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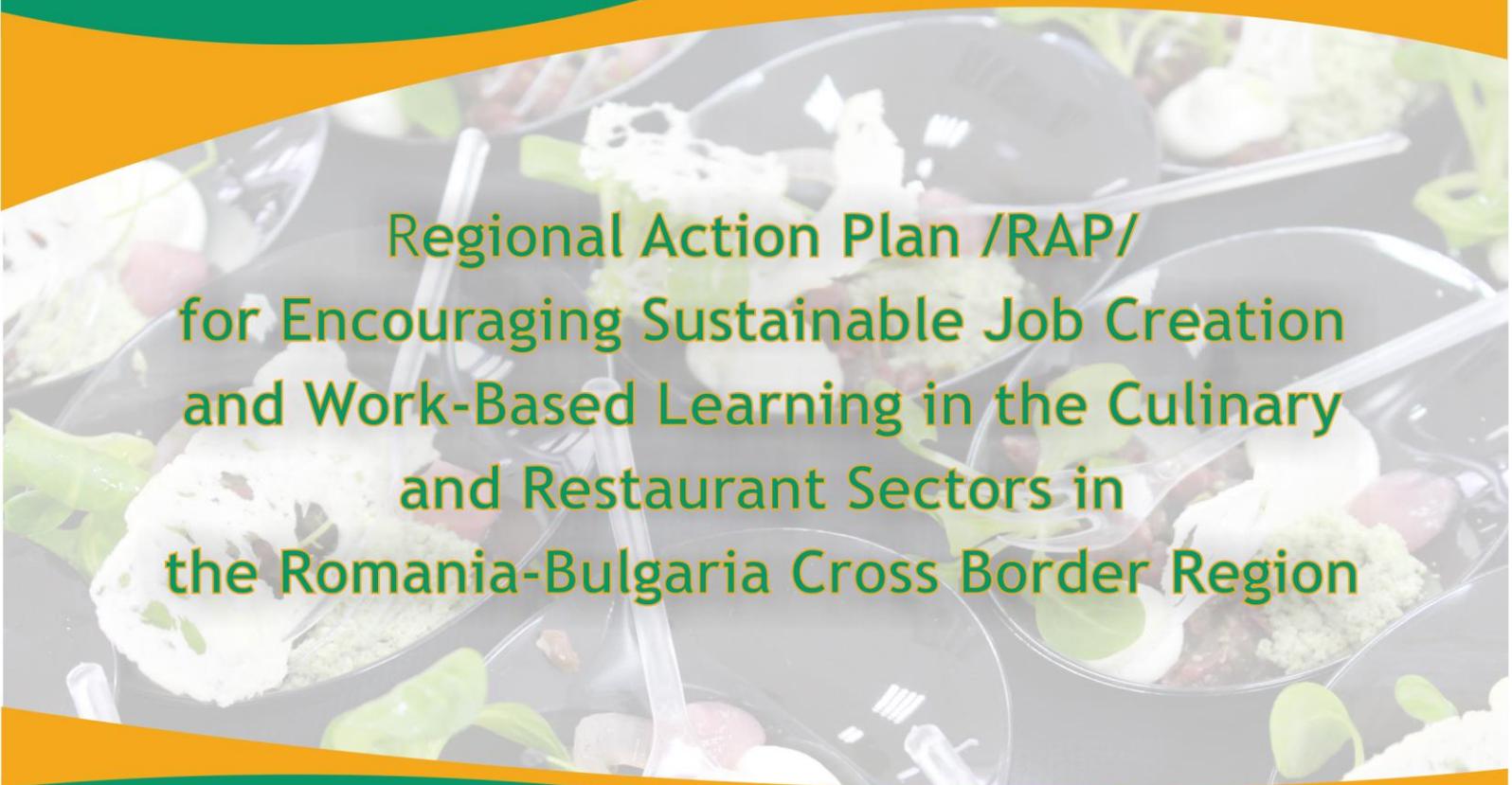
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Project “Integrated Culinary Arts and Restaurant Sector Employment Solutions for a Skilled and Inclusive Romania-Bulgaria Cross Border Region”  
is co-financed by the European Union through European Regional Development Fund under the Interreg V-A Romania-Bulgaria Programme.  
Project code: 16.4.2.104; e-MS code: ROBG-192  
Total budget of the project: 410 207.72 EUR,  
amount of EU contribution: 348 676.56 EUR ERDF



**Regional Action Plan /RAP/  
for Encouraging Sustainable Job Creation  
and Work-Based Learning in the Culinary  
and Restaurant Sectors in  
the Romania-Bulgaria Cross Border Region**



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## REGIONAL ACTION PLAN

**for Encouraging Sustainable Job Creation  
and Work-Based Learning in  
the Culinary and Restaurant Sectors in  
the Romania-Bulgaria Cross Border Region**





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## 1. Introduction:

In the process of developing the Regional Action Plan, the following keywords were taken into account: jobs, sustainability, training, culinary and restaurants sector and their common European, and particularly cross-border meaning in the context of the applicable European and national policies. Trends were traced, outlining the need for actions towards achieving the national and European goals. Good practices were explored, and their results were taken into account in elaborating the Plan.

For the purposes of the Regional Action Plan, the relations among the following stakeholders related to the culinary and restaurants sector were examined:

- \* Employers
- \* Job seekers and employed
- \* Educational institutions
- \* Public authorities, such as Ministries and Agencies in charge of the education and labour development
- \* Business structures and professional organisations

Special attention was paid to analyzing the development of tourism as industry in both countries, respectively areas, as the culinary and restaurants sectors are directly dependent on it.

The Regional Action Plan focuses on applicable measures that are characteristic to the various policies, and their implementation would lead to the creation of sustainable jobs based on education in the culinary and restaurants sector. In this sense, it is of an intersectoral nature and defines roles to the different stakeholders, and depends on their proactive behaviour.

The Regional Action Plan covers Romania - Bulgaria cross-border area with its 15 administrative units. The focus is on Dobrich and Constanta as a territory where tourism is developed to the highest extent, and there are structures in it of all stakeholders, and where the applying of the Plan would offer pilot results.



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## 2. An overview of the employment policies - 2014 - 2020:

### 2.1. The European employment policy:

The strategy “Europe 2020“ set up 5 leading goals to the European Union:

- \* employment for 75 % of the population aged 20–64 years;
- \* investments in research and development (R&D) at the amount of 3 % of EU’s GDP;
- \* achieving the “20/20/20“ goals in regard with the climate/energy (including emissions reduction by additional 30 %, if conditions are appropriate);
- \* a less than 10% share of the early school leavers; a share of at least 40% of younger generation having completed a tertiary education;
- \* decrease by 20 million of the number of people at risk of poverty

The goals reflect the three priorities for a **smart, sustainable and inclusive growth**. These elements complement each other and offer a vision for a social market economy in Europe for the 21<sup>st</sup> century.

The EU main employment fostering initiatives are:

- \* “Youth on the Move“ – aiming to improve the educational systems achievements and to facilitate the entry of young people to the labour market;
- \* “Agenda for New Skills and Jobs“ – aiming to modernise labour markets and empower people by developing their skills throughout the lifecycle with a view to increase labour participation and better match labour supply and demand, including through labour mobility.
- \* The European Social Fund (ESF) is the main instrument for large-scale measures in employment at EU level, and particularly the youth employment. Other EU funds, such as the European Regional Development Fund (ERDF) and the European Agricultural Fund for Rural Development (EAFRD) also provide job creating opportunities.

The policies of investments in human capital are directed simultaneously at the labour markets flexibility, the organisation of labour and employment relationships by taking into consideration the reconciliation of work and private life, the security in the workplace and social protection. At the center of this topic is the issue of combining the flexibility and security (“flexicurity“).

Special attention is being paid in the policies on younger people. It is more difficult for them to find jobs, and whenever they find one, it is on a fixed-term contract, or part-time. For younger women, fragile steps on the career path are even more possible, mostly due to the combining of temporary work with part-time employment.

For these reasons, funds in support of the policies are directed at subsidizing jobs, vocational education and avoiding early school leavings and at measures to boost workers’ employability.



In October 2015, the Council of Europe adopted revised guidelines, more oriented towards the labor market:

- \* Encouraging labour demand (creation of jobs; labour taxation; determining remuneration);
- \* Enhancing labour supply, skills and competences (the relevant skills and competences; the investments necessary; overcoming the structural weaknesses in the educational and training systems; reducing the barriers to employment, especially for the disadvantaged groups);
- \* Improving the labour markets functioning (“the principles of flexicurity“ with view to reducing segmentation in the labour market; the social partners participation; improved policies for active labour market; improving the public employment services; labour mobility);
- \* Ensuring fairness, combatting poverty and promoting equal opportunities (modernizing the social security systems, healthcare systems and long-term care systems; the principles of “active inclusion“; targeted social policies for avoiding early school leavings and social isolation)

**Conclusion:** The European Union encourages and supports the creation and keeping of jobs. Providing employment is a leading goal.

### 2.2. National employment policies:

The objectives of “Europe 2020” Strategy find their particular solutions and measures in the national strategic documents. The table below shows the goals of Romania and Bulgaria in the context of the common European objectives by 2020, related to the human resources development:

Objective by year 2020	Objectives - Totally for the EU	Objectives - Romania	Objectives - Bulgaria
Objective 1. Level of employment of women and men aged 20-64 years, including through a higher participation of young people, older individuals and low-skilled workers, and through a better integration of legal migrants	75%	70 %	76%
Objective 4. Share of the early education system leavers; share of the 30-34 year olds having completed tertiary education	10% 40%	11,3 % 26,7%	11% 36%
Objective 5. Reducing the number of those living in poverty	By 20 million people	By 580 000 people	By 260 thsd. people



Both countries have their adopted Employment Strategies until the end of 2020. The implementation results are being periodically traced.

For the purposes of the Regional Plan data from the Annual Reports on Romania and Bulgaria are analysed with regard to the **European semester**: Assessment of progress in the structural reforms, prevention and correction of macroeconomic imbalances and results of the in-depth reviews under Regulation (EC) No.1176/2011.

**The European Semester is a cycle of coordination of economic and fiscal policies within the EU. It is part of the European Union's economic governance framework.** Its focus is on the 6-month period from the beginning of each year, hence its name - the 'semester'.

During the European semester the member states bring their budgetary and economic policies in line with the objectives and rules agreed at EU level.

The European semester comprises **3 building blocks** of economic policy coordination:

- \* **structural reforms** designed to boost growth and employment in accordance with the strategy "Europe 2020"
- \* **fiscal policies** aiming to ensure public finances sustainability in accordance with the Pact for Stability and Growth
- \* prevention of excessive **macroeconomic imbalances**

These reports trace the data and recommendations related to employment, the labour market and educational policies in Romania and Bulgaria, and namely:

- A) Labour market
- B) Remuneration
- C) State of education systems
- D) Cooperation between institutions and social dialogue

## 2.2.1 National policies in Bulgaria

### A) Labour market

The strong economic growth led to recovering of the labour market. The employment rate is 71.9% during the third quarter of 2017 and has reach, for the first time after the crisis the pre-crisis levels of 71%. Unemployment falls down from the peak 13% in the end of 2013 to slightly under 7% in 2016 and 6,3% in 2017.

The labour market perspectives are expected to remain positive, but the efficiency if not evenly distributed among the population. Social safety nets are not effective to reduce major inequality, poverty and social exclusion.

Bulgaria registers the highest level of undeclared labour and a low participation in the active labour market. It stands out in the EU with regard to the pace of population decline. It is expected to shrink by up to 22% до 2050 due to net migration, low birth rate and relatively high mortality rate. This is one of the highest projected declines in the EU (Eurostat, 2017).

To the economy this means less workers and an increasing old-age. The Bulgarians living abroad are of working age which sharpens even more the unfavourable trends. In spite of the stable recovery in the labour market the structural challenges continue. The



shrinking in the working-age population, the lack of skills and inconsistencies, especially in the digital skills, and the lack of activity remain a major concern for sustainable growth. The undeclared labour continues to distort the labour market. The policies of an active labour market are of a poor coverage and directed mainly at creating direct jobs and employment incentives. The young people, the low-qualified ones, the Roma and the population in rural areas face difficulties in hiring. The measures aimed at the job seekers' employability and creating skills are not developed enough.

### ***B) Remuneration***

Wages are increasing in the recent years. Despite this, the average hourly pay (4,6 euros in 2016) makes one-fifth of the average hourly compensation in the EU. The increase in wages during the recent years contribute to reduce the difference with the average for the EU from 34% in 2010 to 43% in 2016 (in purchasing power parity) In spite of this, the difference in payment remains the main reason for emigration. In the first three quarters of 2017, the growth rate of salaries in the public sphere is 13,3% and in production - 9.4%. The tendency is, by the rapid growth in the private sector to balance the remunerations in both sectors. The minimum wage was increased from 460 BGN (235 euros) up to 510 BGN (261 euros), as from 1<sup>st</sup> January 2018 and is expected to reach 610 BGN (312 euros) by 2020. Over 13% of the labour force or around 400 thousand people receive a minimum wage and this number is expected to increase.

The changes in the minimum wage are carried out without any clear and transparent criteria, and cannot guarantee a relevant balance between supporting the employment, the competitiveness and labour protection. The government has introduced a proposal for a minimum mechanism for determination of wages, but there is still no consent reached among the social partners. It is expected that in 2018 Bulgaria ratifies Convention 131 of the International Labour Organisation on setting the minimum wage, which is going to be a step towards creating a clear and transparent mechanism for increasing the minimum wage.

### ***C) State of the education systems***

Investments in the education system are increasing in real terms, but are still remaining under the EU average. Nearly 50% of the teachers are at the age of 50 or above, and the system does not offer enough involving methods for young teachers' preparation. Measures for work with disadvantaged students are aiming to remedy the situation.

Education results are low and strongly affected by the socioeconomic status. For example, many of the 15-year olds lack the basic skills needed to solve the problems that contemporary societies stumble upon as a routine. An international search on education by PISA (science, reading and mathematics) shows that 29,6% of students have poor results.

The share of population having basic or above the basic digital skills is among the lowest in the EU (29 %). Although the education system makes efforts, the share of young



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people having digital skills 16-24) is 54,3%, compared to the EU where the average is 81.9% (Digital index 2017).

The new study programmes aim to improve education outcomes. In the school year 2017-2018 the curricula reform will continue with grades 2, 6 and 8.

The proportion of students in vocational secondary education and training is above the EU average. However, one out of each three VET students ends up without a professional qualification and the employability of those graduating VE is lower than that in the EU. The quality of supply, the attractiveness of vocational education and training and the relations with the labour market are still a challenge.

In reply to this, actions are taken for reviewing the educational standards on VET and it is being worked on connecting the skills and qualifications supply and demand. The latest amendments to the Education Act are related to additional financial incentives for the schools offering VET complying with the labour market. In terms of structure VET is still in progress.

Adult learning remains on a critical level, having in mind the lack of skills. One out of each 5 adults is low-skilled, and this leads to weak employability perspectives. Investments in adult learning remain insufficient. The participation of adults in learning is only 2,2% in 2016 (the EU average: 10,8%).

#### ***D) Cooperation between institutions and social dialogue***

The Employment Agency is passing an overall modernization programme. The aim is to transform the Agency into a modern and customer-oriented public employment service. The reform covers the provision of services, mechanisms for planning, management, implementation and monitoring. Despite of the progress, the customers' segmentation and cases management remain incomplete.

The participation in active policies in the labour market (APLM) is still limited. Considering the large skill mismatches, the measures directed at the employability and skills of job seekers seem underdeveloped.

The social dialogue faces a number of challenges. Collective Bargaining is carried out mainly on company, industrial or branch level, but is being undermined by the insufficient capacity of social partners, especially on a branch level.

The bilateral dialogue on a national level gets worse in 2016-2017, due to the significant differences between the social partners on matters, such as the minimum thresholds for social security contributions and the mechanism for setting the minimum wage.

Conclusion: The labour market in Bulgaria is developing. Minimum wage is increasing. Along with the lack of labour force, discrepancies with its skills are also registered. The active policies in the labour market are of a limited coverage. The groups of young people, the low-skilled ones, the Roma and the population in rural areas are at risk. Adult learning is on a critical level. The system of vocational education and training is an alternative option for the young people and is in the process of approaching the supply and demand of skills. The lack of teachers is increasing.



## 2.2.2 National policies of Romania

### *A) Labour market*

The labour market in Romania becomes more and more difficult in the conditions of a rapid economic growth during the last 2 years. It is characterized by a high level of employment, having reached the pre-crisis levels, and namely 69%. The unemployment decreased down to 4.9% and is the lowest in more than 20 years.

The low level of unemployment, combined with diminishing labour resources and the constant lack of skills leads to complicated conditions in the labour market. Employment is growing, driven by the string domestic demand, particularly in industry and services sectors requiring medium to high skill levels. In the meantime only 29% of Romanians have basic IT skills, and less than 6% of the companies provide training in ICTs to their staff.

Employers report difficulties in hiring and keeping of workers. According to a research, in 206 only 72% of the employers face serious difficulties in the jobs placements.

Reasons such as higher wages abroad, low domestic mobility, weak entrepreneurial initiative, weak links between the education sector and the labor market influence the increase in lacking labour force.

In the long term the unfavourable demographic trends in Romania are expected to continue. The aging of population, the limited domestic labour mobility and the ongoing emigration are a significant factor restraining economic growth. The percentage of women, older individuals, Roma, young people and people in rural areas participating in the labour force remains substantially under the EU average.

The active policies on the labour market are insufficient in quantity and form. The lack of skills and inconsistencies affect unfavourably competitiveness and convergence. The undeclared labour continues to distort the labour market.

Romania reports a delayed access to EU financed active measures in the labour market (AMLM). Despite of the increasing financial incentives, the use and adoption of mobility schemes is low, and the administrative burden still keeps demotivating to employers.

### *B) Remuneration*

Labour remuneration is lower compared to the EU average; however there is a string growth in wages registered in 2017. For example, the minimum increase in wages in the public sector is 16%, which could exert pressure on the competitiveness and inflation, if not accompanied by a relevant increase in productivity.

The minimum wage has increased more than two times for a period from 2012 on. The gross minimum has registered an increase in wages from 700 ron (around 162 euros) in 2012 up to 1 450 ron (around 315 euros) in 2017, and is to reach 1 900 ron (around 413 euros) in 2018, including the employers' social contributions.

The minimum wage continues to be determined by the government, at their discretion.



### ***C) State of education systems***

The assessment of the education system state in the report is that it scores poorly and limits the economic growth prospects in the long term. The main issues are the low levels of obtaining basic and digital skills, the constant high early school leaving, the poor inclusion of Roma and the differences in rural and urban population skills, the training of teachers.

Ensuring quality of school education keeps focused to a great extent on compliance, due to fragmentation and overlapping of responsibilities. The mechanisms to support schools improvement and development are relatively modest, although efforts have been made recently for a better ensuring of quality by the education system. Unfortunately the authority responsible to guarantee the quality of pre-university education cannot make recommendations in support to the schools subject to control by the school inspectorates.

Vocational education and training is left as a second choice and in most cases are not adapted to the labour market needs. The access to education for adults is limited, especially for the low-qualified ones.

### ***D) Cooperation between institutions and social dialogue***

The social partner's participation in policies development is very limited, without any substantial process of taking part and cooperation. In the course of reforms there are measures taken to strengthen the capacity of the Public Employment Service, but the concerns remain, related to the limited capacity to forecast skills, which could additionally influence supply in the labour market.

The ongoing evaluation of skills according to which training programmes are being carried out, are based on a standard procedure that doesn't take into enough account the rapidly changing needs in the economy (Cedefop, 2017). The capacity to foresee the need of future skills and the evaluations of the expected influence of the new technologies are poor.

The development of innovative measures and cooperation between institutions providing employment services on the one part, and on the other part - social and education services are limited. The employment programmes for not provide gaining suitable skills and their value in supporting the standard employment is low.

The coefficients of Collective Bargaining are low. The institutional structures for social dialogue (e.g. the Tripartite Council, the Economic and Social Council, Ministries and regional commissions) are more of information functions, without there being a process of cooperation (Eurofound, 2018).

The opinions of the social partners about the development of policies are often neglected. Romania has one of the lowest perceived levels of cooperation in the labour relationships in the EU (The World Economic Forum, 2017). The social partners' capacity is limited too.



Conclusion: The labour market in Romania is improving. The minimum wage is increasing. There is lack of labour force of suitable skills. The active policies in the labour market are insufficient. Risk groups are the women, the older individual, the Roma, the young people and the people in rural areas. The education for adults is poor. The capacity to foresee skills according to the needs of economy and developing policies is limited. The cooperation between social partners is low.

### 2.2.3. Characteristics of Romania - Bulgaria cross-border area, influencing the employment policies

#### *A) Scope of the cross-border area*

The overall strategy for sustainable territorial development of Romania - Bulgaria cross-border area characterizes the region as a community divided by the border between the countries Romania and Bulgaria, and by a natural barrier - the Danube river ( over 75% of the border line between them). The region is characterized by a large number of smaller settlements of urban type in a period of economic and demographic decline, migration of young people into the larger urban centers or abroad, and a trend of depopulation. The connectivity of the region is insufficient.

The cross-border area occupies a territory of 71 930 км<sup>2</sup>, populated by about 5,1 million inhabitants and includes 16 administrative units at the NUTS III level (districts and counties), comprising six development areas at the NUTS II level.

Територията е съставена от следните административно-териториални единици:

- in Romania: seven districts (54,66% of the cross-border space/14,49% of the country territory) respectively Mehedinti, Dolj, Olt, Teleorman, Giurgiu, Călărași and Constanța;

- Bulgaria: nine counties (45,34% of the cross-border space/29,38% of the country territory), respectively Vidin, Vratza, Montana, Pleven. Veliko Tarnovo, Ruse, Silistra, Dobrich and Razgrad

#### *B) Economic characteristics and development opportunities*

In terms of the cross-border area economic development, there are small and medium-sized enterprises dominating on both sides of the border (their share is over 99 %), the entrepreneurial activity in the Romanian part being lower than in the Bulgarian one (in the Bulgarian border area - between 20 and 34 small and medium-sized enterprise per 1000 inhabitants against 10 to 24 small and medium-sized enterprises per 1 000 inhabitants in the Romanian border area).

The agricultural sector remains traditional in the Bulgarian, as well as in the Romanian part and directly influences the socio-economic processes in both countries. Its potential is substantial in terms of the arable area - in average yields per hectare, especially for wheat, barley, maize and sunflower, and the average yields of fruit.



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The distribution of the employed population in the three sectors of activity of the national economy (primary, secondary and tertiary) shows a different employment profile on the two sides of the border. Over 42,4% of the employed persons in Romania work in the primary sector (agriculture and extractive industries). Nearly 20% of the employed ones are in industry and construction, and another 34,7% - in the services sector. The tertiary sector - that of services - is best presented in the district of Constanta (49,2%)

In Bulgaria nearly half of the employed population is in the services sector (49,6%), a little over one-third of the employed ones work in the secondary sector (industry activities and construction), (38,2%), and only 9,3% of the employed work in the agricultural sector.

The economic potential available is favourable for the development of food production - based on the agriculture practiced mostly in the Danube Valley and Dobrudzha. There is also a potential for development in the enterprises in transport, trade and tourism, due to the improving connectivity of the territory and the river shipping.

The cross-border area is characterized by tourism potential, still not well exploited and advertised. Almost all kinds of tourism could be practiced here, thanks to the varied, valuable and attractive heritage, both natural and human created. For example, there are more than 7500 historic buildings listed, of them two values of cultural heritage are of global significance protected by UNESCO. Historically, the cross-border area is on the crossroad of the Hellenistic, Roman and Byzantine heritage, which has influenced its culture, architecture and traditions. It is located in a strategic spot of meeting of leading civilizations, on one of the largest and oldest transport routes of the classis western world - the Danube.

The areas of significant tourism are: Mehedinti and Constanta in Romania and Vidin, Veliko Tarnovo and Dobrich in Bulgaria.

The forecasts for economic development are most favourable in the following areas: services, transport, construction, ICTs, tourism.

### ***C) Education and labour market trends***

The access to education is equal in the whole cross-border area in the field of primary and secondary education. In the university system, out of the total number of students nearly 80% are located in the Romanian part. Most students are in the areas of Dolj, Constanta, Veliko Tarnovo and Ruse, where the main universities are located.

The constant process of demographic ageing led to a decline in the school-age population, including in the number of students. The number of the pedagogical staff decreases at almost all education levels, excluding the tertiary education where there is an increase as a result of the private education development. The interest of students in vocational education decreases overall in the whole region because of the re-organization of this kind of education and probably the lower interest in it, in parallel with the closing of industrial enterprises.



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Due to the fact that small and medium-sized companies are dominant in the area, their management is overloaded with various functions related to adapting the business to the increasing administrative requirements, as well as to ensuring the normal functioning of the manufacture-realization chain. In it the key importance belongs to the preparation of human resources.

Trends like the lack of entrepreneurial skills, the workers' insufficient qualification, and weak public-private partnership may have negative results on the development of economy in the area. In the long term a result will be the migration of qualified labour force into the more developed regions, low productivity and insufficient competitiveness of the local enterprises.

#### Conclusions:

The economic situation in the cross-border area is similar, small and medium-sized enterprises are dominant, the entrepreneurial activity is low, there is a trend of depopulation. The risk of migration of qualified labour force is high. Agriculture is developing, but the employment in this sector varies much in the Romanian and the Bulgarian parts. There are unused potentials, whose development would lead to the creation of sustainable employment and economic development. Such potential is the tourism.

The presence of pairs of towns on the two sides of the Danube: Calafat - Vidin, Bechet - Oryahovo, Turnu Magurele - Nikopol, Zimnicea - Svishtov, Giurgiu-Ruse, Oltenita - Tutrakan and Calarasi - Silistra, and the closeness of Constanta and Dobrich along the land border, are identified as centers that could substantially contribute through cooperation for development.

The cooperation encompasses the arranging of participation by all stakeholders in taking decisions on development - the private sector, local communities, the active assistance by the central authorities and the local authorities' initiative.

The existence of a financial instrument through INTERREG VA - Romania-Bulgaria Programme allows the speeding up of cooperation processes.



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### 3. Development of tourism. The state of the restaurants and culinary sector in Dobrich - Constanta cross-border area

For the two target areas, a statistics of the Organisation for Economic Cooperation and Development (OECD) was examined, which summarises tourism data for 2014. (see <http://www.oecd-ilibrary.org/industry-and-services/oecd-tourism-trends-and-policies-2016>), as well as Eurostat data of 2016.

#### 3.1. Tourism in figures

##### Romania

Romania has registered 8,4 million international arrivals in 2014, which makes an increase of 5,3% compared to 2013. Of them 1,9 million international visitors registered one overnight stay (an increase by 11,5% in 2013). The major number of tourists are from EU member states - from **Bulgaria** (23,2%), Hungary (21,8%), Italy (11,3%), Germany (9,0%), France 7%) and the United Kingdom (5,1%). The domestic tourists made 15,8 million stays in 2014, which is a decline by 3,2% compared to 2013. The direct share of tourism in the GDP in 2014 is 1,6%, supporting 2,4% of the total employment (WTTC). In figures these are 293 802 people in total, of them 39 479 are in the hotel business and 99 986 - in restaurants.

In the south-eastern region of Romania there are tourism resources of important potential for regional development: the Black-sea coast with 3 resorts offering accommodation, healthcare and relaxation, the Danube Delta which is a scientific attraction, spa resources (lake Tekirgiol, Eforie Nord - with medicinal mud). Other possible kinds of tourism that could be developed in the region are agritourism and entertainment tourism (hunting and fishing), the mountain tourism with unique attractions (Soveja, Lepsa, the volcanoes Noryoyozi, Bozioru caves, Focurile Vii) and cultural and historical tourism - Geths, Romans, Greeks, Byzantine fortresses, and monasteries).

##### Bulgaria

Bulgaria meets 7,3 million international tourists in total (excluding transit passengers) in 2014, which is by 6% more compared to the previous year. The other European countries are among the most important suppliers for Bulgaria, of 60,6% share in 2014, the largest number of guests being from Greece, **Romania** and Germany. The revenues from international tourism in 2014, according to BNB come up to 3,1 billion euros, which is by 1,9% more compared to 2013. Totally 3,2 million domestic tourist travels generate 843 million BGN in 2014, which is a growth rate of respectively 4,2% and 5,4% for 2013. In 2014 tourism contributes directly to 3,7% of GDP and generates 3,4% of employment in Bulgaria. Considering the indirect influences, the overall impact is evaluated at 13,1% of



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the GDP and 12,1% of employment (WTTTC). Those working in the field of hotels are 41 331, and in restaurants - 101 266 people.

The Bulgarian regions forming the cross-border area make 10,55 % of the total revenues from stays in 2016 ( 104882643 BGN), the leading one among them is Dobrich region contributing 90,52 % of the result of the Bulgarian part of the cross-border area.

Eurostat statistics for 2016 points out that both countries have registered close results in stays on an annual basis. The share of both Bulgaria and Romania in the general European statistics is 0,9 %. The differences are in the distribution of guests having stayed in the accommodation facilities: 35,9% of the stays in Bulgaria are of Bulgarians, 43,2% are guests from the EU member states and 20,9% are from countries outside the EU. The share of guests from Romania is 9,8%. 81% of the stays in Romania are made by locals, 11,7 % - from EU member states and 7,3 % - from countries outside the EU. In Bulgaria 66 % of the sales belong to maritime tourism, and in Romania the non-maritime tourism realized 81,9%. The share of agricultural tourism is close - in Bulgaria it takes a share of 27,4 % and in Romania - 21,6 % .

There are 3331 accommodation facilities registered in Bulgaria of a bed capacity of 328264 beds and an annual occupancy of 41,5%; the accommodation facilities in Romania are 7028 with 326098 beds and an annual occupancy of 36%.

**Conclusions:** Tourism is developing sustainably both in the Bulgarian and in the Romanian parts of the cross-border area. For Romania the largest number of international guests comes from Bulgaria, and the share of Romanian tourists visiting Bulgaria is among the largest ones. Maritime tourism sales in Bulgaria the leading ones, while in Romania the non-maritime tourism realizes 81 % of sales. In the sphere of hotels and restaurants there are around 300 000 people employed - about 150 000 people for each Bulgaria and Romania. The bed occupancy in both countries is of mostly seasonal characteristics.

### **3.2. Policies for the development of tourism**

#### **Romania**

The main document determining the policy in tourism in Romania is the National Plan for Tourism Development for the period 2007-2026. In addition, a National Strategy for Ecotourism, National Strategy for Spa Tourism and a Strategic and Operational Marketing Plan for Romanian Destinations, 2011-2015.

The envisaged measures include:

- Strategic measures: applying the best foreign practices; decentralized actions; encouraging the creation of competitive products,
- Measures for cooperation with other Ministries in various matters, for example: Education (promoting joint programmes for student camps in the low season; Labour, family, wellbeing, elderly people (increasing the number of retired people who could



use special tickets in spa centers); Healthcare (joint health programmes for employed in spa centers); Foreign Affairs (facilitating the procedures for issuing visas); Culture (development of cultural tourism),

- Legal and institutional measures: adopting a new Tourism Code, including **legislation about professional training and education in tourism and the public-private partnership**; development of a network of tourism information centers; expansion of the system for collecting and analysis of statistical data and market researches,
- Fiscal measures: exemption from taxes for some kinds of investments in tourism, like for example new facilities, spa tourism and houses with eco-marking; reduction of VAT for tourism packs and for food products from 24% down to 9%

The main challenge for tourism in Romania is to improve its image.

Researches identify the necessity for the development and promotion of six key tourism products:

- Health and wellness: relaxation, recreation, biological food.
- Cultural tourism: tours, visits of historical and traditional sites.
- Agritourism: rests in small rural guesthouses / farms / ecotourism.
- Active tourism: cycling, excursions, climbing, horse riding.
- Nature tourism: excursions in the wild nature and nature parks, specific flora and fauna.
- Urban rests: urban weekend tours.

## Bulgaria

The efforts of the Ministry of Tourism in Bulgaria are focused on four priority areas:

- Improving the quality of the national tourism product and the tourism services and increased consumer protection
- Promoting tourism sustainable development
- Diversification of the national tourism product and decreasing the regional differences through creating strong regional brands of specialized kinds of tourism
- Positioning Bulgaria as a well-known and preferred destination with an easily recognizable national identity, preserved culture and nature and a leading tourism location in Central and Eastern Europe.

The actions for overcoming the regional differences and boosting the efficiency at the regional level include measures for:

- Strengthening the destinations managing organisations;
- Consolidation of the creation and functioning of a network of tourism information centers;
- Creation of conditions for public-private partnership;
- Regulating the statute and management of national resorts.



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The work on strengthening the business environment continues, through providing help to investors to modernize the facilities and improve the quality of human resources; changes in legislation, directed at matters related to the tourism product quality, employment in the sector and reducing the administrative burden for the business.

The actions for increasing the attractiveness of Bulgaria as a year-round destination are focused on developing specialized forms of tourism. Their sustainable development includes adapting the products to the climate changes, improving the energy efficiency and the waste management, protection of landscape and biodiversity and strengthening the regulations combat excessive development of the beach and mountain resorts.

Tourism plays a key role in the development of a number of European regions, particularly the less developed regions, due to the substantial beneficial impact and the potential for creating jobs, especially for young people.

It is also related to the development, innovations and diversification of products and services which will be used by visitors.

The recommendations of the European Commission for investments in tourism are focused on:

- a better valorization of the cultural and tourism resources;
- support to the entrepreneurship and creation of new companies;
- tripling the capacity of excellence, **innovations and internationalisation of the SMEs and clusters, (cross-) cluster activities**, including through improving the internal and external links;
- innovations and diversification of products, processes and services, and in market niches specialization with the purpose to overcome the dependence of the low added value and the seasonal employment, and to guarantee economic activity and jobs beyond the tourism season.

**Conclusion:** The national policies of both countries are within the context of the European policy, and are based on the local potentials. The necessity to overcome the seasonal nature of tourism is identified. The need of public-private partnerships and increasing the quality of human resources in the branch is recognised as an important element of the efforts for tourism developing. The measures undertaken are of structural, legislative, institutional and fiscal character.

### **3.3.Factors for developing the hotels and restaurants. Characteristic features in Dobrich - Constanta cross-border area**

The dynamic development of tourism is strongly inter-connected with the development of the hotels and restaurants business. These are two of the main elements of the tourism branch. Through them the tourism resources valorize and are included in the tourism services. They concentrate more and more tourism activities and an even larger part of revenues in tourism. This way the hotels and restaurants become the “backbone” of the tourism branch.



#### A) Human factor

**The main factor for development** in the hotel and culinary industry is the **human one**. This is the reason why in both of these branches the development of human resources is of special importance - the right choice of staff, management, assessment and incentives, a periodical and consistent training of the staff, a relevant use of the employees' potential. The well selected staff is the key factor for satisfying the customers, and thus obtaining more income.

#### B) Economic environment

Hotels and restaurant follow the economic development. Where there are new markets opening for business or the existing ones are expanding, the need of hotels and restaurants increases, to serve the needs of the business. The suitable location is a major factor for a tourist site to develop fast and easily. In the same time the increased interest in the destination gives rise to an increased interest in the hotel business as a profession. This leads to an increase in the need of employees and at the same time, to a lack of qualified staff.

#### C) ICT technologies

The access to hotel jobs is now very easy and transparent - the Internet, social media, open resources and labour agencies offer people opportunities to apply for a position on every point of the world. Information is affordable, communication - direct, so everyone could easily find the positions searched for and to what extent he matches the requirements to take the job in question.

#### D) Legislative and cultural framework

An obstacle for the mobility of staff is mainly the legislative frame and its specifics in every country. Another obstacle is the different culture and the peculiar attitude towards hiring staff coming from other cultural communities. Despite these obstacles, the global trends are for multinationality in the hotel industry. In staff hiring nationality or belonging to a specific group is of no such importance, as are the skills and ambitions to prove themselves in the hospitality industry.

The development of technologies requires a constant training of the hotel employees, and sets the challenges of lifelong learning.

On the other part, the language flexibility is something that no professional in the hotels could develop without. Language preparation is the foundation on which the further development of everyone in the hotels branch is built. Mastering not only the main European languages, but also the languages of large markets is an advantage.

#### E) Multinational employers

Geographical flexibility is also an important condition. Employees should be ready to change destinations, as this is what the hotel chains would require of them. The skills



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to manage people in a multicultural environment are an additional condition for those who wish to develop in the professions.

## Hotels and restaurants in the cross-border area

### General information

On the territory of Constanta - Dobrich cross-border area there are 15 resorts, golf courses and numerous hotels mainly serving maritime, health and family tourism. With only few exceptions, this tourism is seasonal. Its development has its history and traditions of over 40 years. It is namely they which form and maintain nowadays a prepared management to serve the large number of guests on the Black sea coast.

Around 45% of the accommodation facilities are located in the region of Constanta (over 750 sites), nearly 60% of the domestic and international tourist transit is carried out here. Over 3,5 million stays are realized annually.

Tourism is one of the leading sectors of economy in the region of Dobrich. In the 165 sites comprising 39,66 % of the total number of accommodation facilities in the Bulgarian part of the cross-border area (according to the National Statistics Institute, 2017), 2,2 million stays are realized. Of the highest importance for the international tourism are Albena Resort and Balchik.

### The role of innovations

As far as tourism plays an important economic role on the target territory, the rapid technology and innovations development in hotels and culinary is imperative and will contribute to increasing the competitiveness of the national and regional economy, and for the more rapid development of sustainable forms of tourism. Forecasts show that towards 2030 there will be no-staff restaurants and this would be thanks to the introducing of module systems and new technologies mostly based on artificial intelligence which will take over the job functions taken by humans.

A research on innovations in tourism (INNOVATION STRATEGIES AND INNOVATIONS IN TOURISM by Sonya Mileva) shows that the “leading innovations that have dramatically changed the face of tourism are external to the branch. Innovations in tourism are of a physical and social nature, and related most of all with limiting the risks for the tourists, the increased mobility and accessibility. They underlie the creating of completely new experience of the tourists, respectively practice and satisfaction. For the destination and tourism enterprises innovations are the foundation for the efforts to increasing the competitiveness and tourists satisfaction.”

The Oslo Manual (OECD, 2005: 47) defines four main kinds of innovations - product (services), process, organisational and marketing ones. Innovations in the hotels and restaurants have the character of improvements directed mainly at increasing the productivity and efficiency. In his study Hjalager (2015) classifies the 100 tourism most significant innovations according to seven indicators:

(1) change in the characteristics and varieties of products and services, from the tourists' point of view;



- (2) increased social and physical efficiency;
- (3) increased productivity and efficiency of the tourism enterprises and restructuring the input resources, such as energy, labour, capital and land;
- (4) formation of new destinations;
- (5) boosting mobility towards and within the destinations;
- (6) change in the way of information processing and transmission inside and outside the organisation;
- (7) change in the institutional logic and power connections.

In the cross-border area, considering the development and dynamics of tourism, the issue about innovations and innovative strategies in tourism is not examined in-depth. The main focus is on the influence of the new ICTs, and relatively less attention is paid to the product, process and marketing and organisational innovations.

The innovation of tourism enterprises in the area is overall low, the good practices are more an exception to the rule, although such are not missing. The main reasons for this are the lack of adequate incentives and state support, capacity and motivation, access to financial resources and inertia. The question of the entrepreneurial culture as a barrier and limitation to innovative behavior is of importance as well.

### **Entrepreneurship and human resources in restaurants**

The tourism branch in the target cross-border area is not an exception to the common rule, that a large part of those hired in the sphere of hotels and restaurants is mainly less qualified staff. Although there is a relatively high unemployment in the area, the lack, especially of less qualified staff is a fact. The reasons for this are several: employment in tourism in the area is seasonal; the work, mainly for the hands is dynamic and tiresome, which is a problem to the ageing population; the wages in the sector are comparatively low.

All these reasons taken together lead to a chronic lack of labour force in the sector, lack of motivation of the employed ones to search ways for increasing their qualification and stay in the branch, and looking for unconventional solutions, such as import of labour force from other countries having lower levels of labour pays.

The main part of employers in the sector are small and medium-sized companies, or owners of a hotel or a restaurant, who could hardly oppose to the trends above. Unknown, or little known is the practice to ensure seasonal employment to students or students through creating public-private partnerships with secondary and tertiary schools. As a result, a vicious circle occurs, which limits the branch mostly in the sphere of uniform and mass tourism products of comparatively low added value and insufficient quality of services and hinders the development of innovative products of high added value.

For larger business structures the diversification of tourism products and locations is part of the survival strategy. For example, possessing tourism sites near the sea and in



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the mountains turns out to be a strategically winning move, as it allows entrepreneurs to overcome the seasonal nature of sales and to ensure a year-round employment, especially to the qualified staff. Another option practiced by the more flexible entrepreneurs is to prolong the season by introducing new products and services attracting new target groups. Business strategies of this kind are an exception though, and labour force mobility is a characteristic mainly to the highly qualified ones in the branch.

The policy of subsidized employment with employers having higher absorbability of less qualified staff in the summer season, which was led for many years, also distorted the labour market in the branch. Part of the employers became used to rely on the active measures in the labour market directed specifically at the long-term unemployed ones, who are less qualified as a rule and suitable for seasonal employment in tourism. Entrepreneurs increased their profits at the cost of the active measures in the labour market, but did not invest in their existing or in any new business to ensure non-seasonal employment too, and by their lack of activities made the staff issues in the branch even deeper.

By information from representatives of the hotels and culinary branch, education organisations and the Employment office, the professions most searched for in the culinary sector are a cook, a baker/pastry cook, a restaurateur and a waiter-bartender. The highest investment is for the education of cooks, bakers and pastry cooks, and the turnover in these professions is the highest. This is due to several factors: education is expensive and labour-intensive, and professional cooks have more opportunities for a better realization outside Bulgaria and Romania. The situation with the professions of the restaurateur and waiter-bartender is similar.

Researches in the branch show that, for the improving of the quality of services offered in tourism the focus is not any more on the acquired professions, as is on the skills. The soft skills related to communication, decision making, situational reactions, etc. are brought forward.

### **Seasonality**

The labour market in Dobrich - Constanta area in regard with the tourism branch is mainly seasonal, as it is connected with the maritime tourism. Due to the severe climate conditions in the winter season, the difficult accessibility to the nature and cultural sites in the region and the connection to the sea, visits by tourists are very limited and are mainly oriented towards spa, rural and recreational tourism.

Most hotels in the area do not work in winter or open by order for the Christmas and New Year holidays. Resorts cease services until the new season starts and even if some hotels operate, the place is overall deserted and devoid of attractions.

The season generally starts in May and ends in the end of October. This determines the employment of human resources in the branch.



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The business is not able to ensure a year-round employment to the human resources, especially to those whose activities are directly connected with the visits of the main flow of tourists - chambermaids, masseurs, animators, waiters and bartenders.

Usually the hotels working all year-round keep less staff outside the tourist season. A large part of those working in the hotels and restaurants head to the winter resorts and this way they maintain their professional skills.

Conclusion: There are numerous external and internal factors that influence the development of tourism in the area, and the management should consider them in order that business is successful. Hotels and restaurants are a function of tourism. Their development depends on the adoption of innovations and on the professional skills of those employed in the branch, on their capabilities to offer a good quality in a seasonal employment environment. Their underestimating decreases the competitiveness of enterprises and their business perspective. Solving the problems is a matter of entrepreneurial preparation and of cooperation between the social partners and of integrated solutions by the stakeholders: educational institutions, innovation centers, business structures, local communities.



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## 4. An overview of the state of the systems for vocational training and education in Romania - Bulgaria cross-border area with a focus on the sector of tourism - the culinary and restaurants branch.

### General points

Labour force mobility is not just an individual choice for a better realization in the labour market. This is a matter of system, and knowing it is important to the individual, subject of education, for the business creating jobs and searching for workers with the right qualification and skills, and to the managing of the regional economic development. Because mobility is a matter not only of risk, but also of a chance for everyone.

The European systems for vocational education vary and have their historical backgrounds, and the diplomas and national certification are difficult to export.

Knowing the educational systems and their comparability is an element of the choice and the opportunity for mobility and realization.

Here below is a brief overview of the systems for vocational education and training in Romania and Bulgaria.

### 4.1. Overview of the systems in Romania

After joining the European Union Romania reformed its education and training system. It undertook to eliminate the barriers dividing the professional and technical ways from the primary and secondary education.

The teachers' training system has been reformed. In order to reply to the requirements of the business, Romania appealed to the social partners to define the standards of education and qualification and to cooperate in exam committees, etc.

### Professional path in Romania

(<http://mavoieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/romania/>)

#### Secondary school

After the reforms of 2003, the Romanian system for secondary education was divided into 4 paths:

- a basic path in the secondary schools (Liceu Teoretice), leading to diploma of the "A" type after 4 years of study;
- a technical path in the technological secondary schools (Liceu Tehnologic). This flow leads to the A levels, and to one of the 119 professional qualifications at the III level. .
- пъа path leading to specific artistic, aesthetic and spiritual careers (performing arts, visual arts, architecture and religion). This is a small segment, specific to the Romanian system.



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- a special professional path, called “progressive way” (“ruta progresiva”), of 2-year period of education in the schools of arts and crafts which leads to one of the 135 qualifications at the level II. After that, the students from this flow may study for qualification at level III then follows a two-year secondary education course. In the end of the cycle the students obtain a “double qualification”, i.e. professional qualification (level III) and A levels. Vocational programmes are organised in modules. For each module the credits vary depending on various criteria.

### Tertiary education

Outside the university sector there are schools for postgraduate education and masters’ schools (școli postliceale / școli de măști). These schools are open to students coming from a theoretical or technological secondary education and offer a whole range of qualifications within a two-year course of studies.

The university education is much searched for and affects approximately one-third of the young people.

### Apprenticeship

Romania does not have a recent tradition in apprenticeship. Not long ago legislative provisions have been adopted for providing a framework on apprenticeship contracts, but they are rare: in 2012 only 100 apprenticeship contracts were signed. (Cedefop)

### Key figures

60% of students in the secondary education attend professional training courses. Over 70% of them are boys. (Eurostat - 2013)

In 2013 the percentage of those dropped out of the schools has been 17,4%. (Eurostat - 2014)

### Legislative framework and institutional structure of VET

The Romanian VET system has undergone a significant improvement through a reform carried out in the period after Copenhagen and Lisbon. The reform was directed mainly at matching the Romanian vocational education and training system to the European vocational education and training system.

The main opportunities for vocational education and training (VET) that lead to officially recognised qualifications in Romania are:

- Initial vocational education and training (IVET), including the upper secondary school technologies, the programmes for vocational education and training and the postgraduate level programmes
- continuing vocational education and training (CVET) as part of the adult learning.

The national Education Code is supplemented by a set of strategic documents in the context of the National programme for reforms, developed in compliance with the European recommendations in all sectors:



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- The strategy for vocational education and training for the period 2016-2020 (adopted by decision of the Government No.317/27 April 2016), is structured around four main objectives:
  - improving the applicability in the labour market;
  - increasing participation;
  - improving quality;
  - Development of innovations and national / international cooperation in VET.
- The National Strategy for lifelong learning for the period 2015-2020 (adopted by decision of the Government No. 418/03 June 2015), structured in three main pillars:
  - access and incentives for participation: the access and participation in lifelong learning should be increased for everyone;
  - quality and relevance: lifelong learning should be important to the individual needs and the labour market needs;
  - Partnerships for better information: lifelong learning should develop in close cooperation with the social partners and all stakeholders.

The organisations in charge of VET in Romania are:

- **The Ministry of Labour**, responsible for the elaboration of policies and programmes in the field of vocational education and control on the way of implementation of these programmes;
- **Sectoral Ministries**, aiming to provide continuing vocational training to the employees working in these sectors;
- **The National Council for Vocational Training of Adults**, working within the Ministry of Labour and the Ministry of Education, defines the medium and long-term needs of vocational training for adults and collaborates horizontally with other organisations participating in adult learning;
- **The National Agency for Vocational Education and Training** is a national public institution with the role to organise and finance employment related services. Additionally it acts also as an intermediary between employers and the people in need of work, and administers the budget for the payment of unemployment benefits;
- **The National Agency for Qualifications** is a national authority which elaborates and approves new professional standards, or amends or cancels existing ones. Its role is to represent and support the interests of Romania regarding professional competences certification at the international level;

### Ensuring VET quality

All VET qualifications and their duration are registered in the National Qualifications Register and are legally approved. The training standard is a document describing the results from the study which the participants in the technological programme or



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vocational education and training programme based on school and work should obtain and be able to demonstrate. The training standard is based on the applicable professional standards and is a regulatory document with the main role in the development of VET training programmes.

At the national level, **Law No. 87/2006** was adopted for ensuring the quality of training, which creates the legal institutional framework for developing and applying mechanisms for ensuring the quality of education, the level of systems and suppliers. Following the law each VET supplier should create a **Committee for ensuring and assessment of the quality** that should be in charge for the preparation and applying of an Action Plan for the schools - SAP (a document for strategic planning with a five-year plan for prospective and annual operational plans) to coordinate the self-assessment process.

Conclusions: The Romanian education system and the structures of vocational education and training in particular currently modernize the skills based study programmes. There is insufficient correlation of the qualification and study programmes for VET with the labour market development, and the mechanisms for guaranteeing quality are inadequate. The insufficient financing of the sector, the quality of teaching staff, the dropping out from school and the level of graduation are additional challenges. The participation of adults in lifelong learning is the lowest in the EU.

#### 4.2. Overview of the systems in Bulgaria

Vocational education and training (VET) in Bulgaria attracts less young people than in the past. Between 2006-2007 and 2010-2011 the number of children having chosen this path decreases by 17%.

The effects of the reform of the initial VET, introduced in 2007 are still not felt. The areas with a focus in the process of reforms are: building up networks of vocational schools, developing a national qualification framework based on the European qualification framework and development of the policy for education and vocational training in a close relationship with the employment policies.

##### The professional path in Bulgaria

[\(http://mavoieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/bulgaria/\)](http://mavoieproeurope.onisep.fr/en/initial-vocational-education-and-training-in-europe/bulgaria/)

School is mandatory for children aged 6-7 years. Primary school is completed at 14 or 15 years of age (It is mandatory for children aged 6 -7 years of age (eighth year) with a school diploma allowing students to proceed with secondary school education.

##### Secondary education

The secondary education takes 4 or 5 years and is carried out in general or vocational schools.



Vocational schools are organised in 2 cycles:

Cycle 1: from year 8 till year 10 (14-16 year olds). The students in these grades could study commerce or a craft at their choice. A certificate is issued validating the 1<sup>st</sup> cycle of the secondary education and professional qualification at level I (the equivalence of level II in the European qualification framework). Additionally to the general and professional subjects the study plan for this cycle pays a good attention to foreign language learning (15 hours per week).

Cycle 2: from year 11 till year 12 (17-18 year olds).

At 17, in the beginning of the secondary education second cycle, students could choose again the course they would like to attend. Those students who attend vocational high schools could obtain a second or third level of professional qualification in the end of the second year. Around 20-22 hours per week are given to VET and 10 to 12 hours are dedicated to the A levels preparation.

In the end of the cycle, a secondary education diploma and a “Professional Qualification Certificate” diploma are awarded (completed secondary education).

### Apprenticeship

For youths aged over 16 years apprenticeship is within the scope of the Bulgarian Labour legislation and is arranged by employers at their training centers and in partnership with the secondary schools. Dual education is in a process of adoption.

### Key figures

In 2011, 12,8% of the young people aged between 18 and 24 години left the education system without having achieved an education level beyond the secondary one. In 2003 this figure comes to 21,9%. (Eurostat - 2013)

Within the period 2012-2013, 142 000 students in Bulgaria are covered by the vocational education. 95 000 have been in vocational high schools. (NSI - 2013), which makes 58,5%. Within the period 2012-2013 vocational education and training is present in 494 enterprises.

VOCATIONAL SCHOOLS BY TYPE	
	2016/17
<b>TOTAL</b>	454
Art schools	22
Sports schools <sup>1</sup>	24
Vocational high schools	373
Professional colleges with selection after secondary education	35
<b>Of them: private schools</b>	46

252/5000



1 As from 2011/2012 school year all sports schools provide education under vocational programmes instead of general programmes (amendment to the Law on Vocational Education and Training - SG, No. 50 of 2010)

### Legislative framework and institutional structure of VET

Bulgaria's priorities with regard to VET have been set up in a number of strategic documents, one of which is the **Strategy for the Development of Vocational Education and Training in Bulgaria 2015 - 2020**. In the Strategy for VET the following priority strands at national level and lifelong learning were set out:

Priority strand 1. Ensuring quality and efficiency of VET:

1.1. Organising of vocational education and training through work (**dual education**) as a form of partnership between vocational high schools and employers.

- combines training in a real working environment under the guidance of a mentor by way of hiring by the enterprise and training at a vocational school, vocational high school, vocational college or a vocational training center by request of an employer. The form is still gaining momentum in Bulgaria and the practical results achieved are to be analyzed and promoted.

1.2. Extending the applying of modular organisation in vocational preparation.

The modular organisation of training allows an easier access to VET and an opportunity for the training institution to plan and organise the trainings on their own together with the partner enterprises so that a better balance could be achieved between theory and practice in the structure of modules, and the share of practice classes is larger than in the traditional training.

1.3. Improvement of VET quality management system.

Vocational education and training should guarantee a high quality of results to match the market needs in the short and long term, as well as the needs of society and the individuals.

1.4. Creating conditions for the material provision of vocational training.

Renovation and modernization of vocational schools material-technical base, including ICTs and their infrastructure. Legal provisions for creating regional high technology centers which are to be used by all institutions and organisations participants in the VET system. Applying the principles and technical characteristics of the European Credit System in vocational education and training (ECVET).

1.5. Development of a system for updating and completing the qualifications of teachers and trainers in their university main programme professional preparation and support for their career development.

Enhancing the teachers' capacity in compliance with the dynamically developing labour market and technologies in all spheres of economy and innovations in education is of major significance for improving VET quality and efficiency. The problem with the adaptability of the teaching staff is very serious due to the ageing of the teachers in



vocational education and the lack of interest in the younger generations in the profession.

1.6. Training by mentors for carrying out a practical training in a real working environment.

The training by mentors is one of the main elements for the successful implementation of training through work (dual training) as a form of partnership between a vocational high school and an employer. It requires a high level of responsibility and serious commitment by the employers for the right choice of professionals to be trained as mentors and the possibility for a temporary exclusion of these workers from the direct production process.

Priority strand 2. Improving VET access opportunities.

2.4. Providing easy to access and high quality services for career guidance to students and adults.

Quality career guidance is necessary to assist in the transition from secondary vocational education and vocational training to employment or tertiary education, as well as for the labour market transitions.

Priority strand 3. Vocational education and training in the context of lifelong learning.

3.1. Building a system to validate the knowledge, skills and competences acquired through formal and informal learning.

Validation is a process of evaluation, recognition and official documentation of the compliance between the knowledge, skills and competences acquired through formal and informal learning and the respective state educational requirements. Following the Strategy, the opportunities for acquiring professional qualification and enhancing the employability and social integration are expected to be improved.

3.2. Adopting a Credit System in VET.

The credit system in VET will facilitate the transfer, recognition and accumulation of individual results in the field of vocational education and training of people aiming to gain professional qualification. The credit system will improve the transferability of study results, which will facilitate the international study mobility of citizens and with increase their opportunities for employability in the national and the European labour market.

3.3. Activating the inclusion of adults in training for acquiring professional qualification and its continuing update, and for the acquiring of key competences to complete the professional knowledge and skills in compliance with the adopted National Strategy for lifelong learning for the period 2014-2020.

Priority strand 4. Strengthening the participation and responsibilities of all stakeholders with view to providing resources having the qualification necessary for the economy.

4.1. Activating the inclusion of social partners in the VET system.



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The legislative framework defining the vocational education and training in Bulgaria includes the following acts:

**Public Education Act** and the Rules for its implementation - they present definitions to the concepts of “vocational education” and “vocational training”;

**Law on Vocational Education and Training** - ensures the right to vocational education and training of the citizens; responds to the needs of qualified labour force which is competitive on the labour market; provides the conditions for the functioning and development of the system of vocational education and training; regulates the organisation, institutions, governance and financing of the system of vocational education and training.

**Law on Degrees in Education, the General Education Minimum and Curriculum** - defines the conditions and order for completion of an education degree and for passing on to the next degree, as well as the characteristics of the general education minimum and the curriculum.

**Labour Code** - regulates social partnership and the collective bargaining, and the individual employment contracts, through which VET activities could gain a broad public support and optimal implementation in enterprises.

**Employment Promotion Act** - defines the national policy in the field of employment and vocational training for adults.

**Law on recognition of professional qualifications** - regulates the relations for recognition of professional qualifications of citizens of the European Union member states and citizens of third countries.

Following the Law on Vocational Education and Training, the main institutions where VET is implemented are vocational schools, vocational high schools, art schools, sports schools, vocational colleges, vocational training centers, centers for information and professional guidance, etc.

The institutions responsible for the formation and implementation of the VET related policy are:

- **Council of Ministers** - determines the policy in the field of education, inc. vocational education and training, and employment;

- **Ministry of Education and Science** - implements the state policy in the field of vocational education and training, the state educational requirements for acquiring qualification by professions, approves the List of Professions for vocational education and training;

- **Ministry of Labour and Social Policy** - takes part in the carrying out of the state policy in the field of vocational education and training by studying the needs in the labour market;

- **Ministry of Healthcare** - takes part in the coordination of the List of Professions for vocational education and training; determines the chronic diseases and physical disabilities, which are contraindicated in vocational education and training by professions from the List of Professions for vocational education and training;



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- **Line Ministries** - take part in the process of organising and implementation of vocational education and training;
- **National Agency for Vocational Education and Training** - licenses activities in the system of vocational education and training, and coordinates the institutions related to professional guidance, training and education;
- **Employment Agency** - implements the state policy in the field of trainings for acquiring and upgrading the professional qualification of adults - unemployed and employed individuals;
- **Employers' organisations** - take part in the preparation and updating the state educational requirements for acquiring qualification by professions of the List of Professions for vocational education and training, carrying out the exams for acquiring professional qualification and offer representatives to take part in exam boards;
- **Branch trade unions** - protect the interests of learners before the employers on matters related to the labour and security relations during the period of practical training in enterprises, take part in the organising and carrying out the exams for acquiring professional qualification and offer their representatives to participate in the exam boards.

Conclusion: The system of vocational education and training is developing. and the employment policies become more and more inter-connected to the education policy. Apprenticeship practices expand, and dual education is a component of the change. The priority is acquiring a quality and up-to-date qualification of human resources with view to ensuring the link between education and work. The partnership between business and the various degrees and sectors of education, training and scientific researches may contribute to the more precise directing of efforts so as to form suitable knowledge, skills and competences as required by the labour market, and for stimulating the innovations and initiative in all forms of study. The research, adoption, promoting and encouraging good partnership practices is a mandatory condition for improving the VET system.



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## 5. Stakeholders

In the processes of vocational education and training, skills upgrading on the job, the successful implementation of the labour force and achieving a balance in the labour market there are various stakeholders engaged.

### A) Employers and their representative organisations

Because of the independent education at school, the risk of differences between the objectives of the studies at school and the expectations of the industry and commerce is present. This is the reason why the transition from the school system to the labour market is more than difficult.

This social problem is identified in the recent years and new qualification requirements were added to some professional fields. However, the issue still remains.

It is not only the society and government that should support vocational education. The small and medium-sized enterprises (SMEs) make use of the vocational education and this way they increase considerably their competitiveness in the global economy, thus economy should partially finance vocational education.

The advantages of practically oriented training to SMEs are unquestionable. This is why SMEs should make use of the vocational training opportunities, so as to significantly increase their competitiveness. Therefore, in addition to vocational schools, SMEs and craftsmen are equally responsible for the training of technicians and qualified workers, and should contribute to the education process.

According to a number of studies on the labour market, the business registers a great need of well trained professional staff with up-to-date knowledge and skills, but meanwhile the major role in the process of vocational education and training belongs to the state.

According to employers, a strict regulation is necessary to prevent the outflow of trained human resources abroad. Emigration is one of the factors for the vocational education inefficiency. On the other part, there is an outflow of labour force from one employer to another, after the employer has already invested in this human resource.

There are no guarantees for the employers, that after they've made investments in training the workers, they will keep working with the organisation and will contribute by their work and skills to its development.

Another reason why employers would not engage actively in the training process is that they would invest much longer to show and make the trainee learn those new skills, than if they did the work themselves.

The business lacks motivation to invest time and material resources in trainings. This is why the otherwise good idea to engage the employer organisations and trade unions in the carrying out of exams for acquiring professional qualification and including their representatives to take part in exam boards is highly formalized and undervalued.

A large part of the business structures are not aware of the mechanisms for strategic planning of providing staff. Their market forecasts related to human resources are short-



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term only. Thus business in its larger part is not able to support education through staff planning, which is another obstacle to the efficient supply of vocational education and training to provide economy with human resources for at least a 4-year future time horizon.

Conclusion: The business needs qualified workers. In the same time the extent of awareness by entrepreneurs of their participation and contribution to the process of vocational training is very low. The investments in people should have guarantees and protection, and be an element of the strategic planning of the staff needs.

### **B) Job seekers**

The individuals in the labour market are of different categories - unemployed; employed looking for a new job; students and just graduated; mothers to children under 3 years of age; released from prison; people with disabilities; individuals taking care of disabled persons; individuals over 55 years of age; young people under 29 years of age. Each of these defined groups bears the characteristics of the social segment where it belongs, apart from the professional and personal skills which are personal. These are exactly the specifics determining the employer's choice or the inclusion into the respective employment programme.

The employment policies, active on the territory of the target area define the group of young people as a particularly risky one in the labour market. Statistics show that it is difficult for a large part of the young people to find a job after graduation, due to the lack of practical professional preparation. Even if they have acquired a secondary or higher education, often they do not have any practical knowledge, skills and labour habits as looked for in the respective professional spheres. The lack of professional skills and practice forces secondary school graduates, and particularly those from the general schools to accept "the first possible job", most often in the field of services and commerce, and often with no requirements towards labour conditions.

Employers do not prefer to hire young people, as the starting of a first job (the accumulation of initial professional experience) by the youth is accompanied by expenses in money and time covered by the employers, inc. for training. This places young people in an unfavourable situation and with no opportunity to accumulate any work experience.

Conclusion: The transition from the school bench to a job is a difficult process and mechanisms are necessary at all levels for its mitigation, encouraging and support, and with the engagement of each of the stakeholders.

### **C) Institutions implementing the employment policy**

The institutions implementing the employment policy at the national and regional level are:



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**The Employment Agencies** are the national authorities which outline the framework for implementing the employment policy. It has got its own regional and local authorities - **Regional Employment Services and Labour Office Directorates**.

All national and European programmes and measures for employment reach the unemployed and the employers through these subsidiaries. The State and the European Union put aside a particular resource for ensuring subsidized employment with view to achieving specific indicators and benefits. The difference between the subsidized employment and the free labour market is in the strictly defined requirements to the selection and inclusion of the unemployed individuals in employment and respectively, to the acceptable employers who will use the subsidy to ensure employment.

The relations between the employed ones and the employers are partially regulated by the programmes requirements and are not subject to the free labour market driving mechanisms.

Conclusion: Actions are necessary, directed not just at direct subsidizing, but also at motivating employers by non-financial measures. The programming of measures does not always take into account the interest of stakeholders. The mechanisms for control over the policies implementation are insufficiently effective, especially in the part related to fulfilling commitments of the social partners.

#### **D) Training organisations**

Professional training organisations are a main element of the labour market, because they build the connection between the individuals having completed their training, and the employers. According to a study, vocational education is directed at keeping the teachers' jobs and has a strong social element. The market orientation of education often enters into internal conflict with the available human resources, on the one part and the qualifications searched by the labour market, on the other part. In most cases vocational high schools provide a wide range of subjects, independently whether there is need of such specialists in the area. Their programming and respectively performance is not measured through the labour market mechanisms, but by force of their administrative subordination.

Conclusion: There is no direct connection between the demand and supply of labour force, as a result of which there is no training at all provided for some of the professions which occurred recently on the labour market. The school hierarchy subordination to the administrative pyramid is an obstacle for performing a constructive dialogue with the business in the process of education programming.

#### **Situation in the target branch:**

The analysis of the situation training - labour market - work, oriented to the culinary and restaurants business in Dobrich province provides the following data:



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There is one secondary high school of tourism in the province, offering education in the following specialties: hotelier - 26 students; restaurateur catering - 52 students; cook - 26 students; baker/pastry cook - 26 students; cook - dual training - 26 students. A total of 156 professionally prepared staff in the field of hotels and restaurants business go out every year from the single vocational high school in that sphere in the region.

In Dobrich province are located a number of the most attractive tourist sites on the Bulgarian Black sea - “Албена“ Resort, Balchik, Kranevo, Kaliakra, Yaylata, Dalboka, Shabla, Kavarna, Durankulak.

The need of trained staff, especially in the culinary and restaurants business is big. For example, in the season 2017 in “Albena“ Resort, 30 % of the hired staff is from Ukraine. This means that there are not enough trained and quality tourism professionals in the region, who could satisfy the needs of business. It is not always though, that the closeness of an enterprise in a given sphere to a vocational school in that same sphere is of substantial importance in the choice of an education institution or for the realization in the labour market. Staff mobility is quite common in the labour market, and realization is possible in various regions of the country, as well as abroad. This is also one of the factors influencing the cross-border mobility.

Constanta region also offers jobs in tourism and particularly maritime tourism. The similarity of both areas explains the identical issues and needs. This offers an opportunity for the exchange of staff, joint educations and trainings, exchange of teaching staff and joint programmes for trainings in tourism.

In the meantime it is of crucial importance to the business that the staff possesses also additional skills, outside the professional ones, which would support and improve the service. These are the so called “soft” skills - using a foreign language, intelligence, communication skills, time management, teamwork, problem solving skills, work with tough customers, tasks prioritizing skills, creativity, understanding other people’s needs, etc. Employers’ expectations are directed exactly to the formation and development of such skills, alongside the professional skills, as they increase the quality of work of employees and workers. On part of the job seekers these are the skills that would help them find a good job and quality handling the tasks during the work process.



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## 6. Good practices

Employment practices are of crucial importance for the successful industry. The creation of sustainable jobs is a difficult task and often impossible for the small enterprise if within the branch there is no will for improving quality. The researches on the good practices directed at improving labour conditions show that industry arrangements are a strong motivator for achieving results.

### A) The example of New Zealand

An industry arrangement for the creation of sustainable jobs in milk production was reached in New Zealand. It was elaborated by DairyNZ and Federated Farmers with the aim to help 12 000 various enterprises in the dairy industry adopt good practices for managing workplaces and eventually ensure the formation of a next generation of dairy producers. Along with the minimum standards regulated by the law, the association develops and provides resources, instruments and guidelines, as well as guidance in the form of an Action Plan, which offers to the farmers the opportunity to work for a further change in their businesses, to attract and keep workers.

The Action Plan on the job helps both the regulatory authorities and the implementation of the state policy, and is designed for:

- employers and employees in the milk processing enterprises
- the sector- and business organisations working with dairy producing farms and support the improvement of the work environment.

The Action Plan provides a framework for ensuring and coordination of the contribution of the leading partners and supporting organisations and networks. It defines the main initiatives and activities for achieving a good management of the people, and the support got achieving these goals. Its contents cover:

#### The five pillars of the good people management

A high-quality workplace is based on the strength of the company foundations and respecting the law. DairyNZ and the Federal Union of Farmers are adamant that they do not maintain just the minimum standards, because accepting the lowest common denominator is not enough to attract, develop, reward and keep the highly qualified and motivated people needed by the branch.

##### 1. The first pillar: Balanced and productive working hours

Dairy production is characterized by seasonality of work, strong overloads and exceptional efforts. In spite of this, extraordinary circumstances should not be taken as a norm.

Balanced and productive working hours require:

- \* Enough people with the proper skills, so that a workload on the workplace is guaranteed, complying with a human attitude towards the animals, safety of foods and good practices related to the environment and employment
- \* Various tasks, requiring physical, as well as mental efforts



- \* A motivating and pleasant work, avoiding any permanent fatigue
- \* Enough flexibility to maintain an overall balance between the professional and private life.
- \* The employed, working in shifts, normally:
  - do not work more than 50 hours per week
  - it is not probable that they will work longer than 10 hours per day
  - there is no probability that they should work longer than 4 hours before making a break
  - have a regular leave, complying with the norms and the labour agreement
  - have at least two consecutive days of rest

## 2. The second pillar: Fair remuneration

The dairy industry aims to determine levels of remuneration that attract, keep and reward the talented and responsible individuals.

The competitive levels of wages and remunerations are based on the legally determined minimum standards:

- \* the minimum remunerations or supplements to them are paid for all hours of work
- \* all the employed have labour contracts
- \* the records of the hours worked and paid are kept
- \* the records of leaves and holidays are also kept
- \* There are also non-cash bonuses included in the remunerations, which contribute to socially constructive relationships
- \* the conditions of accommodation in the farms are documented

## 3. The third pillar: Welfare, well-being, health and safety

Welfare and well-being are the foundations of a healthy, safe and productive work and require active attention:

- \* The managers of companies consider all relevant matters and circumstances and take feasible steps for managing the risks for people
- \* The workplace is physically safe, emotionally secure and not burdensome
- \* Accommodation meets the legal provisions and is in a good condition.
- \* Any unfavourable conditions of work, such as temperature, light, air or noise are overcome by means of proper personal safety equipment.
- \* nutritional, physical, emotional and social needs of the vulnerable groups (e.g. young workers, migrants, etc.) are taken into consideration
- \* The employed respect the requirements for healthy and safe work conditions
- \* Technology, systems and processes (e.g. working schedules) are used to improve the quality on the workplace.
- \* Nobody is allowed to work under the effect of drugs, alcohol or medicines which would compromise the safety work practices.



#### 4. The fourth pillar: Effective teamwork culture

The employed are an integral part of the profitable, sustainable and pleasant work.

The farmers' team has:

- \* Clear direction and vision
- \* Open and honest communication
- \* Regular constructive feedback
- \* The business possesses a suitable combination of skills for the competent performance of the tasks, which could involve performers, technical specialists and financial advisors.
- \* The employed are supported in being self-managing and responsible.
- \* Mutual respect and care are team values, and quality is an element of justice on the workplace.
- \* Diversity is understood and respected (including cultural, sexual and religious differences).

#### 5. The fifth pillar: Career development

Keeping people in the dairy industry is valued highly, whereas:

- \* Improvement through skills development is continuous.
- \* The employed have opportunities for personal development and advancing in career.
- \* Individuals are supported and valued, independently on which career path they have chosen

#### B) An example of a cluster

A cluster is a geographically connected network of similar, inter-connected or complementing competitive companies, with active channels of business relations, communication and dialogue, using a common specific infrastructure, markets of labour and services, and face common opportunities for development and/or threats.

The cluster "Culinary Arts and Hospitality" is a form of an organisation supporting activities in the field of hospitality and culinary. The cluster combines the efforts of a higher education institution and a profiled high school educating human resources in tourism, marketing and entrepreneurship, companies performing tour and tour agency activities, organisations acting in the field of culinary, companies in consultancy, finances and accounting supporting the operation of hoteliers, restaurateurs, micro- and small enterprises, as well as companies operating in the field of digital marketing and advertising.

The cluster supports the creation and supply of products and services in the field of culinary and the manufacture of high-quality food in the spirit of Bulgarian traditions and following the global trends.

It performs the following kinds of activities:

- \* Presenting the services offered by the cluster members at regional and national exhibitions;



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- \* Identifying and promoting products in the field of culinary and hospitality;
- \* Organising and conducting specialized trainings;
- \* Development and carrying out of specific tourist and culinary tours, excursions, trips, group visits,, advertising campaigns, marketing promotions, exhibitions and other promotional activities;
- \* Creation and offering of innovative tourist and culinary products and services;
- \* Carrying out researches, analyses, studies on markets, customer demand, necessities and needs, the state of competitors and opportunities for quality improvement, etc.
- \* Using the Center for innovations in the culinary business (CICB) built up for the purposes of organised common cluster activities, etc.

Conclusion: The way for creating sustainable jobs has a complex character, the stakeholders participating in it vary in character and motivation. It starts from the school bench, passes through the labour market and ends at the employer. The path could be easier, if the research and introduction of good practices is an element of the development. The practice of New Zealand is a good example for improving the labour force quality through guaranteeing sustainable jobs. The practice of the cluster “Culinary Arts and Hospitality” is a good example of cooperation among the stakeholders and for achieving higher added value for all.



## 7. Applicable measures

### 7.1. Analysis of the factors influencing the development of sustainable jobs in the culinary and restaurant sector

The factors influencing the creation of sustainable jobs, in particular in the culinary and restaurant sectors, are external, which the branch can not influence and accordingly take into account, and internal ones, the management of which is in the responsibilities of the branch. The stakeholders identified above (see p.5) are the driving forces whose actions depend on the development of the industry, and their interaction is a matter of public-private partnership.

Positive Trends	Problems
<b>Political framework</b>	
Presence of European and national policies in the field of employment and vocational education	Delayed policy implementation
Available structures for the realization of social dialogue	low level of cooperation between the social partners
financial instruments supporting policy implementation	a limited number of public-private partnerships
<b>Labor market</b>	
increased demand for labor	labor shortage with appropriate skills
increasing wages	insufficient active policies on the labor market and risk of exclusion of groups of people
	нисък капацитет за прогнозиране на необходимите умения
<b>State of the educational system / vocational education and training</b>	
a tendency to link employment policies to education policy	curricula are outdated
increasing forms of practice in a real environment	weak mechanisms to guarantee the quality of training
good partnership practices	insufficient funding of the system



	low adult reach in lifelong learning systems
	unadjusted qualification of teaching staff
<b>Culinary and restaurant sector</b>	
evolving tourism that increases demand for jobs	seasonality of the tourist service
stable business structures with years of experience	lack of executive staff
good practices to overcome seasonal employment	low qualification of staff
	low wages

## 7.2 Measures

The regional action plan to promote the creation of sustainable jobs, based on training in the culinary and restaurant sectors in the crossborder region Romania - Bulgaria is structured into objectives, measures and activities derived based on issues (see p 7.1) identified in the analysis of the factors influencing the development of the sector. Their implementation would significantly change the development of the culinary and restaurant sector in the target region in the medium term (2018-2025).

The plan has an open nature and, according to the defined needs, the stakeholders implementing the plan can add measures to meet them.

### Objectives:

#### 7.2.1 *Limitation of seasonal employment*

Rationale for the choice of objective 1: Tourism seasonality is a determining factor that affects the supply of labor force and its qualitative characteristics. Seasonality in the restaurant business is overwhelming by taking investment actions leading to an increase in the season's duration, adapting to changing consumer attitudes, combining business locations, etc. A soft option that achieves the same goal is the assumption of joint responsibility for employers in overcoming the problem. Promoting good practice in this area would help responsible entrepreneurs seeking solutions for retaining good specialists. Parallel actions are needed to encourage employees' readiness to follow their employer or temporarily change their workplace so that they do not exit the labor market.

If there is no relevant labor demand, it is a signal that the method of production of a given good or service is inappropriate and that the job in question does not have a long-term perspective. Problems in staff recruitment and retention are not only defined as skills shortages, but rather are treated as job structure problems and are therefore often defined as lack of decent jobs. This is also true for the target sector, and actions



are proposed to improve work organization and human resource management. The decisive factor for the success of innovation is the availability of highly competent service providers that deal with business development issues, not just the development of the workforce.

### 7.2.2 *Forming an adaptive workforce*

Rationale for the choice of objective 2: Seasonality in the culinary and restaurant business predetermines to a large extent the profile of the personnel involved in the sector. Emerging skills needs come to the fore in order to tackle the challenges of the labor market. Undoubtedly, they have to be adaptable, which is possible by acquiring more than one qualification, general and complementary skills, attitudes to self-employment and mobility, implying a smooth transition from job to job.

Securing future staff for the sector is also a matter of targeted action binding stakeholders. Proper communication, flexibility in approaches towards potential target groups, incentives, motivation and interest in the industry are actions leading to the objective's achievement. The cluster approach is particularly suited to the industry, which assumes that the core set of skills on the basis of which people are employed are multisectoral for the economy today, and with the right professional training, cadres can develop both horizontally and vertically. The Career Cluster is a group of professions and industries based on common similarities. Job descriptions are developed for the entire industry, for each career area, training is coordinated with local business and training institutions so learners and workers can see how different careers interact and complement, an industry-wide innovation practice applicable to the target region.

### 7.2.3 *Increasing capacity to anticipate skills*

Rationale for the choice of objective 3: Strategies are a tool for managing local policies, linking local actors to other levels of governance, stimulating initiatives, increasing efficiency and effectiveness of resource use and improving performance. Their development and management is based on an analytical approach to facts and trends, on interim evaluations of the impacts of their implementation, which enhances the capacity of stakeholders and leads to adequate, well-founded and timely decisions.

### 7.2.4 *Cooperation between the social partners*

Rationale for the choice of objective 4: A cross-sectoral approach is needed to solve the problems in the target sector as they are complex in nature. In this case, the combination of different employment, skills and economic policies is appropriate and desirable in order to achieve concrete results. Partnership between the social partners is imperative. Otherwise, any initiative proposed by an interested party and unsupported by others is at risk of remaining a single case.

Measures and activities:

1. *To reach objective 1: Limitation of seasonal employment*
  - a. Knowledge and implementation of new business strategies
    - promoting good practice
    - promoting labor mobility
- 1.2 Liability of business groups



- competent intermediaries to create combined jobs
- 1.3 Aid to prevent exit from the labor market
  - building mobile coordination centers and facilitating the transition from one position to another
- 1.4 Creating decent and sustainable jobs
  - developing a map for the structure of jobs, employment conditions and development pathways in the industry
  - developing career development programs
  - updating and promoting job descriptions
  - technical assistance to improve human resource management and work organization
- 1.5 Introducing a system of incentives
  - developing and implementing incentives for employers who invest in more efficient forms of work organization and career development
  - competitions for enterprises created partnerships with schools and providing internships and jobs for young people
  - incentives for mobile workers
- 2. *To achieve objective 1: Forming an adaptive workforce*
- 2.1 Finding new sources of recruitment:
  - creating partnerships between business and:
  - training structures
  - NGOs working with risk groups
  - intermediary agencies
  - opening jobs for young people in the summer
  - application of systems for the recognition of qualifications acquired abroad and specialized language training for the "import" labor force
- 2.2 Developing skills upgrading programs:
  - periodic analysis of skills
  - offering training courses - modular flexible learning
  - acquiring common skills, including language skills
  - developing personal ladders for career development
  - creating a "Career Cluster"
- 2.3 Developing Horizontal Career Development Programs
  - analysis of market information and complementary business and skills
  - acquiring new skills
- 2.4 Updating the qualification of lecturers
  - updating existing and developing new programs
  - conducting training courses in a real business environment
- 2.5 Measuring competitiveness
  - developing and implementing a system for measuring competitiveness, retention and growth



## 2.6 Raising sectoral image

- campaigns to promote the choice of profession

### 3. *To achieve objective 3: Increase capacity to anticipate skills*

#### 3.1 Integration of skills development policies with economic development policies

- Developing a strategy linking supply and demand approaches with skills and employment approaches

#### 3.2 Building a system for collecting, processing and disseminating information and monitoring on the implementation of the strategy

- providing information and data on the sector

### 4. *To reach objective 2: Collaboration between social partners*

- Organization of partners in the field of education and training, labor force services, economic development and social services
- signing an agreement that specifies the role, responsibilities and contribution of each partner
- Promoting communication
- Creating and maintaining a platform for communication and exchange



## Annex 1

### Overview table: Objectives, Measures, Activities

Objectives	Measures	Activities
<b>1. Limitation of seasonal employment</b>	1.1 Knowledge and implementation of new business strategies	promoting good practice
		promoting labor mobility
	1.2 Business group responsibility	competent intermediaries to create combined jobs
	1.3 Help to prevent exit from the labor market	Establish mobile centers to coordinate and facilitate the transition from one position to another
	1.4 Creating decent and sustainable jobs	developing a map for the structure of jobs, employment conditions and development pathways in the industry
		developing career development programs
		updating and promoting job descriptions
		technical assistance to improve human resource management and work organization
1.5 Introducing a system of incentives		incentives for employers who invest in more efficient forms of work organization and implement the career development system
		competitions for enterprises created partnerships with schools and providing internships and jobs for young people
		incentives for mobile workers
	<b>2. Forming an adaptive workforce</b>	2.1 New sources of recruitment
"Summer jobs" for young people		
		systems for the recognition of qualifications acquired abroad and specialized language training for the importing workforce
	2.2 Skills upgrading programs	periodic analysis of skills
		qualification courses - modular flexible learning
		acquiring common skills,



		including language skills
		developing personal ladders for career development
		creating a "Career Cluster"
	2.3 Horizontal career development programs	analysis of market information and complementary business and skills
		acquiring new skills for horizontal career development
	2.4 Updating the qualification of the lecturers	updating existing and developing new programs
		training courses in a real business environment
	2.5 Measuring competitiveness	a system for measuring competitiveness, retention and growth
	2.6 Increasing the sectoral image	campaigns to promote the choice of profession
<b>3. Enhance capacity to predict skills</b>	3.1 Integration of skills development policies with economic development policies	a strategy linking supply and demand approaches with skills and employment approaches
	3.2 Building a system for collecting, processing and disseminating information	providing information and data on the sector
<b>4. Cooperation between social partners</b>	4.1 Organization of partners in the field of education and training, labor force services, economic development and social services	drafting and observing an agreement that specifies the role, responsibilities and contribution of each partner
	4.2 Promoting communication	platform for communication and exchange