocational training centre (taking into account towns which have centres which have been modernised under previous projects)
- the number of training places in a district reflects the degree of severity of unemployment in that district

The selection of the centres to benefit from the assistance to be made available under this project will take into account the results of the study which will have been completed before the project commences.

The study will:

- identify specific centres in the aforementioned towns
- examine conditions (physical and in terms of training capacity)
- identify building works and premises improvements, training equipment, advice on curriculum development and training of the trainers needed to facilitate the provision of quality vocational training
- cost the aforementioned activities
- make recommendations on the most cost effective way to contract the activities to be provided, subject to DIS Manual parameters (number of contracts, parcelling of contracts, etc.)
- rank those centres in terms the provision of vocational training places at least cost per training place provided.

6.2 Twinning

Not applicable.

6.2 Non-standard aspects

There are no non-standard elements to the project and DIS Manual procedures will be followed in all the contracting to take place.
7. **Implementation schedule**

<table>
<thead>
<tr>
<th>Completion</th>
<th>Start of project activity</th>
<th>Project Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2000 (for the study)</td>
<td>January 2001 (for the Project proper)</td>
<td>April 2001</td>
</tr>
</tbody>
</table>

8. **Equal Opportunity**

The project will be implemented according to the regulations of Bulgarian law providing equal opportunity for women and men to participate in all aspects of education and training.

9. **Environment**

Environmental Impact reports will not be required under existing rules for investment projects as these works are for improvements and refurbishment, not new construction.

10. **Rates of return**

Rates of return can only be calculated for individual components approved under this scheme.

11. **Investment criteria**

11.1 **Catalytic Effect**

The project will result in a major increase in the vocational education capacity within the 2 target regions; This can be expected to:

- improve the quality of the training experience of trainees passing through the centres
- result in better trained trainees thereby increasing the employability of the target groups identified
- generate future demand for training in the two regions.

Participation in the Project Steering Committee will allow the social partners from the regions to gain experience in working in partnership thus preparing them in forms of working which are commonplace in EU member states.

11.2 **Additionality**

EC finance will be additional to that allocated to the national scheme through the Bulgarian national budget.
11.3 Project readiness and Size:

The project will be ready for tendering on completion of the study (by November 2000). The project complies with the minimum size requirements, for investment funds project, being in excess of 2 M EURO.

11.4 Sustainability

The selected centres are Government-owned and supported institutions and will continue to be financed by the Government in future.

11.5 Competition Criteria

The scheme is in accord with Article 92(3)(a) of the Treaty of Rome with respect to regional aid in an Objective 1 Member State assuming that the training centres are state and not privately-owned.

12. Conditionality and sequencing

Establishment of an effective Implementing Agency before project implementation.

The completion of the study is a prerequisite for the commencement of the project. Equally, the signing of a Memorandum of Understanding between the Ministry of Regional Development and Public Works with the Ministry of Education and Science specifying respective responsibilities in terms of the management and the implementation of the project will be required.

Key milestones will be:

- establishment of the PIU and the Project Steering Committee
- setting ToRs for the study
- completion of the study (to be financed by BG 99.19)
- letting of the contracts
- completion of works of the premises
- procurement of the equipment
- completion of training to centre staff.
LOGFRAME PLANNING MATRIX FOR INVESTMENT IN VOCATIONAL TRAINING INFRASTRUCTURE

<table>
<thead>
<tr>
<th>Project Number</th>
<th>Total Budget: 2.67 M EURO</th>
<th>Phare contribution: 2.00 M EURO</th>
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</thead>
<tbody>
<tr>
<td>Wider Objective</td>
<td>Indicators of Achievement</td>
<td>How, When and By Whom Indicators Will Be Measured</td>
</tr>
<tr>
<td>To enhance the employment prospects of the unemployed in the South Central and North West regions through the provision of more relevant and better quality vocational training.</td>
<td>Increased participation by unemployed in training, greater numbers of trainees finding jobs on completion of training</td>
<td>The 7 training centres to provide records to Regional Education Inspectorates. Local Labour Offices to provide records of unemployed taking up places and after course employment history. All information to be made available to the MES.</td>
</tr>
<tr>
<td>Immediate Objectives</td>
<td>How, When and By Whom Indicators Will Be Measured</td>
<td>Assumptions and Risks</td>
</tr>
<tr>
<td>To improve the quality of vocational training provision in the South Central and North West regions through the provision of better training facilities and their more effective usage.</td>
<td>Improvement to vocational training facilities in the regions; new curricula introduced in the regions; better qualified trainers in the two regions.</td>
<td>Monitoring reports kept by the PIU in the Ministry of Education and Science, records submitted by the local Labour Offices and Regional Education Inspectorates submitted to the PIU. PIU reports submitted to the Project Steering Committee which will measure performance.</td>
</tr>
<tr>
<td>Results</td>
<td>Indicators of Achievement</td>
<td>How, When and By Whom Indicators Will Be Measured</td>
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<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7 training centres upgraded (better buildings, facilities and equipment); new training course curricula developed and introduced; staff trained in improved methods and new skills training</td>
<td>in excess of 700 individuals trained in upgraded centres; 100 trainers with improved training skills; 25% increase in number of trainees finding a job within 6 month of completion of training.</td>
<td>Training centres records and contractors reports to the PIU, local Labour Office records. PIU to collect and assimilate information to pass to Project Steering Committee for monitoring and evaluation purposes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>establishment of the Project Steering Committee; set up and properly resource a PIU to implement the project; contract external assistance; act upon the results and recommendations of the study; prepare, organise and launch all the necessary tenders which relate to the improvement of premises, procurement of equipment and provision of training and advice to the staff of the centres; supervise and monitor the progress of the project</td>
<td>PIU operational; Project Steering Committee created;; Project Steering Committee approval of conclusions and recommendations from the study; external assistance in place; all contracts tendered and let; project monitoring by the Project Steering Committee</td>
<td>PIU and external adviser reports; report from the study; tender dossiers, minutes of the Project Steering Committee</td>
<td>Assumption that MES adequately resources PIU. Risk of differences of points of view among Project Steering Committee hampering progress</td>
</tr>
</tbody>
</table>
## APPENDIX 2

<table>
<thead>
<tr>
<th>Components</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
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<tbody>
<tr>
<td>Establishment/Operation of PIU</td>
<td>J J A</td>
<td>S O</td>
<td>N D</td>
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<tr>
<td>Project Steering Committee to be established</td>
<td>X X</td>
<td>X X</td>
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<tr>
<td>Centres selected, works and equipment identified as a result of study</td>
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<tr>
<td>External assistance contracted</td>
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<tr>
<td>Works and equipment contracts prepared and tendered</td>
<td>X X X</td>
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<tr>
<td>Upgrading of centres</td>
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<tr>
<td>Training the trainers</td>
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<tr>
<td>Mid-term evaluation</td>
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<tr>
<td>Final evaluation</td>
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<td>X X</td>
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<tr>
<td>Audit</td>
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</table>
## INVESTMENT IN THE VOCATIONAL TRAINING INFRASTRUCTURE

### CUMULATIVE CONTRACTING and DISBURSEMENT SCHEDULE (Meuro)

<table>
<thead>
<tr>
<th>Date</th>
<th>31/12/00</th>
<th>31/03/01</th>
<th>30/06/01</th>
<th>30/09/01</th>
<th>31/12/01</th>
<th>31/03/02</th>
<th>30/06/02</th>
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<tr>
<td>Contracted</td>
<td></td>
<td>0.4</td>
<td>1.08</td>
<td>2.67</td>
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<tr>
<td>Disbursed</td>
<td>0.14</td>
<td>0.378</td>
<td>0.875</td>
<td>1.113</td>
<td>1.814</td>
<td>2.240</td>
<td>2.67</td>
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</tbody>
</table>

NB: 1. All contracting should normally be completed within 6-12 months and must be completed within 24 months after signature the FM

4. All disbursements must be completed within 36 months after signature the FM
Bilateral and multilateral donors contribution to VET reform

Projects concerning the reform of VET system in Bulgaria are funded by the EU, the World Bank or on a bilateral or regional base. MES or MLSP manages most of them.

EU Phare Projects

The Ministry of Education has implemented the following VET projects for reform and development:

Upgrading of VET This will extend the pilot project methodology in post-secondary VET to VET as a whole, to provide new, largely modular, curricula in a wide range of up to 20 occupational (professional) areas, associated with output based assessment and standards that will dovetail into a national qualification framework. Delivery of new programmes will be through secondary and post-secondary and semi- higher institutes, on an initial and continuing basis.

Support will include assistance to: (a) curriculum development activities, with special reference to innovative teaching and learning methodologies; (b) development of standards and assessment procedures; (c) training of trainers — study visits to and twinned partnerships with EU VET providers will feature in staff development; (d) initiation of a career guidance system for students and trainees; (e) an overall national policy component to ensure the national legal framework in Bulgaria evolves to absorb VET development activities. This will include seminars, consultation groups and outreach to the social partners who will be involved in all these VET activities. It will also cover the regulatory framework to encourage private provision of VET to appropriate national standards; (f) an improved framework for management of VET providers (linking with Component 2, FMSE); and (g) provision of teaching and learning materials and equipment in participating schools and institutions.

Teacher Career Path This supports the development of a new model for teacher development, focusing upon in-service training as well as facets of pre-service training. It is particularly concerned with teacher upgrading. It will establish unified standards for job descriptions and promotion, indicators for assessing teaching quality, and will introduce new methods and incentives for teachers, to enhance classroom teaching practices and raise educational quality. A model focus for these activities will be provided by supporting improvements to a teacher development centre. Three Model Centres for teacher training have been established and equipped and a cohort of teachers has been trained.

Foreign Language Training in VET This provided: equipment for 3 regional centres for foreign language teaching; training of trainers to establish a self sustaining Bulgarian capacity; and curriculum development and learning materials. These foreign language training actions will feature links with VET. Appropriate legal framework for the centre functioning has been designed and adopted.

Bilateral Projects

At MES:

- Projects together with Austria:
  - curricula development and learning materials for 5 secondary vocational schools in the fields of economics; a training company is established and equipped, another two will be established soon and they will be connected by a central office that will function within the European network of school training companies;
- Tourism Management — training of pupils for acquisition of qualification European tourism manager. Training tourist agencies will be established and equipped for practical training of pupils.

- Projects together with **Germany**:
  - establishment of 3 training centres for qualification and re-qualification of teachers and students for about 20 occupations — 1—2.5 years of training. Since 1998/1999, in these centres the modular curricula designed under the Phare UVET project will be implemented for post-secondary training;
  - introducing of a new qualification of the installation technician in air conditioning, gas and systems sewerage; one pilot school is equipped and the curriculum have been piloted for two years;
  - training in economics in the non-economical vocational schools — 5 pilot schools, curricula and learning materials developed;
  - new list of occupations developed and development of the legal framework for VET — piloted for two years; 21 vocational standards developed, the piloting will start during the school year 1997/98;
  - interdisciplinary centre for VET established in Plovdiv especially for baker and pastry vocations;
  - training courses (both for trainers and trainees) in welding, according to the Harmonised European System for Welding have been implemented for 2 years;
  - project for pre-selection for training for opening small and medium size companies; the training is held in Germany;
  - training in the field of banking for secondary, post-secondary and university level — the project is just being drafted;

- Projects together with **Denmark**:
  - training in economics and marketing in eleven secondary vocational schools — curricula have been developed and implemented. A certificate for the graduates was agreed between Bulgarian and Danish sides and it would be signed by both parties.
  - in 1998 the new project Management of Sport Activities started — curricula for post-secondary training have been developed.
Some of VET projects in Bulgaria are listed in the table below:

<table>
<thead>
<tr>
<th>Project</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Education and Training, Education Reform, Science and Technology (VETERST)</td>
<td>Phare, Ministry of Education and Science</td>
</tr>
<tr>
<td>Establishment of Centres for Qualification in Pazardjik, Stara Zagora and Pleven</td>
<td>Bilateral project between: Ministry of Education and Science, Ministry of Labour and Social Policy and Federal Ministry of Economic Co-operation, Germany, GOPA Consultants, Germany</td>
</tr>
<tr>
<td>Training in subject “Economics and management” after 7 grade</td>
<td>Bilateral programme between: Ministry of Education and Science and Federal Ministry of Education and Culture, Austria KulturKontakt, Austria</td>
</tr>
<tr>
<td>Post-secondary education in subject “Economics and marketing”</td>
<td>Bilateral programme between: Ministry of Education and Science and Ministry of Education, Denmark</td>
</tr>
<tr>
<td>TRANSFORM Programme</td>
<td>International Programme of the Federal Government of Germany— Hungary, Check Republic, Slovenia, Poland, Russia, Ukraine, Belarus, Estonia, Lithuania and Latvia</td>
</tr>
</tbody>
</table>
Annex 2.

STATUS AND FUNCTIONS OF THE DISTRICT REGIONAL DEVELOPMENT COUNCILS AT THE DISTRICTS ADMINISTRATION

The district development councils have been established in accordance with Regional Development Act, Art. 9(1). As it is stipulated by the Regional Development Act Art. 9 (1) the Chairperson of the District Development Council is the District Governor, its members being the mayors of all the municipalities in the district, together with one of the representative of the Municipal Council of each and every municipality.

In accordance with Art.4 (2) the District Governor (Chairperson) has the authority to invite to the Council’s meetings representatives of Regional Associations of Municipalities and other persons (physical and legal entities, civic associations and NGOs ) related to regional development.

In compliance with Art.9, section 4 the District Governor may assign agreements for association with other districts in order to implement activities related to district development and above district scope and importance.

In compliance with Art.9 section 5 Planning regions are formed on the basis of agreements according to section 4. Plans for their REGIONAL development may be elaborated and implemented jointly.

The following 6(six) planning regions corresponding to EUROSTAT NUTS II level are formed:

**NORTH-WEST PLANNING REGION**
1. District of Vidin
2. District of Montana
3. District of Vratza

**NORTH-CENTRAL PLANNING REGION**
1. District of Rousse
2. District of Pleven
3. District of Lovech
4. District of Veliko Turnovo
5. District of Gabrovo

**NORTH-EASTERN PLANNING REGION**
1. District of Varna
2. District of Dobrich
3. District of Shoumen
4. District of Razgrad
5. District of Silistra
6. District of Targovishte

**SOUTH WESTERN PLANNING REGION**
1. District of Sofia Greater Municipality (Metropolitan)
2. District of Sofia
3. District of Pernik
4. District of Kyustendil
5. District of Blagoevgrad

**SOUTH-CENTRAL PLANNING REGION**
1. District of Plovdiv
2. District of Stara Zagora
3. District of Pazardzhik
4. District of Haskovo
5. District of Kurdzhali
6. DISTRICT OF SMOLYAN
SOUTH-EASTERN PLANNING REGION
1. DISTRICT OF BOURGAS
2. DISTRICT OF SLIVEN
3. DISTRICT OF YAMBOL

DISTRICT DEVELOPMENT COUNCILS MAIN FUNCTIONS

1. COORDINATION OF ACTIVITIES IN CONNECTION WITH THE ELABORATION AND UP-DATING OF THE DEVELOPMENT PLANS.
2. ADOPTION OF THE DEVELOPMENT PLANS.
3. CONTROLLING OF THE DEVELOPMENT PLAN IMPLEMENTATION.

STATUS AND FUNCTIONS OF THE REGIONAL DEPARTMENTS (NUTS II LEVEL UNITS) WITHIN THE STRUCTURE OF THE GENERAL DIRECTORATE “REGIONAL DEVELOPMENT AND ADMINISTRATIVE AND TERRITORIAL STRUCTURE”

Regional Development Centers will be set up in each one of the six Planning regions (NUTS II level) in compliance with the adopted by Council of Ministers Decree No 220/ 30.11.1999 –“Interior Regulations, Organization and Structure of the Ministry of Regional Development and Public Works” and the agreed “Staff (Job) List” of the Ministry of Regional Development and Public Work with the same Decree. They will be located in the following district centers:

NORTH-WESTERN PLANNING REGION: THE TOWN OF VIDIN
NORTH-CENTRAL PLANNING REGION: THE TOWN OF VELIKO TURNOVO
NORTH-EASTERN PLANNING REGION: THE TOWN OF VARNA
SOUTH-EASTERN PLANNING REGION: THE TOWN OF BOURGAS
SOUTH-WESTERN PLANNING REGION: THE TOWN OF SOFIA
SOUTH-CENTRAL PLANNING REGION: THE TOWN OF PLOVDIV

MAIN FUNCTIONS OF THE CENTERS:

1. COORDINATION OF THE DISTRICT AUTHORITIES ACTIVITIES IN THE ELABORATION OF THE JOINT PLANNING REGION DEVELOPMENT PLAN (NUTS II LEVEL) AS A CONSISTENT PART OF THE NATIONAL ECONOMIC DEVELOPMENT PLAN.
2. COORDINATION OF ACTIVITIES OF AND INTERACTIVITIES BETWEEN CENTRAL, DISTRICT, LOCAL AUTHORITIES AND OTHERS.
3. CONSULTING AND TRAINING IN ELABORATION OF DEVELOPMENT PLANS (STRATEGIES, DEVELOPMENT PROGRAMMES AND PROJECTS; DEVELOPMENT PLANS IMPLEMENTATION AND UP-DATING; SOCIAL-ECONOMIC DEVELOPMENT PROGRAMMES AND PROJECTS IMPLEMENTATION, FUNDED BY NATIONAL AND EXTERNAL FINANCING SOURCES).
4. INFORMATION ABOUT THE IMPLEMENTATION OF NATIONAL AND INTERNATIONAL PROGRAMMES AND PROJECTS.
5. MAINTENANCE OF SOCIAL-ECONOMIC DEVELOPMENT DATA BASE ON PLANNING REGION LEVEL (NUTS II).

REGIONAL CENTERS STRUCTURE:

Head of department – 1 person
EXPERTS – 5 TO 7 PERSONS

The Regional centers are subordinated directly to the Directorate “Social-Economic Cohesion” within the General Directorate “Regional Development and Administrative and Territorial Structure” at the Ministry of Regional Development and Public Works.