

**ANNEX V**

**Model for programmes supported by the ERDF (Investment for jobs and growth goal, ESF+, Cohesion Fund, JTF and EMFF — Article 21(3))**

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| <b>CCI</b>   | 2021BG05SFPR001  |
| <b>Name in English</b>   | <b>EDUCATION</b><br>[255 characters]   |
| <b>Name of the national language</b>   | <b>EDUCATION</b><br>[255]  |
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| <b>Date of Commission decision</b>   | .....  |
| <b>Number of the amending decision of the Member State</b>                   | .....  |
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| <b>Minor transfer (Art. 24(5) CPR)</b>                                       | Yes/No   |
| <b>NUTS regions covered by the programme (not applicable to EMFF)</b>        | BG3 - Severna I Yugoiztochna Bulgaria<br>BG31 - Severozapaden<br>BG311 - Vidin<br>BG312 - Montana<br>BG313 - Vratsa<br>BG314 - Pleven<br>BG315 - Lovech<br>BG32 - Severen tsentralen<br>BG321 - Veliko Tarnovo<br>BG322 - Gabrovo<br>BG323 - Ruse<br>BG324 - Razgrad |

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|                      | BG325 - Silistra<br>BG33 - Severoiztochen<br>BG331 - Varna<br>BG332 - Dobrich<br>BG333 - Shumen<br>BG334 - Targovishte<br>BG34 - Yugoiztochen<br>BG341 - Burgas<br>BG342 - Sliven<br>BG343 - Yambol<br>BG344 - Stara Zagora<br>BG4 - Yugozapadna i Yuzhna tsentralna Bulgaria<br>BG41 - Yugozapaden<br>BG411 - Sofia (stolitsa)<br>BG412 - Sofia<br>BG413 - Blagoevgrad<br>BG414 - Pernik<br>BG415 - Kyustendil<br>BG42 - Yuzhen tsentralen<br>BG421 - Plovdiv<br>BG422 - Haskovo<br>BG423 - Pazardzhik<br>BG424 - Smolyan<br>BG425 - Kardzhali |
| <b>Relevant Fund</b> | <input type="checkbox"/> ERDF<br><input type="checkbox"/> Cohesion Fund<br><input checked="" type="checkbox"/> ESF+<br><input type="checkbox"/> JTF<br><input type="checkbox"/> EMFF  |

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| <b>Programme</b> | <input type="checkbox"/> Under the Investment for jobs and growth goal only for the outermost regions |
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## 1. PROGRAMME STRATEGY: MAIN DEVELOPMENT CHALLENGES AND POLICY RESPONSES

Reference: Article 22(3)(a)(i) to (viii) and (x) and Article 22(3)(b) of Regulation (EU) 2021/1060 (CPR)

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The Programme “Education” 2021-2027 (PE) is one of the main tools for implementing priority 1 “Education and skills” of the National Development Programme BULGARIA 2030 (NDP BULGARIA 2030) (<https://www.minfin.bg/bg/1394>), as well as the strategic objectives set out in the Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) and the Strategy for the Development of Higher Education in the Republic of Bulgaria 2021-2030 (<https://www.mon.bg/bg/143>).

According to *the Education and Training Monitor 2020 for Bulgaria* (EC) in 2018, the total budget expenditure on education equalled 3.5 % of GDP, well below the EU average of 4.6 %. However, compared to 2010, spending on education in Bulgaria **increased by 14 % in real terms, significantly higher than the EU average (3.7 %)**. One third of the increase was spent on funding teachers’ salaries.

### Pre-school and school education

#### **Challenge: Improving accessibility to pre-school education**

A *World Bank*<sup>1</sup> (WB) report states that, despite the demographic decline that is lowering the demand for pre-school education, Bulgaria still facing **challenges with the accessibility of pre-school services**. As stated in *the EC Report on Bulgaria 2020*, good quality early childhood education and care plays a key role in creating equal opportunities, improving cognitive skills and possibly reducing the chance of underachievement and early school leaving. According to the *2020 Education and Training Monitor* for Bulgaria, the enrolment rate of children aged 4 to the starting age of compulsory school education in 2019 was 82.7 % and has increased by 0.4 pp. compared to 2018 (82.4 %), but still remains below the EU average of 94.8 %.<sup>2</sup> It is pointed out that increasing participation rates can have a significant positive impact, considering the relatively high proportion of students who speak another language at home, and the crucial role of early years for language acquisition.

The National Strategy of the Republic of Bulgaria for Roma Equality, Inclusion and Participation 2021-2030<sup>3</sup> (NSRBRI) states that the quality of early childhood education and care is hampered by insufficient training of educators and other employees. According to PIRLS 2016 in Bulgaria, the achievements of children who attended kindergarten 3 years or more are 53 points higher than those who attended kindergarten for 1 year or less and 75 points higher than those who did not attend. According to TIMSS 2019, the achievements of

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<sup>1</sup> Reports prepared under Reimburseable Advisory Services Agreement of 12 February 2020 on Public Expenditure Review in Science, Technology and Innovation and Support for Building Evidence-based Approach for the National Strategic Framework in Education 2030 between the MES and EAOPSESG

<sup>2</sup> [https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ\\_uoe\\_enra10&lang=en](https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_uoe_enra10&lang=en)

<sup>3</sup> <https://www.strategy.bg/PublicConsultations/View.aspx?lang=bg-BG&Id=5986>

children who attended kindergarten 3 years or more are 76 points higher than those who did not attend mathematics and 116 points more in science.

With the support of the EU's structural reform agenda<sup>4</sup>, the establishment of a national quality framework for early childhood education and care has started. In relation to the challenges described, the PE will channel investments to support the effective socialisation of early childhood children and improve the accessibility and quality of pre-school education.

### **Challenge: Improving the inclusiveness of the education system**

The educational structure of the Roma and Turkish ethnic communities is worrying, and according to data from the 2011 census, respectively 93 % and 70 % of the representatives of these ethnic groups do not complete their secondary education, compared to about 30 % for ethnic Bulgarians. Inclusion of Roma in education remains a challenge due to several factors, including school segregation and barriers caused by extreme poverty, **with 34 % of Roma school students completing only primary education and 44 % lower secondary education** (FRA, 2016).

The *EC Report on Bulgaria 2020* recognises that the inter-institutional mechanism is bearing some fruit aimed at preventing school dropouts.

In this respect, it is necessary to expand and build on the activities of the Mechanism also in the next programming period.

The PE will focus support on better outreach of children in pre-school and school education, creating conditions for access to education by overcoming demographic, social and cultural barriers, as well as measures to desegregate schools and promote intercultural education.

### **Challenge: Improving and building on the conditions for personal development and reducing the share of early leavers from education and training**

According to *the Education and Training Monitor 2020*, early school leavers (ESL) (aged 18-24) were 13.9 % in 2019 and, although they fell by 1.1 p.p. in 2020, reaching 12.8 %, the figure is above the EU average of 10.2 %. There are also challenges in terms of completing secondary education (only 85 % of school students enrolled in twelfth grade in 2017/2018 graduated: 75.5 % in vocational secondary schools and 94.7 % in general schools).

According *EC Report for Bulgaria 2020*, ESL rates is still significant in rural areas — 26.2 %, in smaller towns it is 12.2 % and the lowest in larger cities — 5.9 %, and **67 % of Roma school students** had left school earlier.

The *European Commission Report on Bulgaria 2019* states that more than half of people with disabilities prematurely interrupt their education and only 34 % have a job and 13.5 % have completed higher education.

There are also challenges in tackling aggression and intolerance at school. According to a study by **the Bulgarian Academy of Sciences**, **87 % of teachers witnessed verbal aggression, 77 % of indirect aggression and 49 % of physical aggression** between

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<sup>4</sup> Project REFORM/SC2020/059 "Creating a National Framework for the Quality of Education and Care for Early Childhood"

students. The results of studies carried out by UNICEF found that Bulgarian students were among the top 10 out of 43 countries surveyed on the problem of bullying at school. These findings are also confirmed in the *Education and Training Monitor for Bulgaria 2020*, adding that this type of problem has an impact on school students' performance.

PE will support the continuation of inclusive education measures through general and additional support for personal development, focusing on children and school students from vulnerable groups, incl. Roma, with learning difficulties and at risk of dropping out of school, children and students with SEN, increasing the socio-emotional skills of students and reducing school aggression, local desegregation measures with a focus on work with parents. The PE's activities will contribute to the implementation of the recommendations set out in the EU Strategic Framework for Roma for Equality, Inclusion and Participation.

### **Challenge: Improving quality and performance at all levels of education**

The *Commission's report on Bulgaria 2020* states that the quality and inclusiveness of the education system continue to be challenging despite ongoing reforms.

In the *Global Competitiveness Report 2017-2018 of the World Economic Forum* Bulgaria is ranked 83rd in the world and 26th in the EU according to the quality indicator of the education system. While in studies such as **PIRLS and TIMSS**, Bulgarian fourth graders show skills above the average for participating countries, the results of the **PISA** survey conducted in 2018, which show that 47 % of 15-year-olds are functionally illiterate, 46.5 % are below the critical threshold in science and 44.4 % have insufficient skills in mathematics, with more than double the EU gap in all areas of study.

PE will support the “competency-based approach” by providing support for improving the quality of education through measures to modernise learning content and teaching methods, adapt, develop and implement competence-based learning materials and aids.

### **Challenge: Increasing the motivation to exercise the teaching profession and improving the qualification of pedagogical specialists**

According to the *2020 Education and Training Monitor for Bulgaria*, there is a shortage of **kindergartens and primary teachers, for teachers in certain subjects, including in the field of vocational education and training. The number of support professionals (such as resource teachers, school psychologists, speech therapists) is also insufficient.**

It has also been reported that working conditions for teachers have improved and salaries have increased significantly in recent years, but their preparation is still problematic. In the project “Roadmap for the Development and Reform of Teacher Policy in Bulgaria”, funded by the EU, also is highlighted the need for systemic programmes in relation to the workforce in education. In this regard, activities to enhance the skills and capacity of pedagogical specialists, non-pedagogical staff, educational leaders in pre-school and school education are envisaged everywhere in PE as horizontal measures.

### **Challenge: Improving the digital skills of teachers and school students, incl. the provision of appropriate digital content for all levels of education for learning in electronic environment.**

According to the Digital Economy and Society Index **DESI in 2021 only 29 % of the population possess at least basic digital skills (EU-average 56 %)**, which gives the country 27th place in the EU. According to a 2018 TALIS survey, 44 % of Bulgarian secondary

school teachers reported that they use ICT in most or every lesson, which is slightly below the EU average of 47 %. The need for training has also become apparent during the course of telelearning in electronic environments due to COVID-19<sup>5</sup>. In 2020, the COVID-19 pandemic opened a new set of challenges to the education system in the digital transformation and shifting to distance learning in e-environment.

According to the results of a study by the Institute for Research in Education for the MES to assess the impact of distance learning in e-environment or other forms of absenteeism on the effectiveness of school education<sup>6</sup> carried out during the COVID-19 crisis, the identified key factors hampering the effectiveness of distance education in electronic environment have a particular impact on students from vulnerable groups. According *to a WB Report*<sup>7</sup>, the economic shock following the COVID-19 crisis could increase in the rates of school dropouts, especially for disadvantaged students.

The measures envisaged in the PE respond to the challenges and opportunities of the digital transformation in education and in line with the strategic priorities at EU level set out in the Digital Education Action Plan 2021-2027<sup>8</sup> and the Education and Skills strand of the EU 2030 Digital Compass: The European Way for the Digital Decade<sup>9</sup>.

### **Challenge: Increasing the motivation for learning and striving for excellence of children and school students**

One of the challenges to the effectiveness of the reform is to support **gifted children and school students**. In a study by Sofia University "KlimentOhridski"<sup>10</sup> it is stated that it is necessary to continue creating conditions for supporting gifted children and school students in order to realise the process of reproduction of the intellectual potential of society. PE support will be targeted to talented school students with a focus on school students from schools mainly located in rural and urban segregated areas.

### **Challenge: Support for literacy and learning content in order to acquire qualification of adults from vulnerable groups**

*The Commission's report for Bulgaria 2020* states that in 2018 participation in adult learning was 2.5 %, well below the EU average of 11.1 %. Still the share of those participating in training for low-skilled adults accounts for around a quarter of the population as a whole. In this regard, support for adult literacy through PE will support the opportunities of adults from vulnerable groups for better realization on the labour market.

### **Vocational education**

### **Challenge: Improving VET, increasing the share of dual learning and adapting VET to labour market dynamics**

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<sup>5</sup> Education and Training Monitor 2020

<sup>6</sup><http://ire-bg.org/%D0%BE%D1%86%D0%B5%D0%BD%D0%BA%D0%B0-%D0%BD%D0%B0-%D0%B2%D1%8A%D0%B7%D0%B4%D0%B5%D0%B9%D1%81%D1%82%D0%B2%D0%B8%D0%B5%D1%82%D0%BE-%D0%BD%D0%B0-%D0%BE%D0%B1%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D0%B5%D1%82/>

<sup>7</sup><http://sf.mon.bg/?h=downloadFile&fileId=2763>

<sup>8</sup> COM (2020) 624 final

<sup>9</sup> COM (2021) 118 final

<sup>10</sup> "Working with Gifted Children in the Bulgarian Language and Literature Training at the Initial Stage of the Primary educational Degree", Sofia University "St. Kliment Ohridski", 2019

According to *the EC Education and Training Monitor 2020*, upper secondary VET enrolment increased to 52.9 % in 2018, above the EU average of 48.4 %. This trend continues in the 2019/2020 school year, with an increase of 56.47 % and for 2020/2021 reaching 59.19 %.

The main challenges for VET in Bulgaria are related to: the need for even closer cooperation with socio-economic partners; insufficient matching of VET provision with labour market requirements and needs; insufficient flexibility of the system to deal with early drop-out before acquiring a professional qualification; lack of a system to enhance the competences of proficiency teachers.

The *Commission's report on Bulgaria 2020* mentions the List of state-protected specialties from professions and a list of specialties from professions, which are expected to be lacking in the labour market, and that additional funds have been allocated to these specialties in order to increase the number of school students trained in these specialties.

According to the **WB report**, the qualification of teachers in VET system is a challenge, recommending to develop a programme for teacher training and retraining in specific VET subjects.

Since 2017, the popularity of work-based learning (dual learning system) has increased, with the share of school students enrolled in this form of study by all VET students growing from 1.96 % in the 2017-2018 school year to 9.3 % for the 2020-2021 school year. However, its implementation at this stage is mainly implemented in various projects<sup>11</sup>.

According to **WB Report**, the results of both the national external evaluation examinations and the **PISA show a higher concentration of students with lower VET scores** than in general education, recommending this group to have targeted policies.

The PE's measures in response to the challenges identified are aimed at improving the attractiveness, accessibility, quality and relevance of VET in terms of labour market needs and its link with specific territorial characteristics.

### **Challenge: Improving the employment rate of VET graduates**

A key objective of VET in the coming years will also be to continue the trend of increasing the employment rate of recent VET graduates.

According to *the 2019 EC Report for Bulgaria*, the **employability** of VET graduates **remains a challenge**. In this respect, the Council's Recommendation (2019/C 301/02) states that the labour market relevance of VET and the availability of dual training remain insufficient.

The *2020 EC Report for Bulgaria* states that in 2018 the employment rate of VET graduates stood at 66.4 % and is well below the EU average of 79.5 %. A positive trend is reported in *the EC 2020 Education and Training Monitor*, indicating that the employment rate of recent VET graduates increased significantly in 2019, reaching 73.5 % but still below the EU average. A **WB Report** points out that VET graduates in Bulgaria are less likely to be

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<sup>11</sup> According to Cedefop, in cooperation with the Bulgarian team of ReferNet (2018). Vocational Education and Training in Bulgaria, <http://data.europa.eu/doi/10.2801/728903>

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employed than their peers in the EU. The PE will respond to these challenges with support for measures to adapt VET to labour market dynamics.

### **Higher education**

According to *the EC 2020 Report*, in 2018 the share of tertiary education graduates among **30-34 year olds reached 33.7 %, but is still below the national Europe 2020 target of 36 %**. It is also pointed out that the share of higher education graduates in science, technology, engineering and mathematics (STEM) is still low (20.5 % in 2017 against an EU average of 25.8 %).

According to a *WB Report*, the available data show that enrolment rates fall from secondary to higher education, with only 42 % of the relevant age group for higher education enrolled in higher education in the academic year 2019/2020.

#### **Challenge: Improving participation of vulnerable groups in higher education**

In the *EC Education and Training Monitor 2020*, it is stated that in Bulgaria, the socio-economic situation has an impact on the aspirations of students to obtain higher education. A total of 64.3 % of adolescents in the country expect to complete higher education (EU average: 62.4 %). However, only 42.8 % of the poorest school students do so, compared to 83.3 % of their peers who are in a more favourable socio-economic situation.

Bulgaria is one of the 49 countries in the European Higher Education Area, where people from the most vulnerable groups are also the least represented in higher education. These data are also confirmed in *EC Education and Training Monitor 2019*, which justifies the need for targeted actions and support for these population groups through PEs.

#### **Challenge: Improving labour market relevance and quality of higher education**

One of the biggest challenges for higher education is to ensure its relevance to the skills and occupations needed in the labour market. More data than the 2019 HEI Rating System, only half of the graduates are realised by profession.

According to *the EC Report on Bulgaria 2019*, higher education is not sufficiently tailored to the needs of the labour market. Employers often identify knowledge and skills gaps, in particular the lack of soft skills among graduates (*CEDEFOP, 2018*).

Improving the relevance of the labour market and the quality of higher and vocational education remains key for Bulgaria also in the context of the post-COVID-19 pandemic situation<sup>12</sup>.

PE foresees a range of activities aimed at modernising and linking to the needs of the labour market and introducing a competence-based approach. The activities reflect the challenges identified in the *Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021-2030*. Pilot introduction of forms of dual learning, vocational guidance of students through practices and development of entrepreneurial skills, introduction of competence-based joint programmes on professional fields important for the economy of the region and the labour market will be supported. PE will support the development of academic staff in higher education institutions, improving the conditions for

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<sup>12</sup> Education and Training Monitor 2020



PhD programmes related to labour market needs. The focus will be on PhD studies that are justified through the existing employment of the PhD student and his future career development with the respective employer or through a specific need of an employer.

**Challenge: Identification of potential for the implementation of Financial Instruments in higher education**

The complex analysis presented in the ex-ante assessment for the implementation of the Financial Instrument (FI) under the PE gives grounds for structuring FIs with limited resources to support the start-up of their own business or other entrepreneurial activity by students, PhD students and lecturers in higher education. Structuring of FIs is envisaged, aiming to encourage potential target groups to invest in entrepreneurial skills, through easier access to financial resources, on more advantageous terms and by further incentivising FIs entirely with funds from PE.

**Challenge: Improving conditions for better distance learning in higher education institutions and creating appropriate digital content**

The *EC 2020 Education and Training Monitor* notes that universities were in a better position to shift to remote learning during the COVID-19 pandemic, however, the digitalisation process needs to continue, incl. through targeted investments to provide the necessary resources and quality training to academic staff.

The focus of the PE is also to address the specific challenges identified in the *Strategy for the Development of Higher Education in the Republic of Bulgaria for the period 2021-2030*, related to the universal digitalisation and development of the education system, demographic problems and insufficient internationalisation of Bulgarian higher education.

**Horizontal challenge: Enhancing knowledge and creating skills for the transition to a green economy at all levels of general education, including VET and at all levels of higher education**

In Bulgaria, environmental education is embedded in standards and curricula in all classes and degrees, including compulsory pre-school education, which are developed on the basis of the Council Recommendation as of 22.05.2018 on key competences.

Specific targeting and further development of education activities is needed in order children, school students and students to be well prepared in the context of European climate and energy policies.

PE will focus on creating skilled workforce fit for the digital and green economy by focusing on the topic in supporting children's and school students' interests in pre-school and school education; in support of VET and HE, incl. activities to update curricula and programmes, as well as in upgrading the qualification of pedagogical staff.

**Applying systemic approach and bottom-up approaches. Lessons learned.**

In 2019, an internal assessment was carried out by the MA. Assessment shows that projects with a specific beneficiary achieve much higher effectiveness and efficiency, incl. expenditure, by achieving the programme's objectives in a much more assertive manner than competitive selection procedures.

The findings of the internal evaluation are also confirmed by evaluations of ESF support to promote social inclusion, the fight against poverty and any form of discrimination (Thematic Objective 9) and ESF support to education and training (Thematic Objective 10).

PE will implement a balanced approach of funding according to needs, through a systemic approach and support for operations of strategic importance, procedures for competitive selection of project proposals at national level, integrated territorial instruments (ITI and CLLD). Their implementation will be tailored to the identified needs and partnerships that will be implemented within the ITI concepts and CLLD strategies. In areas with a significant community of marginalized people, including Roma, CLLD/ITI should include actions addressing the needs and development potential of that community.

### **Challenge: Strengthening the capacity of key beneficiaries and system operations partners**

In order for the systemic approach to be as effective as possible, it is necessary to provide support for the organisation of trainings for the development, management and sustainability of projects under the PE for the specific beneficiary MES and higher education institutions (HEIs). It is necessary to strengthen the MES' capacity to plan, develop and monitor operations of strategic importance, as well of expert groups to support the monitoring and evaluation activities of operations of strategic importance.

### **Complementarity and demarcation of the “Education” Programme with other programmes and instruments**

Under *Recovery and Resilience Plan (RRP)* investments to modernise the educational environment will be implemented and the PE will finance teachers' qualifications for using the STEM educational environment in the training and additional activities of school students' interests in the STEM centres. The *RRF* will support the renewal/equipment of the VET CoE, which will be complemented by soft measures under the PE.

Under *Programme for Development of Regions 2021-2027* in 50 urban municipalities and under the *Strategic Plan for Agriculture and Rural Development 2023-2027* in rural areas educational infrastructure for pre-school, school, including VET and higher education, and soft measures will be supported aiming to provide quality and inclusive education at all stages of pre-school and school education and addressing the needs of the labour market, VET and higher education will be supported.

Support for modernising curricula and strengthening higher education with the labour market under the PE will be complemented by measures under the *Programme for Research, Innovation and Digitalisation for Smart Transformation 2021-2027 (PRIDST)* to develop research and innovation capacities in HEIs and enhance cooperation with business, market orientation and enhancing the skills to create innovation and commercialisation of scientific results. PE will support teacher training to increase project competence and introduce educational programmes to promote student entrepreneurship directly related to the needs of students and PhD students for the realisation of the labour market and teaching activities of academic staff. Support under PRIDST aimed at supporting the implementation of modern management and control systems in HEIs and the establishment of a cloud system for the exchange of data between different electronic platforms and resources at national level will be complemented by the measures under the PE for the introduction of digital educational content in higher education.

Measures in the field of higher education will be complemented under **RRP** through investments to create a network of research universities, support the expansion of Bulgaria's participation in the Horizon Europe Framework Programme 2021-2027 and support the start-up companies process.

The complementarity with *the Human Resources Development Programme 2021-2027* is in interventions for early childhood development, validation of knowledge, skills and competences acquired in a non-formal and informal manner with a view to completing a class, stage or level of education, achieving the thematic concentration of at least 5 % at national level for the implementation of the European Child Guarantee. The activities under PE are covered by formal education, under the conditions and in accordance with the state educational standard for pre-school and school education and will be implemented within educational institutions.

The support under the PE for persons seeking or receiving international protection in case they are included in the education system, will be complemented by the interventions for this target group under the *Asylum, Migration and Integration Fund Programme*.

The activities aimed at the green and blue economy within the educational institutions under the PE will be complemented by the *Maritime Affairs, Fisheries and Aquaculture Programme* through specialized training to improve the skills of those working in the fisheries sector and information activities for aquatic environment.

The additionality with the *Technical Assistance Programme 2021-2027 (TAP)* will be implemented by developing the capacity of MA and key beneficiaries in view of the policy objectives of the PE, while TAP will horizontally support training of MAs and their key beneficiaries and external stakeholders in relation to state aid, audit, public procurement, fight against irregularities and fraud.

The complementarity and demarcation of the PE activities with the programmes implemented under the direct management of Digital Europe and Horizon Europe will be monitored.

### **Programme strategy:**

Based on identified needs, the Programme will focus its efforts on supporting:

- Better coverage of children in pre-school education and primary education, improving quality in pre-school and school education and reducing ESL rates;
- Providing inclusive education in primary education, through general and additional support for personal development, with a focus on children and school students from vulnerable groups, including Roma;
- Improving the quality of education by modernising learning content, implementing the competence model and digital transformation in education;
- Activities of interests for the development of personal qualities and performances of children's abilities in pre-school and school education with a special focus on the transition to a green economy.
- Improving the attractiveness, accessibility, quality and relevance of VET in relation to labour market needs and its link with specific territorial characteristics;

- Modernising and linking to the labour market needs of higher education, introducing a competence-based approach, digital transformation, conducting PhD studies linked to the current needs of specific economic sectors;
- Creating a skilled workforce fit for the digital and green economy, qualification of teachers in higher education institutions;
- Horizontally, the qualification and capacity-building of pedagogical specialist, non-pedagogical staff and educational mediators will be supported, including in the field of green and digital transitions, will be supported horizontally;

A balanced approach of funding according to needs will be implemented, through a systemic approach and support for operations of strategic importance, procedures for competitive selection of project proposals at national level, integrated territorial instruments (ITI and CLLD). Co-financed by the ESF+, a key EU instrument implementing the European Pillar of Social Rights<sup>13</sup>, PE will support the implementation of key principles 1, 2, 3, 4, 11, 17 of the Pillar in areas: ‘Equal opportunities and access to the labour market’ and ‘Social protection and inclusion’.

All practices of segregation or discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, as well as hate speech and hate crimes will be excluded from the implementation of the PE support. With the greatest contribution to dealing with these phenomena are activities under Priority 1, SO under point j).

PE will contribute to the implementation of the “Recommendations to National Authorities on Improving Training in Higher Education and Teaching in the EHEA presented in the Communiqué as of 19.11.2020 of the Education Ministers of the EHEA<sup>14</sup>.

Support in the field of digital skills in PE will contribute to the strategy for building Europe's digital future, in full implementation of Directive (EU) 2016/2102. Where applicable, data on PE activities will be presented under the terms of Directive (EU) 2019/1024.

**Priority 1** will contribute to the following context indicators:

- Early leavers from education and training as a share of the population aged 18-24 13.9 % [2019] of the Social Scoreboard supporting the European Pillar of Social Rights.
- “Increasing the share of 20-24 year olds with at least second secondary secondary education” of the Partnership Agreement (PA),
- “Average number of years spent in education” of the Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030).

Under Priority 1, the resources required under the specific objectives under Article 4(1)(f) and (j) of the ESF+ Regulation are programmed through measures to directly support equal access to early childhood care and education to achieve the thematic concentration of at least 5 % at national level for the implementation of the **European Child Guarantee**.

**Priority 2** will contribute to the following context indicators:

<sup>13</sup> [https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles\\_bg](https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_bg)

<sup>14</sup> <http://eha.info/page-ministerial-conference-rome-2020>

- "Digital skills level of individuals as a share of people aged 16-74 29 % [2019] of the Social Scoreboard supporting the European Pillar of Social Rights.
- "Reducing the share of students with lower-than-critical scores, on average across the three PISA domains" of the PA.
- Population possessing basic digital skills (DESI) from the PA, NDP BULGARIA 2030, Strategic Framework for Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030).

**Priority 3** will contribute to the following context indicators:

- "Graduates in tertiary education as a share of the population 30-34" - 32.5 [2019] of the Social Scoreboard supporting the European Pillar of Social Rights
- "Reaching the level of 7 % of the relative contribution of the population (aged 25-64) participating in education and training, compared to 2.5 % in 2018" of the PA.
- "Relative share of young people (20-24 years old) with at least secondary education" of the Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030).

The types of actions are assessed as compatible with the "Do No Significant Harm" principle, as they are not expected to have a significant negative impact on the environment due to their nature.

*For the Investment for growth and jobs goal*

| <b>TABLE 1</b>  |  |   |
|---|--|---|
| <b>Policy objective or JTF specific objective</b>   | <b>Specific objective or dedicated priority *</b>  | <b>Justification (summary)</b>  |
| <b>PO 4</b><br><b>A more social Europe — realising the European Pillar of Social Rights</b> | <i>ESO4.5 improving the quality, inclusiveness, effectiveness and labour market relevance of education and training systems, including through the validation of non-formal and informal learning, to support acquisition of key</i> | Support under this specific objective will address the following high priority investment needs outlined in Annex D of the 2019 European Semester Report on Bulgaria: — creating quality inclusive school education; ensuring the acquisition of basic and digital skills and promoting inclusion in education and training sphere; — support the professional development of teachers and trainers and promote innovative teaching methods and innovative content to best support disadvantaged school students; — increasing the attractiveness, quality and relevance of vocational education and training programmes and promoting participation in adult learning; — improving the quality and labour market relevance of higher education, including joint research activities and traineeships in enterprises.<br><br>Support under this specific objective will support the necessary actions recommended to Bulgaria in the Country-specific |

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|--|--|---|
|  | <p><i>competences, including entrepreneurial and digital skills, and by promoting the introduction of dual-training systems and apprenticeships;</i></p>   | <p>Recommendations adopted by the Council for 2019 and 2020 in the field of education:— improving employability by strengthening skills, including digital skills;— improving the quality, labour market relevance and inclusiveness of education and training, in particular for Roma and other disadvantaged groups;— improving access to teleworking and promoting digital skills and equal access to education. Under this specific objective, the Programme will contribute to achieving the indicators included in the Strategic Framework for Education 2021-2030: - Increase the employment rate of recent VET graduates (1-3 years) who do not continue their education from 68.6 % in 2019 to 80 % in 2030. -Population with basic digital skills — increase from 29 % in 2019 to 44 % in 2030. And the indicators included in the Partnership Agreement: - increase in net tertiary enrolment rate of persons aged 19-23 from 42.1 % in 2019 to 50 % - increasing the share of 30-34 year-olds with tertiary education to 40 % compared to 32.7 % in 2019; And contribution to the implementation of objectives 1, 4, 5, 8, 10, 13 of the UN Sustainable Development Goals.</p>  |
| <p><b>PO 4</b></p> <p><b>A more social Europe — realising the European Pillar of Social Rights</b></p> | <p><i>ESO4.6 promoting equal access to and completion of quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care through general and vocational education and training, to tertiary level, as well as adult education and learning, including facilitating learning mobility for all and accessibility for</i></p> | <p>Support under this specific objective will address the following high priority investment needs outlined in Annex D of the 2019 European Semester Report on Bulgaria: — improving inclusive, accessible and quality early childhood education and care, including relevant infrastructure and equipment; — preventing early school leaving through a targeted approach and promoting flexible second chance programmes; — creating quality inclusive school education, including investments; — support the professional development of teachers and trainers and promote innovative teaching methods and innovative content to best support disadvantaged school students; Support under this specific objective will address the challenges identified in the 2019 and 2020 Country-specific Recommendations adopted by the Council in the field of education: — improving the quality, relevance of the labour market and inclusiveness of education and training, in particular for Roma and other disadvantaged groups; — improving access to teleworking and promoting digital skills and equal access to education. The Programme will contribute to achieving the indicators included in the Strategic Framework for Education 2021-2030: - Raising the share of children aged 4 in pre-primary education compared to the total number of children aged 4 from 76.6 % in 2018 to 91 % in 2030. - Increase in average number of years spent in education from 11.8 in 2019 to 15 in 2030. The Programme will contribute to the implementation of objectives 1, 4, 5, 8, 10, 13 of the UN Sustainable Development Goals.</p> |

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|   | <i>persons with disabilities;</i>  |  |
| <b>PO 4</b><br><b>A more social Europe — realising the European Pillar of Social Rights</b> | <i>ESO4.7<br/>promoting lifelong learning, in particular flexible upskilling and reskilling opportunities for all taking into account entrepreneurial and digital skills, better anticipating changes and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility;</i> | Support under this specific objective will address the following high priority investment needs outlined in Annex D of the 2019 European Semester Report on Bulgaria: — creating quality inclusive school education; — improving the quality and relevance of higher education to labour market requirements, including joint research activities and traineeships in enterprises. Support will address the challenges identified in the 2019 and 2020 Country-specific Recommendations adopted by the Council in the field of education: — improving employability by strengthening skills, including digital skills; — improving the quality, labour market relevance and inclusiveness of education and training, in particular for Roma and other disadvantaged groups; — improving access to teleworking and promoting digital skills and equal access to education; — improving the employment rate of the low-skilled (from primary to lower secondary education — 46 % according to the 2020 European Semester report for Bulgaria) through support for second chance and passability between educational stages and degrees. The Programme will contribute to achieving the indicator included in the Strategic Framework for Education 2021-2030: - Increase in the relative share of young people (20-24 years old) with at least secondary education from 84.4 % in 2019 to 89 % in 2030. The interventions address the following challenges: — In 2018, participation in adult learning was 2.5 %, well below the EU average of 11.1 %; — The share of low-skilled adults in education accounts for around a quarter of the population as a whole. — Progress in quality, labour market relevance and inclusiveness of education and training, despite reforms, is still limited. In addition, the Programme will support the policies for the professional development of PhD students directly related to the current needs of specific economic sectors, businesses and employers. The Programme will contribute to the implementation of objectives 1, 4, 5, 8, 10, 13 of the UN Sustainable Development Goals. |
| <b>PO 4</b><br><b>A more social Europe — realising the European Pillar of Social Rights</b> | <i>ESO4.10<br/>promoting the socio-economic integration of marginalised communities, such as Roma people;</i>  | Support under this specific objective will address the following high priority investment needs outlined in Annex D of the 2019 European Semester Report on Bulgaria: — improving inclusive, accessible and quality early childhood education and care, including relevant infrastructure and equipment; — preventing early school leaving through a targeted approach and promoting flexible second chance programmes; Support will address the challenges identified in the 2019 and 2020 Country-specific Recommendations adopted by the Council in the field of education: — improving the quality, relevance of the labour market and inclusiveness of education and training, in particular  |

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|  |  | <p>for Roma and other disadvantaged groups; — improving access to teleworking and promoting digital skills and equal access to education. Specific needs identified for marginalised groups, such as Roma, will also be addressed: — Only 66 % of Roma children 4-6 years attend kindergarten in 2016; — 7 % of Roma do not attend any educational level and about 45 % of Roma do not complete secondary education; — According to the FRA EU-MIDIS II survey, 60 % of Roma children are trained in a classroom with only Roma school students or with a predominant number of Roma school students. — The educational structure of the Roma and Turkish ethnic communities, according to data from the latest national census 93 % and 70 % of the representatives of these ethnic groups, respectively, do not complete their secondary education, compared to about 30 % for ethnic Bulgarians; — Every fourth Roma child and every ninth Turkish child aged 7-15 have never attended school, compared to 5.6 % of the children in the Bulgarian ethnic group. The Programme will contribute to achieving the indicators included in the Strategic Framework for Education 2021-2030: — Raising the coverage of children aged 7 in school education compared to the total number of children aged 7 from 90.5 % in 2018 to 98 % in 2030.—</p> <p>Reducing the share of early leavers from education and training from 12.8 % in 2018 to 7 % in 2030. The Programme will contribute to the implementation of objectives 1, 4, 5, 8, 10, 13 of the UN Sustainable Development Goals.</p> |
|--|--|--|

\* *ESF Specific Priorities + Regulation*



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## 2. PRIORITIES

### 2.1.1. Priority name [300] (repeat for each priority)

|   |
|---|
| <b>PRIORITY 1 — INCLUSIVE EDUCATION AND EDUCATIONAL INTEGRATION</b> |
|---|

|   |
|---|
| <input type="checkbox"/> This is a priority focused on youth employment   |
| <input type="checkbox"/> This is a priority focused on innovative activities  |
| <input type="checkbox"/> This is a priority targeting support to the most deprived persons under the specific objective set out in Article 4(1)(x) of the ESF+ Regulation*  |
| <input type="checkbox"/> This is a priority targeting support to the most deprived under the specific objective set out in Article 4(1)(l) of the ESF+ Regulation           |
| <input type="checkbox"/> This is a priority dedicated to the specific objective on urban mobility set out in Article 3(1)(b)(viii) of the ERDF and Cohesion Fund Regulation |
| <input type="checkbox"/> This is a priority dedicated to the ICT connectivity specific objective referred to in Article 3(1)(a)(v) of the ERDF and Cohesion Fund Regulation |

\* If marked, proceed to section 2.1.1.2.

#### **2.1.1.1. Specific objective Article 4(1)(f) ESF+ Regulation<sup>15</sup> — repeated for each selected specific objective, for priorities other than technical assistance**

**ESO4.6:** - Promoting equal access to and completion of quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care through general and vocational education and training, to tertiary level, as well as adult education and learning, including facilitating learning mobility for all and accessibility for persons with disabilities

##### **2.1.1.1.1. Interventions of the Funds**

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vii) CPR*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

***The types of actions have been assessed as compatible with the ‘Do no significant harm’ principle, as they are not expected to have a significant negative environmental impact due to their nature.***

*Text field [8 000]*

**1. Expanding the scope in pre-school and school education, by supporting the effective functioning of the mechanism for joint work of institutions to cover, include and prevent children and school students dropping out of education, incl.:**

- Extending the territorial and demographic scope of the Mechanism by complementing the local outreach teams, incl. with educational mediators;
- Enhancing the capacity and skills of the scope teams, incl. working with tools to identify school students at risk of dropping out;

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<sup>15</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation.

- Targeted information activities and work with parents to explain the benefits of education and the obligations for inclusion in pre-school and school education, engagement of local authorities and NGOs;
- Promoting the creation of sustainable partnerships between schools, kindergartens, municipalities and non-governmental organisations for full coverage and prevention of dropout, including promotion of good practices for the interaction of institutions for the inclusion of children and school students in the education system. Creating effective school communities;

Group of activities 1 is implemented on the whole country territory through a systemic approach with a focus on vulnerable groups (pre-school and primary education), with demarcation with the National programme and contribution to the European Child Guarantee.

## **2. General and additional support for personal development in pre-school and school education, including:**

- Increasing the qualification of pedagogical specialists, incl. new teachers in the system and non-pedagogical staff, incl. educational mediators and experts from the RDE for implementing general and additional support for personal development, including socio-emotional learning in classrooms, in accordance with approved programmes for their professional and career development.
- Intensive work with parents at school level and kindergarten to form positive attitudes towards education and for their full participation in the educational process such as:
  - Joint activities of school students, parents, teachers and non-pedagogical staff, incl. educational mediators and leadership teams for community cohesion to support the goals of the educational institution.
  - Training of parents from vulnerable groups to motivate, awareness and realisation of their responsibilities in the upbringing, development, education and care of their children; to actively participate in the life of the educational institution and to form motivation for active inclusion of their children in the education system.
  - Work with parents from the community in their participation in school initiatives, incl. consultations on important topics for school life, creating conditions for dialogue, trust and equality in decision-making for their children's education, conducting thematic talks, meetings with pedagogical specialists, open days, etc.
- **Additional support for personal development** of children and school students with SEN, at risk, with chronic diseases and outstanding gifts for long-term inclusion in pre-school and school education, such as:
  - Providing additional pedagogical specialists and non-pedagogic staff based on the assessment of the individual needs of children and school students, such as psychologists, pedagogical advisors, speech therapists, resource teachers, sports coaches, educational mediators and other specialists;
  - Improvement of the educational environment and implementation of programmes and implementation of individual and group work for psycho-social rehabilitation, rehabilitation of hearing and speech, visual rehabilitation, rehabilitation of communicative disorders and in case of physical disabilities;
  - Support to stimulate the mastery of key competences in order to prepare for independent and autonomous life and personal realization, incl. methodologies/models/forms for a differentiated learning approach and easier passability between educational stages;

- **General support for personal development** for access and continued inclusion of children and school students in pre-school and school education, such as:
  - Early needs assessment and prevention of children’s learning difficulties in kindergartens;
  - Training through additional modules for children in kindergartens who do not speak Bulgarian language, psychological support and additional training in Bulgarian language.
  - Implementation of programmes for psychomotor, cognitive and linguistic development of children in kindergartens; individual and group work in established language and/or emotional behavioural and/or sensory difficulties;
  - Additional training in subjects with a focus on teaching Bulgarian language to children and school students for whom the Bulgarian language is not mother tongue, additional synchronous training for students with gaps in the learning content, additional training and support for preparing students for national external assessment, counselling on subjects and career orientation of school students.
  - Increasing language culture and knowledge by learning a foreign language and overcoming gaps in learning, stimulating creativity and increasing motivation to learn through interest activities in thematic areas: “Digital Creativity”, “Natural Sciences”, “Mathematics”, “Technology”, “Arts and Culture”, “Civil Education”, “Environmental Education and Healthy Lifestyle”, foreign languages;
  - Enrichment of the applied educational programmes and practical activities for environmental education, for the formation of ecological culture, consciousness and behaviour, familiarisation with environmental laws, protection, management and reasonable use of natural resources, protection of the natural environment and ecological balance.
  - Health care through the implementation of effective programmes for health education, healthy eating, first aid, safe road traffic.
  - Improving physical culture by supporting training activities by sport and sport activities in kindergartens/schools.

Group of activities 2 is implemented on the whole country territory through a systemic approach, with a horizontal territorial scope covering the whole territory of the country, with a focus on pre-school and primary education (I-VII grade), and if there is a proven need for individual needs for high-school students, for example for national external assessment in X grade, as the support will contribute to the European Child Guarantee.

**3. Preventing and preventing harassment and violence and reducing school aggression, incl.:**

- Conducting campaigns for tolerance and improving the communication of school students, as well as for impact on internal motivation, psychological support aimed at children and school students, pedagogical specialists and parents, incl. support for the development of positive school psychoclimate;
- Support the use of mediators in solving a conflict in school, counselling children/school students with a psychologist/pedagogic advisor;
- Increasing the competences of teachers to use and implement forms and methods of counteracting bullying, violence, etc., to create a supportive environment in the classroom, to work with children and school students with SEN, to work with parents,

to counteract negative manifestations such as aggression/rage — recognition, causes and prevention;

- Involve school students with problematic behaviour in groups to enhance social skills to communicate and resolve conflicts in a non-violent way, guide the child or school student to activities tailored to their needs; mentoring;
- Participation of school students in school management and support for voluntary initiatives, as well as activities developing civic and global competences, incl. clubs and competitions for debates and public speeches.

Group of activities 3 is implemented through project selection and contributes to the European Child Guarantee.

*Main target groups — Article 22(3)(d)(iii) CPR*

*Text field [1 000]*

Children, school students, parents, teachers, pedagogical specialists and non-pedagogical staff; incl. educational mediators; children and school students with special educational needs, at risk, with chronic diseases and outstanding gifts; children and school students from marginalised groups, such as Roma, as well as those seeking or having received international protection and other vulnerable groups (including those accommodated in family-type accommodation Centres). Children and students with learning content gaps, children and school students at risk of dropping out of the education system, parents of children and school students from vulnerable groups, incl. Roma, early school leavers, etc.

Participants in the educational process, MES and its secondary budget managers, Ministry of Culture, Ministry of Youth and Sport, institutions in the pre-school and school education system, including private kindergartens and private schools, where applicable, public councils of educational institutions, municipalities, non-governmental organisations with proven experience and expertise in the field, social partners as participants in the activities as partners/associated partners, where applicable.

*Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

*Text field [2 000]*

In the process of preparing, implementing, monitoring, reporting and evaluating the procedures under Article 4(1)(f), appropriate measures shall be taken to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

All envisaged activities under the SO are aimed at ensuring equality, inclusion and non-discrimination.

Activities for additional support for personal development are focused on working with children and school students with special educational needs (SEN), at risk, with chronic diseases and outstanding gifts. The activities for general support for personal development are focused on vulnerable groups, children and school students with learning difficulties and school students at risk of dropping out of the education system, and in case of proven need - for individual needs and high school students. Activities to implement general support by providing interest activities to stimulate creativity and

increase motivation to learn will cover, in addition to vulnerable groups, children and school students with learning difficulties and school students at risk of dropping out of the education system, also a wider range of school students with a view to ensuring a holistic approach and inclusion of the main target groups.

Career guidance in school education will be aimed at all school students with a focus on students from vulnerable groups at risk of dropping out of school, talented students, school students with special educational needs, school students with problematic behaviour.

Specific measures to ensure accessibility for persons with disabilities, including in the context of information and communication technologies, will also be envisaged during the preparation and implementation of all activities in the procedures.

The implementation of activities related to the training of pedagogical specialists and non-pedagogical staff, which will be supported horizontally, will ensure equality between men and women.

*Identification of specific target territories, including planned use of territorial instruments — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

N/A

*Interregional, cross-border and transnational actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

N/A

#### 2.1.1.1.2. Indicators

*Reference: Article 22(3)(d)(ii), Article 8 ERDF, Article 23(2) of the ESF+ Regulation*

| <b>Table 1: Output indicators</b> |                               |             |                                |                        |                        |                                |                             |                                    |
|-----------------------------------|-------------------------------|-------------|--------------------------------|------------------------|------------------------|--------------------------------|-----------------------------|------------------------------------|
| <b>Priorit<br/>y</b>              | <b>Specific<br/>objective</b> | <b>Fund</b> | <b>Category<br/>of regions</b> | <b>ID<br/>[5<br/> </b> | <b>Indicator [255]</b> | <b>Unit of<br/>measurement</b> | <b>Milestone<br/>(2024)</b> | <b>Target<br/>value<br/>(2029)</b> |
|                                   |                               |             |                                |                        |                        |                                |                             |                                    |

|                   |  |                    |                          |  |  |                      |       |        |
|-------------------|--|--------------------|--------------------------|--|--|----------------------|-------|--------|
| <b><i>P 1</i></b> | SO point (f) of Article 4(1)               | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>EECO06 Children below age of 18</i></b>  | <b><i>number</i></b> | 7 662 | 37 075 |
| <b><i>P 1</i></b> | SO point (f) of Article 4(1)               | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>EECO15 Minorities (incl. marginalised communities such as the Roma)</i></b>  | <b><i>number</i></b> | 4 920 | 20 291 |
| <b><i>PI</i></b>  | SO point (f) of Article 4(1)               | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>SOI 1.1.Number of children and school students covered by the mechanism for joint work of institutions</i></b>   | <b><i>number</i></b> | 1 090 | 5 450  |
| <b><i>PI</i></b>  | SO point (f) of Article 4(1)               | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>SOI 1.2.Number of children and school students with special educational needs (SEN), at risk, with chronic diseases and with outstanding gifts</i></b> | <b><i>number</i></b> | 721   | 2 908  |
| <b><i>PI</i></b>  | SO point (f) of Article 4(1)               | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>SOI 1.3. Number of parents supported in the process of inclusive education</i></b>   | <b><i>number</i></b> | 7 662 | 37 075 |
| <b><i>PI</i></b>  | <b><i>SO point (f) of Article 4(1)</i></b> | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>SOI 1.4 Number of school students and school students from pre-school and school education from vulnerable groups received support</i></b>             | <b><i>number</i></b> | 6 940 | 26 772 |
| <b><i>PI</i></b>  | SO point (f) of                            | <b><i>ESF+</i></b> | <b><i>Transition</i></b> |  | <b><i>SOI 1.5 Pedagogical</i></b>  | <b><i>number</i></b> | 743   | 4 353  |

|           |                                     |             |                       |  |   |               |        |         |
|-----------|-------------------------------------|-------------|-----------------------|--|---|---------------|--------|---------|
|           | Article 4(1)                        |             |                       |  | <i>specialists and non-pedagogical staff trained to work with children and school students from vulnerable groups</i>                                 |               |        |         |
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>EECO06 Children below age of 18</i>  | <i>number</i> | 38 306 | 185 373 |
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>EECO15 Minorities (incl. marginalised communities such as the Roma)</i>  | <i>number</i> | 24 604 | 101 452 |
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.1.Number of children and school students covered by the mechanism for joint work of institutions</i>   | <i>number</i> | 5 450  | 27 252  |
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.2.Number of children and school students with special educational needs (SEN), at risk, with chronic diseases and with outstanding gifts</i> | <i>number</i> | 3 604  | 14 542  |
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.3. Number of parents supported in the process of inclusive education</i>   | <i>number</i> | 38 306 | 185 373 |
| <i>PI</i> | <i>SO point (f) of</i>              | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.4 Number of school students and shool students</i>   | <i>number</i> | 34 703 | 133 860 |

|           |                                     |             |                       |  |   |               |              |               |  |
|-----------|-------------------------------------|-------------|-----------------------|--|---|---------------|--------------|---------------|--|
|           | <i>Article 4(1)</i>                 |             |                       |  | <i>from pre-school and school education from vulnerable groups received support</i>   |               |              |               |  |
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.5 Pedagogical specialists and non-pedagogical staff trained to work with children and school students from vulnerable groups</i> | <i>number</i> | <i>3 715</i> | <i>21 762</i> |  |

Reference: Article 22(3)(d)(ii), Article 23(2) of the ESF+ Regulation

| <b>Table 2: Result indicators</b> |                                     |             |                            |               |   |                            |   |                       |                            |                             |                       |
|-----------------------------------|-------------------------------------|-------------|----------------------------|---------------|---|----------------------------|---|-----------------------|----------------------------|-----------------------------|-----------------------|
| <b>Priorty</b>                    | <b>Specific objective</b>           | <b>Fund</b> | <b>Category of regions</b> | <b>ID [5]</b> | <b>Indicator [255]</b>  | <b>Unit of measurement</b> | <b>Baseline scenario or reference value</b> | <b>Reference year</b> | <b>Target value (2029)</b> | <b>Source of data [200]</b> | <b>Comments [200]</b> |
| <i>P 1</i>                        | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Transition</i>          |               | <i>EECR03 participants gaining a qualification upon leaving</i>                   | <i>number</i>              | <i>1 750</i>                                | <i>2021</i>           | <i>2 399</i>               | <i>MES, MA</i>              |                       |
| <i>P 1</i>                        | <i>SO point (f) of Article 4(1)</i> | <i>ESF+</i> | <i>Transition</i>          |               | <i>SRI 1.1. Number of children and school students enrolled in pre-school and</i> | <i>number</i>              | <i>4 965</i>                                | <i>2020</i>           | <i>5 161</i>               | <i>MES, MA</i>              |                       |



|           |                                     |              |                   |  |  |               |               |                  |               |                |
|-----------|-------------------------------------|--------------|-------------------|--|--|---------------|---------------|------------------|---------------|----------------|
|           |                                     |              |                   |  | <i>school education through the mechanism for joint work of institutions</i>   |               |               |                  |               |                |
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i> |  | <i>SRI 1.2 .Number of children and students from vulnerable groups with improved educational results 1 year after participation in the operation</i> | <i>number</i> | <i>1 967</i>  | <i>2019-2020</i> | <i>2 618</i>  | <i>MES, MA</i> |
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i> |  | <i>SRI 1.2 .Number of children and students from vulnerable groups with improved educational results 1 year after participation in the operation</i> | <i>number</i> | <i>15 898</i> | <i>2019-2020</i> | <i>24 095</i> | <i>MES, MA</i> |

|           |                                     |              |                       |   |               |               |                  |               |                |  |
|-----------|-------------------------------------|--------------|-----------------------|---|---------------|---------------|------------------|---------------|----------------|--|
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>EECR03 participants gaining a qualification upon leaving</i>   | <i>number</i> | <i>8 750</i>  | <i>2021</i>      | <i>11 997</i> | <i>MES, MA</i> |  |
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SRI 1.1. Number of children and school students enrolled in pre-school and school education through the mechanism for joint work of institutions</i> | <i>number</i> | <i>24 826</i> | <i>2020</i>      | <i>25 805</i> | <i>MES, MA</i> |  |
| <i>P1</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SRI 1.2. Number of children and students from vulnerable groups with improved educational results 1 year after participation in the operation</i>    | <i>number</i> | <i>9 833</i>  | <i>2019-2020</i> | <i>13 087</i> | <i>MES, MA</i> |  |

|           |                                     |              |                       |  |  |               |               |                  |                |                |  |
|-----------|-------------------------------------|--------------|-----------------------|--|--|---------------|---------------|------------------|----------------|----------------|--|
| <i>PI</i> | <i>SO point (f) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> |  | <i>SRI 1.2. Number of children and students from vulnerable groups with improved educational results 1 year after participation in the operation</i> | <i>number</i> | <i>79 488</i> | <i>2019-2020</i> | <i>120 474</i> | <i>MES, MA</i> |  |
|-----------|-------------------------------------|--------------|-----------------------|--|--|---------------|---------------|------------------|----------------|----------------|--|

**2.1.1.1.3. Indicative breakdown of programmed funds (EU) by type of intervention** (not applicable to EMFF)

Reference: Article 22(3)(d)(viii)

| <b>Table 4: Dimension 1 — Area of intervention</b> |             |                            |                              |             |                     |
|--|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>                                 | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1   | ESF+        | Transition                 | point (f) of Article 4(1)    | 148         | 7 371 475           |
| Priority 1   | ESF+        | Less developed             | point (f) of Article 4(1)    | 148         | 36 857 375          |
| Priority 1   | ESF+        | Transition                 | SO point (f) of Article 4(1) | 149         | 13 004 880          |
| Priority 1   | ESF+        | Less developed             | SO point (f) of Article 4(1) | 149         | 65 024 395          |
| Priority 1   | ESF+        | Transition                 | SO point (f) of Article 4(1) | 154         | 7 198 129           |
| Priority 1   | ESF+        | Less developed             | SO point (f) of Article 4(1) | 154         | 35 990 646          |

| <b>Table 5: Dimension 2 — Form of funding</b> |             |                            |                              |             |                     |
|---|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>                            | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1                                    | ESF+        | Transition                 | SO point (f) of Article 4(1) | 01          | 27 574 484          |
| Priority 1                                    | ESF+        | Less developed             | SO point (f) of Article 4(1) | 01          | 137 872 416         |

| <b>Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus</b> |             |                            |                              |             |                     |
|--|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>   | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1   | ESF+        | Transition                 | SO point (f) of Article 4(1) | 33          | 27 574 484          |
| Priority 1   | ESF+        | Less developed             | SO point (f) of Article 4(1) | 33          | 137 872 416         |

| <b>Table 7: Dimension 6 — Secondary ESF+ Thematic Areas</b> |             |                            |                              |             |                     |
|---|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1  | ESF+        | Transition                 | SO point (f) of Article 4(1) | 01          | 1 378 724           |
| Priority 1  | ESF+        | Less developed             | SO point (f) of Article 4(1) | 01          | 6 893 621           |
| Priority 1  | ESF+        | Transition                 | SO point (f) of Article 4(1) | 06          | 10 800 264          |
| Priority 1  | ESF+        | Less developed             | SO point (f) of Article 4(1) | 06          | 54 001 320          |
| Priority 1  | ESF+        | Transition                 | SO point (f) of Article 4(1) | 10          | 15 395 496          |
| Priority 1  | ESF+        | Less developed             | SO point (f) of Article 4(1) | 10          | 76 977 475          |

| <b>Table 8: Dimension 7 — Gender dimension of ESF+*, ERDF, CF and JTF</b> |             |                            |                              |             |                     |
|---|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1  | ESF+        | Transition                 | SO point (f) of Article 4(1) | 02          | 27 574 484          |
| Priority 1  | ESF+        | Less developed             | SO point (f) of Article 4(1) | 02          | 137 872 416         |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

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***2.1.1.2. Specific objective under Art. 4, par. 1 (g)<sup>16</sup> - repeated for each selected specific objective or area of support for priorities other than technical assistance***

**SO point (g) of Article 4(1)** - Promoting lifelong learning, in particular flexible upskilling and reskilling opportunities for all taking into account entrepreneurial and digital skills, better anticipating changes and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility

**2.1.1.2.1. Interventions under the Funds**

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vi), (vii) CPR;*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

***The types of actions have been assessed as compatible with the ‘Do no significant harm’ principle, as they are not expected to have a significant negative environmental impact due to their nature.***

*Text field [8 000]*

**1. Adult literacy, including:**

- Reintegration into the education system of persons aged 16 or over who have dropped out of school and/or without primary education through educational mediation activities (motivation for participation in education, work of educational mediators, etc.);
- Organising and conducting adult literacy courses and learning content courses for different educational stages and levels for persons with low education or without education in coordination with the Employment Agency and MLSP, with a view to subsequent inclusion in professional qualification opportunities;
- Promoting the need to increase and promote literacy and raise awareness of the benefits of increasing literacy;
- Inclusion in flexible forms of education for those who have not completed secondary education and providing conditions for second chance through career guidance and counselling, volunteering, mentoring, etc.;
- Validating non-formal learning and informal learning outcomes by assessing and recognising the correspondence between competences acquired through non-formal learning and informal learning with the requirements for completing a class, stage or level of primary education.
- Group/individual activities for acquaintance with professions; determining the professional interests of the representatives of the target groups and advising on an independent and conscious choice of education and/or occupation to adapt the labour market at regional/local level; monitoring the linkage between education and labour market, etc. to support the transition from education to labour market realisation.

The positive effect achieved by the implementation of the project “Adult Literacy - Phase 1” under OPSESG shows that it is necessary to continue working with the target groups to complete primary education and targeting on higher education levels. In this regard, activities will be targeted taking into account the experience of implementing adult literacy measures and enhancing adult education through a targeted approach coordinated by the MES and in the application of a competitive selection procedure — ‘Adult literacy - 2’, which is scheduled to end in 2023. In view of the identified need for a broader partnership at regional level in

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<sup>16</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation.

implementing adult participation in lifelong learning and facilitating access to the labour market, it is concluded that the most appropriate instrument to implement them is the approach to Integrated Territorial Investments. Promoting participation in lifelong learning, through the ITI approach ensures complementarity and demarcation between the Programme “Education” and the Human Resources Development Programme — the PE focus is to facilitate access to and increase education as a necessary prerequisite for labour market realisation in line with the regional needs and educational structure of the local population, while the HRDP focuses on the qualification and retraining of unemployed and workers to provide employment. The demarcation between the two programmes at operation level is based on the guides/guidelines for beneficiaries under the ITI approach developed by the MA and will be monitored by educational stage/level, school, participation in activities of the target group. Activities will contribute to increasing the participation of the population aged 25-64 in education and training; reducing early leavers from education and training; reduce the proportion of young people aged 15-29 who are not in employment or education.

*Main target groups — Article 22(3)(d)(iii) CPR*

*Text field [1 000]*

Persons over 16 years of age with primary and lower education - young people, adults outside the compulsory school age, persons with special educational needs, young people and adults from marginalised groups such as the Roma, as well as those seeking or having received international protection and other vulnerable groups.

The participants in the educational process, MES and its secondary budget managers, Employment Agency, State Agency for Refugees, Social Assistance Agency, school education system institutions, municipalities, NGOs with proven experience and expertise in the field, social partners, where applicable, in their capacity as partners/associated partners.

*Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

*Text field [2 000]*

In the process of preparation, implementation, monitoring, reporting and evaluation of the procedures under SO point (g) of Article 4(1), appropriate measures will be taken to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The activities foreseen under the SO procedure are aimed at ensuring equality, inclusion and non-discrimination.

Concentrated efforts to widen the coverage of the education system, especially at the basic level, through the planned activities provide for equal access to education services and more flexible pathways between educational stages at regional level and promote lifelong learning. The focus of the planned activities is also to prevent early school leaving (18-24), especially for vulnerable groups and regions with declining enrolment rates and high early school leaving rates, through a targeted approach and the promotion of flexible second-chance programmes.

Specific measures to ensure accessibility for persons with disabilities, including in the context of information and communication technologies, will also be envisaged in the preparation and implementation of the procedure’s activities.

The organisation and delivery of adult literacy courses and training courses for mastering educational content for different stages and levels for people with low or no education will ensure equality between men and women.

*Identification of specific target territories, including the planned use of territorial instruments — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

The activities under SO point (g) of Article 4(1) of the priority “Inclusive Education and Educational Integration” shall be implemented through a territorial approach (ITI).

Specific needs and operations at local/regional level are defined in the Integrated Territorial Development Strategies (ITDS) of the NUTS 2 planning regions approved by the Regional Development Councils. Activities under the ITI approach are implemented on the basis of integrated concepts to achieve a specific objective/priority of the area’s ITDS. They are prepared and implemented in partnership between different local stakeholders (municipalities, NGOs, educational institutions, etc.) according to the identified needs of the area. PE projects within the ITI concept are implemented in coordination with projects under the other programmes, financing the concept. The principle of partnership-cooperation between stakeholders/participants in the socio-economic life of the specific territory will achieve a better focus of investment.

Coordination, synergy and complementarity under the ITI approach follow general guidelines to support the integrated territorial development of the NUTS 2 planning regions with ESIF funds 2021-2027. It is mandatory to have a proven integrated nature of the measures, especially when there is no visible link between them (e.g. in a concept with an adult literacy project in one/several municipalities, its interaction with other projects of the concept, e.g. employment, school repairs, impact on other municipalities in the region, i.e. how the individual projects financed by different ESIFs are linked) should be linked in order to meet the ITDS set out in the National Concept for Regional and Spatial Development. To this end, through information campaigns, ITI beneficiaries will be prepared for structuring ITDS partnerships and presenting quality integrated projects.

*Interregional, cross-border and transnational actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

N/A

**2.1.1.2.2. Indicators**

*Reference: Article 22(3)(d)(ii), Article 8 ERDF, Article 23(2) of the ESF+ Regulation*

| <b>Table 1: Output indicators</b> |                                     |              |                            |                |  |                            |                         |                            |
|-----------------------------------|-------------------------------------|--------------|----------------------------|----------------|--|----------------------------|-------------------------|----------------------------|
| <b>Priorit y</b>                  | <b>Specific objective</b>           | <b>Fund</b>  | <b>Category of regions</b> | <b>ID [5 ]</b> | <b>Indicator [255]</b>   | <b>Unit of measurement</b> | <b>Milestone (2024)</b> | <b>Target value (2029)</b> |
| <i>P 1</i>                        | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Transition</i>          |                | <i>EECO02 Unemployed , including long-term unemployed</i>                  | <i>number</i>              | <i>90</i>               | <i>1 879</i>               |
| <i>P1</i>                         | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Transition</i>          |                | <i>EECO04 Inactive</i>   | <i>number</i>              | <i>28</i>               | <i>595</i>                 |
| <i>P1</i>                         | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Transition</i>          |                | <i>EECO05 Employed, incl. self-employed</i>                                | <i>number</i>              | <i>16</i>               | <i>337</i>                 |
| <i>P1</i>                         | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Transition</i>          |                | <i>EEOC09 participants with lower secondary education or less</i>          | <i>number</i>              | <i>134</i>              | <i>2 810</i>               |
| <i>P1</i>                         | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Transition</i>          |                | <i>EECO15 Minorities (incl. marginalised communities such as the Roma)</i> | <i>number</i>              | <i>107</i>              | <i>2 248</i>               |
| <i>P 1</i>                        | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Less developed</i>      |                | <i>EECO02 Unemployed , including long-term unemployed</i>                  | <i>number</i>              | <i>447</i>              | <i>9 392</i>               |
| <i>P1</i>                         | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Less developed</i>      |                | <i>EECO04 Inactive</i>   | <i>number</i>              | <i>142</i>              | <i>2 972</i>               |



|           |                                     |              |                       |  |  |               |            |               |
|-----------|-------------------------------------|--------------|-----------------------|--|--|---------------|------------|---------------|
| <i>P1</i> | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Less developed</i> |  | <i>EEO05 Employed, incl. self-employed</i>                                 | <i>number</i> | <i>80</i>  | <i>1 683</i>  |
| <i>P1</i> | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Less developed</i> |  | <i>EEOC09 Participants with lower secondary education or less</i>          | <i>number</i> | <i>669</i> | <i>14 048</i> |
| <i>P1</i> | <i>SO point (g) of Article 4(1)</i> | <i>ESF +</i> | <i>Less developed</i> |  | <i>EEOC15 Minorities (incl. marginalised communities such as the Roma)</i> | <i>number</i> | <i>535</i> | <i>11 238</i> |

Reference: Articles 22(3)(d)(ii) and 23(2) of the ESF+ Regulation

| <b>Table 2: Result indicators</b> |                                     |             |                            |                 |  |                            |   |                       |                            |                             |                       |
|-----------------------------------|-------------------------------------|-------------|----------------------------|-----------------|--|----------------------------|---|-----------------------|----------------------------|-----------------------------|-----------------------|
| <b>Priority</b>                   | <b>Specific objective</b>           | <b>Fund</b> | <b>Category of regions</b> | <b>ID [ 5 ]</b> | <b>Indicator [255]</b>   | <b>Unit of measurement</b> | <b>Baseline scenario or reference value</b> | <b>Reference year</b> | <b>Target value (2029)</b> | <b>Source of data [200]</b> | <b>Comments [200]</b> |
| <i>P 1</i>                        | <i>SO point (g) of Article 4(1)</i> | <i>ESF+</i> | <i>Transition</i>          |                 | <i>EECR01 Participants engaged in job searching upon leaving</i> | <i>number</i>              | <i>312</i>                                  | <i>2020</i>           | <i>595</i>                 | <i>MA</i>                   |                       |
| <i>P 1</i>                        | <i>SO point (g) of</i>              | <i>ESF+</i> | <i>Transition</i>          |                 | <i>EECR03 Participants gaining a</i>                             | <i>number</i>              | <i>1 313</i>                                | <i>2020</i>           | <i>2 248</i>               | <i>MA</i>                   |                       |

|            |                                     |              |                       |  |  |               |              |             |               |           |  |
|------------|-------------------------------------|--------------|-----------------------|--|--|---------------|--------------|-------------|---------------|-----------|--|
|            | <i>Article 4(1)</i>                 |              |                       |  | <i>qualification upon leaving</i>                                |               |              |             |               |           |  |
| <i>P 1</i> | <i>SO point (g) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> |  | <i>EECR01 Participants engaged in job searching upon leaving</i> | <i>number</i> | <i>1561</i>  | <i>2020</i> | <i>2 972</i>  | <i>MA</i> |  |
| <i>P 1</i> | <i>SO point (g) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> |  | <i>EECR03 Participants gaining a qualification upon leaving</i>  | <i>number</i> | <i>6 565</i> | <i>2020</i> | <i>11 238</i> | <i>MA</i> |  |

**2.1.1.2.3. Indicative breakdown of programmed funds (EU) by type of intervention (not applicable to EMFF)**

*Reference: Article 22(3)(d)(viii)*

| <b>Table 4: Dimension 1 — Area of intervention</b> |             |                            |                              |             |                     |
|--|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>                                 | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1   | ESF+        | Transition                 | SO point (g) of Article 4(1) | 151         | 4 559 117           |
| Priority 1   | ESF+        | Less developed             | SO point (g) of Article 4(1) | 151         | 22 795 583          |

| <b>Table 5: Dimension 2 — Form of funding</b> |             |                            |                              |             |                     |
|---|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>                            | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1                                    | ESF+        | Transition                 | SO point (g) of Article 4(1) | 01          | 4 559 117           |
| Priority 1                                    | ESF+        | Less developed             | SO point (g) of Article 4(1) | 01          | 22 795 583          |

| <b>Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus</b> |  |  |  |  |  |
|--|--|--|--|--|--|
|--|--|--|--|--|--|

| Priority No | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
|-------------|------|---------------------|------------------------------|------|--------------|
| Priority 1  | ESF+ | Transition          | SO point (g) of Article 4(1) | 08   | 4 559 117    |
| Priority 1  | ESF+ | Less developed      | SO point (g) of Article 4(1) | 08   | 22 795 583   |

**Table 7: Dimension 6 — Secondary ESF+ Thematic Areas**

| Priority No | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
|-------------|------|---------------------|------------------------------|------|--------------|
| Priority 1  | ESF+ | Transition          | SO point (g) of Article 4(1) | 09   | 4 559 117    |
| Priority 1  | ESF+ | Less developed      | SO point (g) of Article 4(1) | 09   | 22 795 583   |

**Table 8: Dimension 7 — Gender dimension of ESF+\*, ERDF, CF and JTF**

| Priority No | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
|-------------|------|---------------------|------------------------------|------|--------------|
| Priority 1  | ESF+ | Transition          | SO point (g) of Article 4(1) | 02   | 4 559 117    |
| Priority 1  | ESF+ | Less developed      | SO point (g) of Article 4(1) | 02   | 22 795 583   |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

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**2.1.1.3. Specific objective under Art. 4, par. 1 (j)<sup>17</sup>- repeated for each selected specific objective or area of support for priorities other than technical assistance**

**SO point (j) of Article 4(1)** - promoting the socio-economic integration of marginalised communities, such as Roma people;

**2.1.1.3.1. Interventions under the Funds**

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vi), (vii) CPR;*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

***The types of actions have been assessed as compatible with the ‘No no significant harm’ principle, as they are not expected to have a significant negative environmental impact due to their nature.***

*Text field [8 000]*

**1. Enabling access to education by overcoming demographic, social and cultural barriers, incl.:**

- Enhancing the skills of children and school students for learning and communication in a multicultural environment, including psychological support and additional training for children/school students with educational difficulties, including additional trainings in Bulgarian language, sharing of cultural identity and values;
- Increasing the capacity and qualification of pedagogical specialists and non-pedagogical staff, incl. educational mediators for work in a multicultural educational environment;
- Promoting the creation of school communities in which school students, parents, teachers and leadership teams develop skills for effective and equal interaction in a multicultural educational environment;
- Support for intensive work with parents: short trainings of parents on their rights and obligations related to the education of their children and to form motivation for active inclusion of their children in the system of pre-school and school education, incl. through the participation of educational mediators;
- Support for ensuring access to quality education and overcoming non-financial barriers in small settlements and in hard-to-reach areas, by providing transport, nutrition, school dormitory; mobility of teachers and adaptation to working environments in different areas and with different groups of school students, incl. adaptation programmes and social packages for young teachers.
- Support for inclusive education environment, the provision of textbooks, cognitive books for children of compulsory pre-school age, educational tools and materials; further work by pedagogical professionals with school students from marginalised groups (including during summer);
- Support the engagement of local communities with the educational institution, through initiatives such as volunteering campaigns to support the school concerned;

**2. Complex programs at municipal level for desegregation of schools, prevention of secondary segregation and anti-discrimination, incl.:**

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<sup>17</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation.

- Prevention and non-discrimination in educational institutions towards trainers and trainees, through preparation of practical guides, information campaigns, training seminars, incl. for representatives of local authorities;
- Promoting the desegregation of schools and classrooms, providing a supportive educational environment and forming a supportive community environment through inter-school activities, ensuring partnership with local communities and the civic sector, additional work with the school students in host schools, additional work with parents and others;
- Overcoming negative public attitudes based on ethnic origin and cultural identity (including by conducting information campaigns aimed at non-discrimination on grounds of race, ethnic origin or religion);
- Teachers and school students mobility from segregated to non-segregated schools, with a focus on socially vulnerable and vulnerable groups;
- Preparation and introduction of adapted teaching materials and aids for school students whose mother tongue is different from the Bulgarian language by carrying out additional supportive language learning in Bulgarian in primary school, together with integrated language support, targeted in all subjects, which continues in the upper classes;
- Organising voluntary campaigns in support of the school concerned.

The desegregation approach in education is a commitment at national level. MES implements systemic policies to ensure the right to education in accordance with the basic principles of the PSEA. Group of activities 2 under SO are implemented with a view to engaging with the decentralisation process for building the capacity of local authorities and linking them to the education of marginalised groups and will be implemented on the basis of proven territorial needs at local/regional level. The activities will focus not only on supporting children and school students from vulnerable groups, but also at increasing their social perspectives through their joint learning with children and school students from non-marginalised groups in the context of interest activities, as well as at encouraging local communities in desegregation policies. The Programme's support is aimed at municipalities with an established municipal plan/strategy with measures for Roma inclusion.

Group of activities 2 contributes to the European Child Guarantee.

### **3. Promoting intercultural education through culture, science and sport, incl.:**

- Diversification of the forms and means for effective implementation of intercultural education through activities of interest, joint activities between kindergartens and schools with concentration of children from vulnerable groups and those in which there is no concentration of children from vulnerable groups, incl. exchange visits, excursions, green schools, etc.
- Organising and conducting the educational process (in kindergartens and schools) in real environment, through outdoor activities in museums, art galleries, cultural institutions, those related to theatre, dance, cultural and natural heritage, visual arts, sports and music events.
- Promoting the opportunities for professional development and personal development of school students through education, by organising thematic meetings and lectures of students with representatives from different professional backgrounds, scientists, artists, cultural professionals, athletes.
- Carrying out cultural-educational initiatives promoting reading and literacy in libraries as part of the training in educational fields.

- Developing cultural attitudes and acquiring knowledge about cultural and literary heritage, reading, creative thinking, natural, exact sciences and science, by conducting classes of interest in extracurricular form and outsourced activities.
- Support for intensive work to build a community of active parents: short trainings for parents related to the education of their children, including through the participation of educational mediators.
- Conducting information campaigns aimed at non-discrimination on grounds of race, ethnic origin or religion.

Group of activities 3 contributes to the European Child Guarantee.

The three groups of activities under SO point (j) of Article 4(1) encourage inter-school exchange and sharing of educational resources, including joint activities between schools and kindergartens with a concentration of vulnerable groups and those without concentration of vulnerable groups, including exchange visits, excursions, green schools, etc.

According to the PSEA, inclusive education through general and additional support for the personal development of each child/pupil is tailored to their individual needs. The activities under the SO point (j) of Article 4(1) provide for a holistic approach in order to develop the intellectual, social, physical, creative skills of children/school students. The focus is on increasing the participation of children/school students from vulnerable groups with different needs to reduce the risk of social exclusion. The activities under SO point (f) of Article 4(1) are intended to be implemented as long-term operations with systemic effect, while the activities under SO point (j) of Article 4(1) are aimed at specific local needs to achieve objectives under strategic/planned documents at territorial level. The different approaches under these SOs ensure that each child/school student will have access to a quality educational process and ensure participation in the envisaged variety of activities.

#### *Main target groups — Article 22(3)(d)(iii) CPR*

##### *Text field [1 000]*

Children, school students, parents, teachers, pedagogical specialists and non-pedagogical staff; children and school students with special educational needs; children and school students from vulnerable groups such as Roma, children and school students seeking or granted international protection and other vulnerable groups. Children and school students with learning content gaps, children and school students at risk of dropping out of the education system, parents of children from vulnerable groups, including Roma, early school leavers, students from vulnerable groups, etc.

Participants in the educational process MES and its secondary budget ushers, MC, MYS, higher education institutions and scientific organisations, institutions in the system of pre-school and school education, including private kindergartens and private schools, where applicable, public councils of educational institutions, municipalities, NGOs with proven experience and expertise in the field.

#### *Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

##### *Text field [2 000]*

In the process of preparation, implementation, monitoring, reporting and evaluation of the procedures under SO point (j) of Article 4(1), appropriate measures will be taken to prevent any discrimination based on sex, race, ethnic origin, religion, religion, disability, age or sexual orientation.

The activities foreseen under the procedures under this SO are aimed at ensuring equality, inclusion and non-discrimination. In their implementation, measures to counter the feminisation of poverty and gender discrimination in the labour market and in education and training will be envisaged.

The activities under the SO point (j) of Article 4(1) are aimed at children and school students from marginalised groups for their long-term stay in education, through a bottom-up approach, which aims at removing barriers that can hinder the learning and participation of each child, by increasing the participation of target groups in a single educational process and their interaction with other target groups and providing for combined activities that are not aimed solely at vulnerable groups, in which intercultural education is focused, through intercultural interaction in an educational environment, between educational institutions with a concentration of children and school students from vulnerable groups with those without concentration of children and school students from vulnerable groups. The activities under SO point (j) of Article 4(1) also aim at learning about the different dimensions of cultural identities and positive perception of differences and intercultural relations, creating skills for constructive interactions in a multicultural environment.

Specific measures to ensure accessibility for persons with disabilities, including in the context of information and communication technologies, will also be envisaged in the preparation and implementation of the procedure activities.

In the implementation of activities related to increasing the capacity and qualification of pedagogical specialists and non-pedagogical staff, including educational mediators for work in a multicultural educational environment, equality between men and women will be ensured.

*Identification of specific target territories, including the planned use of territorial instruments — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

The activities are implemented through territorial approaches (ITI, CLLD) and a competitive approach at national level. The CLLD approach is implemented with proven local territorial needs following an analysis in the LAG strategies. PE funds measures from multi-fund CLLD strategies, ensuring synergies and complementarity between programmes, particularly relevant given the role of stakeholders in the education process. An integrated element under CLLD is the coordination between programmes and the functioning of the LAG on a bottom-up principle, complementing national policy in ensuring access to education.

The CLLD approach is implemented at sub-regional level — a municipality, part of a municipality, a group of neighbouring municipalities, with a population of between 10 000 and 150 000 inhabitants on the territory of whole country (including rural areas, territories with specific characteristics in the National Concept for Spatial Development 2013-2025), except for cities with a population of more than 30 000 inhabitants, within their building boundaries.

The lead fund for CLLD is the EAFRD. The relations between the MA of the Strategic Plan for Agriculture and Rural Development and the MA of the other programmes are laid down in an act of the Council of Ministers. Lessons learned on the CLLD approach show a need to reduce

administrative burden — uniform rules, coordination, simplified costs, increased capacity of LAGs/PE beneficiaries.

CLLD and ITI approaches comply with national coordination mechanisms. The projects are based on analyses of territories that identified needs and priorities in CLLD Strategy and ITDS in the field of education. PE provides a multiplier effect for the target group, complemented by other programmes in the CLLD Strategy and the ITDS according to the requirements of the PE — Roma inclusion measures in an approved strategic document/municipal/regional plan. The MA of the PE participates in the development of national CLLD and ITI coordination documents, draws up guidelines for application, evaluation, monitoring, including accountability for marginalised groups such as Roma. The MA is involved in the monitoring of ITI and CLLD strategies.

*Interregional, transnational and trans-regional actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

N/A

### 2.1.1.3.2. Indicators

*Reference: Article 22(3)(d)(ii), Article 8 ERDF, Article 23(2) of the ESF+ Regulation*

| <b>Table 1: Output indicators</b> |                                     |             |                            |               |  |                            |                         |                            |
|-----------------------------------|-------------------------------------|-------------|----------------------------|---------------|--|----------------------------|-------------------------|----------------------------|
| <b>Priority</b>                   | <b>Specific objective</b>           | <b>Fund</b> | <b>Category of regions</b> | <b>ID [5]</b> | <b>Indicator [255]</b>   | <b>Unit of measurement</b> | <b>Milestone (2024)</b> | <b>Target value (2029)</b> |
| <b>P1</b>                         | <b>SO point (j) of Article 4(1)</b> | <b>ESF+</b> | <b>Transition</b>          |               | <b><i>EECO15 Minorities (incl. marginalised communities such as Roma people)</i></b>               | <b>number</b>              | <b><i>2 507</i></b>     | <b><i>15 237</i></b>       |
| <b>P1</b>                         | <b>SO point (j) of Article 4(1)</b> | <b>ESF+</b> | <b>Transition</b>          |               | <b><i>SOI 1.4. Number of children and school students from pre-school and school education</i></b> | <b>number</b>              | <b><i>1 388</i></b>     | <b><i>7 998</i></b>        |



|            |                                     |             |                       |  |   |               |               |               |
|------------|-------------------------------------|-------------|-----------------------|--|---|---------------|---------------|---------------|
|            |                                     |             |                       |  | <i>from vulnerable groups received support</i>  |               |               |               |
| <i>P 1</i> | <i>SO point (j) of Article 4(1)</i> | <i>ESF+</i> | <i>Transition</i>     |  | <i>SOI 1.5 Pedagogical specialists and non-pedagogical staff trained to work with children and school students from vulnerable groups</i> | <i>number</i> | <i>30</i>     | <i>880</i>    |
| <i>P1</i>  | <i>SO point (j) of Article 4(1)</i> | <i>ESF+</i> | <i>Transition</i>     |  | <i>SOI 1.6 Number of schools covered by desegregation activities under the Programme</i>  | <i>number</i> | <i>2</i>      | <i>58</i>     |
| <i>P1</i>  | <i>SO point (j) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>EECO15 minorities (incl. marginalised communities such as Roma people)</i>   | <i>number</i> | <i>12 939</i> | <i>78 634</i> |
| <i>P1</i>  | <i>SO point (j) of Article 4(1)</i> | <i>ESF+</i> | <i>Less developed</i> |  | <i>SOI 1.4. Number of children and school students from pre-school and school education from vulnerable groups received support</i>       | <i>number</i> | <i>7 613</i>  | <i>43 866</i> |

|                  |  |                    |                              |  |  |                      |                   |                     |
|------------------|--|--------------------|------------------------------|--|--|----------------------|-------------------|---------------------|
| <b><i>P1</i></b> | <b><i>SO point (j) of Article 4(1)</i></b> | <b><i>ESF+</i></b> | <b><i>Less developed</i></b> |  | <b><i>SOI 1.5 Pedagogical specialists and non-pedagogical staff trained to work with children and school students from vulnerable groups</i></b> | <b><i>number</i></b> | <b><i>191</i></b> | <b><i>5 539</i></b> |
| <b><i>P1</i></b> | <b><i>SO point (j) of Article 4(1)</i></b> | <b><i>ESF+</i></b> | <b><i>Less developed</i></b> |  | <b><i>SOI 1.6 Number of schools covered by desegregation activities under the Programme</i></b>  | <b><i>number</i></b> | <b><i>7</i></b>   | <b><i>287</i></b>   |

Reference: Articles 22(3)(d)(ii) and 23(2) of the ESF+ Regulation

| <b>Table 2: Result indicators</b> |  |                    |                            |                 |  |                            |   |                       |                            |                             |                       |
|-----------------------------------|--|--------------------|----------------------------|-----------------|--|----------------------------|---|-----------------------|----------------------------|-----------------------------|-----------------------|
| <b>Priorty</b>                    | <b>Specific objective</b>                  | <b>Fund</b>        | <b>Category of regions</b> | <b>ID [ 5 ]</b> | <b>Indicator [255]</b>   | <b>Unit of measurement</b> | <b>Baseline scenario or reference value</b> | <b>Reference year</b> | <b>Target value (2029)</b> | <b>Source of data [200]</b> | <b>Comments [200]</b> |
| <b><i>P1</i></b>                  | <b><i>SO point (j) of Article 4(1)</i></b> | <b><i>ESF+</i></b> | <b><i>Transition</i></b>   |                 | <b><i>EECR03 participants gaining a qualification upon leaving</i></b> | <b><i>number</i></b>       | <b><i>743</i></b>                           | <b><i>2020</i></b>    | <b><i>880</i></b>          | <b><i>MA</i></b>            |                       |
| <b><i>P1</i></b>                  | <b><i>SO point (j) of</i></b>              | <b><i>ESF+</i></b> | <b><i>Transition</i></b>   |                 | <b><i>SRI 1.2. Number of children</i></b>                              | <b><i>number</i></b>       | <b><i>548</i></b>                           | <b><i>2020</i></b>    | <b><i>7 198</i></b>        | <b><i>MA</i></b>            |                       |

|            |                                     |              |                       |  |   |               |              |             |               |  |  |
|------------|-------------------------------------|--------------|-----------------------|--|---|---------------|--------------|-------------|---------------|--|--|
|            | <i>Article 4(1)</i>                 |              |                       |  | <i>and school students from vulnerable groups with improved educational results 1 year after participation in the operation</i>                   |               |              |             |               |  |  |
| <i>P 1</i> | <i>SO point (j) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> |  | <i>EECR03 participants gaining a qualification upon leaving</i>   | <i>number</i> | <i>3 716</i> | <i>2020</i> | <i>5 068</i>  |  |  |
| <i>P 1</i> | <i>SO point (j) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> |  | <i>SRI 1.2. Number of children and school students from vulnerable groups with improved educational results 1 year after participation in the</i> | <i>number</i> | <i>2 744</i> | <i>2020</i> | <i>39 480</i> |  |  |

|  |  |  |  |  |                  |  |  |  |  |  |  |
|--|--|--|--|--|------------------|--|--|--|--|--|--|
|  |  |  |  |  | <i>operation</i> |  |  |  |  |  |  |
|--|--|--|--|--|------------------|--|--|--|--|--|--|

### 2.1.1.3.3. Indicative breakdown of programmed funds (EU) by type of intervention (not applicable to EMFF)

Reference: Article 22(3)(d)(viii)

| <b>Table 4: Dimension 1 — Area of intervention</b> |      |                     |                              |      |              |
|--|------|---------------------|------------------------------|------|--------------|
| Priority No  | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 154  | 6 060 189    |
| Priority 1   | ESF+ | Less developed      | SO point (j) of Article 4(1) | 154  | 37 128 586   |

| <b>Table 5: Dimension 2 — Form of funding</b> |      |                     |                              |      |              |
|---|------|---------------------|------------------------------|------|--------------|
| Priority No                                   | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
| Priority 1                                    | ESF+ | Transition          | SO point (j) of Article 4(1) | 01   | 6 060 189    |
| Priority 1                                    | ESF+ | Less developed      | SO point (j) of Article 4(1) | 01   | 37 128 586   |

| <b>Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus</b> |      |                     |                              |      |              |
|--|------|---------------------|------------------------------|------|--------------|
| Priority No  | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 08   | 1 827 050    |
| Priority 1   | ESF+ | Less developed      | SO point (j) of Article 4(1) | 08   | 9 135 250    |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 16   | 1 497 160    |
| Priority 1   | ESF+ | Less developed      | SO point (j) of Article 4(1) | 16   | 13 474 440   |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 33   | 2 735 979    |
| Priority 1   | ESF+ | Less developed      | SO point (j) of Article 4(1) | 33   | 14 518 896   |

| <b>Table 7: Dimension 6 — Additional Thematic Areas for ESF+</b> |      |                     |                              |      |              |
|--|------|---------------------|------------------------------|------|--------------|
| Priority No  | Fund | Category of regions | Specific objective           | Code | Amount (EUR) |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 06   | 5 005 130    |
| Priority 1   | ESF+ | Less developed      | SO point (j) of Article 4(1) | 06   | 31 853 303   |
| Priority 1   | ESF+ | Transition          | SO point (j) of Article 4(1) | 10   | 1 055 059    |

|            |      |                |                              |    |           |
|------------|------|----------------|------------------------------|----|-----------|
| Priority 1 | ESF+ | Less developed | SO point (j) of Article 4(1) | 10 | 5 275 283 |
|------------|------|----------------|------------------------------|----|-----------|

| <b>Table 8: Dimension 7 — Gender dimension of ESF+*, ERDF, CF and JTF</b> |             |                            |                              |             |                     |
|---|-------------|----------------------------|------------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b>    | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 1  | ESF+        | Transition                 | SO point (j) of Article 4(1) | 02          | 6 060 189           |
| Priority 1  | ESF+        | Less developed             | SO point (j) of Article 4(1) | 02          | 37 128 586          |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

## 2.1.2. Priority name [300] (repeat for each priority)

### PRIORITY 2 — MODERNISATION AND QUALITY OF EDUCATION

|   |
|---|
| <input type="checkbox"/> This is a priority focused on youth employment   |
| <input type="checkbox"/> This is a priority focused on innovative activities  |
| <input type="checkbox"/> This is a priority targeting support to the most deprived persons under the specific objective set out in Article 4(1)(x) of the ESF+ Regulation*  |
| <input type="checkbox"/> This is a priority targeting support to the most deprived under the specific objective set out in Article 4(1)(l) of the ESF+ Regulation           |
| <input type="checkbox"/> This is a priority dedicated to the specific objective on urban mobility set out in Article 3(1)(b)(viii) of the ERDF and Cohesion Fund Regulation |
| <input type="checkbox"/> This is a priority dedicated to the ICT connectivity specific objective referred to in Article 3(1)(a)(v) of the ERDF and Cohesion Fund Regulation |

\* If marked, proceed to section 2.1.1.2.

#### **2.1.2.1. Specific objective Point (e)<sup>1</sup> of Article 4(1) ESF+ Regulation – repeated for each selected specific objective or area of support, for priorities other than technical assistance**

Point (e) of Article 4(1) ESF+ Regulation - Improving the quality, inclusiveness, effectiveness and labour market relevance of education and training systems, including through validation of non-formal and informal learning, to support acquisition of key competences including entrepreneurial and digital skills, and by promoting the introduction of dual-training systems and apprenticeships

#### **Interventions under the Funds**

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vii) CPR*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

***The types of actions have been assessed as compatible with the ‘Do no significant harm’ principle, as they are not expected to have a significant negative environment impact due to their nature.***

*Text field [8 000]*

#### **1. Effective implementation of the competence-based model by introducing school methodological action plans for the development of key competences, incl.:**

- Modernising methods of teaching and evaluation, adapting/developing and implementing competence-based learning materials and aids and implementing interdisciplinary links, incl. for promoting initiative and entrepreneurship and integrally related financial literacy, social and civic competences, cultural competence, learning skills, expression through creativity, support for sustainable development and healthy lifestyle and sport;

<sup>1</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation

- Preparation of examination materials for internal and national external assessment and development of a system of tools for measuring the achievement of basic learning results, incl. the use of digital platforms to track the progress of the individual school student, individualisation of his/her training and management of the process of developing his/her knowledge and skills;
- Targeted trainings for updating the knowledge, methodological and practical skills for improving the qualification of teachers, school leaders and RDE experts for applying the competence-based approach and value-oriented approach in the educational process, including for improving leadership skills;
- Building a proactive and entrepreneurial mindset, promoting a culture of mutual assistance, sportsmanship, knowledge transfer and good practices; enabling and supporting teachers' teamwork to broaden the scope of school methodological action plans for the development of key competences by implementing the concept of resource sharing;
- Building Professional Learning Communities.

## **2. Digital transformation of school education, incl. VET, through:**

- Implementation of innovative solutions in general school education, incl. introduction of software solutions for analysis and evaluation of educational outcomes based on the use of computer modelling, algorithms and artificial intelligence; introduction of learning personalisation tools; integrating imposed learning platforms (distance learning in the electronic environment — DLEE) and upgrading the created library of electronic resources and content for learning and teaching;
- Analysis of existing practices, possible regulatory changes, training and introduction of appropriate formats for the exchange of experience between teachers and schools and building on capacity to improve conditions for maximum effective teaching and learning in virtual environments and virtual classrooms, for conducting the DLEE and implementing hybrid and mixed learning (blended learning/1:1 model);
- Supporting digital transformation by increasing the digital competences and skills of pedagogical specialists, school students and parents through trainings and information campaigns on the dangers on the Internet, the negative effect of fake news, etc.;
- Support to ensure digital inclusion, including training for school students from marginalised groups, including Roma, in the acquisition of DLEE skills, the provision of technical means for training purposes, building on REACT-EU measures, etc.;
- Building on the measures to create a National STEM environment under NRRPs by supporting practical work of school students in a laboratory environment for the accumulation of knowledge and skills related to science, mathematics and informatics, augmented virtual reality, teamwork, analytical and critical thinking, using research methods and approaches, creating practical solutions to solve problems;

- Synchronising and consolidating existing internal information systems and databases in the education system by introducing specialised software solutions for integration, tracking, analysis and evaluation of key data and indicators for the development of education;
- Developing capacity at school level, RDE and key experts and managers in the system through trainings to collect data on the education system and educational outcomes of school students and to formulate database solutions and analysis, expert support and provide the necessary technical support.

PE will build on the support of the “Education for Tomorrow” and Equal Access to School Education in Crisis Situations” projects under OPSESG, focusing on the introduction of digital solutions for monitoring educational outcomes and personalisation of education; ensuring a smooth transition from face-to-face to distance learning and vice versa, where necessary; creation of a full open database of educational content for access to high-quality internally created or external digital educational content; improve digital skills to use and create digital educational content for teachers, children and parents with a focus on vulnerable groups. Partnership between parents and schools, between school institutions and external expert organisations will be promoted. Digital learning content in vocational training in VET will be developed under Priority 3 of the PE.

In view of the expected impact and taking into account the COVID-19 crisis, a systemic approach in the implementation of the envisaged activities is necessary in order to ensure equal access to Distant Learning in electronic environment (DLEE) and national coverage of interventions.

### **3. Support for talented students, such as**

- Activities to prepare students with talents for participation in regional rounds of competitions, olympiads and competitions;
- Supporting school students with talents to participate in national rounds of competitions, olympiads and competitions in the fields of culture, sport, STEAM and foreign languages by providing scholarships and conducting training camps and summer academies.

PE activities are aimed at preparing school school students mainly in rural and urban segregated areas who are not or are under-represented in competitions and olympiads. The aim is to encourage school students from such schools to demonstrate talents in the fields of culture, sport, STEAM and foreign languages and to stimulate the pursuit of higher learning results in school, as opposed to the support under the National Programme “School Olympiads and Competitions”, aimed at school students with already prominent talents in different fields.

### **4. Supporting the creation and implementation of an innovation culture, innovative kindergartens and schools, incl.:**

- Development and implementation of innovative training packages, innovative tools and models in the organisation and content of learning in kindergartens and schools, including innovative methodologies for assessing and improving the educational results of children and school students;



- Training of pedagogical specialists to apply educational innovations in pre-school and school education, activities in the interests of students in the field of STEAM and to upgrade the knowledge and skills aimed at the transition to a green economy and additional activities of children for the rational and sustainable use of energy, innovative teaching and learning methods, innovative models for assessment of educational results and the involvement of innovative learning environments in the learning process;
- Creating networks to change the educational environment and promote the sharing of resources between kindergartens and between schools;
- Creating and implementing a set of methods and tools for tracking/analysis/evaluation/multipliering good innovation practices, including creating networks to share experiences between educational institutions and developing their capacity to self-evaluate and handle data to improve their practices;
- Targeted trainings for the creation of educational innovations and based on modern methodologies such as “design thinking”, “world cafe”, etc., including with the participation of parents, children and students to promote management and educational entrepreneurship and innovation in pre-school and school education.

**5. Activities to support the renewal and quality of the educational workforce by promoting alternative access to the teaching profession and by supporting new incoming teachers and heads of educational institutions, incl.:**

- Innovative pathways for access of highly qualified professionals to the teaching profession, incl. measures to overcome administrative barriers hindering their access in order to overcome the lack of staff in subjects and settlements;
- Alternative measures to increase the interest of professionals from different fields in teaching activities at school;
- Implementation of approaches to support and retain new teachers in pre-school and school education by developing the capacity of directors, including newly recruited teachers, creation and implementation of mentoring programmes for new teachers and networks for exchange of experience between educational institutions.

The activities under the Point (e) of Article 4(1) shall also ensure, where necessary, the improvement of school learning environment. Measures to increase knowledge and create skills for the transition to a green economy are included in the PE as a cross-cutting element.

Horizontal measures for the inclusion of marginalised groups, including Roma, will be implemented by applying the tools developed under OPSESG.

*Main target groups — Article 22(3)(d)(iii) CPR*

*Text field [1 000]*

Children, school students and parents, incl. from vulnerable and marginalised groups, including Roma and persons seeking or receiving international protection, pedagogical specialists and non-pedagogical staff, including educational mediators.

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Participants in the educational process, the MES and its secondary budget ushers, MC, MYS, institutions in the system of pre-school and school education, including private kindergartens and schools, where applicable, public councils in educational institutions, municipalities, NGOs with proven experience and expertise in the field, higher education institutions and scientific organisations.

*Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

*Text field [2 000]*

In the process of preparation, implementation, monitoring, reporting and evaluation of the procedures under Point (e) of Article 4(1), appropriate measures will be taken to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

The education system seeks sustainable and effective solutions for the successful inclusion and continued inclusion of every child/school student, regardless of regional specificities, the socio-economic status of the family and the mother tongue. Support for educational institutions and educational actors (pedagogical professionals, non-pedagogical staff, school students and parents) will also be envisaged to ensure equality, inclusion and non-discrimination.

Addressing educational and socio-economic inequalities by promoting the acquisition of digital skills necessary to carry out distance learning in the electronic environment, including working with educational platforms and resources for school students, parents, educational mediators, social workers or teachers' assistants, ensuring the coverage of students from vulnerable and marginalised groups, including Roma, including those living in small settlements or in separated neighbourhoods.

Activities related to increasing the capacity and qualification of pedagogical specialists and non-pedagogical staff, including educational mediators, for work in a multicultural educational environment will be carried out in compliance with the principle of equality between men and women.

*Identification of specific target territories, including planned use of territorial instruments — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

N/A

*Interregional, transnational and transnational actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

N/A

### 2.1.3.1.1. Indicators

Reference: Articles 22(3)(d)(ii), 8 ERDF and 23(2) of the ESF+ Regulation

| <b>Table 1: Output indicators</b> |                                  |              |                            |                |  |                            |                         |                            |
|-----------------------------------|----------------------------------|--------------|----------------------------|----------------|--|----------------------------|-------------------------|----------------------------|
| <b>Priority</b>                   | <b>Specific objective</b>        | <b>Fund</b>  | <b>Category of regions</b> | <b>ID [5]</b>  | <b>Indicator [255]</b>   | <b>Unit of measurement</b> | <b>Milestone (2024)</b> | <b>Target value (2029)</b> |
| <i>P 2</i>                        | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>          | <i>EEC O15</i> | <i>Minorities (incl.g marginalised communities such as Roma people)</i>  | <i>number</i>              | <i>283</i>              | <i>13 536</i>              |
| <i>P 2</i>                        | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>          | <i>SOI 2.1</i> | <i>Number of parents and educational mediators supported</i>   | <i>number</i>              | <i>0</i>                | <i>35 423</i>              |
| <i>P 2</i>                        | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>          | <i>SOI 2.2</i> | <i>Number of schools that have introduced methodological action plans for the development of key competences</i> | <i>number</i>              | <i>36</i>               | <i>240</i>                 |
| <i>P 2</i>                        | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>          | <i>SOI 2.3</i> | <i>Number of educational institutions that have developed innovative training packages</i>                       | <i>number</i>              | <i>0</i>                | <i>25</i>                  |
| <i>P 2</i>                        | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>          | <i>SOI 2.4</i> | <i>Participants acquired skills for teaching in</i>  | <i>number</i>              | <i>974</i>              | <i>6 494</i>               |

|            |                                  |              |                       |                |  |               |              |                |
|------------|----------------------------------|--------------|-----------------------|----------------|--|---------------|--------------|----------------|
|            | <i>Article 4(1)</i>              |              |                       |                | <i>STEM environment</i>  |               |              |                |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>     | <i>SOI 2.5</i> | <i>Participants who have completed training to improve skills for work in the education system</i>                             | <i>number</i> | <i>49</i>    | <i>2 012</i>   |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.6</i> | <i>Number of highly qualified specialists who are attracted to the teaching profession through alternative access measures</i> | <i>number</i> | <i>0</i>     | <i>31</i>      |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>     | <i>SOI 2.7</i> | <i>Number of children and school students supported</i>  | <i>number</i> | <i>2 018</i> | <i>61 264</i>  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>EEC O15</i> | <i>Minorities (incl. marginalised communities such as Roma people)</i>   | <i>number</i> | <i>1 412</i> | <i>67 681</i>  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.1</i> | <i>Number of parents and educational mediators supported</i>   | <i>number</i> | <i>0</i>     | <i>177 116</i> |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.2</i> | <i>Number of schools that have introduced methodological action plans</i>  | <i>number</i> | <i>180</i>   | <i>1 199</i>   |

|            |                                  |              |                       |                |  |               |               |                |
|------------|----------------------------------|--------------|-----------------------|----------------|--|---------------|---------------|----------------|
|            |                                  |              |                       |                | <i>for the development of key competences</i>  |               |               |                |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.3</i> | <i>Number of educational institutions that have developed innovative training packages</i>                                     | <i>number</i> | <i>0</i>      | <i>127</i>     |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.4</i> | <i>Participants acquired skills for teaching in STEM environment</i>   | <i>number</i> | <i>4 870</i>  | <i>32 468</i>  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.5</i> | <i>Participants who have completed training to improve skills for work in the education system</i>                             | <i>number</i> | <i>243</i>    | <i>10 057</i>  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.6</i> | <i>Number of highly qualified specialists who are attracted to the teaching profession through alternative access measures</i> | <i>number</i> | <i>0</i>      | <i>157</i>     |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SOI 2.7</i> | <i>Number of children and school students supported</i>  | <i>number</i> | <i>10 090</i> | <i>306 318</i> |

Reference: Article 22(3)(d)(ii) of Article 23(2) of the ESF+ Regulation

**Table 2: Result indicators**

| <b>Pri<br/>ori<br/>ty</b> | <b>Specifi<br/>c<br/>obj<br/>ecti<br/>ve</b> | <b>Fu<br/>nd</b> | <b>Cate<br/>gory<br/>of<br/>regio<br/>ns</b> | <b>ID [5]</b>  | <b>Indicator<br/>[255]</b>  | <b>Unit of<br/>meas<br/>ure<br/>ment</b> | <b>Baseli<br/>ne<br/>scenar<br/>io or<br/>refere<br/>nce<br/>value</b> | <b>Refe<br/>renc<br/>e<br/>year</b> | <b>Targe<br/>t value<br/>(2029)</b> | <b>Sour<br/>ce of<br/>data<br/>[200]</b> | <b>Com<br/>ment<br/>s<br/>[200]</b> |
|---------------------------|--|------------------|--|----------------|---|--|--|-------------------------------------|-------------------------------------|--|-------------------------------------|
| <i>P 2</i>                | <i>Point (e) of Article 4(1)</i>             | <i>ES F+</i>     | <i>Trans ition</i>                           | <i>EECR 03</i> | <i>Participan ts gaining a qualificati on upon leaving</i>  | <i>number</i>                            | <i>6 017</i>   | <i>2020</i>                         | <i>6 494</i>                        | <i>MA</i>                                |                                     |
| <i>P 2</i>                | <i>Point (e) of Article 4(1)</i>             | <i>ES F+</i>     | <i>Trans ition</i>                           | <i>EECR 03</i> | <i>Participan ts gaining a qualificati on upon leaving</i>  | <i>number</i>                            | <i>8 503</i>   | <i>2020</i>                         | <i>12 825</i>                       | <i>MA</i>                                |                                     |
| <i>P 2</i>                | <i>Point (e) of Article 4(1)</i>             | <i>ES F+</i>     | <i>Trans ition</i>                           | <i>SRI 2.1</i> | <i>Improved education al results of supported children and school students</i>  | <i>percenta ge</i>                       | <i>10</i>  | <i>2020</i>                         | <i>10</i>                           | <i>MA</i>                                |                                     |
| <i>P 2</i>                | <i>Point (e) of Article 4(1)</i>             | <i>ES F+</i>     | <i>Trans ition</i>                           | <i>SRI 2.2</i> | <i>Share of schools implement ing methodolo gical action plans with an extended group of key competenc es 2 years</i> | <i>percenta ge</i>                       | <i>80</i>  | <i>2020</i>                         | <i>80</i>                           | <i>MA</i>                                |                                     |

|            |                                  |              |                       |                |  |                   |               |             |               |           |  |
|------------|----------------------------------|--------------|-----------------------|----------------|--|-------------------|---------------|-------------|---------------|-----------|--|
|            |                                  |              |                       |                | <i>after their introduction</i>  |                   |               |             |               |           |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Transition</i>     | <i>SRI 2.3</i> | <i>Number of users of the innovative training packages developed</i>   | <i>number</i>     | <i>1 711</i>  | <i>2020</i> | <i>15 808</i> | <i>MA</i> |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>EECR 03</i> | <i>Participants gaining a qualification upon leaving</i>   | <i>number</i>     | <i>30 082</i> | <i>2020</i> | <i>32 468</i> | <i>MA</i> |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>EECR 03</i> | <i>Participants gaining a qualification upon leaving</i>   | <i>number</i>     | <i>42 514</i> | <i>2020</i> | <i>64 123</i> | <i>MA</i> |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SRI 2.1</i> | <i>Improved educational results of supported children and school students</i>                                      | <i>percentage</i> | <i>10</i>     | <i>2020</i> | <i>10</i>     | <i>MA</i> |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SRI 2.2</i> | <i>Share of schools implementing methodological action plans with an extended group of key competences 2 years</i> | <i>percentage</i> | <i>80</i>     | <i>2020</i> | <i>80</i>     | <i>MA</i> |  |

|            |                                  |              |                       |                |  |               |              |             |               |           |  |
|------------|----------------------------------|--------------|-----------------------|----------------|--|---------------|--------------|-------------|---------------|-----------|--|
|            |                                  |              |                       |                | <i>after their introduction</i>                                      |               |              |             |               |           |  |
| <i>P 2</i> | <i>Point (e) of Article 4(1)</i> | <i>ES F+</i> | <i>Less developed</i> | <i>SRI 2.3</i> | <i>Number of users of the innovative training packages developed</i> | <i>number</i> | <i>8 557</i> | <i>2020</i> | <i>79 041</i> | <i>MA</i> |  |

**2.1.3.1.2. Indicative breakdown of programmed funds (EU) by type of intervention (not applicable to EMFF)**

*Reference: Article 22(3)(d)(viii)*

| Table 4: Dimension 1 — Area of intervention |      |                     |                           |      |              |
|---|------|---------------------|---------------------------|------|--------------|
| Priority No                                 | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
| Priority 2                                  | ESF+ | Transition          | Point (e) of Article 4(1) | 145  | 14 846 847   |
| Priority 2                                  | ESF+ | Less developed      | Point (e) of Article 4(1) | 145  | 74 234 236   |
| Priority 2                                  | ESF+ | Transition          | Point (e) of Article 4(1) | 149  | 15 818 933   |
| Priority 2                                  | ESF+ | Less developed      | Point (e) of Article 4(1) | 149  | 79 094 667   |
| Priority 2                                  | ESF+ | Transition          | Point (e) of Article 4(1) | 154  | 2 390 390    |
| Priority 2                                  | ESF+ | Less developed      | Point (e) of Article 4(1) | 154  | 11 951 952   |

| Table 5: Dimension 2 — Form of funding |      |                     |                           |      |              |
|--|------|---------------------|---------------------------|------|--------------|
| Priority No                            | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
| Priority 2                             | ESF+ | Transition          | Point (e) of Article 4(1) | 01   | 33 056 170   |
| Priority 2                             | ESF+ | Less developed      | Point (e) of Article 4(1) | 01   | 165 280 855  |



| <b>Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus</b> |             |                            |                           |             |                     |
|--|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>   | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 2   | ESF+        | Transition                 | Point (e) of Article 4(1) | 33          | 33 056 170          |
| Priority 2   | ESF+        | Less developed             | Point (e) of Article 4(1) | 33          | 165 280 855         |

| <b>Table 7: Dimension 6 — Secondary ESF+ Thematic Areas</b> |             |                            |                           |             |                     |
|---|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 2  | ESF+        | Transition                 | Point (e) of Article 4(1) | 01          | 661 123             |
| Priority 2  | ESF+        | Less developed             | Point (e) of Article 4(1) | 01          | 3 305 617           |
| Priority 2  | ESF+        | Transition                 | Point (e) of Article 4(1) | 02          | 14 846 847          |
| Priority 2  | ESF+        | Less developed             | Point (e) of Article 4(1) | 02          | 74 234 236          |
| Priority 2  | ESF+        | Transition                 | Point (e) of Article 4(1) | 10          | 17 548 200          |
| Priority 2  | ESF+        | Less developed             | Point (e) of Article 4(1) | 10          | 87 741 002          |

| <b>Table 8: Dimension 7 — Gender dimension of ESF+*, ERDF, CF and JTF</b> |             |                            |                           |             |                     |
|---|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 2  | ESF+        | Transition                 | Point (e) of Article 4(1) | 02          | 33 056 170          |
| Priority 2  | ESF+        | Less developed             | Point (e) of Article 4(1) | 02          | 165 280 855         |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

## 2.1.4. Priority name [300] (repeat for each priority)

### PRIORITY 3 — RELEVANCE OF EDUCATION WITH THE LABOUR MARKET

This is a priority focused on youth employment

This is a priority focused on innovative activities

This is a priority targeting support to the most deprived persons under the specific objective set out in Article 4(1)(x) of the ESF+ Regulation\*

This is a priority targeting support to the most deprived under the specific objective set out in Article 4(1)(l) of the ESF+ Regulation

This is a priority dedicated to the specific objective on urban mobility set out in Article 3(1)(b)(viii) of the ERDF and Cohesion Fund Regulation

This is a priority dedicated to the ICT connectivity specific objective referred to in Article 3(1)(a)(v) of the ERDF and Cohesion Fund Regulation

\* If marked, proceed to section 2.1.1.2

#### 2.1.3.1. Specific objective under Art. 4, par. 1 (e)<sup>2</sup> - repeated for each selected specific objective, for priorities other than technical assistance

**SO Point (e) of Article 4(1)** - Improving the quality, inclusiveness, effectiveness and labour market relevance of education and training systems through validation of non-formal and informal learning, to support acquisition of key competences including entrepreneurial and digital skills, and by promoting the introduction of dual-training systems and apprenticeships

##### 2.1.4.1.1. Interventions under the Funds

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vii) of the CPR;*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

*The types of actions have been assessed as compatible with the ‘do no significant harm’ principle, as they are not expected to have a significant negative impact on the environment due to their nature.*

*Text field [8 000]*

#### 1. Adapting VET to labour market dynamics

- Development and implementation of a new List of Professions for Vocational Education and Training (LPVET), State Education Standards (SES), curricula and programmes, national examination programmes including cross-sectoral, sector-specific, etc., using Sectoral Skills Councils for collaborative work between schools and other VET providers, business, etc.;
- Introduction of pre-vocational training, flexible pathways, micro-qualifications and credits in VET for mobility and passability between occupations, sectors and educational levels;

<sup>2</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation.

- Introduction of competence profiles vocational teachers and their training in skills specific to the profession;
- Joint development and introduction of vocational training materials for sectors important to the economy of the region and the labour market with innovative digital learning content, use of artificial intelligence, virtual reality and blended learning.

PE will be complemented by the PHRD for the establishment of tripartite sectoral funds for the qualification and retraining of the workforce through the implementation of updated under PE, LPVET, SESs, etc. in the case of vocational training of employees from these funds.

Priority 3 will support digital educational content in vocational training and Priority 2 - on general education.

## **2. Skills development support for the professions of the present and future**

- Participation of VET teachers in professional training from business, science, public and non-governmental sectors and young teachers in additional vocational training, mentoring and introducing modular trainings for their inclusion in VET;
- Qualification of vocational teachers through specialised trainings related to the transition to the digital and green economy, blue growth, industry 5.0, ISSS;
- Improving transversal and key competences in vocational training of students, entrepreneurial skills, etc. involving employers; overcoming general education deficits;
- Career and professional guidance of school students, information campaigns to increase the VET attractiveness and the link strengthening between school students/parents-employer-school-local authorities;
- Additional professional training through support for training companies and additional practices in a real working environment.

## **3. Support to Centres of Excellence in VET**

- Development of school curricula and programmes;
- Applying innovative teaching and learning methods: project-oriented training, interdisciplinary approach, school students practices, internships, incubators for entrepreneurs, etc. to acquire high-tech skills;
- Continuing qualification of teachers and lecturers in partnership with business and higher education by conducting formats “business trainees”, master classes with top lecturers, business and scientific academies with outstanding specialists;
- Identifying needs and organising a hosting plan in the CoE; implementation of a quality indicator framework and surveys from the graduation tracking mechanism;
- Partnerships with HEIs, scientific and research organisations and businesses active in similar professional fields for orientation towards the R & D activities of students through academies, joint projects, etc.;
- Information and communication activities, professional competitions, Professional Skills Week, etc.;
- Support international cooperation with other VET CoEs through the use of online learning content platforms, joint training programmes or practices, etc., ensuring synergies with Erasmus+, incl. through complementary support.

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NRRP will support the repair/equipment of the CoE and in parallel, soft measures will be implemented under PE. The activities for identifying the needs and implementing a mechanism for monitoring the graduating students will be complemented by the tools and models for strategic assessment of labour needs provided in the HRDP.

**4. Development of the dual training system in VET, incl.:**

- Additional vocational training for school students in low secondary education, information campaigns, teacher and mentor trainings, career guidance, trial internship with focus on digital, green economy, blue growth, industry 5.0 and ISSS.

**5. Introduction of forms of dual training in applicable higher education , incl.:**

- Creating conditions for introducing dual training in the HE, taking into account international experience, business and higher education attitudes through the preparation of normative documents, manuals, training materials, draft agreements between HEI, employers and trainees, with participation of the social partners;
- Pilot introduction of dual training at the HE and other forms of joint training (incubators, pre-accelerators, mentoring programmes, innovation camps, etc.) in pilot areas such as technical, computer, engineering, involving employers. Trainings for teachers and mentors.

**6. Career guidance of students through practices and development of entrepreneurial skills, incl.:**

- Incorporating graduate tracking system, support graduate clubs, creation of platform for exchange of experience and support;
- Training of lecturers in HEI to increase project competence for work in European and other projects and networks, incl. in a multicultural and multilingual environment; to introduce educational programmes to promote entrepreneurship and student employability skills by organising inter- and transdisciplinary student teams in partnership between HEI, business and non-governmental sector;
- Training of students in order to form entrepreneurial attitudes, skills and competences, incl. financial literacy, project management, incl. green technologies, bioeconomy and health, etc.;
- Promoting educational entrepreneurship and innovation in HE, stimulating the socially engaged activities of students and lecturers through the establishment of clubs for social entrepreneurship and innovation, programmes to support start-up companies of students and support for starting their own business or other entrepreneurial activity by students, PhD students and lecturers in higher education, updating curricula for developing skills for educational/social entrepreneurship, etc.
- Conducting additional student practices in HEI, scientific organisations and employers, based on an assessment of the career orientation of the students.

**7. Establishing the competence approach in professional fields important for the economy of the region and the labour market, in partnership with business, expanding digital competences and digital educational content in the HE, through:**

- Introduction of competence-based joint programmes, including continuous training between HEIs and employers — interdisciplinary, with shared resources, with issued joint diplomas, by strengthening the interdisciplinary approach in the preparation of curricula and programmes, including lecturers from different scientific fields and

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professional fields, including joint training of students between higher education and scientific organisations;

- Introduction of e-based programmes and digital educational content, digital libraries and resources at the HEI level;
- Short-term mobility and internships of students and lecturers in HEIs and scientific research organisations to gain new qualification and exchange of experience in relation to the newly introduced joint and digital programmes through complementarity with Erasmus+ and focus on students from vulnerable groups;
- Developing the digital and specialised foreign language skills of students and lecturers through additional trainings;
- Attract teachers from abroad and prominent scientists and practitioners from business and public administration in academic classes;
- Implementation of a model for validating previous non-formal and informal learning outcomes, together with business based on the EHEA agenda.

#### **8. Access of vulnerable groups, disadvantaged groups and non-pedagogical staff to the HE**

- Trainings of non-pedagogical staff with secondary education, incl. educational mediators, school students from hard-to-access and lowerdeveloped areas and from vulnerable groups to apply to higher education; provision of educational materials for application, etc., promotion of opportunities for admission and training in HEI through information and volunteering campaigns, “open doors”, etc.;
- Implementation of models for social inclusion and adaptation of different groups of students, mentoring/tutoring, working with representatives of the academic and student community, etc.

A balanced territorial distribution will be ensured, encouraging the participation of regional HEIs that train students in professional fields important for the region’s economy and the labour market. Updating curricula and programmes will focus on knowledge and skills for the transition to a green economy.

The activities for remote programmes and digital educational content will complement the measures in PRIDST Priority 2 for the implementation of modern management and control systems in HEI and the creation of a cloud system for data exchange between electronic platforms and resources at national level.

*Main target groups — Article 22(3)(d)(iii) CPR*

*Text field [1 000]*

School students, pedagogical specialists, non-pedagogical staff, incl. educational mediators, vocational education teachers, mentors, parents, students, PhD students, lecturers in higher education, representatives of marginalised groups, including people with disabilities and Roma, children and school students seeking or receiving international protection from other vulnerable groups;

Higher education institutions, Bulgarian Academy of Sciences, Agricultural Academy, scientific organisations with accreditation for training in educational and scientific degree

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"doctor", MES and its budget ushers, upper secondary schools, including private schools, where applicable;

Employers, national representative organisations of employers and employees, branch and professional organisations, National Agency for Vocational Education and Training, municipalities, NGOs.

*Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

*Text field [2 000]*

In the process of preparation, implementation, monitoring, reporting and evaluation of the procedures under the SO Point (e) of Article 4(1), appropriate measures will be taken to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. The activities foreseen under the SO procedure are aimed at ensuring equality, inclusion and non-discrimination.

In the implementation of activities under the SO with a focus on marginalised groups, groups at risk and Roma, provision is made for opportunities for an integrated approach to overcoming barriers to training — social and learning deficits, measures to prevent dropouts, provision of flexible pathways to return to training and opportunities for more personalised learning, bridge programmes and shorter paths to the labour market. Addressing all forms of discrimination, inequalities and disadvantages in access to education will be ensured by creating conditions for the inclusion in higher education of socio-economically disadvantaged school students and people (from marginalised groups, including people with disabilities and Roma), including those living in rural or segregated areas. There will also be a special focus on access to higher education for educational mediators, thus encouraging them to become pedagogues/psychologists/social workers. This will contribute to solving one of the biggest educational inclusion deficits — more teachers-Roma (Turks, etc.), which can be a strong motivator for overcoming prejudices in the education system against vulnerable and marginalised groups, incl. people with disabilities and Roma and increasing their trust in the system. Specific measures to ensure accessibility for persons with disabilities, including in the context of information and communication technologies, will also be envisaged in the preparation and implementation of the activities.

The implementation of the SO measures, which will support access to higher education for a wider range of young people and improve their conditions in the labour market, will ensure that the principle of equality between men and women is respected.

*Identification of specific target territories, including the planned use of territorial tools — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

The activities will be implemented through a centralised approach and/or competitive procedures. The work related to the development of the dual VET training system, in view of the identified need for a broader partnership at regional level, will be implemented through the Integrated Territorial Investment approach. Specific needs and operations at local and regional level will be identified in the Integrated Territorial Development Strategies (ITDS) of the NUTS-2 planning regions approved by the Regional Development Councils. The Programme

activity identified under the ITI approach will be implemented on the basis of integrated concepts that will be developed and implemented in partnership between different local stakeholders (municipalities, NGOs, educational institutions, employers, etc.) with a view to maximising the impact on the territory concerned. Each concept will include a set of interconnected and complementary projects/project ideas targeting a territory with common features and/or development potential, including the most appropriate mix of resources and measures to be used specifically to achieve a specific objective or priority of the integrated territorial strategy of the area. In this way, the projects identified under PE under an ITI concept will be implemented in coordination with the projects under the other programmes providing funding by concept.

*Interregional, cross-border and transnational actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

The use of financial instruments (FIs) is envisaged to encourage potential target groups to invest in entrepreneurial skills through easier access to financial resources on better terms. As a result of the ex-ante assessment of the implementation of FIs under the PE, an activity for Support for the start-up of own business or other entrepreneurial activity by students and PhD students with the participation of professors in HEIs has been identified with view to self-employment and rapid and focused transition from higher education to employment. The FIs is intended to include equity financial products in the form of equity and quasi-equity investments and debt financial products in the form of loans and guarantees. No combination with other forms of support is envisaged. FIs in the field of education, with ESF+ funding, will be implemented for the first time under PE and it is appropriate to take a reasonable approach when planning the resources. The Fund of Funds, managed by the Fund Manager of Financial Instruments in Bulgaria EAD, is the structure at national level which will remain responsible for the management of financial instruments co-financed by ESIF during the 2021-2027 programming period.

**2.1.3.1.2. Indicators**

*Reference: Article 22(3)(d)(ii), Article 8 ERDF, Article 23(2) of the ESF+ Regulation*

| <b>Table 1: Output indicators</b> |   |                  |   |               |                            |                                       |                                  |  |
|-----------------------------------|---|------------------|---|---------------|----------------------------|---------------------------------------|----------------------------------|--|
| <b>Priori<br/>ty</b>              | <b>Specifi<br/>c<br/>objecti<br/>ve</b> | <b>Fun<br/>d</b> | <b>Categor<br/>y<br/>of<br/>regions</b> | <b>ID [5]</b> | <b>Indicator<br/>[255]</b> | <b>Unit<br/>of<br/>measur<br/>ent</b> | <b>Milesto<br/>ne<br/>(2024)</b> | <b>Targ<br/>et<br/>value<br/>(2029<br/>)</b> |
|                                   |   |                  |   |               |                            |                                       |                                  |  |

|            |                                  |              |                    |                |  |               |              |               |
|------------|----------------------------------|--------------|--------------------|----------------|--|---------------|--------------|---------------|
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>EECO 05</b> | <i>Employed, including self-employed</i>   | <i>Number</i> | <i>113</i>   | <i>1 318</i>  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>EECO 09</b> | <i>Participants with lower secondary education or below (ISCED 0-2)</i>                      | <i>Number</i> | <i>1 741</i> | <i>17 449</i> |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>EECO 10</b> | <i>Participants with secondary education (ISCED 3) or post-secondary education (ISCED 4)</i> | <i>Number</i> | <i>2 949</i> | <i>26 466</i> |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>EECO 11</b> | <i>Participants with tertiary education (ISCED 5 to 8)</i>                                   | <i>Number</i> | <i>0</i>     | <i>1 738</i>  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>EECO 15</b> | <i>Minorities (incl. marginalised communities such as Roma people)</i>                       | <i>Number</i> | <i>243</i>   | <i>2 106</i>  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>SOI 3.1</b> | <i>Number of vocational schools having modernised vocational curricula</i>                   | <i>Number</i> | <i>9</i>     | <i>58</i>     |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b> | <b>SOI 3.2</b> | <i>Number of Centres of Excellenc</i>  | <i>Number</i> | <i>0</i>     | <i>4</i>      |



|            |                                  |              |                        |                |   |               |              |               |
|------------|----------------------------------|--------------|------------------------|----------------|---|---------------|--------------|---------------|
|            | <b>Article 4(1)</b>              |              |                        |                | <i>e supported</i>  |               |              |               |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b>     | <b>SOI 3.3</b> | <i>Number of schools introduced dual learning system</i>                                      | <i>Number</i> | <b>2</b>     | <b>24</b>     |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Transiti on</b>     | <b>SOI 3.4</b> | <i>Number of higher education institutions introduced dual form of teaching</i>               | <i>Number</i> | <b>0</b>     | <b>1</b>      |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less develop ed</b> | <b>EECO 05</b> | <i>Employed, including self-employed</i>  | <i>Number</i> | <b>640</b>   | <b>7 330</b>  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less develop ed</b> | <b>EECO 09</b> | <i>Participan ts with lower secondary education or below (ISCED 0-2)</i>                      | <i>Number</i> | <b>8 897</b> | <b>91 105</b> |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less develop ed</b> | <b>EECO 10</b> | <i>Participan ts with secondary education (ISCED 3) or post-secondary education (ISCED 4)</i> | <i>Number</i> | <b>6 565</b> | <b>58 909</b> |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less develop ed</b> | <b>EECO 11</b> | <i>Participan ts with tertiary education (ISCED 5 to 8)</i>                                   | <i>Number</i> | <b>0</b>     | <b>3 870</b>  |

|            |                                  |              |                       |                |   |               |            |              |
|------------|----------------------------------|--------------|-----------------------|----------------|---|---------------|------------|--------------|
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b> | <b>EECO 15</b> | <i>Minorities (incl. marginalised communities such as Roma people)</i>          | <i>Number</i> | <b>915</b> | <b>8 656</b> |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b> | <b>SOI 3.1</b> | <i>Number of vocational schools having modernised vocational curricula</i>      | <i>Number</i> | <b>49</b>  | <b>326</b>   |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b> | <b>SOI 3.2</b> | <i>Number of Centres of Excellence supported</i>                                | <i>Number</i> | <b>0</b>   | <b>20</b>    |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b> | <b>SOI 3.3</b> | <i>Number of schools introduced dual learning system</i>                        | <i>Number</i> | <b>6</b>   | <b>135</b>   |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b> | <b>SOI 3.4</b> | <i>Number of higher education institutions introduced dual form of teaching</i> | <i>Number</i> | <b>0</b>   | <b>4</b>     |

Reference: Articles 221(3)(d)(ii) and 23(2) of the ESF+ Regulation

| <b>Table 2: Result indicators</b>                                      |   |                        |  |                         |   |   |  |  |   |   |  |
|--|---|------------------------|--|-------------------------|---|---|--|--|---|---|--|
| <b>Pri</b><br><b>o</b><br><b>r</b><br><b>i</b><br><b>t</b><br><b>y</b> | <b>Spec</b><br><b>ific</b><br><b>obje</b><br><b>ctive</b> | <b>Fu</b><br><b>nd</b> | <b>Cate</b><br><b>gory</b><br><b>of</b><br><b>regio</b><br><b>ns</b> | <b>ID</b><br><b>[5]</b> | <b>Indica</b><br><b>tor</b><br><b>[255]</b> | <b>Unit of</b><br><b>measur</b><br><b>ement</b> | <b>Base</b><br><b>line</b><br><b>scen</b><br><b>ario</b><br><b>or</b><br><b>refer</b><br><b>ence</b> | <b>Refer</b><br><b>ence</b><br><b>year</b> | <b>Tar</b><br><b>get</b><br><b>val</b><br><b>ue</b><br><b>(20</b><br><b>29)</b> | <b>Sou</b><br><b>rce</b><br><b>of</b><br><b>dat</b><br><b>a</b> | <b>Com</b><br><b>ments</b><br><b>[200]</b> |

|            |                                  |              |                   |                |   |               |              |             |              |           |  |
|------------|----------------------------------|--------------|-------------------|----------------|---|---------------|--------------|-------------|--------------|-----------|--|
|            |                                  |              |                   |                |   |               | valu<br>e    |             |              | [20<br>0] |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>EEC R02</b> | <b>Participants in education or training upon leaving</b>   | <b>Number</b> | <b>686</b>   | <b>2020</b> | <b>1 103</b> | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>EEC R03</b> | <b>Participants who obtain a qualification upon leaving</b> | <b>Number</b> | <b>435</b>   | <b>2020</b> | <b>1 318</b> | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>EEC R03</b> | <b>Participants who obtain a qualification upon leaving</b> | <b>Number</b> | <b>218</b>   | <b>2020</b> | <b>1 142</b> | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>EEC R03</b> | <b>Participants who obtain a qualification upon leaving</b> | <b>Number</b> | <b>1 431</b> | <b>2020</b> | <b>1 686</b> | <b>MA</b> |  |

|            |                                  |              |                   |                |   |               |               |             |               |           |  |
|------------|----------------------------------|--------------|-------------------|----------------|---|---------------|---------------|-------------|---------------|-----------|--|
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>EEC R04</b> | <b>Participants in employment on leaving, including self-employed persons</b> | <b>Number</b> | <b>4 470</b>  | <b>2020</b> | <b>6 302</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>SRI 3.1</b> | <b>School students and students who started looking for work</b>              | <b>number</b> | <b>3 000</b>  | <b>2020</b> | <b>8 665</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>SRI 3.1</b> | <b>School students and students who started looking for work</b>              | <b>number</b> | <b>2 792</b>  | <b>2020</b> | <b>4 144</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>SRI 3.2</b> | <b>Number of students studying in dual form</b>                               | <b>number</b> | <b>371</b>    | <b>2021</b> | <b>433</b>    | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b> | <b>SRI 3.3</b> | <b>Participants remaining in education</b>                                    | <b>number</b> | <b>17 658</b> | <b>2020</b> | <b>19 821</b> | <b>MA</b> |  |

|            |   |                     |                              |                       |  |                      |              |             |              |           |  |
|------------|---|---------------------|------------------------------|-----------------------|--|----------------------|--------------|-------------|--------------|-----------|--|
| <b>P 3</b> | <b><i>Point (e) of Article 4(1)</i></b> | <b><i>ES F+</i></b> | <b><i>Transition</i></b>     | <b><i>SRI 3.4</i></b> | <b><i>Number of start-ups supported</i></b>                        | <b><i>number</i></b> | <b>36</b>    | <b>2020</b> | <b>70</b>    | <b>MA</b> |  |
| <b>P 3</b> | <b><i>Point (e) of Article 4(1)</i></b> | <b><i>ES F+</i></b> | <b><i>Less developed</i></b> | <b><i>EEC R02</i></b> | <b><i>Participants in education or training upon leaving</i></b>   | <b><i>Number</i></b> | <b>3 890</b> | <b>2020</b> | <b>6 113</b> | <b>MA</b> |  |
| <b>P 3</b> | <b><i>Point (e) of Article 4(1)</i></b> | <b><i>ES F+</i></b> | <b><i>Less developed</i></b> | <b><i>EEC R03</i></b> | <b><i>Participants who obtain a qualification upon leaving</i></b> | <b><i>Number</i></b> | <b>2 465</b> | <b>2020</b> | <b>7 330</b> | <b>MA</b> |  |
| <b>P 3</b> | <b><i>Point (e) of Article 4(1)</i></b> | <b><i>ES F+</i></b> | <b><i>Less developed</i></b> | <b><i>EEC R03</i></b> | <b><i>Participants who obtain a qualification upon leaving</i></b> | <b><i>Number</i></b> | <b>484</b>   | <b>2020</b> | <b>2 541</b> | <b>MA</b> |  |
| <b>P 3</b> | <b><i>Point (e) of Article 4(1)</i></b> | <b><i>ES F+</i></b> | <b><i>Less developed</i></b> | <b><i>EEC R03</i></b> | <b><i>Participants who obtain a qualification upon leaving</i></b> | <b><i>Number</i></b> | <b>3 185</b> | <b>2020</b> | <b>3 752</b> | <b>MA</b> |  |

|            |                                  |              |                       |                |   |               |               |             |               |           |  |
|------------|----------------------------------|--------------|-----------------------|----------------|---|---------------|---------------|-------------|---------------|-----------|--|
| <b>P 3</b> | <b>Point € of Article 4(1)</b>   | <b>ES F+</b> | <b>Less developed</b> | <b>EEC R04</b> | <b>Participants in employment on leaving, including self-employed persons</b> | <b>Number</b> | <b>25 330</b> | <b>2020</b> | <b>34 933</b> | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Less developed</b> | <b>SRI 3.1</b> | <b>School students and students who started looking for work</b>              | <b>number</b> | <b>17 000</b> | <b>2020</b> | <b>48 033</b> | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Less developed</b> | <b>SRI 3.1</b> | <b>School students and students who started looking for work</b>              | <b>number</b> | <b>6 216</b>  | <b>2020</b> | <b>9 222</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Less developed</b> | <b>SRI 3.2</b> | <b>Number of students studying in dual form</b>                               | <b>number</b> | <b>1 855</b>  | <b>2021</b> | <b>2 162</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ES F+</b> | <b>Less developed</b> | <b>SRI 3.3</b> | <b>Participants remaining in education</b>                                    | <b>Number</b> | <b>39 302</b> | <b>2020</b> | <b>44 118</b> | <b>MA</b> |  |

|            |                                  |             |                       |                |                                      |               |           |             |            |           |  |
|------------|----------------------------------|-------------|-----------------------|----------------|--------------------------------------|---------------|-----------|-------------|------------|-----------|--|
| <b>P 3</b> | <b>Point (e) of Article 4(1)</b> | <b>ESF+</b> | <b>Less developed</b> | <b>SRI 3.4</b> | <b>Number of start-ups supported</b> | <b>number</b> | <b>80</b> | <b>2020</b> | <b>157</b> | <b>MA</b> |  |
|------------|----------------------------------|-------------|-----------------------|----------------|--------------------------------------|---------------|-----------|-------------|------------|-----------|--|

**2.1.3.1.3. Indicative breakdown of programmed funds (EU) by type of intervention** (not applicable to EMFF)

Reference: Article 22(3)(d)(viii)

| <b>Table 4: Dimension 1 — Area of intervention</b> |             |                            |                           |             |                     |
|--|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>                                 | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 3   | ESF+        | Transition                 | Point (e) of Article 4(1) | 145         | 7 101 507           |
| Priority 3   | ESF+        | Less developed             | Point (e) of Article 4(1) | 145         | 20 585 829          |
| Priority 3   | ESF+        | Transition                 | Point (e) of Article 4(1) | 149         | 13 507 206          |
| Priority 3   | ESF+        | Less developed             | Point (e) of Article 4(1) | 149         | 73 546 514          |
| Priority 3   | ESF+        | Transition                 | Point (e) of Article 4(1) | 150         | 47 932 577          |
| Priority 3   | ESF+        | Less developed             | Point (e) of Article 4(1) | 150         | 113 610 987         |
| Priority 3   | ESF+        | Transition                 | Point (e) of Article 4(1) | 154         | 2 234 241           |
| Priority 3   | ESF+        | Less developed             | Point (e) of Article 4(1) | 154         | 11 828 939          |

| <b>Table 5: Dimension 2 — Form of funding</b> |             |                            |                           |             |                     |
|---|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>                            | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 3                                    | ESF+        | Transition                 | Point (e) of Article 4(1) | 01          | 66 650 792          |

|            |      |                |                           |    |             |
|------------|------|----------------|---------------------------|----|-------------|
| Priority 3 | ESF+ | Less developed | Point (e) of Article 4(1) | 01 | 210 391 397 |
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 02 | 2 062 369   |
| Priority 3 | ESF+ | Less developed | Point (e) of Article 4(1) | 02 | 4 590 436   |
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 03 | 1 031 185   |
| Priority 3 | ESF+ | Less developed | Point (e) of Article 4(1) | 03 | 2 295 218   |
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 04 | 1 031 185   |
| Priority 3 | ESF+ | Less developed | Point (e) of Article 4(1) | 04 | 2 295 218   |

**Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus**

| Priority No | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
|-------------|------|---------------------|---------------------------|------|--------------|
| Priority 3  | ESF+ | Transition          | Point (e) of Article 4(1) | 08   | 5 481 150    |
| Priority 3  | ESF+ | Less developed      | Point (e) of Article 4(1) | 08   | 31 059 850   |
| Priority 3  | ESF+ | Transition          | Point (e) of Article 4(1) | 33   | 65 294 381   |
| Priority 3  | ESF+ | Less developed      | Point (e) of Article 4(1) | 33   | 188 512 419  |

**Table 7: Dimension 6 — Secondary ESF+ Thematic Areas**

| Priority No | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
|-------------|------|---------------------|---------------------------|------|--------------|
| Priority 3  | ESF+ | Transition          | Point (e) of Article 4(1) | 01   | 3 538 777    |
| Priority 3  | ESF+ | Transition          | Point (e) of Article 4(1) | 01   | 10 978 613   |



|            |      |                |                           |    |             |
|------------|------|----------------|---------------------------|----|-------------|
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 02 | 7 101 507   |
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 02 | 20 585 829  |
| Priority 3 | ESF+ | Transition     | Point (e) of Article 4(1) | 10 | 60 135 247  |
| Priority 3 | ESF+ | Less developed | Point (e) of Article 4(1) | 10 | 188 007 827 |

| <b>Table 8: Dimension 7 — Gender dimension of ESF+*, ERDF, CF and JTF</b> |             |                            |                           |             |                     |
|---|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 3  | ESF+        | Transition                 | Point (e) of Article 4(1) | 02          | 70 775 531          |
| Priority 3  | ESF+        | Less developed             | Point (e) of Article 4(1) | 02          | 219 572 269         |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

**2.1.3.2. Specific objective under Art. 4, par. 1 (g)<sup>3</sup> - repeated for each selected specific objective, for priorities other than technical assistance**

**SO point (g) of Article 4(1) - Promoting lifelong learning, in particular flexible upskilling and reskilling opportunities for all taking into account entrepreneurial and digital skills, better anticipating change and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility**

**2.1.3.2.1. Interventions under the Funds**

*Reference: Article 22(3)(d)(i), (iii), (iv), (v), (vii) of the CPR;*

*Relevant types of actions — Article 22(3)(d)(i) CPR; Article 6(2) of the ESF+ Regulation*

***The types of actions have been assessed as compatible with the ‘do no significant harm’ principle, as they are not expected to have a significant negative impact on the environment due to their nature.***

*Text field [8 000]*

**1. Support for the development of academic staff in higher education institutions and scientific organisations, including raising interest and improving conditions for PhD**

<sup>3</sup> Except for the specific objective referred to in Article 4(1)(m) of the ESF+ Regulation.

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**programmes linked to labour market needs through the support of modular programmes for the following groups of activities:**

1.1. Enhancing the capacity and skills of academic staff — such as analytical, social, presentational, business skills, skills to work in international and multicultural environments and networks, creative and critical thinking skills, communication, teamwork, leadership and enhancing the quality and relevance of the proposed doctoral programmes and their opening up to international cooperation and participation in national and international education networks (including “European Universities”), as well as increasing their knowledge of horizontal issues such as Industry 5.0, green transition, blue growth and ISSS, with a view to their integration into the training process;

1.2. Support for the establishment and development of PhD schools/schools addressing the specific needs of employers/labour market, incl.:

- preparation of PhD courses (including multidisciplinary courses),
- providing trainings for the acquisition of skills and competences, incl. the preparation of literary references, methodologies for conducting studies;

working with electronic databases, bibliographic and quotation, academic writing and presentation skills, support for publications in national and international publications necessary for conducting the relevant doctorate;

- participation in seminars, courses on the training requirements of PhD students;
- creation of electronic content of modern systems for e-learning and distance learning of PhD students.

1.3. Support for a project PhD studies aimed at

- Supporting the professional development of PhD students for conducting PhD studies directly related to the current needs of specific economic sectors, businesses and employers, public institutions and scientific organisations.

Through the combination of modules, each higher education institution/scientific organisation will be able to receive support based on the specific identified needs and development objectives, including strengthening internationalisation, business and science linkage and rejuvenation of academic staff.

The focus will be on PhD studies that are justified through the existing employment of the doctorate and his future career development with the respective employer or by a specific need of an employer to develop the research potential in the respective enterprise/centre/institution.

The support for the project PhD support module will respond to the envisaged changes in the Higher Education Act, promote cooperation with business and science and increase the level of practical applicability of PhD programmes.

The focus of all activities will be on Industry 5.0, the green transition, blue growth and the areas of ISSS, but also on regional needs.

The active participation of business representatives is envisaged in the development of PhD courses in order to ensure compliance of PhD training with regional needs in the labour market. The joint teaching of PhD courses by two or more higher education institutions/scientific

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organizations will provide an opportunity for wider application of the concept of resource sharing and networking between higher education institutions and scientific organizations.

The selection criteria for the implementation of the project PhD support will take into account conditions of the following type: demonstrating that PhD studies have an impact on improving the quality and relevance of the system in the labour market, targeting certain, jointly defined professional fields with business, science and the public sector, taking into account the demographic trends of HEI/scientific organizations teachers and the need to improve the attractiveness of the profession.

The activities will be implemented through competitive selection of project proposals.

*Main target groups — Article 22(3)(d)(iii) CPR*

*Text field [1 000]*

PhD students, academic staff in higher education institutions and scientific organisations

Higher education institutions, scientific organisations with accreditation for teaching in the educational and scientific degree “Doctor”, national representative organisations of employers and employees.

*Actions to ensure equality, inclusion and non-discrimination — Article 22(3)(d)(iv) CPR*

*Text field [2 000]*

In the process of preparation, implementation, monitoring, reporting and evaluation of the procedures under the SO under Art. 4, para. 1 (g), appropriate measures will be taken to prevent any discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

*Identification of specific target territories, including planned use of territorial tools — Article 22(3)(d)(v) CPR*

*Text field [2 000]*

N/A

*Interregional, cross-border and transnational actions — Article 22(3)(d)(vi) CPR*

*Text field [2 000]*

N/A

*Planned use of financial instruments — Article 22(3)(d)(vii) CPR*

*Text field [1 000]*

Not applicable

**2.1.3.2.2. Indicators**

*Reference: Article 22(3)(d)(ii), Article 8 ERDF, Article 23(2) of the ESF+ Regulation*

| <b>Table 1: Output indicators</b> |                                  |              |                            |                |  |                            |                         |                            |
|-----------------------------------|----------------------------------|--------------|----------------------------|----------------|--|----------------------------|-------------------------|----------------------------|
| <b>Priorty</b>                    | <b>Specific objective</b>        | <b>Fund</b>  | <b>Category of regions</b> | <b>ID [5]</b>  | <b>Indicator [255]</b>                                     | <b>Unit of measurement</b> | <b>Milestone (2024)</b> | <b>Target value (2029)</b> |
| <b>P 3</b>                        | <b>point (g) of Article 4(1)</b> | <b>ESF +</b> | <b>Transition</b>          | <b>EEC0 11</b> | <b>Participants with tertiary education (ISCED 5 to 8)</b> | <b>Number</b>              | <b>37</b>               | <b>185</b>                 |
| <b>P 3</b>                        | <b>point (g) of Article 4(1)</b> | <b>ESF +</b> | <b>Transition</b>          | <b>SOI 3.5</b> | <b>Number of PhD schools</b>                               | <b>number</b>              | <b>3</b>                | <b>15</b>                  |
| <b>P 3</b>                        | <b>point (g) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b>      | <b>EEC0 11</b> | <b>Participants with tertiary education (ISCED 5 to 8)</b> | <b>Number</b>              | <b>82</b>               | <b>409</b>                 |
| <b>P 3</b>                        | <b>point (g) of Article 4(1)</b> | <b>ESF +</b> | <b>Less developed</b>      | <b>SOI 3.5</b> | <b>Number of PhD schools</b>                               | <b>number</b>              | <b>6</b>                | <b>32</b>                  |

*Reference: Articles 22(3)(d)(ii) and 23(2) of the ESF+ Regulation*

| <b>Table 2: Result indicators</b> |                           |             |                            |               |                        |                            |  |                       |                            |                              |                       |
|-----------------------------------|---------------------------|-------------|----------------------------|---------------|------------------------|----------------------------|--|-----------------------|----------------------------|------------------------------|-----------------------|
| <b>Priority</b>                   | <b>Specific objective</b> | <b>Fund</b> | <b>Category of regions</b> | <b>ID [5]</b> | <b>Indicator [255]</b> | <b>Unit of measurement</b> | <b>Base line scenario or reference value</b> | <b>Reference year</b> | <b>Target value (2029)</b> | <b>Source of data [2020]</b> | <b>Comments [200]</b> |

|            |                                  |              |                       |                |  |               |            |             |            |           |  |
|------------|----------------------------------|--------------|-----------------------|----------------|--|---------------|------------|-------------|------------|-----------|--|
| <b>P 3</b> | <b>point (g) of Article 4(1)</b> | <b>ES F+</b> | <b>Transition</b>     | <b>EEC R03</b> | <b>Participants gaining a qualification upon leaving</b> | <b>Number</b> | <b>116</b> | <b>2020</b> | <b>93</b>  | <b>MA</b> |  |
| <b>P 3</b> | <b>point (g) of Article 4(1)</b> | <b>ES F+</b> | <b>Less developed</b> | <b>EEC R03</b> | <b>Participants gaining a qualification upon leaving</b> | <b>Number</b> | <b>259</b> | <b>2020</b> | <b>207</b> | <b>MA</b> |  |

**2.1.3.2.3. Indicative breakdown of programmed funds (EU) by type of intervention** (not applicable to EMFF)

Reference: Article 22(3)(d)(viii)

| <b>Table 4: Dimension 1 — Area of intervention</b> |             |                            |                           |             |                     |
|--|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>                                 | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 3   | ESF+        | Transition                 | point (g) of Article 4(1) | 150         | 7 410 488           |
| Priority 3   | ESF+        | Less developed             | point (g) of Article 4(1) | 150         | 16 494 312          |

| <b>Table 5: Dimension 2 — Form of funding</b> |             |                            |                           |             |                     |
|---|-------------|----------------------------|---------------------------|-------------|---------------------|
| <b>Priority No</b>                            | <b>Fund</b> | <b>Category of regions</b> | <b>Specific objective</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| Priority 3                                    | ESF+        | Transition                 | point (g) of Article 4(1) | 01          | 7 410 488           |
| Priority 3                                    | ESF+        | Less developed             | point (g) of Article 4(1) | 01          | 16 494 312          |

| <b>Table 6: Dimension 3 — Territorial delivery mechanism and territorial focus</b> |  |  |  |  |  |
|--|--|--|--|--|--|
|--|--|--|--|--|--|

| Priority No | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
|-------------|------|---------------------|---------------------------|------|--------------|
| Priority 3  | ESF+ | Transition          | point (g) of Article 4(1) | 33   | 7 410 488    |
| Priority 3  | ESF+ | Less developed      | point (g) of Article 4(1) | 33   | 16 494 312   |

**Table 7: Dimension 6 — Secondary ESF+ Thematic Areas**

| Priority No | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
|-------------|------|---------------------|---------------------------|------|--------------|
| Priority 3  | ESF+ | Transition          | point (g) of Article 4(1) | 10   | 7 410 488    |
| Priority 3  | ESF+ | Less developed      | point (g) of Article 4(1) | 10   | 16 494 312   |

**Table 8: Dimension 7 — Gender dimension of ESF+\*, ERDF, CF and JTF**

| Priority No | Fund | Category of regions | Specific objective        | Code | Amount (EUR) |
|-------------|------|---------------------|---------------------------|------|--------------|
| Priority 3  | ESF+ | Transition          | point (g) of Article 4(1) | 02   | 7 410 488    |
| Priority 3  | ESF+ | Less developed      | point (g) of Article 4(1) | 02   | 16 494 312   |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

## TECHNICAL ASSISTANCE PRIORITY

### 2.2.1. Priority for technical assistance under Article 36(4) (repeat for each such TA priority)

*Reference: Article 22(3)(e) CPR*

#### 2.2.1.1. Interventions by Fund

*Relevant types of actions — Article 22(3)(e)(i) CPR*

*Text field [8 000]*

The successful implementation of Technical Assistance in the period 2021-2027 will benefit from experience and good practices and approaches in programming, implementation, monitoring, control and evaluation in the 2014-2020 programming period. Investments will

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be complemented by technical assistance from external sources and instruments, taking into account the positive effects of exchanges of experience and other good practices. Through the implementation of the envisaged measures, better administrative management of the PE will be achieved, and hence more efficient use of EU funds, which will reflect on the development of the policies supported by the Programme. Under PE the capacity of the MA and the beneficiaries in view of the objectives of the PE policy will be developed, and the Technical Assistance Programme (TAP) will horizontally support trainings of the MA and key beneficiaries and external stakeholders on state aid, audit, public procurement, prevention and detection of fraud, corruption and conflicts of interest issues, in accordance with Section 9 (3) of the Partnership Agreement with Bulgaria.

In order to achieve the objectives set, adequate and timely action will be implemented in the following main areas:

**1. Support for improving the administrative capacity of the MA and providing external expertise related to the planning, management, implementation, monitoring and control of the PE, incl.:**

- The financing of remuneration costs, including additional remuneration for staff assigned to the planning, management, implementation, monitoring, evaluation, provision of information and publicity and control of PE, incl. related social security contributions and other additional payments due under the national legislation in force;
- Conducting and participating in trainings, working visits, seminars, workshops, exchange of experience and good practices, etc. face-to-face and remote/online forms of the employees of the MA and other structures supporting the implementation of PE in order to ensure and maintain high levels of competence;
- Support the capacity of the MA by providing additional expertise and training to develop skills in the field of information technology, strategic planning, efficient organisation of work processes, services supporting PE implementation activities, etc.;
- Collecting, aggregating and analysing information and statistics, preparing reports and documents, conducting studies and carrying out other activities aimed at supporting the implementation of the functions of the MA;
- Provision of facilities, technical equipment, information systems and software programs necessary for the management of PE;
- Support for the management and implementation activities of PE, including monitoring, control;
- Activities related to the closure of the 2014-2020 programming period as well as the preparation of a programme for the next programming period 2028-2034;
- Logistical and technical support during the meetings of the PE Monitoring Committee;
- Other activities related to securing the implementation of the PE.

These measures are expected to achieve effective and efficient management of the PE, raising the qualification and motivation of the staff and build on the expertise of the MA.

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**2. Support to improve the administrative capacity of the MA to carry out internal evaluations of the procedures implemented under the PE and to provide external expertise to carry out evaluations of the PE, incl.:**

- Strengthening the capacity of the MA to prepare internal thematic evaluations, incl. for the preparation of ad hoc evaluations of the procedures implemented under the PE through trainings of working groups for internal evaluations and exchange of experience on the use of appropriate tools;
- Provision of external expertise, including the preparation of expert reports, analyses, studies, studies and evaluations at programme and operation level related to the management of PE, including:
  - Carrying out assessments of OPSESG procedures with regard to the use of REACT-EU funds under Article 92b(12) of Regulation (EU) No 1303/2013;
  - Carrying out an assessment of the impact of the measures applied in the implementation of the PE with a view to fine-tuning the criteria for selecting operations, building on operations already implemented and achieving maximum impact and improvements of key indicators in the planning and approval of future operations — in the area of:
    - ✓ inclusive education;
    - ✓ digitalisation and implementation of the competence model in education;
    - ✓ vocational education and training;
    - ✓ higher education;
    - ✓ socio-economic integration of marginalised communities such as Roma and a bottom-up approach;
    - ✓ support for targeted actions to combat child poverty;
    - ✓ the quality and labour market relevance of education.

To this end, an integrated approach involving MAs, beneficiaries and other stakeholders will be applied.

- Carry out an assessment of the PE on the basis of one or several criteria: effectiveness, efficiency, relevance, coherence and EU added value. Where necessary, evaluations may also cover other relevant criteria such as inclusion, non-discrimination and visibility.

These measures are expected to strengthen the capacity in the MA to carry out qualitative internal thematic evaluations. The necessary evaluations will be ensured through external expertise in order to improve the quality of the planning and implementation of PE operations.

**3. Support for improving the administrative capacity of beneficiaries and potential beneficiaries, including:**

- Organisation and provision of participation in trainings, information days, roundtables, practical seminars, workshops and other forms of awareness raising, knowledge and skills of beneficiaries (under PE and other EU programmes such as Horizon Europe and Erasmus+) and their partners, as well as potential beneficiaries;
- Strategic support to increase the capacity of key beneficiaries and system operations partners on the basis of an analysis of the difficulties encountered in the previous



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programming period (incl. implementation of Public Procurement Act procedures), such as trainings, including sharing experiences with other EU Member States, to: development, management, implementation and sustainability of PE projects; strategic planning and development of systemic operations based on evidence of their effectiveness and handling data on the needs and potential effects of certain measures; carrying out an impact assessment of the ESF+ contribution through the implementation of PE projects;

- Strengthening the MES' capacity to plan, develop and monitor operations of strategic importance, including technological advice on systems/platforms for monitoring projects with a specific beneficiary MES, use of tools such as logical framework, Theory of change, based on in-depth needs analysis, and annual monitoring of implementation through independent studies; training of expert groups members to support activities to monitor and evaluate operations of strategic importance;
- Training on capacity building of MES as a key beneficiary for data monitoring as well as information and publicity;
- Training for members of the PE Monitoring Committee through seminars on topics identified following the examination of members' needs (e.g. European and national ESIF legislation, simplified cost options, State aid/De minimis, etc.).

The activities aim to increase the capacity of the beneficiaries to participate in the PE, to prepare quality project proposals, successful implementation and reporting. The investments will support the capacity of key beneficiaries and their partners with a view to preparing and successful implementation of the envisaged strategic operations under the PE, as well as of the MC members for quality performance of their functions.

#### **4. Supporting the visibility of the Programme, including:**

- Implementation of the measures set out in the communication plan of the PE and fulfilment of the requirements for transparency of the implementation of the funds and communication of the programmes set out in the CPR;
- Organisation of public events; production and distribution of advertising and information materials; working with the media; development and dissemination of audiovisual formats; outdoor advertising; communicating with stakeholders in the online environment, including through social networks; development and implementation of communication and awareness campaigns among stakeholders and potential beneficiaries of PE (educational institutions, socio-economic partners, NGOs) to promote the ITI approach and measures supported through financial instruments; acquisition of licensing and copyright rights; carrying out sociological surveys, etc.;
- Other activities related to the implementation of transparency and communication measures.

The envisaged activities will ensure visibility and transparency in the implementation of PE, raise awareness of the target groups and beneficiaries, disseminate information on the results achieved and good practices, on the contribution of the ESF+ and will encourage applications for funding under the Programme.

*Main target groups — Article 22(3)(e)(iii) CPR:*

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Text field [1 000]

MA staff responsible for the planning, management, implementation, monitoring, evaluation, provision of information and publicity and control of the PE;

Other structures supporting the implementation of PE in order to ensure and maintain high levels of competence, including members of the PE Monitoring Committee;

The beneficiaries of the PE and their partners, as well as potential beneficiaries;

Key beneficiaries and partners in systemic operations under PE: MES, including Regional Departments of Education and his secondary budget ushers, schools (general and vocational), kindergartens, higher education institutions.

#### **2.2.1.2. Indicators**

Output indicators with relevant milestones and targets

*Reference: Article 22(3)(e)(ii) CPR*

Table 1: Output indicators

| Priority             | Fund  | Category of regions | Identification code [5] | Indicator [255]   | Unit of measurement | Milestone (2024) | Target value (2029) |
|----------------------|-------|---------------------|-------------------------|---|---------------------|------------------|---------------------|
| Technical assistance | ESF + | Transition          | OI 4.1                  | Number of participations of persons from the MA in trainings and working visits   | number              | 39               | 157                 |
| Technical assistance | ESF + | Transition          | OI 4.2                  | Programme evaluations, analyses and studies carried out   | number              | 0                | 2                   |
| Technical assistance | ESF + | Transition          | OI 4.3                  | Trained representatives of beneficiaries/partners /target groups and of potential beneficiaries/partners /target groups | number              | 195              | 779                 |
| Technical assistance | ESF + | Transition          | OI 4.4                  | Participants in Programme events  | number              | 67               | 267                 |
| Technical assistance | ESF + | Less developed      | OI 4.1                  | Number of participations of persons from the MA in trainings and working visits   | number              | 197              | 787                 |
| Technical assistance | ESF + | Less developed      | OI 4.2                  | Programme evaluations, analyses and studies carried out   | number              | 2                | 7                   |
| Technical assistance | ESF + | Less developed      | OI 4.3                  | Trained representatives of beneficiaries/partners /target groups and of potential                                       | number              | 973              | 3 893               |

|                      |      |                |        |  |        |     |       |
|----------------------|------|----------------|--------|--|--------|-----|-------|
|                      |      |                |        | beneficiaries/partners<br>/target groups |        |     |       |
| Technical assistance | ESF+ | Less developed | OI 4.4 | Participants in Programme events         | number | 333 | 1 333 |

### 2.2.1.3. Indicative breakdown of programmed funds (EU) by type of intervention

*Article 22(3)(e)(iv) CPR*

Table 1: Dimension 1 — Area of intervention

| <b>Table 4: Dimension 1 — Area of intervention</b> |             |                            |  |                     |
|--|-------------|----------------------------|--|---------------------|
| <b>Priority No</b>                                 | <b>Fund</b> | <b>Category of regions</b> | <b>Code</b>  | <b>Amount (EUR)</b> |
| 4  | ESF+        | Transition                 | <b>179</b> Information and communication   | 495 833             |
| 4  | ESF+        | Less developed             | <b>179</b> Information and communication   | 2 479 167           |
| 4  | ESF+        | Transition                 | <b>180</b> Preparation, implementation, monitoring and control   | 4 659 333           |
| 4  | ESF+        | Less developed             | <b>180</b> Preparation, implementation, monitoring and control   | 23 296 667          |
| 4  | ESF+        | Transition                 | <b>181</b> Evaluation and studies, data collection   | 630 667             |
| 4  | ESF+        | Less developed             | <b>181</b> Evaluation and studies, data collection   | 3 153 333           |
| 4  | ESF+        | Transition                 | <b>182</b> Strengthening the capacity of Member State authorities, beneficiaries and relevant partners | 583 333             |
| 4  | ESF+        | Less developed             | <b>182</b> Strengthening   | 2 916 667           |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | the capacity of Member State authorities, beneficiaries and relevant partners |  |
|--|--|--|---|--|

| <b>Table 7: Dimension 6 — Secondary ESF+ Thematic Areas</b> |             |                            |                     |                     |
|---|-------------|----------------------------|---------------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Code</b>         | <b>Amount (EUR)</b> |
| 4   | ESF+        | Transition                 | 09 — Not applicable | 6 369 166           |
| 4   | ESF+        | Less developed             | 09 — Not applicable | 31 845 834          |

| <b>Table 8: Dimension 7 — Gender dimension of ESF+*/ERDF/CF/JTF</b> |             |                            |             |                     |
|---|-------------|----------------------------|-------------|---------------------|
| <b>Priority No</b>  | <b>Fund</b> | <b>Category of regions</b> | <b>Code</b> | <b>Amount (EUR)</b> |
| 4   | ESF+        | Transition                 | 02          | 6 369 166           |
| 4   | ESF+        | Less developed             | 02          | 31 845 834          |

\* In general, 40 % for ESF+ contribute to the monitoring of gender equality. 100 % applies when the Member State chooses to make use of Article 6 of the ESF+ Regulation as well as programme-specific actions in the field of gender equality.

### **3. FINANCIAL PLAN**

*Reference: Article 22(3)(g)(i) to (iii); Article 112(1) to (3), Article 14; Article 26 CPR*

### 3.1. Transfers and contributions<sup>4</sup>

Reference: Article 14; Articles 26 and 27 CPR

|                                 |   |
|---------------------------------|---|
| Programme amendment related to: | <input type="checkbox"/> contribution to InvestEU<br><input type="checkbox"/> transfers to instruments under direct or indirect management<br><input type="checkbox"/> transfers between ERDF, ESF+, Cohesion Fund or other Fund or Funds |
|---------------------------------|---|

Table 1: Contribution to InvestEU (broken down by year) - N/A

Table 2: Contribution to InvestEU (summary) - N/A

Table 3: Transfers to instruments under direct or indirect management - N/A

Table 4: Transfers to instruments under direct or indirect management (summary) – N/A

Table 5: Transfers between ERDF, ESF+, Cohesion Fund or other Fund or Funds (broken down by year) – N/A

Table 6: Transfers between ERDF, ESF+, Cohesion Fund or other Fund or Funds (summary) – N/A

### 3.2. Just Transition Fund: allocation in the programme and transfers — N/A

### 3.3. Transfers between categories of regions resulting from the mid-term review

Table 1: Transfers between categories of regions resulting from the mid-term review of the programme (broken down by year)

| Transfer from          | Transfer to  | Breakdown by year |      |      |       |
|------------------------|--|-------------------|------|------|-------|
|                        |  | 2025              | 2026 | 2027 | Total |
| Category of regions    | Category of regions  |                   |      |      |       |
| More developed regions | More developed regions/<br>Transition regions/<br>Less developed regions |                   |      |      |       |
| Transition regions     |  |                   |      |      |       |
| Less developed regions |  |                   |      |      |       |

Table 2: Transfers to other programmes between categories of regions resulting from the mid-term review (broken down by year)

<sup>4</sup> Only applicable to amendments of programmes in accordance with Articles 14 and 26 of the CPR, with the exception of additional transfers to the JTF in accordance with Article 27. Transfers shall not affect the annual breakdown of financial appropriations at the level of the MFF for a given Member State.

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| Transfer from          | Transfer to  | Breakdown by year |      |      |       |
|------------------------|--|-------------------|------|------|-------|
| Category of regions    | Category of regions  | 2025              | 2026 | 2027 | Total |
| More developed regions | More developed regions/<br>Transition regions/<br>Less developed regions |                   |      |      |       |
| Transition regions     |  |                   |      |      |       |
| Less developed regions |  |                   |      |      |       |

**3.4. Reverse transfers<sup>5</sup>**

— N/A

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<sup>5</sup> Only applicable to modifications of resources programmes transferred back from other EU instruments, including elements of AMIF, ISF and BMVI, under direct or indirect management, or from InvestEU.

### 3.5. Financial appropriations by year

Table 10: Financial appropriations by year

Reference: Article 22(3)(g)(i) CPR and Articles 3, 4 and 7 of the JTF Regulation

| Fund       | Category of region | 2021 | 2022              | 2023              | 2024              | 2025              | 2026   |                    | 2027   |                    | Total             |
|------------|--------------------|------|-------------------|-------------------|-------------------|-------------------|--|--------------------|--|--------------------|-------------------|
|            |                    |      |                   |                   |                   |                   | Financial appropriation without flexibility amount | Flexibility amount | Financial appropriation without flexibility amount | Flexibility amount |                   |
| ESF+*      | Transition         | 0,00 | 25 425<br>685,00  | 26 233<br>346,00  | 27 140<br>537,00  | 28 041<br>962,00  | 12 013<br>422,00                                   | 12 013<br>423,00   | 12 468<br>385,00                                   | 12 468<br>385,00   | 155 805<br>145,00 |
| ESF+*      | Less developed     | 0,00 | 103 134<br>892,00 | 106 358<br>484,00 | 109 955<br>501,00 | 113 546<br>286,00 | 48 589<br>094,00                                   | 48 589<br>094,00   | 50 408<br>252,00                                   | 50 408<br>252,00   | 630 989<br>855,00 |
| Total ESF+ |                    | 0,00 | 128 560<br>577,00 | 132 591<br>830,00 | 137 096<br>038,00 | 141 588<br>248,00 | 60 602<br>516,00                                   | 60 602<br>517,00   | 62 876<br>637,00                                   | 62 876<br>637,00   | 786 795<br>000,00 |



| Fund  | Category of region | 2021 | 2022              | 2023              | 2024              | 2025              | 2026   |                    | 2027   |                    | Total             |
|-------|--------------------|------|-------------------|-------------------|-------------------|-------------------|--|--------------------|--|--------------------|-------------------|
|       |                    |      |                   |                   |                   |                   | Financial appropriation without flexibility amount | Flexibility amount | Financial appropriation without flexibility amount | Flexibility amount |                   |
| Total |                    | 0,00 | 128 560<br>577,00 | 132 591<br>830,00 | 137 096<br>038,00 | 141 588<br>248,00 | 60 602<br>516,00                                   | 60 602<br>517,00   | 62 876<br>637,00                                   | 62 876<br>637,00   | 786 795<br>000,00 |

\* Amounts after the additional transfer to the JTF.

### 3.6. Total appropriations by Fund and national co-financing

Reference: Articles 22(3)(g)(ii), 22(6) and 36 CPR

For programmes under the Investment for growth and jobs goal where technical assistance has been selected in accordance with Article 36(4) of the CPR in the Partnership Agreement.

Table 11: Total financial appropriations by fund and national co-financing

| Policy objective/<br>Specific objective of the JTF<br>No or TA | Priority | Basis for calculation of EU support (total eligible costs or public contribution) | Fund | Category of regions* | Union contribution (a)=(g)+(h) | Breakdown of Union contribution |                        | National contribution (b)=(c)+(d) | Indicative breakdown of national contribution |             | Total e) = (a) + (b) | Co-financing rate (F)=a/e) |
|--|----------|---|------|----------------------|--------------------------------|---------------------------------|------------------------|-----------------------------------|---|-------------|----------------------|----------------------------|
|  |          |   |      |                      |                                | Less flexibility amount (g)     | Flexibility amount (h) |                                   | Public (c)                                    | private (d) |                      |                            |
| 4  | 1        | Total   | ESF+ | Transition           | 38 193 790,00                  | 32 192 364,00                   | 6 001 426,00           | 16 368 768,00                     | 16 368 768,00                                 |             | 54 562 558,00        | 69,9999989003 %            |
| 4  | 1        | Total   | ESF+ | Less developed       | 197 796 585,00                 | 166 763 856,00                  | 31 032 729,00          | 34 905 280,00                     | 34 905 280,00                                 |             | 232 701 865,00       | 84,9999998926 %            |
| 4  | 2        | Общо  | ESF+ | Transition           | 33 056 170,00                  | 27 862 023,00                   | 5 194 147,00           | 14 166 930,00                     | 14 166 930,00                                 |             | 47 223 100,00        | 70,0000000000 %            |
| 4  | 2        | Total   | ESF+ | Less developed       | 165 280 855,00                 | 139 349 589,00                  | 25 931 266,00          | 29 167 210,00                     | 29 167 210,00                                 |             | 194 448 065,00       | 84,9999998714 %            |

| Policy objective/<br>Specific objective of the JTF<br>No or TA | Priority | Basis for calculation of EU support (total eligible costs or public contribution) | Fund | Category of regions* | Union contribution (a)=(g)+(h) | Breakdown of Union contribution |                        | National contribution (b)=(c)+(d) | Indicative breakdown of national contribution |             | Total e) = (a) + (b) | Co-financing rate (F)=a/e) |
|--|----------|---|------|----------------------|--------------------------------|---------------------------------|------------------------|-----------------------------------|---|-------------|----------------------|----------------------------|
|  |          |   |      |                      |                                | Less flexibility amount (g)     | Flexibility amount (h) |                                   | Public (c)                                    | private (d) |                      |                            |
| 4  | 3        | Total   | ESF+ | Transition           | 78 186 019,00                  | 65 900 577,00                   | 12 285 442,00          | 33 508 294,00                     | 33 508 294,00                                 |             | 111 694 313,00       | 69,9999999105 %            |
| 4  | 3        | Total   | ESF+ | Less developed       | 236 066 581,00                 | 199 029 591,00                  | 37 036 990,00          | 41 658 809,00                     | 41 658 809,00                                 |             | 277 725 390,00       | 84,9999998200 %            |
| TA36(4)  | 4        | Total   | ESF+ | Transition           | 6 369 166,00                   | 5 368 373,00                    | 1 000 793,00           | 2 729 643,00                      | 2 729 643,00                                  |             | 9 098 809,00         | 69,9999967029 %            |
| TA36(4)  | 4        | Total   | ESF+ | Less developed       | 31 845 834,00                  | 26 849 473,00                   | 4 996 361,00           | 5 619 854,00                      | 5 619 854,00                                  |             | 37 465 688,00        | 84,9999978647 %            |
| Total  |          |   | ESF+ | Transition           | 155 805 145,00                 | 131 323 337,00                  | 24 481 808,00          | 66 773 635,00                     | 66 773 635,00                                 |             | 222 578 780,00       | 69,9999995507 %            |
| Total  |          |   | ESF+ | Less developed       | 630 989 855,00                 | 531 992 509,00                  | 98 997 346,00          | 111 351 153,00                    | 111 351 153,00                                |             | 742 341 008,00       | 84,9999997575 %            |

| Policy objective/<br>Specific objective of the JTF<br>No or TA | Priority | Basis for calculation of EU support (total eligible costs or public contribution) | Fund | Category of regions* | Union contribution (a)=(g)+(h) | Breakdown of Union contribution |                        | National contribution (b)=(c)+(d) | Indicative breakdown of national contribution |             | Total e) = (a) + (b) | Co-financing rate (F)=a/e) |
|--|----------|---|------|----------------------|--------------------------------|---------------------------------|------------------------|-----------------------------------|---|-------------|----------------------|----------------------------|
|  |          |   |      |                      |                                | Less flexibility amount (g)     | Flexibility amount (h) |                                   | Public (c)                                    | private (d) |                      |                            |
| Total amount   |          |   |      |                      | 786 795 000,00                 | 663 315 846,00                  | 123 479 154,00         | 178 124 788,00                    | 178 124 788,00                                |             | 964 919 788,00       | 81,5399383228 %            |

\* For ERDF: less developed regions, transition regions, more developed regions and, where applicable, a specific allocation for outermost and northern sparsely populated regions. For ESF+: less developed regions, transition regions, more developed regions and, where applicable, additional allocations for the outermost regions. For CF: not applicable. As regards technical assistance, the application of categories of regions depends on the choice of fund.

\*\* Indicate the total amount of JTF resources, including the complementary support transferred from ERDF and ESF+. The table shall not include the amounts in accordance with Article 7 of the JTF. In the case of technical assistance financed by the JTF, the JTF resources should be split into resources related to Articles 3 and 4 of the JTF Regulation. As regards Article 4 of the JTF Regulation, there is no flexibility amount.

#### 4. Enabling conditions

Reference: Article 22(3)(i)

**Table 12: Unlocking conditions**

| Unlocking conditions   | Fund | Specific objective (not applicable to EMFF) | Fulfillment of unlocking conditions | Criteria  | Fulfillment of the criteria | Reference to relevant documentation  | Justification  |
|--|------|---|-------------------------------------|---|-----------------------------|--|--|
| 1. Effective mechanisms for monitoring the public procurement market |      |   | Yes                                 | There are monitoring mechanisms that cover all public procurement and award of funds in accordance with Union law in this area. This requirement includes:<br>1. Measures to provide a set of effective and reliable data on procurement procedures above the Union thresholds in accordance with the reporting obligations under Articles 83 and 84 of Directive 2014/24 / EU and Articles 99 and 100 of Directive 2014 / 25 / EU. | Yes                         | Law for amendment and supplement of the Public Procurement Act - promulgated, SG no. 102/2019, in force from 01.01.2020<br><a href="https://www.eufunds.bg/sites/default/files/uploads/eip/docs/2021-09.pdf">https://www.eufunds.bg/sites/default/files/uploads/eip/docs/2021-09.pdf</a><br><br>(The information continues below, given its volume and its relevance to each of the criteria under items 1-4). | The legislation on the monitoring of public procurement is detailed through:<br><input type="checkbox"/> adopted at the end of 2019 changes in Art. 229 of the Public Procurement Act, some of which affect the powers of the Executive Director of the Public Procurement Agency in connection with the monitoring of public procurement (amended item 14 and item 24 in paragraph 1, and paragraph 4 and paragraph 9 are supplemented) ;<br><input type="checkbox"/> amendment of Art. 114 of the Implementing Regulation of Public Procurement Act and creation of Annex № 3 to the same article (the Annex contains the information that the various bodies with functions related to public procurement should provide to the PPA annually for monitoring purposes).<br><br>(The information continues below given its volume and its relevance to each of the criteria under items 1-4). |
|  |      |   |                                     | 2. Measures to ensure that the data cover at least the following elements:  | Yes                         | (continued)<br>Decree № 49 of 23 March 2020 amending the   | (continued)<br>A centralized electronic system - Centralized Automated Information System "Electronic Public Procurement" has been built and is functioning.   |

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|  |  |  | <p>(a) quality and intensity of competition: names of the successful tenderer, number of initial candidates and value of the contract;</p> <p>(b) information on the final cost after completion and on the participation of SMEs as direct tenderers, where national systems provide such information.</p> |            | <p>Implementing Regulation of the Public Procurement Act, adopted by Decree № 73 of the Council of Ministers of 2016 (SG, issue 28 of 2016) - promulgated, DV. no. 29/2020, in force from 01.04.2020 <a href="https://www.eufunds.bg/sites/default/files/uploads/eip/docs/2021-HEC1.pdf">https://www.eufunds.bg/sites/default/files/uploads/eip/docs/2021-HEC1.pdf</a></p> | <p>According to Art. 39a of the Public Procurement Act, it is used in the award of public contracts, including through a dynamic purchasing system, a framework agreement and a qualification system, as well as in conducting design contests.</p> <p>As of January 1, 2020, the use of CAIS EPP is mandatory for certain groups of contracting authorities, and from June 14, 2020 – and for other contracting authorities.</p> <p>The system consists of 32 modules, some of which contracting authorities are obliged to use (Electronic registration, Electronic announcement, Electronic sender, Electronic documentation, EEDOP, Exchange of information during the procedure, Electronic offer, Opening of offers and requests to participate, Dynamic purchasing system, Qualification system, Conducting internal competitive selection under the Framework Agreement, Electronic Catalog, Electronic Invoicing, etc.).</p> <p>Trainings for work with CAIS EPP were held, intended for different target groups. The provision of practical assistance to the users of the system is also provided, including through the Customer Service Center established in 2019.</p> |
|  |  |  | <p>3. Measures to ensure the monitoring and analysis of data by the competent national authorities in accordance with Article 83 (2) of Directive 2014/24 / EU and Article 99 (2) of Directive 2014/25 / EU</p>   | <p>Yes</p> | <p>(continued)<br/>Links to access:<br/>• The Centralized Automated Information System "Electronic Public Procurement" (CAIS EPP): <a href="https://www.eop.bg">https://www.eop.bg</a></p>   | <p>The system consists of 32 modules, some of which contracting authorities are obliged to use (Electronic registration, Electronic announcement, Electronic sender, Electronic documentation, EEDOP, Exchange of information during the procedure, Electronic offer, Opening of offers and requests to participate, Dynamic purchasing system, Qualification system, Conducting internal competitive selection under the Framework Agreement, Electronic Catalog, Electronic Invoicing, etc.).</p>  |

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|  |  |  |  |     | <ul style="list-style-type: none"> <li>• CAIS EPP - Register:<br/><a href="https://app.eop.bg/to/day">https://app.eop.bg/to/day</a></li> <li>• CAIS EPP - Bulletin:<br/><a href="https://app.eop.bg/to/day/reporting/bulletin">https://app.eop.bg/to/day/reporting/bulletin</a></li> <li>• CAIS EPP - Statistics:<br/><a href="https://app.eop.bg/to/day/reporting/statistics">https://app.eop.bg/to/day/reporting/statistics</a></li> </ul> | Trainings for work with CAIS EPP were held, intended for different target groups. The provision of practical assistance to the users of the system is also provided, including through the Customer Service Center established in 2019.              |
|  |  |  | 4. Measures to make the results of the analysis public in accordance with Article 83 (3) of Directive 2014/24 / EU and Article 99 (3) of Directive 2014/25 / EU  | Yes | (continued)<br><ul style="list-style-type: none"> <li>• Register of public procurements opened before the obligatory use of CAIS EPP:<br/><a href="https://www.aop.bg">https://www.aop.bg</a></li> </ul>   | See the indicated information against the criteria under items 1-4.<br>In addition, Art. 229, para. 1, items 14 and 24 and para. 9 of the Public Procurement Act and Art. 114, para. 5 of the Implementing Regulation of the Public Procurement Act. |
|  |  |  | 5. Measures to ensure that all information indicating alleged cases of tendering is communicated to the competent national authorities in accordance with Article 83 (2) of Directive 2014/24 / EU and | Yes | Public Procurement Act / PPL / - Art. 106, para. 2 and 7, Implementing Regulation of the Public Procurement Act / IRPPL / - Annex № 3 to Art. 114, para. 2 (new - SG 29/20, in force from  | See Art. 106, para. 2 and 7 of the PPL and Appendix № 3 to Art. 114, para. 2 of IRPPL (new - SG 29/20, in force from 01.04.2020) / part B, item 17 /; Art. 15 and other related provisions of the PCA.   |

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|   |  |  |     | Article 99 (2) of Directive 2014/25 / EU  |     | 01.04.2020), part B, item 17<br>Protection of Competition Act/<br>PCA /:<br><a href="https://www.cpc.bg/General/Legislation.aspx">https://www.cpc.bg/General/Legislation.aspx</a>   |  |
| 2. Tools and capacity for effective implementation of state aid rules |  |  | Yes | The managing authorities have the tools and capacity to verify compliance with state aid rules:<br>1. For undertakings in difficulty and undertakings requiring reimbursement | Yes | According to Art. 7, para. 2, item 14 of the State Aid Act, the Minister of Finance shall give methodological instructions on the application of the law, the normative acts on its application and the rules in the field of state aid.<br><a href="https://lex.bg/bg/laws/ldoc/2137177456">https://lex.bg/bg/laws/ldoc/2137177456</a> | For the programming period 2021-2027, the State Aid Unit has developed a Methodological Instruction to the MA of the OP for ensuring compliance with the applicable state aid rules, which is available on the following page of the Ministry of Finance:<br><a href="https://stateaid.minfin.bg/bg/page/573">https://stateaid.minfin.bg/bg/page/573</a><br>Section VI of Annex 4 of the Guidelines contains a methodology for identifying companies in difficulty. It indicates the elements of the reports that participate in the coefficients for determining the difficult situation, as well as practical instructions for their interpretation by the MA of the OP.<br>Section V of Annex 4 of the Guidelines contains a methodology for inspecting enterprises that are required to recover funds. There are two sources for verification: The Official Register of the European Commission, located at:<br><a href="http://ec.europa.eu/competition/elojade/isef/index.cfm?clear=1&amp;policy_area_id=3">http://ec.europa.eu/competition/elojade/isef/index.cfm?clear=1&amp;policy_area_id=3</a><br>and the register of the Ministry of Finance at:<br><a href="https://stateaid.minfin.bg/bg/page/483">https://stateaid.minfin.bg/bg/page/483</a> .<br>The basic provisions on the procedure for recovery of unlawful and incompatible aid are regulated in the State Aid Act and in the regulations for its implementation. |



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|  |  |  | <p>2. By accessing expert opinions and guidelines on State aid issues provided by state aid experts to local or national authorities</p> | Yes | <p>In Art. 26 of the Law on Management of European Structural and Investment Funds an obligation is defined that the Minister of Finance shall coordinate the state aid regime for each procedure / measure developed by the MA of the OP.</p> <p><a href="https://www.lex.bg/bg/laws/ldoc/2136715858">https://www.lex.bg/bg/laws/ldoc/2136715858</a></p> <p>In fulfillment of his duties, the Minister of Finance has issued ORDINANCE № 4 of 2016 for determining the procedure for coordination of draft documents under Art. 26, para. 1 of the Law on Management of European Structural and Investment Funds:</p> <p><a href="https://stateaid.minfin.bg/bg/page/525">https://stateaid.minfin.bg/bg/page/525</a></p> | <p>The Ministry of Finance gives written opinions and instructions to the MA, as well as conducts expert individual meetings with the MA to provide specific expertise in case of specific need (point support). The State Aid Unit within the Ministry of Finance continuously provides ad hoc assistance to all MAs through consultations by e-mail, by telephone, by holding meetings, as well as in electronic platforms, etc.</p> <p>The Unit provides training through the School of Public Finance. During the programming period 2014-2020, the State Aid Unit also implemented a project that included thematic trainings for the MA of the OP.</p> <p>During the programming period 2021-2027, the State Aid Unit will continue to provide similar trainings to the MA in the field of state aid, and a digital platform on state aid will be further developed.</p> |
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| 3. The effective implementation and enforcement of the Charter of Fundamental Rights |  |  | No | <p>There are effective mechanisms in place to ensure compliance with the Charter of Fundamental Rights of the European Union (hereinafter "the Charter"), which include:</p> <p>1. Measures to ensure compliance of the programs supported by the Funds and their implementation with the applicable provisions of the Charter.</p> | No | <p>Draft Guidelines for the implementation of the EU Charter of Fundamental Rights by the managing, controlling and auditing bodies of programs co-financed by the European Regional Development Fund (ERDF), the European Social Fund + (ESF +), the Cohesion Fund (CF), the Just Transition Fund (JTF), the European Maritime and Fisheries and Aquaculture Fund (EMFAF), the Asylum and Migration Fund (AMF), the Internal Security Fund (ISF) and the Instrument for Financial Support for Border Management and Visa Policy (BMVI) for the programming period 2021-2027</p> | <p>Guidelines for the implementation of the Charter have been developed and are to be approved. Their purpose is to assist the management, control and audit bodies under the programs co-financed by the ERDF, ESF +, CF, JTF, EMFAF, AMF, ISF and BMVI in the practical implementation and guarantee of the Charter. National authorities should develop and incorporate in their rules of procedure procedures for verification of Charter rights and report to the MC cases of non-compliance and complaints in the context of the implementation of the Funds, as well as in the preparation of programming documents and management and control systems, both during the implementation of the programmes. The guidelines include: Annex № 1, which sets out the three stages of implementation of the Funds, the responsible national authorities, as well as the applicable set of Charter rights to be guaranteed; and Annex № 2, which examines for potential violations of fundamental rights under the Charter in the performance of actions and / or preparation of documents. In the case of complaints from beneficiaries, citizens, NGOs, etc., the implementing body should carry out on a case-by-case basis the verification procedure described in Annex № 2.</p> |
|  |  |  |    | 2. Measures to report to the Monitoring   | No | -  | According to the national Guidelines for the implementation of the Charter, the MAs of the  |

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|  |  |  |    | Committee on cases of non-compliance with the Charter in operations and complaints under the Charter supported by the Funds submitted in accordance with the mechanisms established pursuant to Article 69 (7)                                 |     |   | programmes should lay down in the rules of procedure of the MC of the respective programme a procedure related to the obligation to report received complaints and identified cases of non-compliance with the Charter. The relevant information, together with the actions taken, shall be reported at least once a year to the MC of the programme concerned. The reporting to the MC of cases of non-compliance with the Charter of the operations supported by the Funds, as well as of complaints about the Charter, will be regulated in the amendments to the European Structural and Investment Funds Management Act and the by laws on its implementation for programming period 2021-2027. The legislative framework at national level for the implementation of programs co-financed by the funds for the period 2021-2027, incl. the Decree of the Council of Ministers regulating the functioning of the monitoring committees is to be adopted in 2022. |
| 4. Implementation and application of the UN Convention on the Rights of Persons with Disabilities (CRPD) in accordance |  |  | No | There is a national framework to ensure the implementation of the UN Convention on the Rights of Persons with Disabilities, which includes:<br>1. General objectives with measurable sub-objectives, data collection and monitoring mechanisms | Yes | The Persons with Disabilities Act (PDA) and its Implementing Regulation are available at: <a href="https://www.mlsp.government.bg/normativni-aktove-Information about the NCPD and all documents on its functioning, as well as the PDA and its">https://www.mlsp.government.bg/normativni-aktove-Information about the NCPD and all documents on its functioning, as well as the PDA and its</a> | The national framework guaranteeing the implementation of the Convention Implementing Regulation of the PFA, the Rules of Procedure and the organization of the work of the National Council for Persons with Disabilities. The Council is an advisory body to the Council of Ministers with representatives of the government, nationally representative organizations of and for people with disabilities, nationally representative organizations of employees and representatives at national level of employers' organizations and the National Association of Municipalities in Bulgaria. An information system for people with disabilities has been created, containing data on health,   |

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| e with Council Decision 2010/48 / EC |  |  |  |   | <p>Regulations are available at:<br/> <a href="https://saveti.government.bg/web/cc_11/1">https://saveti.government.bg/web/cc_11/1</a><br/> Information on the Supervisory Board is available at:<br/> <a href="https://www.ombudsman.bg/pictures/Протокол%201.pdf">https://www.ombudsman.bg/pictures/Протокол%201.pdf</a><br/> <a href="https://mlsp.government.bg/uploads/38/khu/rms-6-11-2019-ap-2019-2020.pdf">https://mlsp.government.bg/uploads/38/khu/rms-6-11-2019-ap-2019-2020.pdf</a><br/> <a href="https://mlsp.government.bg/strategicheski-dokumenti">https://mlsp.government.bg/strategicheski-dokumenti</a></p> | <p>qualifications, education, opportunities for social inclusion, professional realization, socio-economic status, demographic, etc. The data are used to monitor and analyze the socio-economic status of people with disabilities, to plan activities to develop sectoral policies. Available Profile service, allows individual access to information about eligible services according to the specific disability. National Strategy for People with Disabilities 2021-2030 and the Action plan for the strategy are adopted.</p>  |
|                                      |  |  |  | <p>2. Measures to ensure that accessibility policies, legislation and standards are properly reflected in the preparation and implementation of programmes.</p> | <p>No</p> <p>Draft Guidelines for the implementation of the EU Charter of Fundamental Rights by the managing, controlling and auditing bodies of programs co-financed by the European Regional Development Fund (ERDF), the European Social Fund + (ESF +), the Cohesion Fund (CF), the Just Transition</p>   | <p>National Guidelines have been developed to ensure compliance with the Convention in the implementation of the programmes to be approved. In addition to the guidelines, checklists for the rights of the CRPD have been developed, applicable to the individual stages and documents within the process of programming, management, monitoring and control of the funds, as well as for verification of potential violations of the CRPD to be applied by the bodies in the management and control system. The requirements of the Guidelines and their annexes will be incorporated into the description of the programmes management and control systems.</p> |

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|                                   |       |  |     |  |     | Fund (JTF), the European Maritime and Fisheries and Aquaculture Fund (EMFAF), the Asylum and Migration Fund (AMF), the Internal Security Fund (ISF) and the Instrument for Financial Support for Border Management and Visa Policy (BMVI) for the programming period 2021-2027 |  |
|                                   |       |  |     | 3. Measures to report to the Monitoring Committee on cases of non-compliance of CRPD-supported operations with funds and UN complaints against UNSCRs submitted in accordance with the mechanisms under Article 69 (7) | No  | -  | The reporting of cases of non-compliance of the operations supported by the Funds with the CRPD, as well as of complaints regarding the CRPD, to the monitoring committees will be regulated in the amendments to the European Structural and Investment Funds Management Act and in the implementing regulations for the programming period 2021-2027. The legislative framework at national level for the implementation of programmes co-financed by the funds for the period 2021-2027, incl. the Decree of the Council of Ministers regulating the functioning of the monitoring committees is to be adopted in 2022. |
| Thematic condition 4.3. Strategic | ESF + | ESO4.5 improving the quality, inclusiveness, | Yes | There is a national or regional strategic policy framework for   | Yes | Strategic Framework for the Development of Education, Training and   | The priority areas and measures under SFDETLRB and SDHERB meet the requirements under criterion 1.   |

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| policy framework for education and training at all levels | effectiveness and labour market relevance of education and training systems including through validation of non-formal and informal learning to support acquisition of key competences including entrepreneurial and digital skills, and by promoting the introduction of dual training systems and apprenticeships;<br>ESO4.6 promoting equal access | Yes | education and training that includes:<br>1. Evidence-based skills planning and forecasting systems | <p>Learning in the Republic of Bulgaria 2021-2030 (SFDETLRB), Strategy for the Development of Higher Education in the Republic of Bulgaria for the Period 2021-2030 (SDHERB)<br/><a href="https://www.mon.bg/bg/143">https://www.mon.bg/bg/143</a></p> <p>Report "Strengthening skills anticipation and matching in Bulgaria"<br/><a href="https://www.cedefop.europa.eu/el/publications-and-resources/publications/4188">https://www.cedefop.europa.eu/el/publications-and-resources/publications/4188</a></p> <p>Interactive platform supported by MLSP -<br/><a href="https://lmforecast.mlsp.government.bg">https://lmforecast.mlsp.government.bg</a></p> | <p>The preparation and approval of the Plan for implementation of the Strategic Framework until 2024 will be completed by 10-11.2022. The operational plan for implementation of SDHERB was adopted on 06.10 2021.</p> <p>The implementation of criterion 1 is based on the policies of the Ministry of Education and Science to achieve higher quality and applicability of VET: increasing access to vocational education and in professional fields and profiles related to mathematics, technology, science and information technology; developing dual training as a tool to ensure compliance between education and labour market needs.</p> <p>Under an agreement between the Ministry of Education and Science and CEDEFOP, a report was prepared with a proposal for a roadmap for forecasting and planning skills.</p> <p>The Ministry of Education and Science and the MLSP agreed to synchronize the information provided by the MLSP in the labor market forecasts with the VET qualifications system. Planned development by the Ministry of Education and Science of the content of the VET modules and preparation of a schedule for their integration into the platform by 08.2022, which will be funded by the HRDP.</p> |
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| ESF + | to and completion of quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care through general and vocational education and training, to tertiary level, as well as adult education and learning, including facilitating learning mobility for all and accessibility for persons with disabilities; Article 4(1)(g) promoting | Yes | 2. Graduate tracking mechanisms and quality and effective guidance services for learners of all ages       | Yes | Strategic documents: <a href="https://www.mon.bg/bg/143">https://www.mon.bg/bg/143</a><br><br>Prototype is available at: <a href="https://www.mon.bg/bg/100768">https://www.mon.bg/bg/100768</a> | <p>The priority areas and measures under SFDETLRB and SDHERB meet the requirements under criterion 2.</p> <p>A pilot model for tracking graduates of vocational education and training ('prototype') was developed by the Ministry of Education and Science under the Erasmus+ project and was adopted by the VET Advisory Council of the Minister of Education and Science on 29 September 2020. It includes an algorithm for analyzing administrative data at the national level and a sociological survey at the school or district / region level. The mechanism for tracking graduates is expected to become an integral part of the introduction of a quality assurance system in school education. Although higher education institutions do not currently have developed systems and processes for tracking graduates, the system for evaluating higher education in Bulgaria is based on integrated data and contains data for tracking graduates.</p> <p>The main source of information for higher education graduates is the Rating System of Higher Education Institutions in Bulgaria. Participation in the EUROGRADUATE project of the European Commission.</p> <p>Programme "Education" 2021-2027 envisages the further development of a higher education system.</p> |
|       |   |     | 3. Measures to ensure equal access to quality, accessible, adequate and inclusive non-segregated education | Yes | Strategic documents <a href="https://www.mon.bg/bg/143">https://www.mon.bg/bg/143</a>  | The priority areas and measures aimed at ensuring equal access and participation to quality, appropriate and inclusive education and training, as well as the acquisition of key competences from the SFDETLRB, SDHERB, NDP BULGARIA 2030 and National Strategy for Reduction of Poverty and   |

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|  | lifelong learning, in particular flexible upskilling and reskilling opportunities for all taking into account entrepreneurial and digital skills, better anticipating change and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility; |     | and training, participation in and completion of such education and training, as well as the acquisition of key competences at all levels, including higher education |     | <p>Preschool and School Education Act- <a href="https://www.mon.bg/bg/57">https://www.mon.bg/bg/57</a></p> <p>Decree № 100 of the Council of Ministers of June 8, 2018 - <a href="https://www.mon.bg/bg/58">https://www.mon.bg/bg/58</a></p> <p>Ordinance on inclusive education <a href="https://www.mon.bg/bg/59">https://www.mon.bg/bg/59</a></p> <p>Ordinance on the financing of institutions in the system of pre-school and school education <a href="https://www.lex.bg/bg/laws/ldoc/2137177162">https://www.lex.bg/bg/laws/ldoc/2137177162</a></p> <p>SES for the curricula (<a href="https://www.mon.bg/bg/59">https://www.mon.bg/bg/59</a>)</p> | <p>Promotion of Social Inclusion 2030 meet the requirements under criterion 3. The measures are aimed at supporting disadvantaged learners, including learners with special educational needs.</p> <p>Policies contribute to the provision of quality education, motivation for learning among children and students, as well as a smooth transition between stages and levels of education. Measures are being implemented (including a change in the SES) aimed at digital transformation and innovation in education, including with the support of the ESF. The project “Development of a National Framework for the Quality of Early Childhood Education and Care” (EU SRSP support) is being implemented. The measures under the Mechanism for joint work of the institutions have been expanded. Additional funds are provided from the state budget for work with children and school students from vulnerable groups according to special criteria.</p> |
|  |   | Yes | 4. A coordination mechanism covering all levels of education and training, including  | Yes | <p>Strategic documents: <a href="https://www.mon.bg/bg/143">https://www.mon.bg/bg/143</a></p>  | <p>Information on the necessary coordination mechanism under criterion 4 is available in Priority 1 “Education and Skills” of the NDP BULGARIA 2030, priority area 9. of SFDETLRB and Section 8.1 of SDHERB.</p>   |



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|  |  |     | higher education, and a clear allocation of responsibilities between the relevant national and/or regional authorities |     | Operational plan for implementation of the Strategy for development of higher education in the Republic of Bulgaria for the period 2021-2030<br><a href="https://www.mon.bg/upload/28206/OperativenPlan_Strategy_VO_21PR051.2pr_12102021.pdf">https://www.mon.bg/upload/28206/OperativenPlan_Strategy_VO_21PR051.2pr_12102021.pdf</a> | As described in Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria 2021-2030, there will be 3 operational plans for the period until 2030. The preparation and approval of a Plan for implementation of the Strategic Framework until 2024 will be completed by 10-11.2022. Priority area 9 of the Operational Plan refers to the creation of work processes for data collection, processing, monitoring, as well as the planned interdepartmental group for ECEC (Priority area 1). An Advisory Board for Coordination, Management and Monitoring of the Implementation of the SFDETLRB has been established. The Advisory Board is composed of representatives of key stakeholders.<br>The establishment of the Public Council for the Development of Higher Education in the Republic of Bulgaria is envisaged during the implementation of the SDHERB.<br>By recommendation of the World Bank, the establishment of a monitoring unit in the Strategic Development, Qualifications and Career Development Directorate at the Ministry of Education and Science is being considered. |
|  |  | Yes | 5. Mechanisms for monitoring, evaluation and review of the strategic policy framework                                  | Yes | Order №RD 09-1535 / 23.07.2021 on the establishment of an Advisory Board for coordination, management and monitoring in the implementation of the Strategic   | Information on the measures required under criterion 5 is available in Priority 1 from NDP BULGARIA 2030 and Priority area 9. from SFDETLRB. Information on the monitoring of the implementation of the SDHERB is included in section 8.2. Implementation of a mechanism for monitoring the implementation and development of an impact assessment of educational policies is set in the structuring of the composition of the Advisory  |

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|  |  |  | Yes |  | <p>Framework for Education, Training and Learning in the Republic of Bulgaria 2021-2030</p> | <p>Board for Coordination, Management and Monitoring in the Implementation of SFDETLRB. The Advisory Board will plan and recommend policy evaluations and will monitor progress.</p> <p>The principle of application of an inter-institutional mechanism for monitoring the implementation and development of impact assessment of policies in the field of higher education will be applied in the establishment of the Public Council for the Development of Higher Education in the Republic of Bulgaria. Bulgaria currently envisages an annual assessment of progress in implementing the strategy. By recommendation of the World Bank, the establishment of a monitoring unit in the Strategic Development, Qualifications and Career Development Directorate at the Ministry of Education and Science is being considered.</p> |   |
|  |  |  |     | 6. Measures targeting low-skilled workers, low-skilled and socio-economically disadvantaged adults and skills development pathways | Yes   | <p>Ex-post evaluation of the National Strategy for Lifelong Learning 2014-2020<br/> <a href="https://ill.mon.bg/uploaded_files/01-BE-LLL-2021.pdf">https://ill.mon.bg/uploaded_files/01-BE-LLL-2021.pdf</a></p> <p>EPALE:<br/> <a href="https://epale.ec.europa.eu/bg/resource-centre/content/posledvascha-ocenka-navzdeystvieto-napublichnite-politiki-v-sektora-za">https://epale.ec.europa.eu/bg/resource-centre/content/posledvascha-ocenka-navzdeystvieto-napublichnite-politiki-v-sektora-za</a></p>   | <p>Priority areas and measures targeted at low-skilled / low-qualified adults and those with socio-economic disadvantages in the SFDETLRB, the Employment Strategy and NDP BULGARIA 2030 meet the requirements of criterion 6.</p> <p>Improving the mechanisms for validation of knowledge and skills in vocational education and training acquired through non-formal or informal learning and the creation of an integrated system for vocational guidance and vocational education and training for learners and adults have been developed as measures in priority areas 7 and 8 of SFDETLRB and in the Operational plan.</p> <p>Measures to increase skills targeted at adult learners, including the low-skilled and disadvantaged, will be reflected in amendments to the Employment</p> |

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|  |  |     |   |     | <a href="https://epale.ec.europa.eu/bg/content/konferenciya-nacionalnata-platforma-obedineniza-ucheneto-navzrastni">https://epale.ec.europa.eu/bg/content/konferenciya-nacionalnata-platforma-obedineniza-ucheneto-navzrastni</a>  | <p>Promotion Act and the Employment Strategy 2020-2027, as well as to a new VET Act. The skills strategy will be developed with the support of the EC Technical Support Instrument.</p> <p>The ex-post evaluation of the implementation of the National Strategy for Lifelong Learning 2014-2020 has been finalized and presented at a national conference.</p>   |
|  |  | Yes | <p>7. Measures to support teachers, trainers and educators in appropriate methods of training, assessment and validation of key competences</p> | Yes | <p>National programmes:<br/> <a href="https://www.mon.bg/bg/100814">https://www.mon.bg/bg/100814</a><br/> <a href="https://www.mon.bg/bg/100927">https://www.mon.bg/bg/100927</a><br/> <a href="https://mon.bg/bg/101030">https://mon.bg/bg/101030</a></p> <p>OPSESG - "Qualification for professional development of pedagogical specialists:<br/> <a href="http://sf.mon.bg/?go=projects&amp;p=detail&amp;projectsId=60">http://sf.mon.bg/?go=projects&amp;p=detail&amp;projectsId=60</a><br/> "increasing the capacity of pedagogical specialists to work in a multicultural environment":<br/> <a href="http://sf.mon.bg/?go=page&amp;pageId=327">http://sf.mon.bg/?go=page&amp;pageId=327</a></p> | <p>The priority areas and measures aimed at teachers, trainers, adult education staff and academic staff under SFDETLRB, SDHERB, NRD BULGARIA 2030 meet the requirements of criterion 7. In 2020 within the project "Roadmap for development and policy reform regarding of teachers in Bulgaria ", funded by the EU through the Structural Reform Support Programme, the World Bank has prepared a methodology for planning and monitoring teachers' skills and an evaluation report on teacher policies with proposals for pilot programme concepts.</p> <p>Programme "Education" envisages horizontal measures to improve the qualifications of pedagogical specialists, which will be implemented in accordance with the roadmap.</p> <p>The Ministry of Education is implementing several nationally funded ESF initiatives and projects aimed at increasing the attractiveness of the teaching profession and raising the qualification of pedagogical specialists.</p> <p>The policies are implemented through nationally funded programmes and projects funded by OPSESG.</p> |

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|  |  |  |   |     | Ordinance № 4 on rationing and remuneration of labor; Ordinance № 15 of 2019. "<br><a href="https://www.mon.bg/bg/59">https://www.mon.bg/bg/59</a><br>Decree of Council of Ministers № 9 from 2020:<br><a href="https://mon.bg/bg/100779">https://mon.bg/bg/100779</a>                    |  |
|  |  |  | 8. Measures to promote student and staff mobility and transnational cooperation between education and training providers, including through recognition of learning outcomes and qualifications | Yes | <a href="https://nacid.bg/bg/">https://nacid.bg/bg/</a><br>ORDINANCE on the state requirements for recognition of acquired property higher education and completed periods of study in foreign higher institutions<br><br><a href="https://www.mon.bg/bg/59">https://www.mon.bg/bg/59</a> | <p>The implementation of policies aimed at promoting strategic partnerships and mobility for training and exchange of good practices is included in Priority 9 of the SFDETLRB.</p> <p>The principles of academic recognition of the Lisbon Recognition Convention have been reflected in national legislation as soon as it was ratified in 2000. An electronic “Unified Information System for the academic recognition of diplomas and qualifications” was established. A credit system will be developed as part of the work on updating VET legislation.</p> <p>The procedure for recognition of diplomas for HE is significantly simplified. It is envisaged to introduce automatic recognition by the end of 2025 by updating the Credit Transfer and Accumulation System, introducing changes in the national qualifications framework in the part of higher education and making relevant recommendations.</p> <p>In the field of secondary education, diplomas for completed secondary education are unconditionally</p> |

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|  |       |  |     |   |     |   | recognized in Bulgaria without taking additional exams.   |
| Thematic condition<br>National strategic policy framework for Roma inclusion | ESF + | Article 4(1)(j)<br>Promoting the socio-economic integration of marginalised communities, such as Roma people | Yes | There is a strategic framework for Roma inclusion policy, which includes:<br>1. Measures to accelerate Roma integration and prevent and eliminate segregation, taking into account the gender perspective and the situation of young Roma and setting baseline indicators and measurable milestones and targets | Yes | Decision № 278 of the Council of Ministers of 5.05.2022 on the adoption of the National Strategy of the Republic of Bulgaria for Equality, Inclusion and Participation of the Roma (2021-2030) (National Strategy, Strategy) and the National Action Plan 2022-2023 NAP)<br><a href="http://www.nccedi.government.bg/bg/node/448">http://www.nccedi.government.bg/bg/node/448</a> | The National Strategy of the Republic of Bulgaria for Equality, Inclusion and Participation of the Roma (2021-2030) and the NAP 2022-2023 have been adopted. The Strategy sets 9 goals: 3 horizontal (equality, inclusion and participation) and 6 in the areas of education, employment, housing, health rule of law and non-discrimination, culture and media. Target values have been set to monitor the progress in the implementation of the strategy, and indicators are presented in the Annex. The monitoring, evaluation and control system is used to report the results. It contains indicators for data on ethnic grounds, which are part of the Annex. The Strategy follows an approach based on the development of common policies (mainstream) with the implementation of targeted measures by sector, especially at the local level. The approach should compensate for inequalities. There are measures to accelerate Roma integration and prevent and eliminate segregation, taking into account gender equality and the situation of young Roma; emphasis is placed on overcoming anti-Roma attitudes, discrimination, hate speech, etc. There is a priority Empowerment and equal opportunities for Roma women. |
|  |       |  |     | 2. Mechanism for monitoring, evaluation and review of Roma integration measures   | Yes | <a href="https://nrpcsystem.government.bg/SitePages/%D0%9D%D0%B0%D1%87%D0%B0%D0%BB%D0%BD%D0%B0%D1%81%D1%82%D1%80%D0%B0">https://nrpcsystem.government.bg/SitePages/%D0%9D%D0%B0%D1%87%D0%B0%D0%BB%D0%BD%D0%B0%D1%81%D1%82%D1%80%D0%B0</a>   | A Mechanism for monitoring, evaluation and review of the measures for Roma integration has been established - System for monitoring, evaluation and control of the Strategy. The system provides regular systematic review, control and monitoring of the progress and quality of the implementation of the Strategy and NAP, as well as all other interventions (activities, projects, research) for Roma inclusion and  |

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|  |  |  |  |     |  | <p>%D0%BD%D0%B8%D1%86%D0%B0.aspx</p> <p>participation, including those implemented at the local level. from municipalities, NGOs, research and analytical institutions, centers, etc.<br/>An impact assessment of the implemented interventions shall be provided, identifying problems in the implementation of the measures in order to improve their effectiveness and efficiency.<br/>It is set: attracting young people and Roma women in the form of advisory councils and forms of civic monitoring; establishment of a Monitoring Council; collecting, systematizing and analyzing information on good practices for monitoring sectoral policies.</p>  |
|  |  |  | 3.Mechanics for Roma integration at regional and local level | Yes | <p>District strategies and local action plans are published on the websites of District administrations and municipalities</p> | <p>A Mechanism for the Inclusion of Roma Integration is available at regional and local level. The process of district and municipal planning started together with the preparation of the NAP. Consultations were held with regional and local authorities with the active participation of the civil sector and Roma activists. The districts and municipalities have been provided with methodological guidelines for the district strategies and local action plans, which have been developed in order to operationalize the objectives and measures included in the Strategy and NAP at the local level.<br/>The municipal plans are adopted by the municipal councils in order to be provided with resources, and their implementation is closely linked to the inclusive goals and indicators set in the Plan for integrated development of the municipality.<br/>Delegation of activities supported by the municipalities' own funds is planned. Consultative and coordination mechanisms are available with the participation of civic structures and all stakeholders,</p> |

|  |  |  |  |     |  |  |
|--|--|--|--|-----|--|--|
|  |  |  |  |     |  | incl. representatives of the Roma community who participate in seminars, trainings.<br>The ITI and CLLD approaches provide an opportunity to finance measures related to the specific profile of the population in the respective territory.   |
|  |  |  | 4.A mechanism to ensure that its development, implementation, monitoring and review are carried out in close cooperation with Roma civil society and all other stakeholders, including at regional and local level | Yes | Order № R-52 / 24.03.2022 of the Deputy Prime Minister for Effective Governance for approval of the nominal composition of the National Council for Cooperation on Ethnic and Integration Issues at the Council of Ministers (NCCEDI).<br><a href="https://nccedi.government.bg/index.php/bg/node/439">https://nccedi.government.bg/index.php/bg/node/439</a><br>Project - TEAM3 (Together we achieve more / Together we Achieve More), No 101008352 - TEAM3 - REC-AG-2020 / REC-RDIS-NRCP-AG-2020 | Given the horizontal nature of the policy, a number of institutions and organizations are involved in its implementation. The implementation of the Strategy is carried out by institutions, municipalities and organizations, through specific activities and measures, according to their powers and competencies. The activities for the implementation of the Strategy and the NAP complement each other in order to create a cumulative effect.<br>The NCCEDI is a coordinating and advisory body that assists the Council of Ministers in the development and implementation of state policy on ethnic and integration issues. The members of the Council are Deputy Ministers and representatives of the civil sector. At the district level there are 28 regional councils on ethnic and integration issues with members representing institutions and NGOs.<br><br>Project - TEAM is a platform for dialogue of all stakeholders at national, regional and local levels on the implementation of policies on equality, inclusion and participation of Roma. Local civil society organizations and Roma leaders and activists play an active role. |

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|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  | funded by the European Union's Rights, Equality and Citizenship Program. <a href="http://www.nccedi.government.bg/bg/taxonomy/term/70">http://www.nccedi.government.bg/bg/taxonomy/term/70</a> |  |
|--|--|--|--|--|--|--|--|



## 5. Programme authorities

Reference: Article 22(3)(k); Article 71, Article 84 CPR

| <b>Table 1: Programme authorities</b>         |  |                                     |  |
|---|--|-------------------------------------|--|
| <b>Programme authorities</b>                  | <b>Name of institution [500]</b>                     | <b>Name of contact person [200]</b> | <b>E-mail [200]</b>  |
| Managing Authority                            | Executive Agency "Programme Education"               | Prof. D. Sc Georgi Vayssilov        | <a href="mailto:vayssilov@mon.bg">vayssilov@mon.bg</a>           |
| Audit authority                               | Audit of European Union Funds Executive Agency       | Lyudmila Rangelova                  | <a href="mailto:l.rangelova@minfin.bg">l.rangelova@minfin.bg</a> |
| Entity receiving payments from the Commission | National Fund Directorate of the Ministry of Finance | Manuela Milosheva                   | <a href="mailto:m.milosheva@minfin.bg">m.milosheva@minfin.bg</a> |

## 6. Partnership

Reference: Article 22(3)(h) CPR

|   |
|---|
| <p><i>Text field [10 000]</i></p> <p><b>Decision No 196 of 11 April 2019 of the Council of Ministers (MC) approving the Analysis of the Socio-Economic Development of Bulgaria 2007-2017 setting out the national priorities for the period 2021-2027, a list of policy objectives to be supported in the 2021-2027 programming period and a list of programmes and lead departments for their development</b> approved an indicative list of programmes and leading departments for the development of each programme for the 2021-2027 programming period. In the Decision, the Ministry of Education and Science (MES) is designated as the lead agency for the "Operational Programme for Science and Education". MC Decision No 495 of 21 July 2020 <i>amending and supplementing MC Decision No of 11 April 2019</i> replaced the name of 'Operational Programme for Science and Education' with 'Programme Education'.</p> <p>Decree No 142 of the Council of Ministers of 7 June 2019 <i>on the development of the strategic and programming documents of the Republic of Bulgaria for the management of EU funds for the 2021-2027 programming period</i> ( Council of Ministers Decree No 142/2019) states that thematic working groups are established for the development of programmes financed by the funds for the 2021-2027 programming period.</p> <p>By <b>Order No RD09-1942 of 01.08.2019, amended by Order No RD09-1654 of 31.07.2020 and Order No RD09-1971 of 17.09.2021, the Minister of Education and Science</b> instructed the Executive Agency "Programme Education" (EAPE) to organise the activities for the development of "Education Programme" for the programming period 2021-2027, as well as the activities for the establishment of the Thematic Working Group (TWG) for its development. In accordance with the provisions of MC Decree No 142/2019 and in application of the above order of the Minister of Education and Science, EAPE established a TWG for the development of the Programme for the 2021-2027 programming period, involving the widest possible range of departments, organisations and various stakeholders in the preparation of the Programme.</p> |
|---|

For the inclusion in the TWG of non-profit legal entities for public benefit activities (NPLE for PBA), the procedure for the selection of NPLE for PBA, as laid down in MC Decree No 142/2019, was applied.

On 02.08.2019 EAPE launched a procedure for the selection of NPLE for PBA in order to participate in the TWG. The invitation was published on the websites of the MES ([www.mon.bg](http://www.mon.bg)), the EAPE (<https://opnoir.bg>) and the Single Information Portal of the ESIF ([www.eufunds.bg](http://www.eufunds.bg)). It has set out the criteria to be met by the applicant organisations, as well as the deadlines and the required package of application documents.

The groups of NPLE for PBA invited to participate in the TWG were organizations:

- active in the field of equality between men and women, non-discrimination and equal opportunities;
- active in the field of social inclusion and integration of marginalised groups;
- active in the field of education, science and culture;
- active in the field of youth policies;
- Environmental organisations;
- Organisations of Local Action Groups and Fisheries Local Action Groups to implement the Community-led Local Development approach.

During the procedure, no representatives were selected for two of the groups, therefore a second procedure was carried out in accordance with the requirements of point 11 of Annex 2 to Article 9(4) of Council of Ministers Decree No 142/2019 with regard to the groups of non-profit organizations acting for public benefit for which no applications for participation in the selection were received or all the persons applying for the selection did not meet the requirements for the specific group (for a group of organisations active in the field of equality between men and women, non-discrimination and equal opportunities, and for a group of organisations of LAGs and LAGs for the implementation of the Community-led local development approach).

The invitation to the second procedure was published on 12.09.2019 on the websites of the MES ([www.mon.bg](http://www.mon.bg)), the EAPE (<https://opnoir.bg>) and the Single Information Portal of the ESIF ([www.eufunds.bg](http://www.eufunds.bg)). It again set out the criteria to be met by applicant organisations, as well as the deadlines for applying and the required package of application documents. Representatives for both groups were selected during the procedure.

Following the first procedure for the selection of NPLE for PBA, for participation in the TWG, the nominal composition of the working group was appointed by the Minister of Education and Science by Order No RD09-2726 of 22.10.2019. After the conclusion of the second procedure for the selection of NPLE for PBA and after the stated interest in participating in the TWG by the State Agency for Road Safety, the Order was amended and supplemented by Order No RD 09-666 of 26 March 2020.

The TWG includes representatives of state institutions, the academic community, local government bodies, economic and social partners, NPLE for PBA working in various fields, etc.

The composition of the TWG has undergone several updates with minister of Education and Science orders, which were carried out in compliance with the provisions of MC Decree № 142/2019.

According to the internal TWG Rules of Procedures (RoP), it has the following functions:

- responsible for preparing the draft programme for the 2021-2027 programming period;

- submit, through the Minister of Education and Science, the priorities of the respective programme for consideration by the Coordination Council for Management of EU Funds (CCMEUF);
- analyse the priorities of the Republic of Bulgaria and the sectoral strategies in the field of the respective programme and, if necessary, make a reasoned proposal to the CCMEUF for inclusion of additional priorities and measures in the programme;
- ensure compliance of the programme with the principles of partnership and multi-level governance as well as with applicable European and national legislation;
- monitor the implementation of thematic unlocking conditions in the relevant sectors and provide information on progress in their implementation to the Working Group for the Development of the Partnership Agreement for 2021-2027;
- monitor changes in European legislation, reflecting the necessary changes and updating the draft programme;
- submit, through the Minister of Education and Science, the draft programme for consideration by the CCMEUF;
- perform other tasks assigned to it by the relevant creation order.

In carrying out its functions, the WG shall interact with the TWG for the development of the remaining programmes and the Working Group for the Development of the PA for the programming period 2021-2027.

TWG held four meetings and four written procedures. Due to the introduced anti-epidemic measures resulting from the spread of COVID-19 on the territory of the Republic of Bulgaria, in 2020 and 2021 and 2022 TWG meetings were held remotely, discussing the draft education programme for the programming period 2021-2027, and for better traceability, decisions were made through written procedures.

- On 29.10. 2019, the *First Meeting* was held, at which the TWG Internal RoP were approved, the normative framework for the programming period 2021-2027 was presented and actions were taken to prepare the "Operational Program for Science and Education" 2021 -2027 (OPSE), as well as presented and discussed vision for OPSE.
- In November and December 2019, the members of the TWG submitted Fiches for proposals for the development of the programme, according to the competencies of the institutions and organizations they represent.
- By *Written Procedure conducted in the period 09.03.2020 - 30.03.2020*, version 0.1 of OPSE was submitted for consideration and approval. In connection with the accepted proposals and comments received from the members of the TWG, additions and edits were made in the programme version. As a result of the written procedure, OPSE version 0.2 was approved for sending for informal consultations with the EC services.
- In connection with item 2 of MC Decision No 495 of 21 July 2020 due to the change of the name of the OPSE to "Programme Education", as a result of which the programme remained single-funded under ESF +, the approved by TWG in March 2020 Programme version was revised and submitted for consideration and discussion by a *Written procedure conducted in the period 14.09.2020 - 19.10.2020*.

Within the procedure, version 1.0 of the "Education" Programme (PE) 2021-2027 was approved for sending for informal consultations with the EC services.

- On 01.10.2020 the *Second Meeting - Discussion meeting within the Written Procedure started in September 2020* was held remotely, where the comments received during the first stage of the written procedure were presented and discussed.

- On 15.07.2021 the *Third Meeting* was held, at which a revised draft of the PE (version 1.0) was discussed on the basis of reflected comments of the EC services, received from several rounds of informal coordination with them, proposed for approval of a written procedure started in July 2021.
- By *Written procedure conducted in the period 08.07.2021 - 20.10.2021* a revised version 1.0 of the PE was submitted for consideration and approval on the basis of reflected comments of the EC services, received from several rounds of informal coordination with them.

Within the procedure, version 1.0 of the PE was approved for sending for informal consultations with the EC services.

- By *Written Procedure* conducted in the period 19.04.2022 – 09.05.2022 a revised version 1.0 of the PE was submitted for consideration and approval based on the comments of the EC services, received from the last round of informal coordination with them.

Within the procedure, version 1.0 of the PE was approved with a view to its final submission for approval by the EC.

According to the provisions of Art. 14 and Art. 15 of the MC Decree No 142/2019, a public online discussion on PE on 28.07.2021 and a public consultation in the period 08.07.2021 - 09.08.2021 on the portal for public consultations ([www.strategy.bg](http://www.strategy.bg)) were held.

The TWG reports its work to the Minister of Education and Science and to the Deputy Prime Minister under Article 5(1)(2) of the Rules of Procedure of the MC and its administration.

The TWG shall carry out its functions until the EC formal approval of the programme.

The coordination, administrative and organisational and technical work of the TWG shall be carried out by a Secretariat (structural unit within EAPE).

Following the approval of PE, the MA will set up a Programme Monitoring Committee (MC), the main objective of which is to review all issues affecting progress in the implementation of the programme in achieving its objectives. The composition of the MC will include broad representation of state institutions, MAs of the Programmes for the programming period, local authorities, economic and social partners, academic community and NPLE for PBA and others, in compliance with the national regulatory framework for the formation of the MC for the programs for the programming period 2021-2027. In its work, the EAPE's MC will be governed by internal working rules, fully in line with what is written in the Common Regulation 2021-2027.

The MA of PE will continue to be guided, in each of its actions, by the partnership principles set out in COMMISSION DELEGATED REGULATION (EU) No 240/2014 of 7 January 2014 on the European Code of Conduct on Partnership in the framework of the ESIF, which, under the Common Regulation, will continue to apply.

## **7. Communication and visibility**

*Reference: Article 22(3)(j) CPR*

*Text field [4 500]*

The communication and transparency framework of the PE for the 2021-2027 programming period covers the MA's responsibilities with regard to the recognition of PE, transparency and awareness of target audiences on performance and results achieved. The Managing Authority will appoint an employee with the function of Communication Officer under Programme "Education", with the respective reflection of the commitments on communication activities in the job description of the employee.

## Objectives

- Promoting the role of the European Union and informing about the activities, implementation, results and good practices of the Programme;
- Ensuring the visibility of support in all activities related to operations supported by the Programme, with special attention to operations of strategic importance;
- Informing potential beneficiaries of funding opportunities from the Programme;
- Informing and supporting beneficiaries in implementing projects under the Programme.

## Target audiences

- General public — citizens at national and regional level
- Beneficiaries of the Programme
- Potential beneficiaries — eligible beneficiaries eligible for support under the Programme
- Non-profit legal entities
- Administration involved in the management of EU funds in Bulgaria
- Mediators/distributors of information

## Communication channels

Communication channels and activities in the implementation of communication and transparency activities will be selected according to the specifics of the message, the characteristics of the target group or subgroup.

To ensure effective communication in planning and implementing communication campaigns and activities, an integrated communication mix will be used, both as activities and forms and as channels. The main communication channels to be used include:

- Web site of the Programme;
- Electronic media;
- Print media;
- Online media and social networks and file sharing platforms;
- Direct communication (events, information days, seminars, trainings, etc.).

The data on the Programme website are published in open, machine-readable formats, together with the relevant metadata, as provided for in Article 5 (1) of Directive (EU) 2019/1024 of the European Parliament and of the Council<sup>23</sup>, which allows data to be sorted, searched extracted, compared and reused.

The Programme website will have a link to the single portal providing information on all programmes [www.eufunds.bg](http://www.eufunds.bg)

The site of the MA was updated in 2020. At the moment its content is organized on the main topics of the Programme, which allows users to easily navigate and find the necessary information. For better readability, the Sans Serif font is used in a black and simple background with no additional colors behind the text. Underlining is used in hyperlinks in addition to color text. In order to improve accessibility for people with disabilities, the website includes functionality that allows resizing of the text, and subtitles are embedded in the video materials

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<sup>23</sup> Directive (EU) 2019/1024 of the European Parliament and of the Council of 20 June 2019 on open data and the re-use of public sector information (OJ L 172, 26.6.2019, p. 56).

produced by the MA. It is envisaged to further improve the accessibility of the website by adding a description of the data presented in diagrams, graphs and illustrations.

### **Communication of operations of strategic importance**

The operations of strategic importance included in Appendix 3 are the following:

- Expanding the scope in pre-school and school education, by supporting the effective functioning of the mechanism for joint work of institutions to cover, include and prevent children and school students dropping out of education;
- General and additional support for personal development in pre-school and school education;
- Effective implementation of the competency model by introducing school methodological action plans for the development of key competencies;
- Digital transformation of school education, incl. vocational education and training;
- Adapting VET to labour market dynamic;
- Support for skills development for the professions of the present and future;
- Introduction of forms of dual education in applicable higher education courses;
- Career guidance of students through practices and development of entrepreneurial skills.

For these operations of strategic importance, a requirement will be introduced in the selection criteria for the beneficiaries to organize a special communication event or activities, involving the Commission and the Managing Authority of the Programme in a timely manner.

### **Monitoring and evaluation**

The effectiveness of the communication and transparency activities of the PE will be assessed against standardised criteria and indicators including:

- measurement of achieved quantitative parameters of physical performance/progress;
- measurement of effect/result as well as long-term impact by means of sociological surveys.

## **8. The use of unit costs, lump sums, flat rates and financing not linked to costs**

*Reference: Articles 94 and 95 CPR*

**Table 1: Use of unit costs, lump sums or flat rates and financing not linked to costs**

| Planned use of Articles 94 and 95   | YES                      | NO                                  |
|---|--------------------------|-------------------------------------|
| From its adoption, the programme will use reimbursement of the Union contribution on the basis of unit costs, lump sums and flat rates under the priority under Article 94 CPR (if yes, fill in Appendix 1) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| From its adoption, the programme will use the reimbursement of the Union contribution on the basis of financing not linked to costs according to Article 95 CPR (if yes, fill in Appendix 2)                | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

\*All information will be provided in accordance with the templates attached to the CPR.

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**Appendix I: Union contribution based on unit costs, lump sums and flat rates**

**Template for the submission of data for consideration to the Commission**

**(Article 94)**

|                                    |  |
|------------------------------------|--|
| Date of submission of the proposal |  |
|                                    |  |

This addition is not required when using the simplified cost options at Union level established by the delegated act referred to in Article 94(4).

**A. Summary of the main elements**

| Priority | Fund | Specific objective | Category of regions | Estimated share of the total financial allocation under the priority to which simplified cost options (SCOs) will apply in % | Type of operation/ types of operations |             | Indicator that leads to cost recovery |             | Measurement unit of the indicator that leads to cost recovery | Type of SCOs (standard scale of unit costs, lump sums or flat rates) | Amount (in EUR) or percentage (in case of flat rates) of SCOs |
|----------|------|--------------------|---------------------|--|--|-------------|---------------------------------------|-------------|---|--|---|
|          |      |                    |                     |  | Code <sup>24</sup>                     | Description | Code <sup>25</sup>                    | Description |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |
|          |      |                    |                     |  |  |             |                                       |             |   |  |   |

<sup>24</sup> This refers to the code for the dimension of the intervention area in Table 1 of Annex I of the CPR and Annex IV of the EMFAF Regulation

<sup>25</sup> This refers to the common indicator code, if applicable



**B. Details of the type of operation (to be completed for each type of operation)**

**Has the managing authority received support from an external company to determine the simplified costs below?**

**If yes, please indicate which external company: Yes/No — Name of the external company**

|   |  |
|---|--|
| 1. Description of type of operation including implementation schedule <sup>26</sup> |  |
| 2. Specific objectives  |  |
| 3. Indicator that leads to cost recovery <sup>27</sup>                              |  |
| 4. Indicator measurement unit   |  |
| 5. Standard scales of unit costs, lump sums or flat rates                           |  |

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<sup>26</sup> Planned start date for the selection of operations and foreseen end date for their closure (reference to Article 63(5))

<sup>27</sup> For operations involving several simplified cost options covering different categories of costs, different projects or successive phases of an operation, fields 3 to 11 must be filled in for each indicator leading to reimbursement

|  |  |
|--|--|
| 6. Amount by unit or percentage (for flat rates) of SCOs   |  |
| 7. Categories of costs covered by unit costs, lump sums or flat rates  |  |
| 8. Do these categories of costs cover all eligible costs of the operation? YES/NO  |  |
| 9. Correction method(s) <sup>28</sup>  |  |
| 10. Verification of the method of reaching the unit of measurement<br><br>— describe what documents/system will be used to verify that realised units have been reached<br><br>— describe what and by whom will be checked during management verifications |  |

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<sup>28</sup> If applicable, indicate the frequency and timing of the correction and a clear reference to a specific indicator (including a link to the website where this indicator is published, if applicable).

|   |  |
|---|--|
| — describe what measures will be taken to collect and store the relevant data/documents                     |  |
| 11. Possible misincentives <sup>29</sup> , mitigating measures and expected level of risk (high/medium/low) |  |
| 12. Total amount (national and EU level) expected to be recovered by the Commission on this basis           |  |

**C: Calculation of the standard scale of unit costs, lump sums or flat rates**

1. Source of data used to calculate the standard scale of unit costs, lump sums or flat rates (who generated, collected and recorded the data; where the data is stored; deadlines; validation, etc.):

2. Please specify why the proposed method and calculation based on Article 94(2) are appropriate for the type of operation:

3. Please indicate how the calculations were made, including the assumption in terms of quality or quantities. Where applicable, statistical data and reference values, if requested, should be used in a format allowing their use by the Commission.

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<sup>29</sup> Are there any potential negative effects on the quality of supported operations and, if so, what measures (e.g. quality assurance) will be taken to offset this risk?

[Empty box]

4. Please explain how you ensured that only eligible costs were included in the calculation of the standard scale of unit costs, lump sums or flat rates.

[Empty box]

5. An assessment of the audit authority(ies) of the calculation methodology and size and of the arrangements ensuring the verification, quality, collection and storage of data.

[Empty box]

**Appendix 2: Financing not linked to costs — N/P**

Union contribution based on financing not linked to costs

Template for submission of data for consideration by the Commission

(Article 95)

|                                    |  |
|------------------------------------|--|
| Date of submission of the proposal |  |
|                                    |  |

This Appendix shall not be required where amounts are used for financing at Union level not linked to costs established by the delegated act referred to in Article 95(4).

List of planned operations of strategic importance and timetable — (Article 22(3))

Text field [2 000]

**Specific objective under Article 4(1)(f):**

**In Priority 1**, operations of strategic importance are aimed at reducing the share of early school leavers and increasing the share of people aged 20-24 with secondary education. They will be implemented throughout the country as long-term operations, with great impact and impact on the education system.

**1. Broadening the coverage of pre-primary and primary education, by supporting the mechanism for institutions to work together to cover and include children and school students at compulsory pre-school and school age in the education system - planned start in 2023**

**2. General and additional support for personal development in pre-school and school education - planned start in 2022**

**Specific objective under Article 4 (1) (e):**

In Priority 2, operations of strategic importance will be implemented as long-term operations with systemic effect throughout the country.

**1. Effective implementation of the competency model through the introduction of school methodological action plans for the development of key competences - planned start in 2023**

**2. Digital transformation of school education, including vocational education and training - planned start in 2024**

In Priority 3, operations of strategic importance will have a significant impact on the VET system and higher education to strengthen the link with the labour market. They will be implemented as long-term operations with systemic effect throughout the country.

**Specific objective referred to in Article 4(1) (e):**

**1. Adapting VET to labour market dynamics – planned start in 2023**

**2. Support for skills development for the professions of the present and future — planned start in 2023**

**3. Introduction of forms of dual education in applicable higher education courses – planned start in 2024**

**4. Career guidance for students through practices and development of entrepreneurial skills - planned start in 2023**