

# INFORMAL COUNTRY REPORT (Bulgaria)

## Questionnaire for 2014 informal country reporting on the implementation of the priority action areas

*I. Priority action area (a) to promote the introduction of ESD into teacher education: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

1. Has there been any significant advancement made with regard introducing/ extending ESD as a part of educators' initial training?

- *Please specify*

***There is not enough information available due to the autonomy of the HE-institutions, providing teachers' education using their own curricula.***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have there been any significant advances made with regard to introducing/ extending ESD as a part of educators' in-service training?

**Yes** • *Please specify*

***The natural science and ecology experts conducted seminars, workgroup meetings, etc. with the teachers in the country regions.***

***Courses including ESD are offered by the "Departments for Teachers' Qualification". For example: monophasse programme "Education for Environment and SD" and polyphasse programme "Environmental Preservation" for chemistry teachers.***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

**Yes** • *Please specify and, if applicable, indicate the language and website address*

***In websites of different governmental and non-governmental organizations, e.g. Ministry of Education and Science – National Educational Portal; Ministry of Environment and Waters; "Time" Foundation and others.***

*II. Priority action area (b) to ensure that there is an ESD school plan in every school by 2015: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

1. Has the number of schools adopting a "whole-institution approach" to sustainable development (SD)/ESD increased?

**Yes** • *Please specify*

***It has increased, owing to the inclusion of SD challenges in different draft documents – in the draft for the new "School Education Act" and the new curricula.***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

**Yes** • *Please specify*

***Within the framework of the “For more qualitative Education” project trainings are envisaged for all teachers in the Secondary Schools in the country.***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

**Yes** • *Please specify and, if applicable, indicate the language and website address*

***The recently developed draft for the “School Education Act” and the new training curricula are available on the website of the Ministry of Education and Science. (<http://www.mon.bg>)***

*III. Priority action area (c) to reorient technical and vocational education and training in support of sustainable development and the transition to a green economy: Advances made and challenges encountered since the eighth Steering Committee meeting in March 2013*

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

**Yes** • *Please specify*

***The Long-Term National Programme for Energy efficiency until 2015 outlines energy efficiency and renewable energy as national priorities. “Energy efficiency technologies” training is part of the learning content for education and training for professions in the following vocational areas:***

- ***“Electrical engineering and energetics”***
- ***“Construction”***
- ***“Transport” – measures to reduce energy consumption***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards SD?

**Yes** • *Please specify*

***The State Educational Requirement (National VET-Standard) for the acquisition of vocational qualification for the speciality “Renewable energy sources”, profession “Power equipment and installations technician” and profession “Power equipment and installations mechanic” reflects the requirements for Application IV “Certification of Fitters” of Directive 2009/28/EO of the EU Parliament and the Council.***

***Inclusion of a new speciality “Electrical vehicles”, profession “Technician of Transport Technics” in the List of professions (the National classification of qualifications).  
The learning documentation for acquisition of a legal capacity for driving motor vehicles includes requirements for energy efficiency.***

- *Please indicate if you wish to make a presentation on this topic/if there is an outstanding initiative in your country on this topic*

3. Are there any recently produced materials/resources that are accessible to a wider audience (e.g., online)?

**Yes**                      • *Please specify and, if applicable, indicate the language and website address*

***“BUILD UP SKILLS BULGARIA” project, 2011-2013 – “Road map for training and qualification for applying intelligent energy efficient solutions for the buildings in Bulgaria up to 2020” - BG***

[www.buildupskillsbg.com](http://www.buildupskillsbg.com)

#### *IV. Implementing education for sustainable development beyond the United Nations Decade of ESD*

1. Is there already a political commitment/indication that ESD implementation will continue to be supported after the United Nations Decade of ESD?

**Yes**                      • *Please specify*

***A ninth, national key competence “Skills for supporting SD and Healthy Lifestyle” is formulated in the “School Education Act” draft. The study content concerning ESD in the training curricula for general education in different training subjects in all grades of secondary education will be compulsory after the adoption of the new Act.***

2. Is there an indication of what will (continue to) be the priorities of your country for future ESD implementation?

**Yes**                      • *Please specify*

***All three aspects of SD – ecological, social and economic are to a different extent included in the new curricula. For example in the curricula for the subjects from the cultural-educational areas:***

- ***“Nature Science and Ecology” – the ecological aspect prevails;***
- ***“Public Sciences and Civil Education – the social and economic aspects prevail***
- ***“Mode of Life and Technologies” – the ecological and economic aspects prevail***

***In all State Educational Requirements for the acquisition of vocational qualification (National VET-Standards) for all technical professions include requirements for acquired vocational competences for:***

- *environmental preservation;*
- *options for reducing the harmful impact of the stages of technological processes on air, water and soil;*
- *options for reducing the harmful impact of the stages of technological processes on human life and health.*

*The study content of specific subjects for obligatory vocational training enables the acquisition of these competences.*

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