

Annex 1 - Template and guidelines for National implementation plans

Please fill in the information in English.

1. Brief information on the national context and baseline

In 2020 the World Bank (WB) undertook a situation analysis and provided policy direction recommendations within the context the Reimbursable Advisory Services (RAS) Agreement signed between the International Bank for Reconstruction and Development (The World Bank), the Ministry of Education and Science (MES), and the Executive Agency “Programme Education”.

The status and performance of the VET system was assessed by WB along five dimensions: 1. strategic and policy framework, 2. access and completion, 3. equity in VET, 4. quality and relevance, and 5. financing and governance. Each dimension examined lessons learned from relevant initiatives; a summary of the key challenges; a review of the policy priorities in the current policy-making process; and policy directions recommendations, including examples of international good practice. Main findings of the report are:

- There is a regularly updated strategic and policy framework for VET.
- The strategic and policy framework articulates broadly appropriate priorities, but with frequent changes and lack of clarity on results framework and costing.
- Recent efforts to optimize the secondary VET school network were successful and should continue.
- The offer of post-secondary VET is minimal and may be expanded.
- A crucial challenge for VET is the low student survival rate.
- The share of VET students is relatively stable at around half of the student population.
- The share of VET students taught in general schools is increasing.
- Students from households with lower socioeconomic status are strongly disadvantaged in their progression and achievement.
- There is a need to collect relevant data and use it to design evidence-based policies to mitigate the disadvantages faced by students from low-status households and other causes of vulnerability.
- There is ample scope to improve the collection, analysis, and use of labor market information to improve the relevance of VET.
- The process from developing the ‘List of Professions’ to developing and rolling out updated curricula can be made simpler, faster, and more effective.
- VET remains mostly school based, and fewer than 10 percent of Bulgarian enterprises are involved in VET.
- The ageing of the teacher workforce in VET-specific subjects, combined with a low attractiveness of the teaching profession for young specialists, poses serious challenges for VET schools.

- Compared to other EU countries, public spending in Bulgaria on education, and especially on VET, is low.

In 2022 the World bank provided recommendations for implementation of three programme concepts for VET - 1. Improve VET relevance, 2. Improve (speed of) process to develop updated curricula and 3. Strengthen planning and VET performance management focusing on stumbling blocks and improvement and two concepts for valuable lifelong learning. The programmes describe measures and possible financial instruments for their implementation and provide comprehensive approach that connects policy priorities with different opportunities for their practical application.

VET fits into broader national strategies and policies on economic development, education, and lifelong learning. Skills and competences development is among priorities in National Development Plan Bulgaria (NDPB) 2030 (<https://www.minfin.bg/bg/1394>). Within this strategical document VET developments are envisaged in respect to expand of dual training, update of List of VET qualifications, activation of stakeholders in Quality assurance mechanisms application, VET graduates tracking. According to the NDPB, quality of VET will be measured towards an indicator related to increase of employment rate of VET graduates (1 -3 years after graduation) in 80% in 2030 (baseline 68,6% in 2019).

On the base of National Development Plan Bulgaria 2030, a Strategical Framework for Development of Education, Training and Learning 2021 – 2030 was adopted at the beginning of 2021 (<https://mon.bg/bg/143>). Within Priority 7 – Labour Market Relevance of VET, three objectives are set. These are: Objective 7.1.: Provision of modern VET that corresponds to the labor market dynamics, Objective 7.2.: Development of skills for the professions of the present and the future and Objective 7.3. Development of vocational education and training based on the transition to digital and green economy. The objectives above will be achieved through targeted measures, such as: legislative changes, modernization of VET curricula, modern technical equipment for VET providers, VET teachers trainings, active cooperation with employers for ensuring quality of work based learning and practical training. Measures will be implemented on the base of complementarity of different financial instruments - RRF, ESF+, Erasmus + and the state budget.

This section **briefly** presents the national context and serves as a baseline for the plan. The participating countries should describe:

- i. The strategic and legal frameworks that are in place and the national context of the VET system at the time of submission of the NIP that will guide the implementation of the planned measures for VET. The information may refer to relevant points of national long-term visions and strategies (e.g. for 2030 and beyond), main strategic documents related to the development of education, training and lifelong learning and, specifically, VET strategies and/or plans, the EU skills agenda, resilience and recovery plans ⁽¹⁾, employment policies, as well as to sectoral and regional strategies, if applicable. The presentation of the national context of the VET system will

(1) Especially the components related to education and training and labour market and social protection. National recovery and resilience plans will be available here: https://ec.europa.eu/info/business-economy-euro/recovery-coronavirus/recovery-and-resilience-facility_en

focus on the factors (e.g. strong involvement of the social partners) that national VET policy can build upon to address the European priorities and to achieve the objectives of the NIPs.

- ii. main policy initiatives and reforms that have already started and are ongoing at the time of preparing the NIPs. These might include initiatives and reforms that may be completed by May 2022 or will continue. Countries are invited to reflect and describe how these national initiatives will contribute to the implementation of the common priorities.
- ii. relevant (statistical) evidence, especially regarding the quantitative objectives set in the Recommendation (the Commission will provide more information on these in Spring 2022).

2. Challenges and general objectives of the plan

Main challenges in VET reform are related to:

- Need of common understanding among VET stakeholders on VET reform – VET Act update in terms of better regulations of qualifications' design, sectoral approach application, validation of VET skills and competences and simplification of procedures for developing and updating state educational standards and VET curricula;
- Lack of a comprehensive system for skills forecasting and VET graduates tracking;
- Lack of systematic approach in carrier guidance services

The objectives of the plan are synchronized with strategical ones; These are:

- Modernizing VET provision in the line with labour market needs, digitalization and greening of economy,
- Revision of State Educational Standards, VET curricula and examination programmes
- Application of sectoral approach with activation of VET stakeholders (VET providers, employers, branch associations, local authorities) in quality assurance of all processes in VET – skill needs analyses, admission plans, provision of training (teachers training, training materials and tools, in company mentors trainings), examination programmes, VET graduates tracking mechanisms

The objectives will be achieved through targeted measures financed on the principle of complementarity of financial instruments – RRF, ESF+, state budget.

In the framework of the National Recovery and Resilience Plan (NRRP), under Component 1 „Education and skills”, it is envisaged to equip up to 24 VET gymnasia, so that they become VET Centers of Excellence (CoVE). The main idea is that existing VET schools receive support for modernizing their educational environment and equipment. Once equipped according to the highest technological requirements, CoVE will act as regional centers, operating on the basis of partnerships between vocational schools, companies, local authorities and other educational institutions. CoVE are expected

to provide a modern and innovative educational and training offer for the needed professions and skills on the local/regional labour market; to create opportunities for a rapid school-to-work transition. The expected intervention of the ESF + through Programme Education 2021 - 2027, will complement the NRRP investments by financing soft measures such as:

1. School level learning content development, corresponding to the local needs of the economy; methodological support for similar schools: curricula and training programmes and materials design at CoVE; methodological support for learning content development for similar schools; coordination of teams of other relevant schools for regular updating of learning content, designing of learning and examination materials; introducing the principle of work of the “knowledge triangle” through cooperation with universities, research institutions and businesses in learning content design;
2. Innovative teaching and training provision, including work-based learning (WBL): Design and offer of project-oriented provision, blended learning, bridging programmes, both school-based and company-based, for own students and for students from other relevant schools; Offer of additional high level practical training activities in cooperation with employers and universities, like Summer Academies, entrepreneurial incubators for innovators etc.
3. Continuous professional development of VET teachers and trainers: Functioning and operating as VET teachers/trainers Training Hubs or Centers for continuous professional development of teachers and trainers (in partnership with the Universities and companies).
4. Activities at CoVE level/local level, supporting local and regional economic development: local level identification of skills needs and labour market shortages to be used for the design of quality and evidence based schools’ enrolment plans; school/Centre level application of the VET Quality assurance indicator framework (Result of Erasmus + Project 586523-EPP-1-2017-BG-EPPKA3-EQAVET-NPR „EQAVET”; school /Centre level graduate tracking surveys of own students, applying at school level the VET graduates tracking mechanisms (Result of Erasmus Project: 609397-EPP-1-2019-1-BG-EPPKA3-EQAVET-NRP). The instruments will be used at school level as feedback mechanisms for monitoring the Centre’s performance and quality of curricula and provision and their correspondence to the local needs of the economy.

Programme Education 2021 – 2027, cofinanced by ESF + will support implementation of sectoral approach in VET qualifications and content development in 10 pilot sectors by activities related to revision of List of Professions in VET, State Education Standards development and VET curricula design, VET teachers’ trainings, etc.

Support to common understanding of skills needs and skills strategy development is provided by the OECD within the Skills Strategy project which is currently under implementation. The activities are financed by the state budget on the base of partnership agreement between MES and the OECD and will continue with TSI support for its second phase of implementation. Within the ongoing activities 4 thematic areas for further improvement have been identified: 1. Improving the skills for young people, 2. Improving the skills for adults, 3. Making better use of people’s skills in labour market and workplaces and 4. Skills governance. Report with recommendations is expected till the end of 2022. In 2023 the OECD will provide National authorities with the Guidelines for strategy implementation.

The participating countries are invited to identify and describe the main challenges they face (e.g. in the socioeconomic, employment, VET and skills areas) and how they are going to be addressed through the implementation of the planned measures.

The general objectives of the NIPs should be presented in the order of priority and supported with evidence. Countries should make a clear link between the challenges to be addressed and the set objectives and explain how their achievement will help addressing these challenges. The description of each objective should refer to the VET Recommendation priorities and the Osnabrück Declaration objectives (see Annex 2).

The participating countries are invited to explain how they plan to achieve the quantitative objectives set by the Recommendation and other national targets (e.g. those of Skills agenda), as applicable, by 2025 in the medium-term and by 2030 in the long-term and provide the respective evidence.

The participating countries should provide:

- i. a brief overview of the main challenges, reform objectives and main measures ⁽²⁾ that comprise the NIP and links between them, explain the coherence of all parts of the NIP as well as its consistency with other national initiatives ⁽³⁾, where applicable;
- ii. a reference to the main sources of funding for the implementation of the NIP, namely which funds, including EU funds, will be used;
- iii. timeline and current phase of development of the implementation of the NIP with respect to the timeline of the Osnabrück Declaration and the Recommendation.

3. Detailed description of main measures and/or their packages ⁽⁴⁾

One table to be developed for each measure that forms the core of the plan

Title

⁽²⁾ A detailed description of those measures will be done in Section 3.

⁽³⁾ E.g. national recovery and resilience plans, national reform programmes.

⁴ A package (of measures) is a coherent set of measures that address a particular challenge, one or several priorities and principles of the VET recommendation and/or objectives of the Osnabrück Declaration.

National Plan for the Implementation of the VET Recommendation and the Osnabrück Declaration
Rationale/background, challenges addressed for VET
The share of VET students in the last three school years is over 50%, there is a trend of expanding the scope of dual training and increase of enrollment in STEM profiles and professions. Notwithstanding these positive trends, the performance of VET students and VET completion rate still remains lower in comparison with the students in general education. Therefore, the efforts will be targeted to ensuring VET relevance, flexibility and attractiveness through policy reforms that include legislative changes (VET Act amendments), update of qualifications (optimization of List of professions for VET), modernization of VET curricula, application of sectoral approach in VET provision.
Rationale/background, challenges addressed for LLL and AL
The share of adults involved in LLL activities in Bulgaria is the lowest one in the EU. The challenges of lifelong learning and adult learning will be addressed by creating attractive and flexible opportunities for the acquisition of basic skills, provision of reskilling and upskilling programmes, promotion of validation opportunities.
Specific objectives of the measure/package and their relation to the general objectives of the plan - VET
<ol style="list-style-type: none"> 1. Vocational education and training corresponding to the dynamics of the labor market; 2. Development of skills for the professions of the present and the future; 3. Development of vocational education and training based on the transition to a digital and green economy.
Specific objectives of the measure/package and their relation to the general objectives of the plan – LLL and AL
<ol style="list-style-type: none"> 1. Promotion of benefits of LLL; 2. Ensuring flexible learning offers for adults 3. Improving governance and coordination.
Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline (VET)
<ol style="list-style-type: none"> 1. VET Act amendment for ensuring labour market relevance of VET by application of sectoral approach, simplification of validation procedures, optimization of framework programmes and state educational standards. The activity will be implemented by responsible institutions – Ministry of Education and Science (MES), Ministry of Labour and Social Policy (MLSP) and National Agency for VET (NAVET) in a consultation with stakeholders till Q3 in 2023. VET Act amendment is a milestone for VET reforms in National Recovery and Resilience Plan. 2. Optimization of VET qualifications and update of List of Professions in VET (LPVET). The activity will be implemented by responsible institutions – Ministry of Education and Science (MES), Ministry of Labour and Social Policy (MLSP), National Statistical Institute and National Agency for VET (NAVET) in a consultation with stakeholders till Q3 in 2023. LPVET update is a milestone for VET reforms in National Recovery and Resilience Plan. 3. Sectoral approach application – establishment of 10 pilot Sectors Skills Councils (SSC) with representatives of VET schools, branch associations, employers, Higher Education Institutions, local authorities. SSC will provide an expertise in VET State Educational Standards (SES) development, VET

curricula modernization in terms of introduction of digital and green skills, introduction of new SES and based on them VET programmes in the school system, application of graduates tracking mechanisms. The activities will be implemented within the Programme Education (ESF+) in the period 2023-2027.

4. Establishment of Centers for VET excellence (CoVE) – Physical modernization and equipment of 24 VET schools is planned to be financed by Recovery and Resilience Fund. These schools will act as CoVE at NUTS III level. Establishment of CoVE is expected to be done in 2025. Once equipped according to the highest technological requirements, the intention is to ensure gradual transformation of CoVE into a core of regional/local educational ecosystems, operating on the basis of partnerships between vocational schools, universities, companies, local authorities and other educational institutions. CoVE are expected to provide a modern and innovative education and trainings for the professions and skills needed on the local/regional labour market and to propose opportunities for a short time school-to-work transition; and to support social inclusion. Soft measures for capacity building, teachers’ trainings, school level learning content development, methodological support for similar schools, carrier guidance activities and international cooperation for exchange of expertise will be funded by Programme Education 2021 2027, cofinanced by ESF+ in expected period – after 2025

5. Activation of partnerships for provision of dual VET – Financial support for informational and promotional campaigns, mentors trainings, teachers trainings in companies will be provided by Programme Education, expected period – after 2023; methodological tools preparation and capacity building activities at local level are planned to be implemented under the Swiss-Bulgarian cooperation project (details are still under consideration, expected period of start of activities – 2023)

Description of main actions and activities comprising the measure/package, including implementation milestones and indicative timeline (LLL and AL)

1. Promotion of LLL – organization of LLL events and promotional campaigns; activities will be financed by Erasmus + programme, National coordinators for European Agenda for adult learning and National Support Services for European Platform for Adult Learning (EPALE) projects. Period of implementation 2022-2023

2. Improving coordination – establishment of local, regional and national networks of LLL coordinators, maintenance of Lifelong learning portal. Activities will be implemented under National coordinators for European Agenda for adult learning project, Erasmus + programme, 2022-2023; Implementation of recommendations in OECD report for skills governance (report will be delivered at the end of 2022) and further on application of Guidelines for Skills strategy implementation which will be elaborated by the OECD with TSI support till the end of 2024

3. Provision of flexible offers and modern adult learning programmes – trainings for digital skills for adults, e-learning platform design and promotion; activities will be implemented under coordination of MLSP with RRF support; adults trainings for key competences improvement and VET skills acquisition will be financed under the Programme Human Resources Development 2021 – 2027, co-financed by ESF +.

EU policy priorities addressed

Council Recommendation on VET

Osnabrück Declaration

<input checked="" type="checkbox"/> A. VET is agile in adapting to labour market challenges. <input type="checkbox"/> B. Flexibility and progression opportunities are at the core of VET. <input type="checkbox"/> C. VET is a driver for innovation and growth and prepares for digital and green transitions and occupations in high demand. <input checked="" type="checkbox"/> D. VET is an attractive choice based on modern and digitalised provision of training/skills. <input type="checkbox"/> E. VET promotes equality of opportunities. <input type="checkbox"/> F. VET is underpinned by a culture of quality assurance.	<input checked="" type="checkbox"/> 1. Resilience and excellence through quality, inclusive and flexible VET. <input checked="" type="checkbox"/> 2. Establishing a new lifelong learning culture – relevance of CVET and digitalisation. <input checked="" type="checkbox"/> 3. Sustainability – a green link in VET. <input type="checkbox"/> 4. European Education and Training Area and international VET.
VET subsystem (IVET, CVET, or both)	
<input checked="" type="checkbox"/> initial VET (IVET) <input checked="" type="checkbox"/> continuing VET (CVET)	
Scope (national, regional, local)	
<input checked="" type="checkbox"/> national <input checked="" type="checkbox"/> regional <input checked="" type="checkbox"/> local	
Beneficiaries/target groups <ul style="list-style-type: none"> – VET students, adult learners, VET providers, VET teachers, HE Institutions, employers, branch associations, social partners, local, regional and national authorities 	
<input type="checkbox"/> (List to be provided)	
Responsible ministries/bodies	
Ministry of Education and Science, Ministry of Labour and Social Policy, National VET Agency, Employment Agency, Nationally represented social partners, Branch Associations	
Source of funding (National, EU funds, sectoral)	
List all sources of funding and estimated amounts, if available. <ul style="list-style-type: none"> • Recovery and Resilience Fund 	

- ESF + Education Program and Human Resources Development Programme
- Erasmus +
- State budget

Governance of the implementation of the plan

According to VET Act responsible institution for VET and LLL policy design and implementation is the Ministry of Education and Science in a coordination with the Ministry of Labour and Social Policy, nationally represented Social partners and employers. Ministry of Education and Science has the leading role in initiation of reforms, planning targeted measures and reporting on its implementation to the Council of Ministers.

National VET Agency coordinates the activities for State Educational Standards design, LPVET maintenance, quality assurance of VET for adults through licensing and monitoring of VET Centers.

Ministry of Labour and Social Policy implements the active labour market policy measures which include trainings for adults.

Monitoring of implementation of activities within the National Plan will be performed by the Advisory Council for VET (ACVET) to the Minister of Education and Science. Members of the ACVET are key ministries and national Agencies, nationally represented social partners, employers who are active in dual training, Research Institutions, Local authorities, associations of VET schools, Higher Educational Institutions.

This section describes how the NIP will be implemented.

The participating countries should:

- (i) provide a summary of the stakeholder involvement, optionally supported by a diagram, explaining their roles and responsibilities contributing to the successful implementation of the plan , more specifically but not exclusively:
 - authorities – national, regional and/or local – involved;
 - social partners;
 - VET providers, representatives of VET learners;
 - partnerships involving relevant stakeholders, including at regional and sectoral level or international partners, engaged or created for the purpose.

(ii) indicate how you will organise monitoring and reporting on the implementation of the NIPs in cooperation with Cedefop’s ReferNet and your country’s DGVT representatives and in line with the national context and the above described governance arrangements.

5. Expected effects of the plan

The expected effects are:

- Improved quality of VET provisions
- Ensured labour market relevance of VET
- Improved rate of VET programmes completion
- Improved employment rate of VET graduates
- Increased share of learners in dual training programmes
- Increased participation in LLL activities

The participating countries are invited to assess and explain the expected effects of the implementation of the NIPs in the short-, medium and long-term. Benefits and improvements in relevant socio-economic areas, skills and education and training and on various target groups should be considered.

The participating countries should also indicate potential obstacles/risk factors that can hinder the implementation of the NIP and explain how they foresee to overcome those.

Annex 2 – National level reforms and actions defined in the VET Recommendation and the Osnabrück Declaration

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
A. Vocational education and	A.1 VET programmes that offer a balanced mix of vocational including technical skills well aligned to all	1. Resilience and excellence through	1.1. Explore the possibility of setting up a network of voluntary experts and executives, retired or on

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
training is agile in adapting to labour market changes	<p>economic cycles, evolving jobs and working methods and key competences, including solid basic skills, digital, transversal, green and other life skills which provide strong foundations for resilience, lifelong learning, lifelong employability, social inclusion, active citizenship and personal development;</p> <p>A.2 VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence (i.e. graduate tracking systems, skills anticipation mechanisms, including at sectoral and regional levels);</p> <p>A.3 an appropriate degree of autonomy of VET providers, flexibility, support and funding to adapt their training offer to changing skills needs, green and digital transitions and economic cycles;</p> <p>A.4 VET programmes at all levels which comprise work-based learning components that are further expanded also in continuing vocational education and training, and complemented by appropriate support and measures to stabilise the offer of apprenticeships and to address specific challenges of small companies to create work-based learning opportunities in different sectors of the economy.</p>	<p>quality, inclusive and flexible VET</p> <p>4. European Education and Training Area and international VET</p>	<p>sabbatical, to support their peers in the fields of VET and apprenticeships as part of the EAfA</p> <p>1.3 Reinforce work-based learning and apprenticeships by implementing the European Framework for Quality and Effective Apprenticeships and making use of the on-demand support services, and policy learning initiatives. Strengthen the use of quality and inclusive apprenticeships as a tool to support school/training-to-work transitions of vulnerable groups and to improve citizens' qualification levels.</p> <p>1.5. Develop national and regional skills intelligence systems including skills anticipation and graduate tracking; enable social partners, decision-makers, stakeholders and providers to adapt and update VET programmes, curricula and guidelines in a timely and effective manner</p> <p>4.4. Promote intercultural knowledge, skills and competences as part of qualification and curricula requirements in VET qualifications in line with the Key Competence Framework</p>
B. Flexibility and progression opportunities are at the core of vocational education and training	B.1 learner centred VET programmes that offer access to face-to-face and digital or blended learning, flexible and modular pathways based on the recognition of the outcomes of non-formal and informal learning and open up career and learning progression; continuing vocational training programmes designed to be	2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation	2.1. Develop national skills strategies for quality and inclusive lifelong learning with all relevant national, regional, sectoral stakeholders and social partners. Besides education and training provision, the national skills strategies may include guidance, incentives for improved skills provision by employers, increased participation by employees, validation of prior learning

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>adaptable to labour market, sectoral or individual up- or reskilling needs; and</p> <p>B.2 VET programmes which are based on modules or units of learning outcomes and validation mechanisms allowing the transfer, recognition and accumulation of individuals' learning outcomes with a view to gaining a qualification, a partial qualification, as relevant in the national context.</p>		<p>and targeted public approaches for reaching out to inactive and unemployed individuals, NEETs or individuals at risk of unemployment</p>
<p>C. Vocational education and training is a driver for innovation and growth and prepares for the digital and green transitions and occupations in high demand</p>	<p>C.1 integration of VET into economic, industrial and innovation strategies, including those linked to recovery, green and digital transitions; expansion of the training offer fostering the acquisition of entrepreneurial, digital and green skills;</p> <p>C.2 establishment of Centres of Vocational Excellence, which act as catalysts for local business investment, supporting recovery, green and digital transitions, European and regional innovation and smart specialisation strategies, development of vocational education and training, including at higher qualification levels (EQF levels 5-8), in line with national context and provide innovative services such as clusters and business incubators for start-ups and technology innovation for SMEs, as well as innovative reskilling solutions for workers at risk of redundancy; and</p> <p>C.3 access to state-of-the-art infrastructure, digitalisation strategies in line with national context and environmental and social sustainability in VET programmes and organisational management, thus</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>3. Sustainability – a green link in VET</p>	<p>1.4. Support Vocational Excellence (CoVEs) and improve permeability between vocational and academic pathways, including work-based learning and enhanced cooperation between VET, HE and research centres, thus establishing quality and effective VET and apprenticeship programmes at EQF level 5 and above</p> <p>3.1. Create incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects</p> <p>3.2. Define labour-market-relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector-specific skills in cooperation with the social partners</p> <p>3.3. Define and support opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	contributing to the implementation of the UN Sustainable Development Goals.		sustainability within the provision and management of training programmes
D. Vocational education and training is an attractive choice based on modern and digitalised provision of training/skills	<p>D.1. permeability between both initial and continuing vocational education and training, general education and higher education;</p> <p>D.2 development of VET at EQF levels 5 to 8;</p> <p>D.3 delivery based on a mix of open, digital and participative learning environments, including learning conducive workplaces supported by state-of-the-art and accessible infrastructure, equipment and technology, and accompanied by versatile pedagogies and tools (e.g. ICT based simulators, virtual and augmented reality);</p> <p>D.4 initial and continuing professional development of VET teachers and trainers to foster technical and digital skills and effective innovative training methods, including teaching in virtual environment, in line with state of the art vocational and digital pedagogy, work with digital learning tools, and in diverse and multicultural environments;</p> <p>D.5 internationalisation strategies supporting a strategic approach to international cooperation in VET;</p> <p>D.6 Opportunities for learning mobility of vocational learners and staff, including virtual mobility, long-duration mobility and mobility to Partner Countries are in place, facilitated by the use and recognition of units of learning outcomes and of relevant European</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p> <p>4. European Education and Training Area and international VET</p>	<p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p> <p>2.5. Support VET teachers, trainers, guidance counsellors, adult educators and mentors by equipping them with the adequate skills and tools for and through digital technologies; in particular through systematic approaches to, and opportunities for, initial and continuous professional development in both school and work-based settings, as well as distance education and training, enabling them to progress in their careers</p> <p>4.1. Support and facilitate the mobility of VET and adult learners, including apprentices, for example by developing support structures and providing information on opportunities in host countries</p> <p>4.2. Increase the rate of mobility of VET learners as well as teachers and trainers, while strengthening measures to ensure the quality and recognition of learning outcomes, as well as adequate support structures. Foster longer</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	<p>tools (Memorandum of Understanding and the Learning Agreement); and</p> <p>D.7 high quality lifelong learning and career guidance services, making full use of Europass and other digital services.</p>		<p>periods of mobility for VET learners abroad and ensure that apprentice work placements are in line with the European Framework for Quality and Effective Apprenticeships , taking into account national regulations and collective agreements, including health and safety provisions</p> <p>4.3. Develop VET internationalisation strategies, mobilising partnerships and including commitments for concrete and targeted actions, with all relevant stakeholders in accordance with national or regional regulations</p> <p>4.5 Cooperate with other EU countries in preparing national teams for international competitions such as WorldSkills and EuroSkills</p>
<p>E. Vocational education and training promotes equality of opportunities</p>	<p>E.1 inclusive and accessible programmes for vulnerable groups, such as people with disabilities, low-qualified/skilled persons, minorities, people with migrant background and people with fewer opportunities because of their geographical location and/or their social-economically disadvantaged situation; targeted measures and flexible training formats prevent early leaving from education and training and support the school-to-work transition;</p> <p>E.2. programmes accessible through digital learning platforms, supported by tools, devices and internet connection, in particular for vulnerable groups and people in rural or remote areas; and</p> <p>E.3 targeted measures promoting gender balance in traditionally “male” or “female” professions and</p>	<p>1. Resilience and excellence through quality, inclusive and flexible VET</p> <p>2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation</p>	<p>1.2. Support the development of digital infrastructure for learning and teaching purposes in VET including artificial intelligence and AR/VR technologies and develop suitable institutional teaching and training arrangements underpinned by adequate infrastructure, especially in remote and rural areas thus ensuring social inclusion</p> <p>2.2. Develop targeted information measures on the benefits of CVET and ensure user-friendly access to information on IVET and CVET offers at national and regional levels addressing gender and other stereotypes for an equal, fair and diverse society</p>

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	address gender related and other types of stereotypes together.		
F. Vocational education and training is underpinned by a culture of quality assurance	<p>F.1 further development of national quality assurance systems, for both initial and continuing VET, in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes) and all learning types (digital, face-to-face or blended), delivered by both public and private providers, underpinned by a set of indicative descriptors and common reference indicators for quality assurance in vocational education and training applied both at system and provider level as defined in Annex II of the Council Recommendation on VET.</p> <p>F.2 Quality Assurance National Reference Point for VET to: take concrete initiatives to implement and further develop the EQAVET Framework, inform and mobilise a wide range of stakeholders, including Centres of Vocational Excellence, to contribute to implementing the EQAVET framework, support self-evaluation as a complementary and effective means of quality assurance to allow the measurement of success and the identification of areas for improvement, including with respect to digital readiness of VET systems and institutions, participate actively in the European network for quality assurance in vocational education and training, provide an updated description of the national quality assurance arrangements based on the EQAVET Framework, engage in EU level peer reviews of quality assurance to enhance the transparency and consistency of quality assurance</p>		

VET Recommendation priorities	Detailed VET recommendation priorities	Osnabrück Declaration objectives	Specific national level actions by 2025
	arrangements, and to reinforce trust between the Member States;		
Making best use of the European transparency tools		2. Establishing a new lifelong learning culture – relevance of C-VET and digitalisation	2.3. Work with respective stakeholders to develop digital learning solutions supporting access to CVET opportunities and the awarding of CVET credentials and certificates, thereby opening the possibility to obtain full qualifications without neglecting on-the-job CVET and the positive effects of learning conducive work environments 2.4. Support linking national VET platforms or databases to the Europass in accordance with the Europass decision and the EQF Recommendation where appropriate
Sustainable partnerships at national, regional and sectoral level, involving all relevant stakeholders			
Best use of European Union funds and instruments such as the Next Generation EU (Recovery and Resilience Facility, REACT-EU), European Social Fund+, SURE, the European Regional Development Fund, InvestEU, Erasmus+, Horizon Europe, Interreg, Digital Europe, the Just Transition Mechanism and the European Agricultural Fund for Rural Development, and the Modernisation Fund			