

Pre-school and School Education Act

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Text in Bulgarian: Закон за предучилищното и училищното образование

Chapter One GENERAL PROVISIONS

Section I Subject-Matter

Article 1. (1) This Act shall regulate the social relationships concerning the safeguarding of the right to pre-school and school education, as well as the structure, functions, organization, management and financing of the pre-school and school education system.

(2) This Act shall apply to vocational school education and training, unless the Vocational Education and Training Act rules otherwise.

Article 2. (1) The pre-school and school education system shall involve the participants in the education process and the institutions, as well as their relationships and linkages with a view to attaining the objectives of education.

(2) The participants in the education process are children, teachers, headmasters and the other educationalists, as well as parents.

(3) The institutions in the pre-school education system are kindergartens, schools, personality development support centres, and specialized auxiliary units.

(4) The participants in the education process and institutions may enter in partnerships with local governments and other stakeholders.

(5) The system under paragraph 1 shall include also the training provided by organizations of Bulgarian expatriates, which are registered under the laws of the relevant state to engage in educational activities, or by other organizations and institutions laid down in Chapter Sixteen.

Section II Principles of the Pre-school and School Education System

Article 3. (1) Education is a process of instruction, upbringing and socialization.

(2) Education is a national priority based on the following principles:

1. an integrated state educational policy to safeguard the right to pre-school and school education;
2. orientation to the interests and motivation of the child and of the pupil, to the age and social changes in their lives, and to their ability to use the competences they have mastered in practice;
3. equal access to high-quality education and inclusion of every child and every pupil;
4. equal treatment and non-discrimination in pre-school and school education;
5. preservation and development of the Bulgarian educational tradition;
6. humanism and tolerance;
7. preservation of cultural diversity and inclusion through the Bulgarian language;
8. innovation and effectiveness in pedagogical practices and in the organization of the education process on the basis of scientific evidence and forecast of the results of innovation;
9. transparency of management and predictability of the development of pre-school and school education;
10. autonomy in the pursuit of educational policies, self-government, and decentralization;
11. commitment of the state, local governments and not-for-profit legal entities, employers, parents and other stakeholders and dialogue among them on education issues.

Article 4. The state shall implement an education policy in relation to Bulgarian expatriates and provide conditions for their full integration in Bulgaria's education system.

Section III

Objectives of Pre-school and School Education

Article 5. (1) Pre-school and school education shall pursue the following objectives:

1. intellectual, emotional, social, spiritual, moral and physical development and support to every child and every pupil in accordance with their age, needs, abilities, and interests;
2. preservation and strengthening of the Bulgarian national identity;
3. acquisition of competences which are needed for a successful personality development and professional career and active civic life in modern communities;
4. acquisition of competences for applying the sustainable development principles;
5. early identification of the aptitudes and abilities of every child and every pupil and encouragement of their development and realization;
6. shaping of lasting attitudes and motivation for lifelong learning;

7. acquisition of competences for understanding and applying the principles of democracy and the rule of law, human rights and freedoms, and active and responsible citizen participation;

8. shaping of tolerance to and respect for the ethnic, national, cultural, linguistic and religious identity of every citizen;

9. shaping of tolerance to and respect for the rights of children, pupils, and people with disabilities;

10. knowledge of the national, European and global cultural values and traditions;

11. acquisition of competences for understanding global processes, trends and interrelationships;

12. acquisition of competences for understanding and applying the principles, rules, responsibilities, and rights ensuring from the membership of the European Union.

(2) The state shall pursue policies to enhance the quality of education and to prevent early dropping out of school.

Article 6. The pre-school and school education system shall provide conditions for:

1. early childhood development and preparation of children for school;

2. attainment of primary and secondary education degree and/or vocational qualifications;

3. validation of competences acquired through non-formal training and through informal learning.

Section IV

Right to Education. Compulsory Pre-school and School Education

Article 7. (1) Everybody shall have the right to education and may improve his or her education and qualifications through lifelong learning.

(2) The inclusive education shall constitute an integral part of the right to education.

Article 8. (1) Pre-school education shall be compulsory as from the school year starting in the year in which the child becomes five years of age and the parents shall any of the forms under Article 67, whereas the state and local governments shall create conditions for kindergartens and pre-school education groups to cover all children.

(2) School education shall be compulsory until the age of 16, starting from the school year which begins in the year in which the child becomes seven years of age.

(3) School education may start also in the school year which begins in the year in which the child becomes six years of age at the parents' choice and provided that the child is ready for school, as certified under the terms and conditions laid down in the state education standard for pre-school education.

(4) The beginning of school education may be postponed by a school year, when the child's health condition prevents him or her to go to the first grade under the terms and conditions laid down in the state education standard for pre-school education.

Article 9. (1) The compulsory pre-school and school education at state-owned and municipal kindergartens and schools shall be free for children and pupils.

(2) School education at state-owned and municipal schools shall be free also above the compulsory school age for:

1. Bulgarian citizens;
2. citizens of another Member State;
3. citizens of third countries:

(a) holding a permanent residence permit;
(b) entitled to long-term or prolonged stay in the country, as well as members of their families;

(c) admitted in accordance with acts of the Council of Ministers;

(d) admitted in accordance with an international treaty or agreement on these matters;

(e) in accordance with a special law;

(f) seeking or granted international protection in the country.

(3) Foreign minors, seeking or granted international protection in accordance with the Asylum and Refugees Act, shall receive free education and training at state-owned and municipal kindergartens and schools in the Republic of Bulgaria under the terms and conditions applicable to Bulgarian citizens.

(4) The right to free education shall be exercised by not paying tuition fees for the training financed from the state budget, and using free-of-charge the facilities for training and development of the interests and abilities of children and pupils. No fees shall be paid also in the case of sitting for state matriculation exams and state exams for awarding professional qualifications in the theory and practice of the occupation for the purposes of acquiring a secondary education degree.

(5) In the cases other than those under paragraph 2, citizens of third countries above the compulsory school age shall be educated at state-owned and municipal schools upon the payment of tuition fees at rates approved by the Council of Ministers.

Article 10. (1) For the purposes of providing compulsory pre-school and school education of children and pupils and school education of pupils under Article 9, paragraph 2, private kindergartens and private schools may receive state subsidies in accordance with the requirements laid down in this Act.

(2) Private kindergartens and private schools shall be included in the public financing system at their request filed under the terms and conditions laid down in the state education standard for the financing of institutions.

(3) Where they receive state subsidies, private kindergartens and private schools may engage in activities for consideration only beyond those financed by the state.

(4) The private kindergartens and private schools which are included in the public financing system shall provide the opportunity for 20 percent of the children or pupils they enroll, including children and pupils of outstanding talent and/or special learning needs, to be educated without any payment for the activities under paragraph 3.

(5) Children and pupils under paragraph 4 shall be admitted in the beginning of each school year in the case of kindergartens, or in the beginning of each education degree course in the case of schools in accordance with the regulations of the relevant institution.

Article 11. (1) Pre-school and school education shall be secular in the Republic of Bulgaria.

(2) The pre-school and school education system shall not allow the inculcation of ideological and/or religious doctrines.

Article 12. (1) Each citizen shall exercise the right to education in accordance with his or her preferences and abilities at a kindergarten or a school of his or her choice, unless this Act and the related secondary legislation rule otherwise.

(2) The choice under paragraph 1 for minors under the age of 14 shall be made for them and on their behalf by their parents, and the choice for minors between 14 and 18 years of age shall be made by the pupils with their parents' consent.

Chapter Two

THE LANGUAGE IN THE PRE-SCHOOL AND SCHOOL EDUCATION SYSTEM

Article 13. (1) The official language in the pre-school and school education system shall be the Bulgarian language.

(2) Pre-school and school education shall be conducted in the Bulgarian language, except for the cases laid down in this Act.

(3) At schools where a foreign language is studied intensively, some subjects may be taught in the foreign language in accordance with the state education standard for the syllabus.

(4) At schools where the instruction is conducted in accordance with both the state education standards and the requirements of another Member State, subjects may be taught in a foreign language, except for the subject of Bulgarian language and literature.

(5) The study and use of the Bulgarian language in the pre-school and school education system shall be the right and obligation of every Bulgarian citizen.

(6) Pupils for whom the Bulgarian language is not their mother tongue shall have the right to study also their mother tongue in accordance with this Act and under the care and control of the state

Article 14. (1) Children and pupils in the pre-school and school education system shall be provided conditions to master the Bulgarian literary language.

(2) The mastering of the Bulgarian literary language shall be compulsory for all children and pupils trained in the pre-school and school education system.

(3) The mastering of the Bulgarian literary language shall be linked to requirements for both the spoken and the written language.

Article 15. In the pre-school and school educational process, the mastering of the Bulgarian literary language shall be achieved through:

1. instruction in the educational field and in the subject of Bulgarian language and literature;

2. instruction in the other educational fields and subjects which are taught in the Bulgarian language;

3. the communication process in the pre-school and school education system.

Article 16. Children and pupils for whom the Bulgarian language is not their mother tongue shall be provided additional conditions to assist their educational integration under the terms and conditions laid down in the state education standard for the mastering of the Bulgarian literary language.

Article 17. (1) Children and pupils of the compulsory pre-school and school age, who are residing in this country, regardless of their citizenship, shall be taught the Bulgarian language free of charge under the terms and conditions laid down in the state education standard for the mastering of the Bulgarian literary language and the state education standard for the financing of institutions.

(2) Pupils of the compulsory school age, who are residing in the country and their parents are citizens of other Member States and work within the territory of the Republic of Bulgaria, shall be provided also instruction in their mother tongue and culture in cooperation with their countries of origin under the terms and conditions laid down in the state education standard for the organization of activities in school education.

(3) At the kindergartens and schools with children and pupils who are seeking of have been granted international protection in the country in accordance with the Asylum and Refugees Act shall be provided, if necessary, with additional instruction in the Bulgarian language under the terms and conditions laid down in the state education standard for the mastering of the Bulgarian literary language and the state education standard for the financing of institutions.

Article 18. The mastering of the Bulgarian literary language shall be manifested in:

1. acquisition and application of the competences set out in the state education standard for the pre-school education in the educational field of Bulgarian language and literature;

2. acquisition and application of the competences set out in the state education standard for the general educational level;

3. observance of the literary language norms in the classes in all subjects, in the course of all activities in various educational fields taught in the Bulgarian language, and in interest classes;

4. observance of the literary language norms in the pre-school and school education system in the communication of teachers, headmasters and the other educationalists with children and pupils.

Article 19. Teachers shall instruct children and pupils in the Bulgarian language and help them in the acquisition and use of literary language norms in the study of all subjects, except for the subjects of foreign language, mother tongue, and subjects taught in a foreign language.

Article 20. (1) The acquisition and use of the literary language norms of the Bulgarian language by the pupils shall be checked and assessed by the teacher during classes in the subject of Bulgarian language and literature.

(2) The level at which pupils have mastered the Bulgarian literary language shall be established also through the national external assessments.

(3) The observance of the literary language norms in the pre-school and school education system shall be assisted and controlled by teachers and the other educationalists.

Article 21. Knowledge books, textbooks and teaching aids, except for the textbooks and teaching aids in the subject of foreign language, the subject of mother tongue, and the subjects taught in a foreign language, shall be compiled in a way which provides conditions for mastering the literary language norms of the Bulgarian language.

Chapter Three

STATE EDUCATION STANDARDS

Article 22. (1) State education standards are a set of mandatory requirements for the results in the pre-school and school education system, as well as for the conditions and processes of their attainment.

(2) State education standards in the pre-school and school education system are for the following:

1. pre-school education;
2. the mastering of the Bulgarian literary language;
3. (effective 14.11.2015 - SG No. 79/2015) the syllabus;
4. (effective 14.11.2015 - SG No. 79/2015) the general education;
5. the special profile education;
6. the acquisition of vocational qualifications;
7. inclusive education;
8. civic, health, environmental and intercultural education;
9. the assessment of the results of the pupils' education;
10. information and documentation;
11. institutions;
12. the physical environment and the information and library services at kindergartens, schools, and personality development support centres;

13. (effective 14.11.2015 - SG No. 79/2015) knowledge books, textbooks, and teaching aids;

14. the status and professional development of teachers, directors and headmasters, and the other educationalists;

15.;

16. inspections at kindergartens and schools;

17. the financing of institutions;

18. labour rating and remuneration;

19. the organization of activities in school education.

(3) (Effective 14.11.2015 - SG No. 79/2015) The state education standards under paragraph 2, subparagraphs 3, 4 and 13, shall be adopted with ordinances of the Minister of Education and Science.

(4) The state education standards under paragraph 2, subparagraphs 1, 2, 5, 9, 11, 14, 15 and 16, shall be adopted with ordinances of the Minister of Education and Science.

(5) The state education standard under paragraph 2, subparagraph 6, shall be worked out in accordance with the Vocational Education and Training Act.

(6) The state education standards under paragraph 2, subparagraphs 6 and 8, shall be adopted with ordinances of the Minister of Education and Science in consultation with the relevant ministers and heads of institutions.

(7) The state education standards under paragraph 2, subparagraphs 7 and 17, shall be adopted with regulations of the Council of Ministers.

(8) The state education standards under paragraph 2, subparagraph 12, shall be adopted with an ordinance of the Minister of Education and Science in consultation with the Minister of Regional Development and Public Works, the Minister of Finance and the Minister of Youth and Sports, the Minister of Culture and the Chair of the National Association of Municipalities in the Republic of Bulgaria.

(9) The state education standards under paragraph 2, subparagraph 18, shall be adopted with an ordinance of the Minister of Education and Science in consultation with the Minister of Labour and Social Policy and the Minister of Finance.

(10) The state education standards under paragraph 2, subparagraph 19, shall be adopted with an ordinance of the Minister of Education and Science in consultation with the Minister of Youth and Sports and the Minister of Culture.

Article 23. (1) The state education standards under Article 22, paragraph 2, subparagraphs 1 and 4 through 6 and the National Qualifications Framework shall be coordinated in the section concerning pre-school and school education.

(2) The National Qualifications Framework shall be drawn up on the basis of the European Qualifications Framework, approved by the Council of Ministers and specify the competences as a results of the learning process by levels in accordance with the education phases and degrees.

(3) The National Qualifications Framework shall aim at promoting the citizens' mobility, creating conditions for transparency of the education and qualifications attained and facilitating the recognition of the results achieved in the formal education, non-formal instruction and informal learning.

Chapter Four

INSTITUTIONS IN THE PRE-SCHOOL AND SCHOOL EDUCATION SYSTEM

Section I

Definitions and Status

Article 24. (1) The kindergarten is an institution in the pre-school and school education system for the raising, upbringing, socialization and instruction of children from the age of three to their admission in the first grade at school in accordance with the state education standard for pre-school education.

(2) Two-year-old children may also be accepted for raising, upbringing, socialization and instruction under the terms and conditions laid down in this Act.

(3) Kindergartens may open crèche groups for raising children aged from ten months to three years.

(4) The children in crèche groups at kindergartens shall be raised, brought up, socialized and taught in accordance with the standards for the early childhood development adopted with an ordinance of the Minister of Health and the Minister of Education and Science.

Article 25. (1) The school is an institution in the pre-school and school education system for the raising, upbringing, and socialization of pupils, creating conditions for the completion of a grade and stage and/or for the acquisition of an education degree. The school shall provide conditions also for the attainment of vocational qualifications in the cases prescribed by this Act.

(2) Schools may engage also in the compulsory pre-school education of children under the terms and conditions laid down in the state education standard for pre-school education and in the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

Article 26. (1) The personality development support centre is an institution in the pre-school and school education system, where activities are organized to support the inclusion, instruction and upbringing of children and pupils, as well as activities to develop their interests and capabilities.

(2) Personality development support centres shall not provide for the completion of a grade and stage and for the acquisition of an

education degree, and/or the acquisition of vocational qualifications, except for the special educational support centre which may engage also in vocational training for the acquisition of the first level of vocational qualifications and/or for the acquisition of qualifications for a part of an occupation.

Article 27. Specialized auxiliary units are institutions for the implementation and promotion of activities related to the implementation of educational policies, including the support for the inclusive education process and the information and technical services provided to the pre-school and school education system.

Article 28. (1) Kindergartens, schools and personality development support centres shall operate on the basis of the principle of autonomy and in accordance with the statutory requirements, whereby they shall:

1. define their development policies in accordance with the existing laws of the country;

2. decide on their structure and activities in rules which comply with the requirements laid down in this Act and in the related secondary legislation;

3. choose the organization, methods and means of instruction to ensure high-quality education;

4. determine their symbols and rituals in accordance with the principles of the national identity and culture, as well as their uniforms and other insignia;

5. take part in national and international programmes and projects in support of educational activities.

(2) The school autonomy shall include also the right to determine their profiles and occupations, and to independently choose and draw up their syllabi, to allocate the curriculum in accordance with the pupils' needs, to specify their subjects, and to work out curricula in the cases prescribed by this Act.

Article 29. (1) The institutions in the pre-school and school education system shall be legal persons.

(2) Except for private kindergartens and private schools, institutions shall acquire the status of a legal person on the date on which their incorporation act was promulgated in The State Gazette, unless it rules otherwise.

(3) Private kindergartens and private schools shall acquire the status of a legal person under the terms and conditions laid down in the Commerce Act, the Non-profit Legal Persons Act, the Cooperatives Act, or the legislation of another Member State.

Article 30. (1) The name of a kindergarten, school, personality development support centre, or specialized auxiliary unit shall be written in the Bulgarian literary language.

(2) The name of a kindergarten, school, personality development support centre, or specialized auxiliary unit shall be truthful, it shall not mislead and infringe upon the public order or good morals.

Article 31. (1) The name of a school shall include the title and the reference to its type under Article 38(1) and (2), Article 39(2), Article 42(3), and Article 44(1). The school's name shall be acceptable to the general public.

(2) The name of private kindergartens and private schools shall include also the adjective "private".

(3) The name of a school may include also reference to the main profiles, occupations or specialized level taught at the school.

(4) The name of schools with a foreign language profile may include the attribute "language", as well as an indication of the main foreign language taught at the school.

(5) The name of schools with a mathematical and/or natural science profile may include the adjective "mathematical" or the attributive phrase "mathematics and natural sciences".

(6) The name of a school designated as a school of national importance under Article 38(9) may include also the adjective "national".

Article 32. The name of a personality development support centre or a specialized auxiliary unit shall comprise a name and a reference to its activities.

Article 33. (1) The seat of a kindergarten, school, personality development support centre, or specialized auxiliary unit shall be the settlement where their principal office of business is located.

(2) The official address of a kindergarten, school, personality development centre, or specialized auxiliary unit is the address at which the institution's principal office of business is located. The official address shall be identical to the address of any of the buildings in which the educational process or the activity respectively is carried out.

Article 34. (1) The institutions in the pre-school and school education system shall possess an ordinary seal of their own. All schools, except for elementary, private and spiritual schools, shall possess also a seal with the image of the state coat of arms.

(2) The seal with the image of the state coat of arms shall be stamped on the following documents:

1. certificate of primary education;
2. diploma of secondary education;
3. certificate of vocational qualifications;
4. transcript of completed second stage of secondary education;
5. transcript of validated competences in the primary education degree course;
6. certificate of vocational qualifications validation;
7. transcript of validated competences in a subject which is not included in the diploma of secondary education.

(3) The seal with the image of the state coat of arms shall be stamped also on the appendices and duplicates of the documents under paragraph 2.

(4) The seal with the image of the state coat of arms on the documents under paragraph 2, which are issued by private schools and spiritual schools, shall be stamped at the relevant regional divisions of

education under the terms and conditions laid down in the state education standard for information and education.

Section II Types of Institutions

Article 35. (1) Kindergartens shall be municipal or private.

(2) State-owned kindergartens may be opened by way of exception:

1. at the Ministry of Defence for the raising, upbringing, socialization, and instruction of children of servicemen or civilian employees of the Ministry; or

2. in accordance with an international treaty or agreement regulating this matter.

Article 36. Schools shall be state-owned, municipal, private, or spiritual.

Article 37. Depending on the type of teaching, schools shall be non-specialized and specialized.

Article 38. (1) Depending on the stage or degree of education, non-specialized schools shall be:

1. elementary (grades I to IV inclusive);
2. primary (grades I to VII inclusive);
3. gymnasiums (grades VIII to XII inclusive);
4. integrated (grades I to X inclusive);
5. secondary (grades I to XII inclusive)

(2) Depending on the teaching content, the gymnasiums under paragraph 1, subparagraph 3 shall be:

1. special profile gymnasiums;
2. vocational gymnasiums.

(3) Special profile gymnasiums with a profile in mathematics or natural sciences shall have the right to teach also the pre-gymnasium grades of the primary degree of education.

(4) Non-specialized schools shall be municipal, except for vocational gymnasiums which shall be owned by the State.

(5) In accordance with the requirements laid down in Chapter Eighteen and at the order by the Minister of Education and Science upon the proposal of the mayor of the municipality, acting on the basis of a decision of the Municipal Council, vocational gymnasiums may be transformed into municipal schools provided that offer training in occupations of relevance to the sustainable development of the local community.

(6) Non-specialized schools under paragraph 1 may be declared to be innovative schools at the proposal of the Minister of Education and Science in accordance with the requirements laid down in paragraph 7 and the state education standards under paragraph 8.

(7) Innovative schools shall be schools which achieve higher quality of education by:

1. developing and introducing innovative elements in the organization and/or content of teaching;
2. organizing management, instruction and the teaching environment in a new or improved way;
3. using new teaching methods;
4. developing teaching content, curricula and syllabi in a new way.

(8) The criteria for defining schools as innovative in accordance with the requirements of this Act shall be laid down in the state education standard for the syllabus, the state education standard for the general educational level, the state education standard for the organization of activities in school education, and the state education standard for the institutions.

(9) Non-specialized schools under paragraph 1 may be declared to be schools of national importance at a decision of the Council of Ministers upon the proposal of the Minister of Education and Science.

(10) Municipal non-specialized schools shall be declared to be state-owned with the decision under paragraph 9.

(11) Where the grounds for declaring a non-specialized school to be national cease to exist, the school shall acquire the status of a municipal school at a decision of the Council of Ministers upon the proposal of the Minister of Education and Science after a decision of the relevant Municipal Council.

(12) Where the grounds under paragraphs 7 and 8 for declaring a non-specialized school to be innovative cease to exist, the status of an innovative school shall be withdrawn at a decision of the Council of Ministers upon the proposal of the Minister of Education and Science.

(13) The decisions of the Council of Ministers under paragraphs 6, 9, 11 and 12 shall be promulgated in The State Gazette.

Article 39. (1) Specialized schools shall be schools providing education in the fields of sports, arts, culture and for the needs of religious denominations.

(2) Specialized schools shall be:

1. sports schools (grades V to XII inclusive);
2. culture schools (grades I to XII, V to XII, or VIII to XII inclusive);
3. arts schools (grades I to XII, V to XII, or VIII to XII inclusive);
4. spiritual schools (grades VIII to XII inclusive).

(3) Sports schools shall be state-owned or municipal. Sports schools shall be state-owned provided that have been selected in accordance with the criteria, terms and conditions laid down in the Physical Education and Sports Act.

(4) Culture and arts schools shall be state-owned.

(5) A specialized school under paragraph 2, subparagraphs 1, 2 or 3 may be declared to be an innovative school in accordance with Article 38(6) provided that it meets the requirements laid down in Article 38(7) and the criteria laid down in Article 38(8).

Article 40. (1) Private kindergartens and schools shall be those which are established by natural and/or legal persons as businesses, non-

profit legal entities or cooperatives or undertakings under the laws of a Member State.

(2) Private kindergartens and schools shall engage in their activities after their entry into the register of the institutions in the pre-school and school education system under the terms and conditions laid down in this Act.

(3) Natural and/or legal persons may establish private schools in accordance with Article 38(1) and (2) and Article 39(2) (1-3).

(4) Private kindergartens and schools may conduct instruction and issue documents on the completion of a pre-school education level or a completed grade, stage or degree of school education in accordance with the requirements laid down in this Act and the laws of another Member State provided they have been licensed under the laws of that Member State and the teaching may combine the requirements of the education system of the licensing state, as well as the state education standards under Article 22.

(5) A private school under paragraph 1 may be declared to be an innovative school under the terms and conditions laid down in Article 38(6), while observing the requirements under Article 38(7) and the criteria under Article 38(8).

Article 41. (1) Spiritual schools may be opened for the needs of religious denominations.

(2) Spiritual schools are those schools which are opened at the request of religious institutions registered under the terms and conditions laid down in the Religious Denominations Act. They may teach pupils who have completed their primary education.

Article 42. (1) Schools shall be day schools and evening schools.

(2) The schools under Articles 38, 39, 44 and 46 shall be opened as day schools. All forms of teaching may be organized at these schools under the terms and conditions laid down in this Act.

(3) Evening schools shall organize evening instruction classes for the attainment of a primary or secondary education and/or vocational qualifications for persons aged 16 or above and also persons aged 14 or above in the cases laid down in this Act.

(4) Evening schools may organize bespoke, individual or combined instruction under the terms and conditions laid down in this Act.

Article 43. The following schools shall also be state-owned:

1. special schools;
2. Bulgarian schools abroad;
3. prison schools;
4. schools established in accordance with an international treaty or agreement on these matters.

Article 44. (1) The following shall be special schools:

1. teaching and supporting pupils with sensory disabilities - impaired hearing or impaired vision;
2. correctional boarding schools;
3. social and pedagogical boarding schools.

(2) The special schools under paragraph 1, subparagraph 1 shall offer full-day studies, food and accommodation, if needed.

(3) Special schools shall conduct instruction for the completion of a grade and for the attainment of primary and secondary education. Special schools shall provide also instruction for the acquisition of vocational qualifications.

(4) The special schools under paragraph 1, subparagraph 1 may conduct special profile education.

(5) The special schools under paragraph 1, subparagraph 1 may organize and conduct also pre-school education for children with sensory disabilities - impaired hearing or impaired vision prior to their admission in the first grade.

(6) By way of exception, the special schools under paragraph 1, subparagraph 1 may admit two-year-old children for raising, upbringing, socialization and instruction.

(7) By way of exception, the special schools under paragraph 1, subparagraph 1 may establish crèche groups for raising children aged from ten months to three years under the terms and conditions laid down in the ordinance under Article 24(4).

(8) Correctional boarding schools shall provide instruction to pupils who are juvenile delinquents.

(9) Social and pedagogical boarding schools shall provide instruction to pupils lacking appropriate living conditions in their families, deprived of parental care and supervision, or juvenile delinquents.

Article 45. (1) Prison schools shall be opened for the instruction of persons deprived of liberty in accordance with the Code of Criminal Procedure.

(2) The schools under paragraph 1 shall organize and conduct instruction for the attainment of primary and secondary education. They may also provide instruction for the acquisition of vocational qualifications.

Article 46. Bulgarian schools abroad shall be established and operate within the territory of another country in accordance with this Act and under the terms and conditions laid down in an international treaty or agreement to which the Republic of Bulgaria is a party.

Article 47. (1) All schools shall provide general and extended education.

(2) Integrated schools may provide also vocational training.

(3) Secondary schools shall provide also special profile education and/or vocational training.

(4) Gymnasiums shall provide also special profile education and/or vocational training.

Article 48. (1) Sports schools shall provide general education and specialized training in the field of sports and, in the secondary degree course, also vocational training in the vocational field of sports.

(2) Culture schools shall provide general education, specialized training in the cultural sphere, and special profile education.

(3) Arts schools shall provide general education, specialized training in the sphere of arts, and special profile education in the relevant vocational fields.

(4) Spiritual schools shall provide general education and specialized training in the relevant religious denomination. Spiritual schools shall provide also vocational training in the vocational field of religion or special profile education.

Article 49. (1) Personality development support centres shall carry out activities for the following purposes:

1. development of interests, capabilities, competences and realization in the field of sciences, technologies, arts, and sports;
2. career orientation and consultation;
3. preventive, diagnostic, rehabilitative, correctional and re-socializing work with children and pupils;
4. resource support to children and pupils with special learning needs;
5. pedagogical and psychological support;
6. implementation of support and educational programmes for the families of children and pupils with disabilities.

(2) The special educational support centres established in accordance with this Act shall also operate as personality development support centres for the following purposes:

1. diagnostic, rehabilitative, correctional and therapeutic work with children and pupils which have been assessed by the regional inclusive education support centre eligible for training at a special educational support centre in accordance with their needs under the terms and conditions laid down in the state education standard for inclusive education;
2. pedagogical and psychological support;
3. implementation of support and educational programmes for the families of the children and pupils under subparagraph 1;
4. training of the children and pupils under subparagraph 1 in the compulsory pre-school and school age bracket and vocational training for attainment of first level of vocational qualifications and/or for the acquisition of qualifications for a part of an occupation.

(3) Student hostels which have not been organized by a school shall also be personality development support centres.

(4) Astronomical observatories and planetariums shall also be personality development support centres.

(5) The structure and activities of astronomical observatories and planetariums, as well as of the student hostels under paragraph 3 shall be laid down in rules approved by the Minister of Education and Science.

(6) Personality development support centres may engage in one or more of the activities under paragraphs 1 and 3, except for the special educational support centres which may engage only in the activities under paragraph 2. Special educational support centres may engage also in the activities under paragraph 3, if such a need exists and if the facilities available conform to the state education standard for the physical

environment and the information and library services at kindergartens, schools, and personality development support centres and the state education standard for inclusive education.

(7) Personality development support centres shall be municipal, except for the special educational support centres under paragraph 2, which shall be state-owned or municipal.

(8) The structure and activities of personality development support centres shall be laid down in rules approved by the relevant municipal council.

(9) The structure and activities of special educational support centres shall be laid down in rules approved by the Minister of Education and Science.

Article 50. (1) Specialized auxiliary units shall be established for the following purposes:

1. research and information activities;
2. organizational and/or methodological assistance;
3. activities related to the qualifications of educationalists;
4. activities in relation to the organization, preparation and implementation of internal and external assessment and to the participation in international studies related to pre-school and school education;
5. activities in relation to the implementation of the state policy for inclusive education support;
6. activities for the management of international programmes;
7. activities in relation to the preservation and development of education.

(2) Specialized auxiliary units may engage in one or more of the activities under paragraph 1, except for the activities under paragraph 1, subparagraph 5.

(3) the activities under paragraph 1, subparagraph 5 shall be carried out by the specialized auxiliary units which are regional centres for inclusive education support established within the territory of each administrative region.

(4) Specialized auxiliary units shall be state-owned.

(5) The structure and activities of specialized auxiliary units shall be laid down in rules approved by the Minister of Education and Science.

Article 51. (1) The activities under Article 50(1)(1) for promoting the state policy in the field of pre-school and school education and for development of education shall be carried out by the National Az Bouki Education and Science Publishing House.

(2) The National Az Bouki Education and Science Publishing House shall carry out publishing, information and educational services and methodological activities, as well as the preparation, printing and distribution of the scientific and methodological publications of the Ministry of Education and Science and the Az Bouki newspaper.

(3) The structure and activities of the National Az Bouki Education and Science Publishing House shall be laid down in rules approved by the Minister of Education and Science.

Article 52. (1) State institutions in the pre-school and school education system shall be financed from the state budget through the budget of the Ministry of Education and Science or another ministry of institution.

(2) Municipal institutions in the pre-school and school education system shall be financed through the budget of the relevant municipality.

(3) Private institutions in the pre-school and school education system shall be financed under the terms and conditions laid down in the law applicable to their incorporation.

(4) Spiritual schools shall be financed by the relevant religious denomination in accordance with the Religious Denominations Act.

Section III

Community and Sheltered Kindergartens and Schools

Article 53. (1) A community kindergarten is a municipal kindergarten located in the nearest settlement within the territory of the municipality or a neighbouring municipality for the raising, upbringing, socialization and instruction of children from settlements without a kindergarten or a school which organized compulsory pre-school education.

(2) A community school is a state-owned or a municipal school under Article 38(1)(1),(2),(4) and (5) for the education of pupils from settlements within the territory of the municipality or neighbouring municipalities without a school.

(3) The pupils in grades I to VII inclusive under paragraph 1 shall receive:

1. full day tuition;
2. lunch served on premises in accordance with the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

(4) The children and pupils under paragraphs 1 and 2 shall be provided with transportation.

(5) Community kindergartens and schools shall be those put on the list approved by the Council of Ministers at the proposal of the Minister of Education and Science on the basis of a decision of the relevant municipal council and promulgated in The State Gazette. The list shall be updated on an annual basis before the 1st day of November.

(6) The eligibility criteria for the list under paragraph 5 shall be laid down in an act of the Council of Ministers, whereby they shall guarantee minimized travel time for the children and pupils and create conditions for education in accordance with the state education standards.

Article 54. (1) A sheltered kindergarten is a kindergarten the closing down of which would affect the access of children in the compulsory pre-school age bracket to education.

(2) A sheltered school is a school the closing down of which would affect the access to education.

(3) Sheltered kindergartens and sheltered schools shall not be closed down.

(4) Sheltered kindergartens and sheltered schools are those put on the list adopted by the Council of Ministers and promulgated in The State Gazette. The list shall be updated on an annual basis before the 1st day of November.

(5) The eligibility criteria for sheltered kindergartens and sheltered schools shall be adopted with an act of the Council of Ministers in relation to the objective geographic and demographic factors, the availability of road infrastructure, and the remoteness and capacity of the nearest other school or kindergarten.

(6) The sheltered kindergartens or sheltered schools which meet also the eligibility criteria for a community kindergarten or a community school shall be put also on the list under Article 53(5).

Chapter Five PRE-SCHOOL EDUCATION

Section I General Provisions

Article 55. Pre-school education shall lay the foundations for lifelong learning, providing for the physical, cognitive, linguistic, spiritual, moral, social, emotional and creative development of children, taking into consideration the importance of games in the pedagogical interaction process.

Article 56. Pre-school education shall be carried out by kindergartens, whereas the compulsory pre-school education shall be carried out also by schools which can provide appropriate conditions thereof in accordance with the state education standard for pre-school education and the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

Section II Admission and Movement at Kindergartens

Article 57. (1) Children shall be admitted to kindergartens not earlier than the school year commencing in the year when they become three years of age.

(2) At the parent's choice and/or in the absence of a crèche group in the relevant settlement and provided places are available, children may

be admitted to the kindergarten also at the age of two as of the beginning of the school year of their admission.

(3) Children aged from ten months to three years may be admitted to crèche groups at kindergartens.

(4) Children shall be admitted to kindergartens all the year round.

Article 58. Children at state-owned, municipal and private kindergartens may be moved to other kindergartens throughout the school year provided places are available.

Article 59. (1) The terms and conditions for children to be enrolled, leave or move at municipal kindergartens shall be laid down in an ordinance of the relevant municipal council, whereas those for state-owned kindergartens shall be laid down in an act of the relevant financing authority.

(2) Children shall be enrolled in and leave private kindergartens under the terms and conditions laid down by the kindergarten and the tuition contract.

Article 60. (1) The number of groups and the number of children per group at the state-owned and municipal kindergartens shall be established by the headmaster of the kindergarten in consultation with the teaching staff and in accordance with the state education standard for the financing of institutions and the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

(2) The number of groups and the number of children per group at the private kindergartens shall be laid down in the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

(3) Available places at kindergartens shall be the places within the number under paragraphs 1 and 2 which remain vacant after the enrollment of all applicants at a given point of time.

Article 61. The provisions of this Section shall apply, *mutatis mutandis*, to the cases, in which the compulsory pre-school education is carried out by a school.

Section III

Organization of Pre-school Education

Article 62. (1) Pre-school education shall be organized in groups, depending on the children's age.

(2) Pre-school education may be organized also in groups of children of different age.

(3) The groups under paragraphs 1 and 2 shall be established in accordance with the state education standard for pre-school education.

(4) Where children of the same age and of different ethnic origin are enrolled at the kindergarten, their allocation to the groups under paragraph 1 on the basis of their ethnic origin shall not be allowed.

Article 63. (1) Pre-school education shall be organized in school years.

(2) The school year in pre-school education shall commence on the 15th day of September and continue for twelve months. Should the 15th day of September be a non-working day, the school year shall commence on the following working day.

(3) The school year shall include curricular and extracurricular time.

Article 64. (1) the curricular time during the school year shall cover the period from the 15th day of September to the 31st day of May of the following calendar year.

(2) The curricular time shall consist of study weeks and study days.

(3) The curricular time shall be organized in pedagogical situations. The number and duration of pedagogical situations shall be established in accordance with the state education standard for pre-school education.

Article 65. (1) The pedagogical interaction in pre-school education shall be organized in basic and additional forms.

(2) The pedagogical situation is a basic form of pedagogical interaction.

(3) The additional forms of pedagogical interaction are activities which the group teacher organizes outside the pedagogical situations, depending on the children's needs and interests.

Article 66. The extracurricular time shall be allotted only for additional forms of pedagogical interaction.

Article 67. (1) The basic forms of pedagogical interaction shall be carried out in a full-day, half-day, hourly or bespoke organization at the parent's choice in accordance with the state education standard for pre-school education.

(2) The bespoke organization under paragraph 1 shall be approved upon a decision of an expert commission at the regional division of education. The commission shall always include a representative of the relevant municipality and a representative of the Social Welfare Agency.

Article 68. (1) Municipal kindergartens may organize hourly, weekend and seasonal activities as an additional childcare service at the parents' request and under the terms and conditions laid down in an ordinance of the relevant municipal council.

(2) State-owned kindergartens may organize hourly, weekend and seasonal activities as an additional childcare service at the parents' request and under the terms and conditions laid down in an act of the relevant financing authority.

Section IV

Content of Pre-school Education

Article 69. (1) Pre-school education shall create conditions for the mastering of a set of competences - knowledge, skills and attitudes, needed for the child's successful transition to school education.

(2) The competences under paragraph 1 shall be established in accordance with the state education standard for pre-school education.

Article 70. (1) The pre-school education process shall follow the programme system approach as an integral part of the development strategy of the kindergarten or the school which carries out the compulsory pre-school education and which meets the requirements of the state education standard for pre-school education.

(2) The programme system is a comprehensive concept for the child's development through techniques and forms of pedagogical interaction brought together by a common objective.

(3) State-owned, municipal and private kindergartens may work on the basis of copyrighted and innovative programme systems in accordance with the state education standard for pre-school education.

Article 71. Pre-school education shall be carried out by educational fields and under the terms and conditions laid down in the state education standard for pre-school education.

Article 72. A certificate of compulsory pre-school education shall be issued at the end of the pre-school education course in accordance with the state education standard for pre-school education.

Chapter Six SCHOOL EDUCATION

Section I (Effective 14.11.2015 - SG No. 79/2015) Types of School Education. Degrees, Stages and Types of School Education

Article 73. (1) Depending on the level, school education is primary and secondary.

(2) The instruction for the attainment of a primary education degree shall be provided from grade I to grade VII inclusive in the following two stages:

1. elementary - grades I to IV inclusive; and
2. pre-gymnasium - grades V to VII inclusive.

(3) The instruction for the attainment of a secondary education degree shall be provided from grade VIII to grade XII inclusive in the following two stages:

1. lower gymnasium - grades VIII to X inclusive; and
2. high gymnasium - grades XI to XII inclusive.

Article 74. Depending on the instruction, school education shall be general education, special profile education, and vocational training.

(2) General education shall be given in the primary degree course through instruction for the attainment of general education and extended education.

(3) Special profile education shall be given in the secondary degree course through the general education and extended education during the lower gymnasium stage, and through the general education and the special profile education during the highgymnasium stage, where it may be given also through the extended education.

(4) Vocational training shall be given in the secondary degree course during the lower and high gymnasium stages through the general education and the vocational training. It may be supplemented by extended education, as well.

Section II

(Effective 14.11.2015 - SG No. 79/2015)

School Instruction - Essence and Content

Article 75. (1) School instruction is the set of competences - knowledge, skills and attitudes, needed for the pupil's successful transition to the next grade, stage, and/or degree of education and related to the attainment of the objectives of school education.

(2) Depending on its content, school instruction shall be general education, extended education, special profile education, vocational training, and additional training. Specialized schools shall provide also specialized training.

(3) School instruction shall be given through the teaching of subjects or modules, whereas additional training shall be given also through training or activities of another form.

Article 76. (1) The subject of mother tongue may be studied in the course of the school education process.

(2) The subject of a foreign language may also be studied in the course of the school education process beyond the foreign languages specified in the state education standard for the general education and the state education standard for the special profile education.

(3) The subject of choreography may also be studied in the course of the school education process.

(4) Religions shall be studied in the course of the school education process from the historical, philosophical and cultural perspective through the content of various subjects. The subject of religion may also be studied in the course of the school education process under the terms and conditions laid down in this Act.

(5) Subjects in the field of the global, civic, health, and intercultural education, entrepreneurship, personal finances management and programming, the defence of the motherland, civil protection, the protection of the environment, and subjects which shape the national awareness, patriotic spirit, and the love for the motherland in children and pupils and may also be studied in the course of the school education

process by extending and supplementing the content integrated in other subjects.

(6) Special schools for pupils with sensory disabilities shall provide the education and training under Article 75(2), as well as compulsory training in special subjects.

(7) The subjects under paragraphs 1, 2, 3, 4 and 6 shall be studied in accordance with curricula approved by the Minister of Education and Science. These curricula shall specify also the number of classes taught in the relevant subject.

(8) The subjects under paragraph 5 shall be studied in accordance with curricula approved by the school headmaster. These curricula shall specify also the number of classes taught in the relevant subject.

Article 77. (1) General education shall include the following groups of key competences:

1. Bulgarian language competences;
2. skills to communicate in foreign languages;
3. mathematical competence and basic competences in natural sciences and technologies;
4. digital competence;
5. learning skills;
6. social and civic competences;
7. initiative and enterprising;
8. cultural competence and creative expression skills;
9. skills to support sustainable development, healthy lifestyles, and sports.

(2) General education shall be acquired through the study of general educational subjects.

(3) The objectives, content and characteristics of general education and the general educational subjects under paragraph 2 shall be laid down in the state education standard for the general education.

Article 78. (1) On the basis of the state education standard for the general education, the Minister of Education and Science shall approve the curricula for each general educational subject by grades, specifying the pupils' competences as the expected results from the instruction.

(2) Exceptions under paragraph 1 shall be allowed to innovative schools, whereby the school headmaster, acting in accordance with the state education standard for the general education, may approve curricula for one or more general educational subjects during the relevant stage.

(3) The curricula for the subject of a foreign language during the two gymnasium stages of secondary education shall be approved by levels of competence in accordance with the Common European Framework of Reference for Languages.

Article 79. (1) Pupils following individual learning plans shall have their individual curricula based on the curricula under Article 78.

(2) Individual learning plans shall be approved by the headmaster at the proposal of the personality development support team.

(3) The structure, terms and conditions for the approval of individual learning plans shall be laid down in the state education standard for inclusive education.

Article 80. (1) The general education in the primary education course shall be identical for all types of schools and it shall be acquired through the study of the same general educational subjects with the same number of classes for each of them in accordance with the state education standard for the syllabus.

(2) Exceptions under paragraph 1 shall be allowed to the evening, extramural, and individual forms of instruction, as well as for the training at sports schools, arts schools, and prison schools.

(3) Exceptions under paragraph 1 concerning the number of classes in certain general educational subjects shall be allowed also to innovative schools.

Article 81. (1) The allocation of general educational subjects for the attainment of general education in the secondary degree course by grades, and the number of classes in each subject in each grade and stage of the secondary education degree course shall be laid down in framework syllabi approved in accordance with the type of education and the specific features and forms of instruction.

(2) The framework syllabi under paragraph 1 shall be laid down in the state education standard for the syllabus.

(3) For the purposes of general education at language schools, the instruction in at least three subjects in grades IX and X, other than the subject of a foreign language, shall be conducted in a foreign language.

Article 82. (1) Extended education shall include competences which develop and improve specific competences in the general education.

(2) Extended education shall be acquired through the study of the general educational subjects under Article 77(2) envisaged for the school education process, as well as subjects under Article 76(1), (3) (4) and (5).

(3) The subjects through which extended education is provided at the relevant school shall be laid down in the school syllabus, depending on the pupils' interests and the school opportunities.

(4) The content of the extended education in the relevant subject and the relevant grade, except for the subjects under Article 76(1), (2), (3) and (4) shall be laid down in curricula approved by the school headmaster.

Article 83. (1) Special profile education shall include in-depth competences in a specific profile in accordance with the state education standard for the special profile education.

(2) The special profile is a set of profile subjects, two of which shall be laid down in the state education standard under paragraph 1, and the rest shall be determined by the school in its syllabi, all of them being identical for grades XI and XII.

(3) Special profiles are the following:

1. foreign languages;
2. humanities;
3. social sciences;

4. economic development;
5. software and hardware science;
6. entrepreneurship;
7. mathematics;
8. natural sciences;
9. visual arts;
10. music;
11. physical education and sports.

(4) Special profile education shall be acquired during the high gymnasium stage of the secondary education degree course through the study of the profile subjects included in the relevant special profile.

(5) Each profile subject shall consist of compulsory and optional modules. A module is a distinct unit of the relevant profile subject.

(6) The compulsory modules in each profile subject shall be laid down in the state education standard for the special profile education.

(7) On the basis of the state education standard for the special profile education, the Minister of Education and Science shall approve the curricula for the compulsory modules.

(8) Optional modules teach competences as defined in curricula approved by the school headmaster. These curricula may be worked out in cooperation with universities, employers' representatives, and non-profit legal entities.

(9) The objectives, content and characteristics of the special profile education and the terms and conditions for the selection of profile subjects shall be laid down in the state education standard for the special profile education.

Article 84. (1) Vocational training shall include competences needed for the acquisition of vocational qualifications, as well as for the meeting of the eligibility requirements of the occupation or profession, if any, including regulated professions and occupations.

(2) Vocational training shall aim at attaining the state education standard for the acquisition of vocational qualifications during the two gymnasium stages of the secondary education degree course.

(3) The vocational training in each occupation is general, sectoral, specific and extended, including instruction in the theory and practice of the relevant occupation.

(4) The objectives, content and characteristics of the types of vocational training shall be laid down in the Vocational Education and Training Act.

Article 85. (1) The additional training shall include competences which correspond to the pupils' interests and support the development of their aptitudes.

(2) The subjects, modules and activities in the additional training shall be offered by the school, depending on its opportunities, chosen by the pupils, depending on their interests, and laid down in the school syllabi.

(3) The content of the additional training, except for the subjects under Article 76(1), (2), (3) and (4) shall be laid down in curricula approved by the relevant school headmaster.

Article 86. (1) Specialized training shall be provided at specialized schools through instruction in the field of sports, culture or art, or through religious education respectively.

(3) Specialized training shall be provided through the study of specialized subjects defined in the relevant model syllabus approved by the Minister of Education and Science.

(3) The content of the specialized training in the relevant specialized subject for each grade shall be laid down in curricula approved by:

1. the Minister of Culture - for arts and culture schools;
2. the Minister of Youth and Sports - for sports schools.

(4) The content of the specialized training in the specialized subjects taught in the religious education process at spiritual schools shall be laid down in curricula approved in accordance with the procedures of the relevant religious denomination in coordination with the Minister of Education and Science.

Section III **(Effective 14.11.2015 - SG No. 79/2015)** **Syllabus**

Article 87. (1) The syllabus shall allocate the schooling time among subjects or modules in the school education process.

(2) The structure of the syllabus shall cover the following three chapters:

1. Chapter A - compulsory classes;
2. Chapter B - elective classes;
3. Chapter C - optional classes.

(3) The syllabus of special schools for pupils with sensory disabilities shall include also Chapter D - classes in the special subjects.

Article 88. (1) The instruction in compulsory classes shall aim at the attainment of general education, and also the general vocation training at vocational gymnasiums and vocational forms.

(2) At sports and arts schools, the specialized education may be provided also in the compulsory classes instead of the subjects of physical education and sports, music, or visual arts respectively.

(3) At culture schools, the specialized education in foreign languages other than those specified in the state education standard for the general education may be provided also in the compulsory classes envisaged for the subject of a foreign language.

Article 89. (1) The instruction in elective classes shall aim at the attainment of extended education, special profile education and/or the sectoral, specific and extended vocational training, as well as the specialized education.

(2) The subjects under Article 76(1), (2), (3), (4) and (5) may be taught also in elective classes.

Article 90. The instruction in optional classes shall aim at the attainment of additional training.

Article 91. (1) The state education standard for the syllabus shall define the framework syllabi by grades, stages and degrees of education, depending on the type of education and the specific features and forms of instruction.

(2) The framework syllabus shall specify:

1. the number of school weeks by grades;
2. the names of the subjects and/or modules in Chapter A;
3. the annual number of classes allocated to each subject and/or module in Chapter A by grades, stages and degrees of education;
4. the total annual number of elective classes in Chapter B;
5. the maximum annual number of optional classes in Chapter C.

Article 92. (1) Beyond classes under Article 87(2) and (3), the syllabus shall envisage a class for each grade every week for the organization and conduct of sports activities, as approved by the Minister of Education and Science at the proposal of the Minister of Youth and Sports, as well as a weekly class meeting.

(2) The class meeting shall be used for consistent development of the pupils, for patriotic education, and for the development of civic competences by means of, inter alia, pupils' self-government.

(3) The organization and conduct of sports activities under paragraph 1 shall be carried out by educationalists in the field of physical education and sports with the professional qualifications of a teacher or a coach in a specific sport.

(4) The training and activities under paragraph 1 may be carried out in a bloc of classes, depending on the themes and the needs of the pupils in the form.

Article 93. (1) On the basis of the framework syllabus under Article 91(2), the Minister of Education and Science, in coordination, depending on the competence, with employers' representatives, the Minister of Youth and Sports, or the Minister of Culture, shall approve model syllabi for special parts of occupations in the vocational training process.

(2) The model syllabus under paragraph 1 shall specify the subjects or modules in the sectoral and specific vocational training and the number of classes allocated for their study by grades, stages and degrees of education.

Article 94. (1) On the basis of the relevant framework or model syllabus, each school shall work out its school syllabus in accordance with the pupils' interests and its opportunities.

(2) The school syllabus shall indicate the weekly number of classes by subjects.

(3) The school syllabus shall be approved for each form and each school year, except for the cases laid down in the state education standard for the syllabus.

(4) The school syllabus shall be adopted by the teaching staff meeting and approved with an order of the headmaster, and it may not be altered in the course of the school year.

Article 95. (1) On the basis of the school syllabus, the individual learning plans of the pupils in the individual form of instruction shall be drawn up, as well as for the following pupils, if needed:

1. pupils with special learning needs in a day, evening, combined, remote or dual system of instruction;

2. pupils of outstanding talent in a combined, remote or dual system of instruction.

(2) The individual learning plans under paragraph 1 shall be approved with an order of the headmaster and monitored by the regional division of education on a monthly basis.

(3) Individual learning plans for pupils with sensory disabilities may include also Chapter D - classes in special subjects.

(4) Individual learning plans shall be worked out for the school year, except for the cases laid down in the state education standard for the syllabus.

(5) Individual learning plans may allocate the schooling time in one or more subjects differently from the framework, model and school syllabus.

(6) The individual learning plans of pupils with special learning needs may include only some of the subjects specified in the framework, model or school syllabus.

(7) The personality development support team shall work out an individual learning programme for each subject in the individual learning plan, which shall be approved by the school headmaster.

(8) The individual learning programme under paragraph 7 for pupils with special learning needs shall be worked out on the basis of framework requirements laid down in the state education standard for inclusive education.

Article 96. The structure of school syllabi and individual learning plans, as well as the terms and conditions for their approval shall be laid down in the state education standard for the syllabus, whereas the structure of individual learning plans under Article 95(1) shall be laid down also in the state education standard for inclusive education.

Article 97. (1) Each person shall have the right to complete his or her studies in a specific grade according to the school syllabus with which he or she began to study at the same school.

(2) The persons who have suspended their studies, shall continue according to the school syllabus in force during the school year of the renewal of studies.

Section IV Organizational Forms

Article 98. (1) School education shall be organized in consecutive grades.

(2) Grades shall be numbered with Roman figures in an ascending order.

(3) The duration of studies in a grade is one school year for all forms of instruction, except for the cases of individual and bespoke forms of learning in accordance with this Act.

Article 99. (1) Pupils enrolled in a given grade for a day, combined, evening, extramural, remote or dual system of instruction shall be placed in forms or groups, depending on their number.

(2) The forms of a class shall be designated with the letters of the Bulgarian alphabet added after the number of the grade.

(3) Depending on the specific features of the subject or module, forms may be divided into groups or aggregate groups of various forms from the same grade or different grades.

(4) Where pupils of different ethnic origin are enrolled in the same grade, they may not be divided into forms on the basis of their ethnic origin.

(5) Pupils with special learning needs may not be put into separate forms or groups, where they are involved in integrated education on the basis of individual learning plans.

(6) Where pupils of the same grade and different ethnic origin are enrolled in accordance with the national or additional admission plan in the same special profile or the same vocational training, they may not be divided into forms on the basis of their ethnic origin.

(7) Individual instruction in a specific subject or module may be organized for a single pupil from the form in accordance with this Act.

Article 100. (1) The terms and conditions for the establishment of the number of school forms, the number of pupils per form, and the organization of the individual instruction of a single pupil from the form shall be laid down in the state education standard for the financing of institutions and the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

(2) The number of forms at private schools and the number of pupils per form shall be established by the school in accordance with the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

Section V School Time

Article 101. (1) School education shall be organized in school years.

(2) The school year shall include school terms, school weeks, school days and classes, as well as school holidays.

(3) The school year shall continue for 12 months and commence on the 15th day of September or, at sports schools, on the 1st day of September. Should the 15th day of September be a non-working day, the school year shall commence on the following working day.

(4) The number of school weeks within a school year and their allocation per grades shall be laid down in the state education standard for the syllabus.

(5) School terms and their duration, the duration of the school week, the duration of classes and school holidays shall be laid down in the state education standard for the organization of activities in school education.

Article 102. (1) Studies shall be organized on a half-day and full-day basis. The state shall create conditions to increase the opportunities for full-day studies.

(2) Schools shall organize full-day studies for pupils in grades I to IV at the parents' request, as well as for the pupils in grades V to VII at the parents' request and in accordance with the school opportunities.

(3) Sports schools shall organize studies on a full-day basis.

(4) The terms and conditions for the organization and conduct of half-day and full-day studies shall be laid down in the state education standard for the organization of activities in school education.

Article 103. (1) The school day shall include classes and breaks in between.

(2) The duration of classes and breaks in between shall be laid down in the state education standard for the organization of activities in school education.

(3) The total number of compulsory and elective classes per school week may not be less than 22 and more than 32 classes.

(4) Exceptions under paragraph 3 shall be allowed for learning by doing (the dual system of instruction), whereby the total number of compulsory and elective classes per school week may reach up to 40 classes, including the time for practice at the designated workplace, as well as for the instruction at innovative schools.

(5) The specific number of compulsory and elective classes per grades shall be laid down in the state education standard for the syllabus.

Article 104. (1) Every school year the Minister of Education and Science shall issue an order to establish:

1. the commencement and end date of school holidays, except for the summer holiday;

2. non-school days;

3. the commencement and end date of the second school term.

(2) The order under paragraph 1 shall be issued not later than two weeks prior to the beginning of the school year.

(3) Every school year headmasters of sports schools shall issue orders to establish the commencement and end date of school holidays, the schedule of training and recovery camps and on-the-site practice in accordance with the order under paragraph 1, the national sports calendar and the school syllabus.

Article 105. (1) School days may be announced to be non-school days or non-school days may be announced to be school days in accordance with an order issued by the Minister of Education and Science.

(2) In the event of reshuffle of non-working days in the course of the year pursuant to Article 154(2) of the Labour Code, the non-working days shall be considered non-school days for pupils and working days shall be considered school days, unless pupils are on holiday.

(3) In the event of emergency situations or force majeure or the day of the relevant municipality, the mayor of the municipality, having notified the head of the regional division of education, may announce up to three school days to be non-school days within a school year for the schools located within the territory of the municipality.

(4) The school headmaster, acting at a decision of the teaching staff meeting, may announce up to three school days within a school year to be non-school but working days, notifying the head of the regional division of education accordingly.

(5) Non-school days shall also be the days of suspension of studies upon the mandatory instruction of a competent authority as prescribed by the law.

Section VI Forms of Instruction

Article 106. (1) The forms of instruction shall be the following:

1. day;
2. evening;
3. extramural;
4. individual;
5. bespoke;
6. remote;
7. combined;
8. learning by doing (dual system of instruction).

(2) School instruction shall be carried out in a day form or an evening form, except for the cases under this Section.

(3) A pupil may not study in two or more forms of instruction at a time.

Article 107. (1) The form of instruction shall be chosen by the pupil in accordance with Article 12(2) and the requirements of this Act.

(2) The form of instruction shall be recommended by the personality development support team to:

1. a pupil below the age of 16, who is more than three years older than the age for the relevant grade;
2. a person aged 16 or more who is enrolled at school for the first time;
3. a person who has suspended his or her studies for more than three consecutive school years;

4. a person who fails to complete the same grade for more than three school years;

5. a person who changes the form of instruction in accordance with Article 112(5);

6. a pupil with special learning needs.

(3) The recommendation under paragraph 2 shall be prepared on the basis of an assessment of the person's learning needs and in view of protecting the interests of the other pupils in the form.

(4) In the case of a recommendation under paragraph 2 for shift from a day form to an individual form of instruction of a pupils with special learning needs, the regional team under Article 190(1) shall draw up an additional specialized assessment and give its opinion on the confirmation or rejection of the recommendation. The final choice of the form of instruction shall be made by the pupil or the parent in accordance with Article 12.

Article 108. (1) The instruction in the day, evening, and extramural forms shall be organized in forms and groups.

(2) The instruction in the bespoke and individual forms shall be organized for an individual pupil.

(3) The instruction in the combined form shall be organized in forms and groups, or for an individual pupil in the case of separate school subjects.

(4) The instruction in the remote form may be organized in groups of pupils from the same grade or for individual pupils.

(5) The learning by doing (the dual form of instruction) shall be organized:

1. in forms and/or groups - for the school part of the instruction;

2. for an individual pupil or in groups - for the practical training at a real workplace.

Article 109. (1) Only persons aged 16 or above shall be eligible for the evening form of instruction.

(2) By way of exception, evening schools may admit also persons aged 14 or above, who cannot attend a day form for family or social reasons.

(3) The evening form of instruction shall follow a school syllabus worked out on the basis of the relevant framework syllabus for the evening form of instruction.

(4) The evening form of instruction for pupils with special learning needs may be carried out also on the basis of an individual learning plan in accordance with the relevant framework syllabus for the evening form of instruction.

Article 110. (1) Only persons aged 16 or above shall be eligible for the extramural form of instruction.

(2) The extramural form of instruction shall include classes, self-studies, and exams to give the annual mark in the relevant subject from the school syllabus.

(3) The extramural form of instruction shall follow a school syllabus worked out on the basis of the relevant framework syllabus for the extramural form of instruction.

Article 111. (1) The individual form of instruction may be offered to:

1. pupils who, for health reasons, as certified with a medical documents issued by the relevant medical expert commission in accordance with the Health Act, are unable to attend a day, evening or combined form for more than 30 consecutive school days;

2. pupils who, for family reasons, are willing to complete their studies in one or more grades within different time limits;

3. pupils of outstanding talent;

4. pupils with special learning needs in accordance with Article 104(7);

5. the pupils under Article 107(2), subparagraphs 1 to 4.

(2) The individual form shall include individual classes and ongoing assessment or exams to give the mark for the school term or school year.

(3) The instruction shall be carried out in accordance with an individual learning plan under Article 95.

(4) Individual classes shall be held at the school. In the cases under paragraph 1, subparagraph 1, where the pupil is unable to go to school, classes shall be organized at home or in the hospital or, in the cases under paragraph 1, subparagraph 4, also at the personality development support centre.

(5) In accordance with the opinion of the regional inclusive education support centre and the relevant physician in charge of the treatment and in consultation with the parent of a hospitalized pupil, the instruction in the individual classes shall be given by:

1. hospital teachers appointed at a school and/or personality development support centre; the school and the personality development support centre shall be designated by the head of the regional division of education within the territory of the region, where the hospital is located;

2. the school and/or the personality development support centre where the pupil studies, where they are in the same settlement in which the hospital is located;

3. a school and/or a personality development support centre in cases other than those under subparagraph 2, as determined by the head of the regional division of education within the territory of the region, where the hospital is located.

Article 112. (1) The bespoke form of instruction may be offered to:

1. pupils in the compulsory school age bracket who, for health reasons, as certified with a medical documents issued by the relevant medical expert commission in accordance with the Health Act, are unable to attend a day form of instruction;

2. pupils in the compulsory school age bracket at the request of the pupil or the parent in accordance with Article 12(2);

3. pupils of outstanding talent;

4. persons aged 16 or above.

(2) The bespoke form of instruction shall not be organized for pupils under Article 49(2)(1).

(3) The bespoke form of instruction shall include self-studies and exams to give the annual mark in the relevant subject from the school syllabus.

(4) The school syllabus for the day or evening form of instruction shall apply to the bespoke form of instruction.

(5) Pupils under paragraph 1, subparagraph 2, who are involved in the bespoke form at their parents' request and fail to achieve the competences required for the relevant grade, shall continue their education in another form of instruction under Article 106, as recommended by the personality development support team, in accordance with this Act.

(6) The bespoke form of instruction shall be organized for the pupils under paragraph 1, subparagraph 2 at a decision of an expert commission at the regional division of education.

(7) The conduct and organization of the bespoke form of instruction for the pupils under paragraph 1, subparagraph 2 in accordance with this Act shall be monitored by the expert commission at the regional division of education under paragraph 6 in every school term. The commission shall include a representative of the Social Welfare Agency.

Article 113. (1) The remote form of instruction may be organized for grades V to XII inclusive and offered to:

1. pupils who, for health reasons, as certified with a medical documents issued by the relevant medical expert commission in accordance with the Health Act, are unable to attend a day form of instruction;

2. pupils with special learning needs;

3. pupils of outstanding talent;

4. pupils who, for family reasons, are long-term residents in another country and cannot attend school there.

(2) By way of exception, where the pupil undergoes medical treatment abroad for more than 30 days, the remote form may be organized also for grades I to IV inclusive.

(3) The remote form of instruction may not be organized for vocational training purposes.

(4) The remote form of instruction shall follow the school syllabus developed on the basis of the relevant framework syllabus for the remote form.

(5) The remote form of instruction for pupils with special learning needs and for pupils of outstanding talent may be carried out in accordance with an individual learning plan developed on the basis of the relevant framework syllabus for the remote form.

(6) The remote form of instruction shall be carried out through the means of modern information and communication technologies and shall

include remote classes, self-studies, continuous feedback on the results of the instruction and exams in person to give the term and annual marks in the relevant subjects from the school syllabus.

(7) The remote form of instruction may be organized by a school with the relevant technical and technological facilities in accordance with the state educational standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres. Pupils shall provide their own technical and technological means for the remote form of instruction.

Article 114. (1) The combined form of instruction shall include instruction under the terms and conditions laid down for the day form and the individual instruction in one or more subjects in the school syllabus or the individual learning plan.

(2) The combined form of instruction shall be carried out in accordance with the school syllabus or the individual learning plan for pupils with special learning needs and for pupils of outstanding talent.

(3) The combined form of instruction may be offered to:

1. a pupil with special learning needs;
2. a pupil of outstanding talent;
3. a pupil in a grade from the primary education level, who has been moved to a school in which the foreign language which the pupil studied earlier is not taught provided that the settlement does not have a school of the same type, in which the relevant language is taught;
4. a pupil in grade VII, who has been moved to a school in which the subject from the extended education which the pupil studies earlier is not taught provided that the pupil was moved after the beginning of the second school term.

(4) In the cases under paragraph 3, subparagraphs 3 and 4, instead of the foreign language or the subject from the extended education in the school syllabus, individual instruction shall be organized in the foreign language or the subject which the pupil studies earlier. The individual instruction shall be carried out by another school in accordance with Article 113(4), (6) and (7) or by the receiving school in accordance with Article 112(3) and (4).

(5) In the cases under paragraph 3, subparagraph 1, the individual instruction may be provided in one or more subjects. The individual instruction shall be carried out by the school in accordance with Article 111, paragraphs 2 to 5, or another school in accordance with Article 113(4), (6) and (7).

(6) In the cases under paragraph 3, subparagraph 2, the individual instruction shall be carried out in one or more subjects in which the pupil has demonstrated sustainable capabilities and excellence, exceeding his or her peers' achievements. The individual instruction shall be carried out by the school in accordance with Article 111, paragraphs 2 to 5.

Article 115. (1) Learning by doing (dual system of instruction) is a specific form of instruction in which vocational qualifications shall be acquired through:

1. practical instruction in a real working environment; and
2. education at a vocational gymnasium.

(2) Learning by doing (dual system of instruction) may be organized by a vocational gymnasium on the basis of the partnership with one or more employers.

(3) Learning by doing (dual system of education) shall be organized in the high gymnasium stage for pupils aged 16 or above.

Article 116. (1) The organization of studies in the day, evening, extramural, individual, bespoke, remote and combined forms of instruction, as well as the terms and conditions for the transition from one form to another shall be regulated in the state education standard for the organization of the activities in school education, while learning by doing (dual system of instruction) shall be organized and carried out in accordance with the Vocational Education and Training Act.

(2) The assessment in the various forms of instruction shall be carried out under the terms and conditions laid down in the state education standard for the assessment of the results of the pupils' education.

Section VII

Assessment of the Results of the Pupils' Education

Article 117. (1) The assessment is a process of establishment and measurement of the results achieved in the learning process and of the pupils' level of preparation for their future pursuits.

(2) The assessment shall have the following objectives:

1. diagnostics of the pupil's achievements and progress and identification of his or her learning needs and the spheres in which the pupil needs support;
2. monitoring of the educational process with a view to implementing policies and measures aimed at improving the quality of education.

(3) The assessment shall be carried out:

1. in the learning process;
2. at the end of a grade or a stage of an educational level;
3. at the completion of an educational level.

Article 118. (1) The assessment shall be carried out through ongoing testing and exams.

(2) Ongoing testing shall be carried out in the learning process, part of which is based on projects. It is an instrument to provide feedback and learning incentives. As a result of the ongoing testing, the ongoing marks shall be given with the relevant number of scores, underlying the term or annual marks.

(3) The mark shall indicate the degree to which the competences which pupils have achieved in the learning process correspond to those laid down in the state education standard for the general education, the state education standard for the special profile education, and/or the state

education standard for the acquisition of vocational qualifications, and/or the curriculum of the relevant subject of module in the relevant grade.

(4) With regard to pupils with special learning needs, who follow an individual learning plan, the mark shall indicate the degree to which the competences envisaged therein have been achieved.

(5) No marks shall be given in subjects, modules or activities included in the optional classes in the school syllabus, except for sports schools, in the classes under Article 92(1), as well as in the special subjects for pupils with sensory disabilities.

(6) Exams shall be of the following types:

1. equalizing exams;
2. for giving a term or annual mark in the relevant subject;
3. for altering the mark already given;
4. for establishing the degree to which the competences envisaged in the curriculum of the relevant subject in the relevant grade have been achieved;
5. for establishing the degree to which the competences laid down in the state education standard for the general education, the state education standard for the special profile education at the relevant educational level, and/or the state education standard for the acquisition of vocational qualifications;
6. state matriculation exams.

Article 119. (1) Depending on the assessing authority, the assessment may be:

1. internal, where the instructing teacher makes the assessment;
2. external, where a commission or a person other than the instructing teacher makes the assessment.

(2) Depending on the organization and scope, the assessment in the school educational process may be:

1. national - involving the pupils in the same grade throughout the country;
2. regional - involving the pupils in the same grade in one or more regions;
3. school - involving the pupils in the same grade at a given school;
4. group - involving some or all pupils in one or more forms;
5. individual - involving individual pupils.

(3) National external assessment shall be carried out at the end of grades IV, VII and X to establish the degree of achievement of the competences envisaged for the relevant stage, as laid down in the state education standard for the general education.

(4) The Ministry of Education and Science shall introduce a mechanism of openness, transparency and annual analysis of the results from the national external assessments, which shall be used to develop policies and measures to guarantee the sustainable improvement of the quality of education.

(5) The format of the national external assessment under paragraph 3, the subjects involved in the assessment, and the terms and

conditions for its organization and conduct shall be laid down in the state education standard for the assessment of the results of the pupils' education.

Article 120. (1) Marks shall include a quantitative and a qualitative element.

(2) The following marks may be given: excellent (6), very good (5), good (4), fair (3), and fail (2).

(3) Where the quantitative element is not expressed in a whole number, the qualitative element shall be established in accordance with the state education standard for the assessment of the results of the pupils' education.

(4) Where other quantitative indicators are used, they shall be adjusted to the marks under paragraph 2.

(5) The marks given in the national external assessment at the end of grades VII and X, as well as in the state matriculation exams and the state exam for the acquisition of vocational qualifications may be expressed only in quantitative terms, i.e. in a number of scores, without any adjustment to the marks under paragraph 2.

(6) The pupils in grades I to III inclusive shall not receive quantitative marks.

(7) The pupils with special learning needs, who follow individual learning plans, shall receive the following marks expressed only in qualitative terms: "meets the requirements", "copes", and "encounters difficulties".

(8) Where it is established that the pupils under paragraph 7 have met the requirements of the curriculum of a subject in the school syllabus, a quantitative mark shall be given in this subject and the instruction based on the individual learning plan shall be discontinued.

Article 121. The main components of the assessment, the types and forms of assessment, and the organization, terms and conditions for its implementation shall be laid down in the state education standard for the assessment of the results of the pupils' education.

Section VIII

Completion of a Grade, Stage and Level of Education

Article 122. (1) A pupil shall complete a grade successfully provided that his or her annual marks are at least Fair (3) in all subjects or modules in the school syllabus for the relevant grade in the compulsory and elective classes.

(2) Upon the successful completion of a grade, the pupil shall continue in the next grade.

(3) A pupil in the elementary stage of the primary education shall continue his or her studies in the next grade, notwithstanding the annual marks in the subjects, where the pupil is educated in the day, individual, bespoke, remote, or combined form of instruction and his or her age

corresponds to that for the relevant grade or exceeds it by three years or less.

Article 123. (1) A pupil who has received an annual mark Fail (2) in a subject or a module shall sit for an exam to alter the mark in the subject or module under the terms and conditions laid down in the state education standard for the assessment of the results of the pupils' education.

(2) Failing to sit for the exam or failing to pass the exam successfully, the pupil under paragraph 1 shall repeat the grade.

Article 124. (1) Pupils in grades I to III inclusive, who have not mastered the competences envisaged in the curriculum for the relevant grade, as well as pupils in grade IV who have received an annual mark Fail (2) in a subject, shall not sit for an exam to alter the mark and shall not repeat the grade, where they are educated in the day, individual, bespoke, remote, or combined form of instruction and their age corresponds to that for the relevant grade or exceeds it by three years or less.

(2) The pupils under paragraph 1, except for those in the bespoke form of instruction, shall be provided with additional instruction during the summer holidays under terms and conditions laid down in an order of the school headmaster. The additional instruction may continue, if necessary, during the next school year.

Article 125. A pupil in grade XII with an annual mark Fail (2) in one or more subjects or modules, who has failed to sit for an exam to alter the mark or has failed to pass the exam successfully, shall not repeat the grade. This pupil may sit for an exam to alter the mark, without any restriction as to the number of exam sessions, under the terms and conditions laid down in the state education standard for the assessment of the results of the pupils' education.

Article 126. (1) No pupil with special learning needs shall repeat the grade.

(2) A pupil with special learning needs with an annual grade Fail (2) in a subject may be offered an individual learning plan for the next grade in the subject at the proposal of the personality development support team.

(3) In the cases under paragraph 2, where the pupil has not been offered an individual learning plan for the subject in which the pupil's mark is Fail (2), the pupil shall sit for an exam to alter the mark in the subject in the course of the next school year.

Article 127. A pupil in the bespoke or extramural form of instruction, when repeating the grade, shall sit for exams only in the subjects or modules in which he or she has received the mark Fail (2).

Article 128. (1) Pupils who have completed their studies in grades I, II and III shall be issued transcripts on the completion of the grade.

(2) In the cases other than those under paragraph 1, the completion of a given grade shall be certified with the individual report book.

Article 129. (1) Pupils who have completed their studies in grade IV shall be issued transcripts on the completion of the elementary stage of primary education.

(2) The document under paragraph 1 shall entitle its holder to continue his or her studies in the pre-gymnasium stage of primary education.

Article 130. (1) Pupils who have completed their studies in grade VII successfully shall have completed their primary education, as certified with the primary education certificate. The certificate shall entitle its holder to continue his or her studies in the next educational stage or in vocational training.

(2) The pupils under Article 120(7) who have completed their studies in grade VII shall be issued a transcript on the completion of grade VII, which shall entitle them to continue their education in grade VIII or in vocational training.

Article 131. (1) Pupils who have completed their studies in grade X successfully shall be issued a transcript on the completion of the lower gymnasium stage of secondary education, which shall entitle them to continue their studies in the high gymnasium stage of secondary education and in vocational training.

(2) The pupils under Article 120(7) who have completed their studies in grade X shall be issued a transcript on the completion of grade X, which shall entitle them to continue their education in grade XI or in vocational training.

(3) As well as the document under paragraphs 1 and 2, the pupils under paragraphs 1 and 2 who pursue also vocational training shall be issued the relevant documents issued in accordance with the Vocational Education and Training Act.

Article 132. (1) Pupils who have completed their studies in grade XII successfully shall become matriculants and shall be entitled to sit for the state matriculation exams and a state exam for awarding professional qualifications.

(2) Matriculants who have followed a school syllabus of special profile education shall acquire their secondary education degree after they pass successfully the compulsory state matriculation exam in the Bulgarian language and literature and the compulsory state matriculation exam in a special profile subject.

(3) Matriculants who have followed a school syllabus of vocational training shall acquire their secondary education degree after they pass successfully the compulsory state matriculation exam in the Bulgarian language and literature and the state exam for awarding professional qualifications in the theory and practice of the occupation.

Article 133. (1) The attainment of the secondary education degree shall be certified with the diploma of secondary education which shall specify the general performance mark. The diploma of secondary education shall be final and it shall entitle its holder to continue his or her holder to continue his or her education or vocational training.

(2) As well as the diploma of secondary education, the matriculants under Article 132(3) shall be issued a certificate of vocational qualifications. They shall be issued a certificate on their eligibility to exercise the occupation, if it is required in accordance with the Vocational Education and Training Act.

(3) The person may be issued, at his or her request, an European appendix to the certificate of vocational qualifications and/or an appendix to the diploma of secondary education in a foreign language - English, French, or German.

Article 134. (1) The compulsory state matriculation exam in the Bulgarian language and literature shall cover the content studied in the compulsory classes during the high gymnasium stage of secondary education.

(2) The second compulsory state matriculation exam under Article 132(2) shall be in a subject chosen by the pupil among the following subjects: foreign language - English, French, German, Italian, Spanish or Russian; mathematics; informatics; information technologies; physics and astronomy; biology and health education; chemistry and protection of the environment; history and civilizations; geography and economics; entrepreneurship; music; arts; and philosophy provided that the pupils has studied the subject in the elective classes as a special profile subject during the high gymnasium stage of secondary education. The state matriculation exam shall cover the content studied in the compulsory modules of the special profile subject.

(3) The state exam for awarding professional qualifications under Article 132(3) shall be carried out in accordance with the Vocational Education and Training Act.

Article 135. (1) A matriculant may, at his or her request, sit for up to two additional state matriculation exams in subjects of his or choice among the following subjects: Bulgarian language and literature; foreign language - English, French, German, Italian, Spanish or Russian; mathematics; information technologies; physics and astronomy; biology and health education; chemistry and protection of the environment; history and civilizations; geography and economics; and philosophy.

(2) Where the subject chosen under paragraph 1 has been studied as a special profile subject, the state matriculation exam shall cover the content of the compulsory modules of the special profile subject in the elective classes during the high gymnasium stage of secondary education.

(3) Where the subject chosen under paragraph 1 has not been studied as a special profile subject, the state matriculation exam shall cover the content of the compulsory classes during the secondary education course..

(4) The matriculant may sit for an additional state matriculation exam in the subject of Bulgarian language and literature only if he or she has studied it as a special profile subject. The state matriculation exam shall cover the content of the compulsory modules of the special profile subject.

(5) Except for the cases under paragraph 4, a matriculant may not sit for an additional state matriculation exam in a subject on which he or she has sat for a compulsory state matriculation exam.

(6) An additional state matriculation exam in the subject of foreign language may be in a foreign language other than the ones under paragraph 1 provided that the pupil has studied the relevant foreign language during the lower gymnasium stage of secondary education and the special profile subject of the same language during the high gymnasium stage of secondary education.

Article 136. (1) Pupils under an international treaty or agreement which envisages a final exam at the end of the secondary education course in the official language or in one of the official languages of the state party to the treaty or agreement may request to have this exam recognized as a second compulsory state matriculation exam provided that the language of the state party to the treaty or agreement is among the foreign languages under Article 132(2) and the exam has been duly conducted in accordance with the international treaty or agreement.

(2) In the cases under paragraph 1, the mark given in the exam in a language, which has been duly conducted in accordance with the international treaty or agreement, shall be entered into the diploma of secondary education as a mark given in the second compulsory state matriculation exam.

(3) The provisions of paragraph 1 shall not apply to exams assessed in a way that does not allow adjustment of the result to the assessment system used in the school education in the Republic of Bulgaria.

(4) The provisions of paragraphs 1, 2 and 3 shall apply accordingly to the cases of instruction in accordance with the state education standards, as well as the requirements of another Member State, where the attainment of a secondary education degree requires an exam in the language of the Member State and the exam has been taken under the terms and conditions laid down in the laws of that Member State

Article 137. (1) The exam programmes for the state matriculation exams on the content studied in the compulsory classes in the two stages of secondary education shall be laid down in the state education standard for the general education.

(2) The exam programmes for the state matriculation exams on the content studied in the compulsory modules of the special profile subject shall be laid down in the state education standard for the special profile education.

(3) The calculation of the general performance mark under Article 133(1) and the terms and conditions for the organization and conduct of state matriculation exams shall be laid down in the state education standard for the assessment of the results of the pupils' education.

(4) The state matriculation exams in each subject shall be assessed at the national level by school teachers and university lecturers.

(5) The Ministry of Education and Science shall introduce a mechanism of openness, transparency and annual analysis of the results from the state matriculation exams.

Article 138. (1) A matriculant who has failed to sit for an exam under Article 132(2) or an exam under Article 132(3) or has failed to pass such an exam successfully, shall be issued, at his or her request, a transcript on the completion of the high gymnasium stage of secondary education, which shall entitle its holder to vocational training. The transcript on the completion of the high gymnasium stage shall not entitle its holder to continue his or her education.

(2) A matriculant who has failed to sit for an additional state matriculation exam or has failed to pass it successfully shall attain a secondary education degree provided that he or she has passed the compulsory state matriculation exams or the state exam for the acquisition of vocational qualifications successfully. In such cases, only the successfully passed additional state matriculation exams shall be entered into the diploma of secondary education.

(3) The matriculants under paragraph 1 may sit for state matriculation exams and for the state exam for the acquisition of vocational qualifications without any restriction as to the age and the number of exam sessions, while observing the statutory requirements as of the time of the exam.

(4) The matriculants under paragraph 1 shall sit only for the compulsory state matriculation exam or the state exam for the acquisition of vocational qualifications which they have not passed successfully. In each successive sitting for a state matriculation exam in a special profile subject, the matriculant may change his or her choice of subject in accordance with Article 134(2).

(5) A matriculant who has passed only the state exam for the acquisition of vocational qualifications successfully shall be issued a certificate of vocational qualifications. He or she may be issued also a certificate on his or her eligibility to exercise the occupation in accordance with the Vocational Education and Training Act.

Article 139. Pupils shall not repeat a grade they have completed successfully or attain school education of the same degree, unless prescribed otherwise by the law.

Article 140. The terms and conditions for the completion of a grade and stage of the education degree and for transition to the next grade or education degree shall be laid down not later than the beginning of the relevant school year of the relevant grade or stage.

Article 141. (1) The requirements to the content of the documents on the completion of a grade, stage or education degree shall be laid down in the state education standard for information and documents.

(2) The documents on the completion of a stage of the education degree, on the acquisition of vocational qualifications, or on the completion of vocational training shall specify the relevant level of the

National Qualifications Framework and the European Qualifications Framework.

(3) The Minister of Education and Science shall make arrangements for the establishment and maintenance of an information registry of the documents on the completion of primary education, secondary education, and/or vocational qualifications.

Section IX

National Admission Plan. Enrollment and Movement of Pupils

Article 142. (1) Pupils shall be enrolled at state-owned and municipal schools at the places specified in the school admission plan, the national and the additional admission plans.

(2) The school admission plan shall specify the number of places at which pupils are enrolled in the first of the grades of the elementary and/or pre-gymnasium stage, except for the cases under paragraph 3, subparagraph 5, and also in the first of the grades in the secondary education course for evening schools, special schools, prison schools and Bulgarian schools abroad. The headmaster may change this number in the next grades, depending on the real enrollment levels.

(3) The national admission plan shall specify the number of places at which pupils are enrolled at:

1. special profile gymnasiums and vocational gymnasiums, special profile forms at secondary schools and vocational gymnasiums or vocational training forms at integrated schools and special profile gymnasiums - grade VIII;

2. sports schools - grades V, VI, VII or VIII;

3. arts schools - grades I, V and VIII;

4. culture schools - grades I, V and VIII;

5. gymnasiums under Article 38(3) - grade V.

(4) The additional national admission plan shall specify the number of places at which pupils are enrolled at special profile gymnasiums and vocational gymnasiums, special profile forms or vocational training forms at secondary schools, and also at special profile forms at vocational gymnasiums and vocational training forms at special profile gymnasiums after the completion of the lower gymnasium stage of secondary education.

Article 143. (1) The school headmaster shall work out the school admission plan prior to the beginning of the school year under the terms and conditions laid down in the state education standard for the organization of activities in school education and in accordance with the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres.

(2) The national admission plan shall be approved for each school year with an order issued by:

1. the head of the regional division of education - for the schools under Article 142(3)(1) and (5);

2. the Minister of Youth and Sports - for the schools under Article 142(3)(2);

3. the Minister of Culture - for the schools under Article 142(3)(3) and (4);

4. the Minister of Education and Science - for the schools under Article 38(4).

(3) The additional national admission plan shall be approved for each school year with an order issued by:

1. the head of the regional division of education - for the schools under Article 142(3)(1);

2. the Minister of Education and Science - for the schools under Article 38(4).

(4) The national admission plan under paragraph 2, subparagraph 1 and the additional national admission plan under paragraph 3, subparagraph 1 shall be approved in consultation with the financing authority.

(5) The terms and conditions for the approval of the national admission plan for the schools under Article 142(3)(1) and (5) and of the additional national admission plan shall be laid down in the state education standard for the organization of activities in school education.

(6) The terms and conditions for the approval of the national admission plan shall be laid down in an ordinance issued by the Minister of Youth and Sports for the schools under Article 142(3)(2) and by the Minister of Culture for the schools under Article 142(3)(3) and (4).

Article 144. (1) Secondary schools, integrated schools and special profile gymnasiums may be covered by a national admission plan for vocational forms provided that they meet the following requirements:

1. the school has the relevant technical facilities;

2. the school is able to provide instruction by vocational teachers;

3. there is no other school offering the same type of instruction within the municipality;

4. with regard to special profile gymnasiums, the occupations are close to the main special profile of the school.

(2) The national admission plan for forms in which special profile education is offered during the high gymnasium stage may cover vocational gymnasiums only if there is no other school offering the same type of instruction within the municipality.

(3) The conditions under paragraphs 1 and 2 shall apply accordingly to the approval of the additional national admission plan.

Article 145. (1) Except for the cases under this Act, the admission of pupils to grade I may not be based on a capabilities test.

(2) The admission of pupils to grade VIII at the schools under Article 142(3)(1) and of pupils from integrated schools to grade XI at the schools under Article 142(4), as well as in the cases laid down in the state education standard for the organization of activities in school education shall be based on the results of the national external assessment.

(3) In the cases under paragraph 2, a capabilities test may be applied for special profiles and for special parts of occupations in accordance with the state education standard for the organization of activities in school education.

(4) In the cases under paragraph 2, pupils from integrated schools shall sit for equalizing exams, where the school syllabi of the receiving school and the school from which the pupil moves have been developed on the basis of different framework or model syllabi.

(5) Pupils with special learning needs shall be enrolled at special schools on the basis of an assessment and referral under the terms and conditions laid down in the state education standard for inclusive education.

(6) Pupils who have transcripts on the completion of grade VII may continue their education in the next grade at a school under Article 142(3)(1) on the basis of the referral by the regional centre for inclusive education support under the terms and conditions laid down in the state education standard for inclusive education.

Article 146. (1) A capabilities test may be applied to pupils enrolled in accordance with the approved national admission plan at culture schools, arts schools and sports schools, as well as schools with special profiles of music, visual arts, and physical education and sports.

(2) The capabilities test shall be organized under terms and conditions laid down in:

1. ordinances issued by the Minister of Youth and Sports - for arts schools and culture schools;

2. an ordinance issued by the Minister of Youth and Sports - for sports schools;

3. an ordinance issued by the Minister of Education and Science - for schools with special profiles of visual arts, music, and physical education and sports.

Article 147. The terms and conditions for the enrollment and movement of pupils in grades I to XII shall be laid down in the state education standard for the organization of activities in school education and, for the pupils at arts schools, culture schools and sports schools, the ordinances under Article 146(2).

Article 148. (1) Pupils in grades I to VII inclusive shall not sit for equalizing exams when they move to another school.

(2) Pupils in grades VIII to XII inclusive shall sit for equalizing exams when they move to another school, where the school syllabi of the receiving school and the school from which the pupil moves have been developed on the basis of different framework or model syllabi.

Article 149. (1) Pupils shall be enrolled at Bulgarian schools abroad under the terms and conditions laid down in their incorporation act.

(2) Pupils shall be enrolled at private schools under the terms and conditions laid down in the school rules and, with regard to pupils under Article 10(4), in the state education standard for the financing of institutions.

(3) Pupils shall be enrolled at spiritual schools at their parents' consent and under the terms and conditions laid down by the relevant religious denomination.

Chapter Seven
(Effective 14.12.2015 - SG No. 79/2015)
KNOWLEDGE BOOKS, TEXTBOOKS AND TEACHING AIDS

Section I
Knowledge Books, Textbooks and Teaching Aids

Article 150. (1) Knowledge books and teaching aids shall be used in pre-school education.

(2) Textbooks and teaching aids shall be used in school education.

Article 151. (1) A knowledge book is the product of creative activity, which is approved by the Minister of Education and Science for the purposes of pre-school education. The knowledge book is a didactic tool to support the child's overall education in one or more educational fields for a specific pre-school age group so that to master the competence laid down in the state education standard for pre-school education.

(1) A textbook is the product of creative activity, which is approved by the Minister of Education and Science for the purposes of school education. The knowledge book is a didactic tool to assist self-studies and to support the pupil's overall education in one or more subject or module so that to master the competence laid down in the state education standard for general education, the state education standard for special profile education, or the state education standard for the acquisition of vocational qualifications, as well as in the relevant curriculum.

(3) A teaching aid is the product of creative activity, which supports pre-school and school education for the following purposes:

1. to make more specific, to elaborate or to deepen the educational content wholly or in part;

2. to strengthen or to apply in practice the competences mastered in the education process.

(4) School kits approved by the Minister of Education and Science may also be used in school education. The school kit shall comprise a textbook and one or more teaching aids in an integrated system.

Article 152. (1) Knowledge books, textbooks and teaching aids shall be adequate to the age characteristics of children and pupils and they shall encourage independence and thinking.

(2) Knowledge books, textbooks and teaching aids shall not contain any element of commercial advertising.

Article 153. (1) Knowledge books shall be produced as printed publications, printed publications with an electronic version, or electronic publications.

(2) Textbooks shall be produced as printed publications or printed publications with an electronic version.

(3) Teaching aids shall be produced as printed publications, printed publications with an electronic version, or electronic publications.

Article 154. Depending on their purpose, textbooks shall be intended to teach:

1. the subjects in the general education course;
2. the compulsory modules in the special profile education course;
3. the subjects of mother tongue, religion and choreography;
4. the subjects or modules in the general vocational training course;
5. the special subjects for pupils with sensory disabilities.

Article 155. Depending on their function, teaching aids may be didactic games, albums, scrapbooks, notebooks, collections of texts, collections of mathematical problems, sets of colouring maps, educational materials or analyses, educational atlases, educational guides, theoretical and/or practical courses.

Article 156. (1) The requirements to the content, layout, binding and electronic production of knowledge books, textbooks, school kits and teaching aids shall be laid down in the state education standard for knowledge books, textbooks and teaching aids.

(2) The textbooks used to teach the subjects under Article 154(5) shall be produced also in an electronic version in accordance with the state education standard under paragraph 1.

Section II

Assessment and Approval of Drafts of Knowledge Books, Textbooks and School Kits

Article 157. (1) The procedure for the assessment and approval of drafts of knowledge books, textbooks and school kits shall be opened with an order of the Minister of Education and Science:

1. after the approval of new curricula in school education, and after the adoption or change of the state education standard for pre-school education in pre-school education;
2. where none of the approved textbooks has been distributed for the beginning of the school year;
3. where none of the publishers of the approved knowledge books, textbooks and school kits has applied for inclusion on the list under Article 162;
4. where no knowledge book, textbook and school kit has been approved in the course of a procedure;

5. in the cases under Article 161, where no change has been introduced or no proposed change has been approved with regard to the approved knowledge books or textbooks and school kits respectively.

(2) In the order under paragraph 1, the Minister of Education and Science shall fix a deadline for submission of drafts of knowledge books, textbooks and school kits, which may not be less than 12 months as from the date of the order under paragraph 1.

(3) The drafts of knowledge books shall be assessed in terms of their compliance with the state education standard for knowledge books, textbooks and teaching aids.

(4) The drafts of textbooks and school kits shall be assessed in two stages:

1. first stage - assessment of the compliance with the state education standard for knowledge books, textbooks and teaching aids;

2. second stage - assessment of their adequacy to schooling.

Article 158. (1) The assessment of drafts of knowledge books and the first stage of the assessment of drafts of textbooks or school kits shall be conducted by assessors appointed by the Minister of Education and Science in consultation with the President of the Bulgarian Academy of Sciences.

(2) The second stage of the assessment of drafts of textbooks or school kits shall be applied to those drafts which comply with the requirements of the state education standard for knowledge books, textbooks and teaching aids and it shall be performed at each school by the teachers teaching the subject in the relevant education degree course.

Article 159. (1) A person shall not be eligible to become an assessor, where this person is:

1. the author or publisher of a draft knowledge book, textbook or school kit submitted in the assessment procedure;

2. the author or publisher of an approved textbook or school kit in the relevant subject for the relevant grade or a knowledge book, which are used in the pre-school and school education system;

3. in contractual relationships with the author or publisher at the time of the procedure;

4. in an hierarchical relationship of management and control with the author of the product proposed as a draft of a knowledge book, textbook or school kit, or with its publisher;

5. a participant in any capacity in the creation of the product proposed as a draft of a knowledge book, textbook or school kit;

6. the spouse of the author or publisher or their relative of direct lineage without any limitation or of indirect lineage or in-law up to four times removed.

(2) The absence of the circumstances under paragraph 1 shall be certified with an affidavit.

Article 160. (1) The Minister of Education and Sciences shall issue an order to approve all drafts of knowledge books which have been assessed as compliant with the state education standard for knowledge books, textbooks and teaching aids.

(2) The Minister of Education and Sciences shall issue an order to approve all drafts of textbooks and school kits, which have been assessed as compliant with the state education standard for knowledge books, textbooks and teaching aids, which have been developed on the basis of the approved curricula under Article 76(7), Article 78(1) and Article 83(7), and are applicable in practice.

(3) The orders under paragraphs 1 and 2 or the refusals to approve drafts of knowledge books, textbooks and school kits shall be issued not later than six months after the expiration of the relevant deadline for the submission of drafts of knowledge books, textbooks and school kits under Article 157(2).

(4) The approved knowledge books, textbooks and school kits may be used in pre-school and school education until the entry into force of new curricula or until a change of the content, layout, binding or electronic production.

Article 161. (1) In the approved knowledge books, textbooks and school kits, only objectively needed changes may be introduced with regard to the content, layout, binding or electronic production. Objectively needed changes means corrections of mistakes or consequences of amended legislation, objective change of facts, circumstances, statistics and others of this kind.

(2) The changes under paragraph 1 may be introduced by the authors or publishers only at the initiative of the Minister of Education and Science.

(3) In the cases under paragraph 2 the change shall be approved by the Minister of Education and Science.

(4) The authors and/or publishers of approved knowledge books, textbooks and school kits may correct obvious factual errors at their initiative and without the approval under paragraph 3, whereby they shall have the obligation to notify the Minister of Education and Science within a week of the printing of the edition.

Article 162. (1) The Minister of Education and Science shall approve a list of the knowledge books, textbooks and school kits, which may be used in the pre-school and school education system in the relevant school year.

(2) The list under paragraph 1 shall be published on the official website of the Ministry of Education and Science prior to the beginning of the school year.

(3) Knowledge books and textbooks which are not on the list under paragraph 1 may not be used in the pre-school and school education system.

Article 163. The terms and conditions for assessment and approval of drafts of knowledge books, textbooks and school kits and the changes thereof, including the appointment of assessors, as well as the terms and conditions for the approval of the list under Article 162 shall be laid down in the state education standard for knowledge books, textbooks and teaching aids.

Article 164. (1) Knowledge books, textbooks and school kits shall be distributed free of charge in the pre-school and school education system under the terms and conditions laid down by the Council of Ministers.

(2) Textbooks and school kits which are distributed free of charge for the pupils shall be selected by the teachers who teach the relevant subject in the relevant stage of the education degree course at the school in consultation with the public oversight board.

(3) Textbooks and school kits other than those under paragraph 1, as well as teaching aids to be used by pupils shall be selected by the teacher who teaches the subject or module in the relevant form.

(4) Knowledge books and teaching aids used in pre-school education shall be selected by the teachers who teach in the relevant group in the kindergarten or at the school in accordance with the programme system under Article 70.

Chapter Eight RECOGNITION, EQUALIZATION AND VALIDATION OF LEARNING RESULTS

Article 165. (1) The recognition is an official confirmation in writing of the equivalence of completed periods of school education or stages and degrees of education and vocational training at schools in a foreign country to those in the school education of the Republic of Bulgaria.

(2) Recognition in accordance with this Chapter is awarded also to competences acquired after the successful completion of studies in the subjects of Bulgarian language and literature, history and civilizations, geography and economics, in their parts concerning the history and geography of Bulgaria, which was been carried out by organizations of Bulgarian expatriates and financed in accordance with this Act.

(3) The recognition under paragraph 1 shall have the following objectives:

1. access to education at schools in the pre-school and school education system;
2. access to vocational training;
3. access to education in the higher education system;
4. facilitated access to the labour market.

(4) Documents on completed periods of school education, education degree courses and vocational qualifications issued by schools of foreign countries shall be recognized under the terms and conditions laid down in the state education standard for the assessment of the results of the pupils' education.

(5) Where a difference in the systems of educational results assessment is observed in the recognition process, marks are equalized in accordance with the Bulgarian assessment system under the terms and

conditions laid down in the state education standard for the assessment of the results of the pupils' education.

(6) The recognition and equalization under paragraph 5 shall be carried out by the Minister of Education and Science or officials authorized by the Minister of Education and Science.

Article 166. (1) Validation is assessment and recognition of the compliance of competences acquired in the course of non-formal instruction and informal learning with the requirements for the completion of a grade, stage or education degree and/or the acquisition of vocational qualifications, and issuance of the relevant official document for the following purposes:

1. access to education at schools in the pre-school and school education system;
2. access to vocational training;
3. facilitated access to the labour market.

(2) Non-formal instruction is the instruction performed in an organized manner outside the pre-school and school education system but not leading to the completion of a grade, stage or education degree and/or the acquisition of vocational qualifications.

(3) Informal learning is the non-institutionalized, unorganized and unsystematic accumulation of competences in life.

(4) The validation of competences in accordance with this Chapter shall apply only to persons who have not attained primary or secondary education degree.

(5) The validation of competences in a subject under Article 135(1) in accordance with this Chapter shall apply only to persons who have attained secondary education degree provided that the subject is not included in their diploma.

(6) The validation of competences for a completed period of school education or a completed grade or stage of primary education or a grade in the lower gymnasium stage or the completion of the lower gymnasium stage in accordance with this Chapter shall apply to persons in the compulsory school age bracket, seeking or having received protection under the Asylum and Refugees Act, where it is impossible to present the relevant document for the relevant person.

(7) The validation of competences for a completed period of school education or a completed grade or stage of primary education or a grade in the lower gymnasium stage or the completion of the lower gymnasium stage in accordance with this Chapter shall apply to persons with special learning needs, who have received the relevant document with qualitative assessments.

Article 167. (1) Competences may be validated in accordance with this Chapter:

1. in a specific subject for one or more grades of the primary education degree course;
2. in a subject under Article 135(1);
3. in all general education subjects taught in the compulsory classes in a specific grade of the primary education degree course;

4. which are needed for the completion of the elementary or pre-gymnasium stage of the primary education degree course;

5. which are needed for the acquisition of vocational qualifications.

(2) The validation under paragraph 1, subparagraphs 1, 3 and 4 is assessment and recognition of the compliance of the competences with the requirements of the relevant curriculum and/or the state education standard for the general education.

(3) The validation under paragraph 1, subparagraph 2 shall be carried out under the terms and conditions laid down for the additional state matriculation exams, whereby the person shall be free to choose whether to sit for the exam on the content under Article 135(1) or (3).

(4) The validation under paragraph 1, subparagraphs 3 and 4 shall be carried out only upon presentation of a document on the preceding grade or stage.

(5) The validation under paragraph 1, subparagraphs 1, 3 and 4, shall be carried out by a school providing the relevant instruction at the choice of the person.

(6) The validation under paragraph 1, subparagraphs 1, 3 and 4, shall be carried out in accordance with the state education standard for the assessment of the results of the pupils' education.

(7) The validation under paragraph 1, subparagraph 5 shall be carried out in accordance with the Vocational Education and Training Act.

(8) Citizens may not repeatedly validate competences recognized in accordance with this Chapter.

Article 168. (1) The compliance of competences to the requirements for the completion of a grade, stage or degree of education and/or vocational training shall be certified with the following documents:

1. transcript on the validation of competences in a subject in one or more grades, which entitles its holder to receive a document on the completion of a grade, stage or degree in accordance with the state education standard for the information and documents;

2. transcript on the validation of competences in a subject which is not included in the diploma of secondary education, which entitles its holder to include the mark in the calculation of the performance for admission to a higher education school;

3. transcript on the validation of competences in a grade of the primary education course, which entitles its holder to continue in the next grade or to pursue vocational training;

4. transcript on the validation of competences in the elementary stage of the primary education course, which entitles its holder to continue in the next stage of school education or vocational training;

5. transcript on the validation of competences in the primary education course, which entitles its holder to continue in the secondary education course or vocational training;

6. certificate on the validation of vocational qualifications;

7. transcript on the validation of vocational training in a special part of an occupation.

(2) The compliance of competences with the requirements for the completion of a grade, stage or primary degree of education for the persons under Article 166(6) and (7) shall be certified with the documents under paragraph 1, subparagraphs 3 to 5 and the following documents:

1. transcript on the validation of competences in a grade of the lower gymnasium stage, which entitles its holder to continue in the next grade;

2. transcript on the validation of competences in the lower gymnasium stage, which entitles its holder to continue in the high gymnasium stage.

(3) The content and the procedure for the issuance of the documents under paragraphs 1 and 2 shall be laid down in the state education standard for the information and documents.

Article 169. (1) Schools may organize and conduct literacy courses and courses for the acquisition of competences in the pre-gymnasium stage for persons aged 16 or above.

(2) The training in the courses under paragraph 1 shall be carried out in accordance with programmes approved by the Minister of Education and Science, which are oriented to the results of the education in accordance with the state education standard for the general education in the elementary and pre-gymnasium stage.

(3) The persons who have completed a training course under paragraph 1 shall sit for exams in accordance with the state education standard for the assessment of the results of the pupils' education.

(4) The persons who have passed the exams under paragraph 3 successfully shall be issued the transcripts under Article 168(1)(3), (4) or (5).

Article 170. (1) The schools which provide vocational training may organize and conduct preparatory courses for the validation of vocational competences for persons aged 16 or above.

(2) The training and the completion of the course under paragraph 1 shall be carried out in accordance with the Vocational Education and Training Act.

Chapter Nine CHILDREN AND PUPILS

Section I Basic Rights and Obligations

Article 171. (1) Children and pupils respectively shall have the following rights:

1. to be educated and brought up in a healthy, safe and secure environment;

2. to be recognized as active participants in the education process;

3. to choose their special profile and occupation;
4. to choose among the subjects and modules proposed by the school for the elective and optional classes;
5. to receive library and information services;
6. to receive information on their instruction, upbringing, rights and obligations;
7. to receive general and additional personality development support;
8. to be informed and consulted in relation to the choice of education and/or occupation;
9. to take part in project activities;
10. to give their opinion and proposals on school activities, including elective and optional classes;
11. take part in the discussion, through the forms of pupil self-government, for resolving issues concerning school life and the school community, including the school syllabus;
12. to receive assistance from the school and from the local government authorities in expressing their opinion on issues which affect them directly and in participating in the community life;
13. to be rewarded with moral and material incentives.

(2) Pupils shall participate in school life and in the organizational development of the school through various forms of pupil self-government at the form and school level in accordance with the school rules and at the pupils' proposal.

(3) Pupils shall have the right to receive scholarships under the terms and conditions laid down by the Council of Ministers.

Article 172. (1) Pupils shall have the following obligations:

1. to attend classes and school activities and to take part in them;
2. to keep the good name of the school and the school community and to contribute to the development of good traditions;
3. to respect the rights, honour and dignity of the others and to refrain from physical and psychological violence;
4. to wear the school uniform and the other school insignia, if any, or to go to school in clothes and with appearance which comply with the school rules;
5. to refrain from gambling and from using tobacco and tobacco products, alcohol and narcotic drugs;
6. to refrain from carrying weapons or other objects of higher risk;
7. to carry their pupil's identity card at school and outside it;
8. to present their individual report book and the correspondence book to their parents and to educationalists;
9. to abide by the rules of conduct in the form and at the school;
10. to abide by the rules of the institution;
11. to refrain from obstructing normal classes with their behavior and actions;
12. to refrain from using their mobile telephones in class.

(2) The rules of the institution may envisage also other rights and obligations of children and pupils, insofar as they do not contravene this Act.

Article 173. (1) A pupil is a person enrolled in school to complete a grade.

(2) A pupil shall be deregistered from the school in any of the following cases:

1. the pupil moves to another school;
2. the pupil is enrolled in a day, evening or combined form of instruction and has failed to attend school without cogent reasons for more than two months;
3. the pupils is enrolled in a bespoke, individual, remote or extramural form of instruction and has failed to sit for the relevant exams in three consecutive sessions.

(3) In the cases under paragraph 2, subparagraphs 2 and 3, where the pupil is in the compulsory school age bracket, the school headmaster shall notify the relevant municipal or regional administration, the regional division of education, and the child protection authorities.

Section II

Personality Development Support to Children and Pupils

Article 174. (1) The institutions in the pre-school and school education system shall provide personality development support to children and pupils, together with the national and local authorities and structures and the social service providers.

(2) The institutions in the pre-school and school education system shall work out on their own and implement comprehensive policies aimed at:

1. personality development support to the child or pupil;
2. development of a positive organizational climate;
3. promotion of positive discipline;
4. development of the school community.

(3) The development of a positive organizational climate shall require the creation of conditions for cooperation, effective communication and relations of care and concern among all participants in the education process.

(4) In their work with children and pupils, the institutions in the pre-school and school education system shall develop their activities on the basis of the principle of positive discipline which is related to measures and approaches that guarantee hearing the child and the pupil, getting aware of the causes for the problematic behavior and providing opportunities for mastering good behavioural models with regard to oneself and to the others.

(5) In their work with pupils, the institutions in the pre-school and school education system shall develop their activities on the basis of the principle of prevention of learning difficulties and early risk assessment.

These measures shall apply to all pupils in a common room under the terms and conditions laid down in the state education standard for the inclusive education.

Article 175. (1) Each school shall have a code of conduct of the school community, subject to adoption by representatives of the teaching staff, the public oversight board and the pupils' self-government in accordance with the school rules.

(2) The code of conduct shall be worked out in a form which is accessible and comprehensible to pupils and it shall be exhibited visibly in the school building.

(3) The code of conduct shall be published on the school website.

Article 176. (1) Children and pupils in the pre-school and school education system shall be provided with personality development support which shall safeguard a suitable physical, psychological and social environment for the development of their capabilities and skills.

(2) The personality development support shall be applied in accordance with the individual educational needs of each child and pupil.

(3) Kindergartens and schools shall employ a psychologist or a pedagogical advisor, a speech therapist, a social worker, and resource teachers.

Article 177. (1) The personality development support shall be divided into general and additional support.

(2) The general and additional support shall be provided at the place where the child and the pupil are: at kindergartens, schools and personality development support centres. In the cases under Article 111(1)(1), it shall be provided at home or in the hospital.

Article 178. (1) The general personality development support shall include the following:

1. teamwork of teachers and the other educationalists;
2. additional teaching of various subjects in accordance with this Act;
3. additional modules for children who do not have command of the Bulgarian language;
4. additional consultations in various subjects, which are held outside classwork;
5. consultations in various subjects;
6. career orientation of pupils;
7. interest-based activities;
8. library and information services;
9. healthcare;
10. accommodation;
11. encouragement with material and moral incentives;
12. activities to prevent violence and to overcome problematic behavior;
13. early assessment of needs and prevention of learning difficulties;
14. speech therapy.

(2) The general support shall be provided by kindergartens, schools and personality development support centres.

(3) The general support under paragraph 1, subparagraphs 2, 4, 5 and 8 shall be provided only by schools, while the general support under paragraph 1, subparagraph 3 shall be provided only by kindergartens.

(4) The general support under paragraph 1, subparagraph 10 may be organized by a school or by a personality development support centre.

Article 179. The teamwork of teachers and the other educationalists shall include the discussion of issues and the exchange of good practices in the work with the same children and pupils with a view to enhancing the efficiency of pedagogical approaches.

Article 180. The career orientation in school education shall include mutually enhancing information, diagnostics, consultation, mediation and follow-up activities with a view to assisting pupils in their independent and informed choice of education and/or vocation and linking the school with the labour market.

Article 181. Interest-based activities shall be organized to develop the capabilities and competences of children and pupils and to promote their talent in the field of sciences, technologies, arts, sports, and the global, civic and health education, as well as in the acquisition of leadership skills.

Article 182. Library and information services shall be provided through school libraries, guaranteeing that pupils have free access to information from different documentary sources in the library stock and in the worldwide net with a view to develop reading habits and information search and use competences.

Article 183. Healthcare shall be provided through a guaranteed access of children and pupils to medical services and health education and healthy lifestyle programmes.

Article 184. (1) Children and pupils shall be encouraged with material and moral awards for excellence in their studies and interest-based activities and for their contribution to the development of the school community under the terms and conditions laid down in the state education standard for inclusive education.

(2) The Minister of Education and Science may introduce national awards for children and pupils.

(3) The head of the regional division of education and the mayor of the municipality may issue orders to introduce regional and municipal awards for children and pupils respectively.

(4) The school master or the director of the institution may issue an order, upon a decision of the teaching staff meeting, to introduce awards for children and pupils.

(5) Awards for children and pupils may be introduced also with the rules of the relevant institution.

Article 185. (1) Kindergartens, schools and personality development support centres shall carry out activities for the prevention of harassment and violence, as well as activities for motivation and overcoming problematic behavior, which are the expression of the

common will and the concerted efforts of all participants in the educational process.

(2) The types and the content of the activities for the prevention of harassment and violence shall be subordinated to a common school policy and developed by the school community independently and they may include the following:

1. drafting rules, together with the pupils, for their behavior in the form;

2. discussing topics of the civic, health and intercultural education in the class meeting, in the interest-based activities and in the optional classes;

3. partnership with parents;

4. activities to develop the competences of all members of the school community.

Article 186. (1) The types and the content of the activities for motivation and overcoming problematic behavior shall be determined by the kindergarten and by the school and they may include the following:

1. a discussion between the pupil and the class teacher so that to clarify an existing problem and to provide support for its resolution;

2. use of mediation in resolving a conflict at school;

3. consultation of the child or pupil with a psychologist or a pedagogical advisor;

4. creation of conditions to involve the pupil in a group for enhancement of the social skills to communicate and to resolve conflicts;

5. orientation of the child and the pupil to activities adequate to his or her needs;

6. individual support for the pupil by a person that he or she respects (tutorship);

7. participation of the pupil in activities to the benefit of the form or the school;

8. other activities in accordance with the rules of the institution.

(2) The terms and conditions for the activities under paragraph 1, subparagraphs 1 to 7 shall be laid down in the state education standard for inclusive education.

Article 187. (1) The additional personality development support shall include the following:

1. work with a child and a pupil on a specific case;

2. psycho-social rehabilitation, hearing and speech rehabilitation, visual rehabilitation, rehabilitation of communicative disorders and of physical disabilities;

3. provision of an accessible architectural, general and specialized supportive environment, technical aids, specialized equipment, didactic materials, methods and specialists;

4. provision of instruction in special subjects to pupils with sensory disabilities;

5. resource support.

(2) The additional personality development support shall be provided to children and pupils:

1. with special learning needs;
2. at risk;
3. of outstanding talent;
4. suffering of chronic diseases.

(3) The type and form of instruction and the specific activities for additional personality development support shall be set out in a support plan for the child or the pupil. The support plan for a child and a pupil under paragraph 2, subparagraph 1 shall specify also resource support classes.

(4) The additional personality development support shall be provided by kindergartens, school, personality development support centres, and specialized auxiliary units.

Article 188. (1) Additional support shall be provided on the basis of the assessment of individual needs, which shall be carried out by a personality development support team at the kindergarten or the school.

(2) The team under paragraph 1 shall provide also the additional support under Article 187(1)(1).

(3) The personality development support team shall be established with an order of the school headmaster or the director for a specific child or pupil under Article 187(2).

(4) The personality development support team shall include, in all cases, a psychologist or a pedagogical advisor, and a speech therapist. The team may include also other specialists, as well as representatives of the child protection authorities and the law enforcement authorities fighting juvenile delinquency.

(5) The personality development support team shall work together with the parents and, if needed, with the regional centres for inclusive education support and/or personality development support centres.

Article 189. The personality development support team at the kindergarten or the school shall:

1. identify the strengths of the child or the pupil, the difficulties in relation to his or her development, education and behavior, and the reasons for their occurrence;
2. assess the individual needs of the child or the pupil;
3. work out and implement a support plan;
4. monitor and assess the development in each specific case;
5. perform also other functions set out in the state education standard for inclusive education.

Article 190. (1) Regional personality development support teams shall be established to support children and pupils with special learning needs at the regional centres for inclusive education support .

(2) The membership of the teams under paragraph 1 shall include resource teachers, special pedagogues, including those from special educational support centres, psychologists, speech therapists and other specialists, if needed, as well as representatives of the relevant regional division of education. The representative of the relevant regional division of education shall be head of the team.

(3) The team under paragraph 1 shall:

1. propose to the director of the regional centre for inclusive education support, on the basis of the assessments of the teams under Article 188(1), to approve or not to approve the provision of additional support under Article 187(1),(2) - (5) to children and pupils with special learning needs;

2. assess the individual needs for additional support of children and pupils with special learning needs on the basis of an application by the director of the relevant kindergarten or school headmaster, where the team under Article 188 cannot be established, and propose to the director of the regional centre for inclusive education support to approve or not to approve the provisions of additional support;

3. make arrangements for a repeated assessment of the individual needs of children and pupils with special learning needs in the event of parent's disagreement with the assessment under Article 189(2) or with the proposed additional support, and propose to the director of the regional centre for inclusive education support to approve or not to approve the provisions of additional support under Article 187(1)(2)-(5) to children and pupils with special learning needs;

4. assess the individual needs of children and pupils with special learning needs upon a parent's application for orientation to study at a special school under Article 44(1)(1);

5. assist the additional support provision process;

6. propose and, if needed, organize the provision of methodological support to the work with children and pupils with special learning needs at kindergartens, schools, and personality development support centres;

7. inform parents of the opportunities for continuation of education or for acquisition of vocational qualifications by pupils with special learning needs after grades VII and X;

8. assess the pupil's training under Article 111(5);

9. postpone the compulsory education in grade I for children with special learning needs for objective reasons but for not more than a school year;

10. perform also other functions set out in the state education standard for inclusive education.

(4) The methodological support under paragraph 3, subparagraph 6 may be provided by teams of kindergartens and schools, personality development support centres, not-for-profit legal entities working to public benefit in the field of inclusive education or higher education schools, depending on the specific needs.

Article 191. (1) The terms and conditions for the provision of general and additional support shall be laid down in the state education standard for inclusive education.

(2) For the purposes of the general support provided by a personality development centre without financing from the state budget, fees may be charged in accordance with the Local Taxes and Fees Act.

Article 192. (1) Kindergartens and schools shall have the obligation to admit children and pupils with special learning needs.

(2) A kindergarten group and a school form may have up to three children and pupils with special learning needs.

(3) Where no other group or form provides the same type of education within the territory of the settlement, the number of children or pupils in a specific group or form may be bigger than the one under paragraph 2, subject to the approval of the head of the relevant division of education. The proposals on the increase in the number of children or pupils shall be made by the team under Article 188 or, where no such team has been established, at the proposal of the team under Article 190.

(4) In the event of increase in the number of children in a group or form, an assistant teacher shall be appointed at the proposal of the teams under paragraph 3.

Article 193. (1) The education of children and pupils with special learning needs at kindergartens and schools shall be supported by a resource teacher, depending on the needs of the child and pupil.

(2) The number of resource teachers shall be determined in accordance with the number of children and pupils with special learning needs, the type of support and the number of resource support classes under the terms and conditions laid down in the state education standard for inclusive education.

(3) An assistant teacher may be envisaged in the support plan for the child and the pupil.

(4) The requirements to the assistant teacher and his or her functions shall be laid down in the state education standard for inclusive education.

Article 194. (1) By way of exception, where the educational objectives cannot be achieved in another way for the support and education of children and pupils who are assessed under Article 190(3)(1) as eligible for education at a special educational support centre or special groups in accordance with their educational needs, subject to the parent's choice and the opinion of the regional centre for inclusive education support, special groups may be organized at the kindergarten or the school under Article 38(1) and Article 39(2)(1)-(3) at the proposal of the team under Article 188.

(2) The education of pupils under paragraph 1 shall be organized in accordance with Article 44(3) and (4).

Article 195. (1) For the purposes of facilitating the education of children and pupils who are assessed under Article 190(3)(1) as eligible for education at a special educational support centre, detached forms and groups of children and pupils from the kindergartens and schools under Article 38 may be organized at special educational support centres and within the community social services at the proposal of the team under Article 188.

(2) The groups and forms under paragraph 1 shall be organized with an order of the director of the relevant special educational support centre at the proposal of the regional centre for inclusive education support, subject to permission given by the head of the regional division of education.

(3) The groups and forms under paragraph 1 shall be organized within the community social services with an order issued by the mayor of the municipality at the proposal of the regional centre for inclusive education support, subject to permission given by the head of the regional division of education.

(4) Children and pupils shall be referred to study in the groups and forms under paragraph 1 at the parent's choice and the opinion of the regional centre for inclusive education support at the proposal of the personality development team at the kindergarten or the school.

(5) The proposals under paragraphs 2 and 3 may be submitted not later than 15 September of the relevant school year for the first school term and not later than the beginning of the second term of the relevant school year.

(6) The education of the children and pupils in the groups and forms under paragraph 1 shall be carried out in accordance with individual learning plans in accordance with Article 95.

(7) The director of the relevant special educational support centre shall draw up an assessment report for the education under paragraph 6 and for the training in a special part of an occupation of each child or pupil under the terms and conditions laid down in the state education standard for inclusive education.

(8) The assessment report under paragraph 7 shall be sent to the director of the kindergarten or the headmaster of the school under paragraph 1 which has referred the child or the pupil for the purpose of issuing a transcript on the completion of the grade.

(9) The terms and conditions for the organization of education in the forms and groups under paragraph 1 shall be laid down in the state education standard for inclusive education.

Article 196. (1) The regional governor shall make arrangements for the development of a regional personality development support strategy for children and pupils on the basis of a needs analysis made in each municipality within the region. The strategy shall include also a description of the challenges, strategic objectives and required support activities.

(2) In the development of the strategy, the regional governor shall ensure the participation of representatives of each municipality within the region, the regional division of education, the regional centre for inclusive education support, the regional health inspectorate, not-for-profit legal entities working to public benefit in the field of inclusive education, and other stakeholders, persons and organisations involved in the personality development support.

(3) The analysis under paragraph 1 shall be worked out by the relevant municipalities and adopted by the municipal council at the proposal of the mayor of the municipality.

(4) The strategy under paragraph 1 shall cover a two-year period.

(5) The regional governor shall approve the strategy under paragraph 1 in consultation with the regional development councils and the regional division of education.

Article 197. (1) A municipal personality development strategy for children and pupils shall be adopted on the basis of the regional strategy.

(2) The strategy under paragraph 1 shall be adopted by the municipal council for a two-year period.

(3) For the purposes of implementing the strategy under paragraph 1, the municipal council shall adopt an annual personality development plan by 30 April. The annual plan shall be adopted at the proposal of the mayor of the municipality in consultation with the relevant regional division of education.

Article 198. (1) The mayor of the municipality, acting upon a decision of the municipal council, may delegate personality development support activities under Article 49(1)(2), (3), (4), (5) and (6) to a personality development support centre of another municipality in the event of absence of a personality development support centre to implement them in the municipality.

(2) The mayor of the municipality, acting upon a decision of the municipal council, may delegate the implementation of activities under Article 49(1)(3), (4), (5) and (6) to the persons under Article 18(2) and (3) of the Social Assistance Act provided they are licensed to provide social services to children in accordance with the Child Protection Act.

(3) The delegation under paragraph 2 shall be carried out in accordance with Article 18a(3) and (4) of the Social Assistance Act.

(4) The implementation of the activities under paragraph 2 shall be carried out in accordance with the state education standard for inclusive education.

Section III Penalties for Pupils

Article 199. (1) The following penalties may be imposed for non-performance under this Act, the related implementing acts and the school rules after the other mechanisms of impact on the internal motivation and for overcoming pupils' problematic behavior have been exhausted:

1. notice;
2. transfer to another form at the same school;
3. warning of a transfer to another school;
4. transfer to another school;
5. transfer from a day form to a bespoke form of instruction.

(2) Where the pupil obstructs the conduct of studies, the teacher may suspend him or her until the end of the class.

(3) Where the pupil comes to school in clothing or appearance which violates the school rules and where his or her condition prevents him or her to take part in studies, the pupil shall be suspended from school until the suspension grounds are eliminated.

(4) Action to motivate the pupil and to overcome the problematic behavior shall be undertaken immediately after the end of the class under

paragraph 2 or the suspension under paragraph 3 and the parent shall be informed thereof.

(5) Action for prevention and overcoming of problematic behavior shall also be undertaken with regard to the punished pupil.

Article 200. (1) The penalty of transfer to another form at the same school shall not apply if it would change the special profile, occupation, or speciality.

(2) The penalty of transfer from a day form to a bespoke form of instruction shall apply only to pupils aged 16 or above.

(3) The measures under Article 199(2) and (3) and the penalties of warning of transfer to another school and transfer to another school shall not apply to pupils in the grades of the elementary education course.

(4) The penalties of transfer to another school and transfer from a day form to a bespoke form of instruction shall apply to cases of severe or repeated violations.

(5) No penalties shall apply to pupils whose behavior is the result of a disability or health disorder as indicated in medical documents.

Article 201. (1) No violation may be punished with more than one penalty under Article 199(1). The measures under Article 199(2) and (3) shall apply, without prejudice to the penalties under Article 199(1).

(2) The type of penalty shall be determined, while taking into consideration the reasons and circumstances of the violation, its nature and seriousness, as well as the pupil's age and personality characteristics.

Article 202. (1) Penalties shall be term-bound.

(2) The penalty term shall expire at the end of the school year.

(3) Where they are imposed within 30 school days prior to the end of the second school term, the penalties of transfer to another form at the same school, warning of transfer to another school, transfer to another school, and transfer from a day form to a bespoke form of instruction shall enter into force as of the beginning of the next school year.

Article 203. (1) The penalties of notice and transfer to another form of the same school shall be imposed with an order of the headmaster at the written proposal with reasons by the class teacher, while all other penalties shall be imposed with an order of the headmaster at the proposal of the teaching staff meeting.

(2) The measure under Article 199(3) shall be imposed with an order of the headmaster.

Article 204. (1) The headmaster shall inform the parent of the opening of a penalty procedure under Article 199(1) and also, in the cases under Article 199(1)(3) to (5) the relevant territorial child protection units.

(2) In a penalty procedure, a pupil below 14 years of age shall be represented by the parent or a person authorized by the parent, and a pupil aged from 14 to 16 shall act in person but with the consent of his or her parents.

(3) The pupil shall have the right to a hearing and/or written deposition of the facts and circumstances in relation to the specific

violation before the penalty is imposed. The hearing shall take place in the presence of a psychologist or a pedagogical advisor.

(4) The pupil's parent shall have the right to attend the hearing and to express an opinion, as well as to take part in the penalty procedure under the terms and conditions laid down in the state education standard for inclusive education.

(5) The specific terms and conditions for the penalties under Article 199 shall be laid down in the state education standard for inclusive education.

Article 205. (1) The penalty order shall be issued within 14 days of the proposal under Article 203.

(2) The order under paragraph 1 shall specify the type of penalty and the reasons thereof.

(3) The order shall be communicated within three days of its issuance to the pupil and the parent, and also, in the cases of transfer to another school, to the head of the regional division of education.

(4) The order under paragraph 1 may be challenged in an administrative procedure before the authorities under Article 259(2)(1), (2), (3) and (5).

(5) The order under paragraph 1 may be appealed also in accordance with the Administrative Procedure Code.

Article 206. (1) Penalties shall be recorded in the individual report book, the personal file and the correspondence book of the pupil.

(2) A pupil punished with transfer to another school shall continue his or her studies at the other school under terms and conditions laid down in an order issued by the head of the regional division of education.

(3) A pupil punished with warning of transfer to another school, transfer to another school or transfer from a day form to a bespoke form of instruction shall be deprived of the right to receive an excellent performance scholarship during the term of the punishment.

(4) Upon the imposition of the measure under Article 199(2), the pupil shall not have the right to leave the school area during the suspension. During the suspension, the school shall create conditions for work with pupils to promote their motivation and their social communication skills.

Article 207. (1) Penalties shall be deleted upon the expiration of their term or earlier in accordance with the procedure applied to their imposition.

(2) After the deletion of the penalties of transfer to another form of the same school and transfer to another school, the pupil may choose to continue his or her education in the form or at the school where he or she was transferred.

(3) The deletion shall be recorded in the individual report book and in the personal file of the pupil.

Chapter Ten PARENTS

Article 208. (1) The cooperation and interaction between parents and kindergartens or schools shall take place through individual consultations, parents meetings, training, as well as every time when a specific situation or the behavior of the child or pupils warrants it.

(2) The correspondence book shall be the tool of the continuous contacts between the school and the parent.

(3) The e-mail of one of the parents and the e-register of the form may also be used as tools of contact with the pupil's family.

Article 209. Parents shall have the following rights:

1. to receive information, in a regular and timely fashion, on the performance and development of their children in the educational process, on the observance of the rules at the kindergarten and at school, and on their socialization in the community;

2. to meet the leadership of the kindergarten or school, the class teacher, teachers and the other educationalists during the fixed reception hours or at another time convenient to both sides;

3. to be aware of the school syllabus or the relevant pedagogical system at the kindergarten;

4. to attend and to be heard at their choice when decisions concerning the rights and interests of the child or pupil are taken;

5. to receive information, support and counseling at the kindergarten or school on issues related to the education, career orientation and personality development of their children at least once a year;

6. to elect and be elected to the public oversight board of the kindergarten or the school;

7. to express opinions and to make proposals on the development of the kindergarten, school or personality development support centre.

Article 210. (1) Parents shall have the following obligations:

1. to ensure the regular attendance of the child in the compulsory pre-school education and of the pupil at school, notifying the kindergarten or the school of any absence of the child or the pupil in due course;

2. to enroll the child in grade I or the pupil at school in the case of move to another community or school in accordance with Article 12;

3. to keep informed of their children's socialization at the kindergarten and in the school environment, their performance and development in education and their observance of the school rules;

4. to abide by the rules of the kindergarten, school and personality development centre and to assist its observance by the child and the pupil;

5. to take part in the process of developing self-study habits as part of the development of lifelong learning skills;

6. to take part in parents meetings;

7. to come to meetings at the invitation of a teacher, the headmaster or another educationalist at a time convenient to both sides.

(2) Parents whose children are educated in a bespoke form of instruction under Article 112(1)(2) and in an independent organization shall guarantee the attainment of the objectives under Article 5, provide

the necessary conditions for learning, knowledge books, textbooks and teaching aids, and apply methods and approaches of their choice in accordance with the age, individual needs and interests of the child.

Chapter Eleven

TEACHERS, DIRECTORS AND HEADMASTERS AND THE OTHER EDUCATIONALISTS

Section I

General Provisions

Article 211. (1) Teachers, headmasters and deputy headmasters, who engage in teaching, are educationalists.

(2) Educationalists are also the heads of the information and communication technologies department, counselors, psychologists, pedagogical advisors, speech therapists, hearing and speech rehabilitators, accompanists, choreographers and sports coaches.

(2) Educationalists are persons who perform functions:

1. in relation to the instruction, upbringing and socialization of children and pupils, as well as the personality development support to children and pupils at kindergartens, schools and personality development support centres;

2. for the management of the institutions under subparagraph 1.

Article 212. (1) The competences needed as a set of knowledge, skills and attitudes, depending on the career development level, shall be set out in the professional profile of each type of educationalist.

(2) The professional profile and the results achieved in the education of pupils shall provide grounds for identifying professional improvement priorities and assisting the self-assessment and appraisal of educationalists.

Article 213. (1) The positions of educationalists shall be occupied by Bulgarian citizens who have a higher education degree in the professional field corresponding to the position in accordance with the Classifier of Higher Education and Professional Fields and professional qualifications required for the relevant position.

(2) The position of a kindergarten director, school headmaster or director of a personality development support centre shall require at least five years of teaching experience.

(3) The position of a sports school headmaster shall require at least five years of teaching experience or five years of professional experience in the field of physical education and sports.

(4) The positions of educationalists may be occupied also by:

1. citizens of other Member States;

2. foreign nationals nominated under international treaties or agreements;

3. foreign nationals resident in the country on a long-term basis - with the consent of the head of the relevant regional division of education;
4. foreign nationals who are long-term and permanent residents.

(5) The positions of teachers or counselors shall be occupied by holders of a higher education degree in the professional field corresponding to the position in accordance with the Classifier of Higher Education and Professional Fields and teaching professional qualifications.

(6) teaching professional qualifications shall be acquired in the higher education system:

1. together with the higher education course for the acquisition of the education degree and the relevant professional qualifications, as certified with the diploma of higher education;

2. after graduation - through instruction and sitting for a state exam, as certified with the relevant certificate.

(7) The state requirements for the acquisition of teaching professional qualifications shall be set out in a regulation of the Council of Ministers.

(8) The teaching positions in vocational training subjects or modules, for which there is no relevant professional field in the Classifier of Higher Education and Professional Fields, may be occupied also by persons who do not have a higher education degree and teaching professional qualifications provided that they have acquired the relevant vocational qualifications in accordance with the Vocational Education and Training Act.

(9) The teaching positions in vocational training subjects or modules and in specialized studies may be occupied also by persons who have a higher education degree in the relevant subject and do not have teaching professional qualifications.

(10) The teaching positions in foreign languages, with the exception of English, Spanish, Italian, German, Russian and French, may be occupied also by persons who have a higher education degree in the relevant subject and do not have teaching professional qualifications.

(11) The teaching positions in sports training at sports schools may be occupied also by persons who have a higher education degree in the relevant subject and coaching professional qualifications in the relevant sport.

(12) In the event of a teaching position occupied by a person who does not have teaching professional qualifications, the school shall work out and implement a plan for the person to acquire pedagogical competences.

Article 214. (1) The following persons shall have their practical training at kindergartens and schools in the pre-school and school education system:

1. students who pursue a higher education degree course in a professional field corresponding to the relevant positions of educationalists;

2. persons who have a higher education degree and are trained to acquire teaching professional qualifications.

(2) The persons under paragraph 1, who take part in the education process under the guidance of a tutor teacher, are trainee teachers.

(3) The relevant kindergarten or school and higher education school shall sign a contract for the organization and implementation of the practical training under paragraph 1.

Article 215. (1) The following persons shall not be eligible for the position of an educationalist:

1. a person who has been convicted for a willful felony, regardless of any reinstatement;

2. a person who has been deprived of the right to exercise the profession;

3. a person who suffers from diseases and disorders which threaten the life and health of children and pupils, as set out in an ordinance issued by the Minister of Health in consultation with the Minister of Education and Science.

(2) The provisions of paragraph 1, subparagraph 1 shall not apply to persons convicted in criminal cases under Article 1 of the Political and Civil Vindication Act for Individuals who Have Undergone Repressive Actions.

(3) Where a circumstance under paragraph 1 occurs, the labour relationship with the relevant educationalist shall be terminated in accordance with the Labour Code.

(4) The provisions of paragraphs 1, 2 and 3 shall apply also to all other positions at kindergartens, schools and personality development support centres, including special educational support centres.

Article 216. (1) Labour contracts with educationalists shall be signed and terminated by the director of the kindergarten, the headmaster of the school or the director of the personality development support centre or, in the case of educationalists working at Bulgarian schools abroad, by the Minister of Education and Science.

(2) Labour contracts with educationalists at private kindergartens and schools shall be signed and terminated by the body which manages them and represents the relevant company, not-for-profit legal entity, or cooperative.

Article 217. (1) The Minister of Education and Science shall sign and terminate the labour contracts with directors of specialised auxiliary units and headmasters of state-owned schools, except for non-specialised state-owned schools; the Minister of Youth and Sports shall sign and terminate the labour contracts with headmasters of state-owned sports schools; the Minister of Culture shall sign and terminate the labour contracts with the headmasters of arts schools and culture schools; the relevant financing authority shall sign and terminate the labour contracts with the directors of the state-owned kindergartens under Article 35(2).

(2) The heads of regional divisions of education shall sign and terminate the labour contracts with headmasters of municipal schools, non-specialised state-owned schools, and directors of state-owned and municipal special educational support centres, as well as the centres under

Article 49(3), the activities of which are not organized by schools, and astronomical observatories.

(3) The mayor of the municipality shall sign and terminate the labour contracts with directors of municipal kindergartens, personality development support centres, except for state-owned and municipal special educational support centres, and centres under Article 49(3), the activities of which are not organized by schools.

(4) Directors of private kindergartens and headmasters of private schools shall be appointed by the company or not-for-profit legal entity or cooperative.

(5) The positions of directors and headmasters of the relevant municipal institutions under this Act shall be occupied on the basis of a competition held under the terms and conditions laid down in the Labour Code by the authorities under paragraphs 1, 2 or 3 and with the participation of representatives of the public oversight board of the kindergarten or school.

(6) The competition committee for the appointment of a headmaster of a municipal school shall include representatives of the regional division of education appointed by the head of the regional division of education, representatives of the municipal administration appointed by the mayor of the municipality, and a representative of the public oversight board.

(7) The competition committee for the appointment of a headmaster of a non-specialised state-owned school shall include representatives appointed by the financing authority.

Article 218. (1) The functions, professional profiles, positions and the required professional qualifications, as well as the terms and conditions for the improvement of qualifications, career development and appraisal of educationalists, including the appraisal criteria and the membership of the appraisal committee, shall be laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

(2) The state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists shall set out the terms and conditions for the organization and implementation of the practical training of trainee teachers under Article 214.

Section II Rights and Obligations

Article 219. (1) Educationalists shall have the following rights:

1. to have their rights and dignity respected;
2. to select the methods and means of implementing the educational process in accordance with the principles and objectives set out in this Act;

3. to take part in the shaping of the development policies of the relevant kindergarten, school or personality development support centres;
4. to receive professional support in the discharge of their duties;
5. to improve their qualifications;
6. to receive incentives and rewards.

(2) Educationalists shall have the following obligations:

1. to provide teaching and upbringing of children and pupils in accordance with the state education standards;
2. to protect the life and health of children and pupils during the educational process and to implement other activities organised by the institution;
3. to respect the rights and dignity of children, pupils and other participants in pre-school and school education and to maintain cooperation and partnership with stakeholders;
4. to maintain and improve their qualifications in accordance with the organizational development policies of the relevant institution and the specific needs of children and pupils they work with for the purpose of improving the quality of their education.

(3) Pupils, parents, administrative authorities and the general public shall have the duty of respect for educationalists.

(4) In the discharge of their duties, educationalists, deputy directors or deputy headmasters who do not engage in teaching and the chief financial officer of state-owned and municipal kindergartens and schools and of personality development support centres shall be entitled to receive representative clothing for each calendar year under terms and conditions laid down in an ordinance issued by the Minister of Education and Science in consultation with the Minister of Finance. The resources for the representative clothing shall be provided from the budget of the relevant institution.

(5) Educationalists who work in a small community outside their place of residence shall be entitled to reimbursement of their travel costs from their place of residence to their place of work and back or of their accommodation costs at the place of work under terms and conditions laid down in an ordinance issued by the Minister of Education and Science in consultation with the Minister of Finance.

(6) In the event of termination of the labour relationship with educationalists who have occupied positions of educationalists at a budget-supported state-owned or municipal institution in the pre-school and school education system for the last ten years of their service shall be paid a larger severance compensation under Article 222(3) of the Labour Code in the amount of ten gross salaries.

Article 220. (1) Without prejudice to the cases under this Act, educationalists shall not engage in training or support within the meaning of Article 178(1)(2) - (7) and (14) and Article 187(1)(2) and (4) offered for consideration to children and pupils with whom they work at the kindergarten or school, where the payment is on behalf and at the expense of these children and pupils, including resources of the school trustee board.

(2) Educationalists shall have no right to participate in the preparation and assessment of exam materials and to check and grade exam papers, where they have trained pupils for the relevant exam for consideration if the payment has been made on behalf of and at the expense of the children and pupils.

(3) Within a month after the beginning of each school year, educationalists shall file a declaration in writing with the employer on whether they provided training or support within the meaning of Article 178(1)(2) - (7) and (14) and Article 187(1)(2) and (4) for consideration paid on behalf and at the expense of children and pupils during the previous school year and that they were not children and pupils with whom they worked at the kindergarten or school during the same period.

(4) Prior to their involvement in activities under paragraph 2, educationalists shall file a declaration that they have not trained pupils for the relevant exam for consideration paid by them or by their parents.

(5) In the event of a violation of paragraphs 1 and 2, and in the event of a failure to submit the declaration under paragraph 3 or submission of a false declaration, educationalists shall be held administratively liable in accordance with the Labour Code.

Section III

Improvement of the Qualifications of Teachers, Directors and Headmasters and the Other Educationalists

Article 221. (1) The improvement of the qualifications is a continuous process of enhancing and enriching the competences of educationalists for the effective performance of their work and for career development.

(2) The activities related to the improvement of the qualifications of educationalists shall be planned, coordinated, managed and controlled at the national, regional, municipal and school level.

(3) Educationalists shall have the obligation to improve their qualifications on an annual basis for the purpose of improving the quality of their work and to improve the performance and quality of learning of children and pupils.

(4) Directors of kindergartens, school headmasters and directors of personality development support centres shall create the conditions needed for improving the qualifications of educationalists.

Article 222. (1) The improvement of the qualifications of educationalists shall be carried out by specialized auxiliary units, higher education schools and research organizations. The qualifications of educationalists may also be improved by training organizations whose training programmes have been approved in accordance with this Chapter.

(2) The improvement of the qualifications of educationalists under paragraph 1 shall be measured through a system of qualification credits and certified with a document. The system of qualification credits shall be set out in the state education standard for the status and professional

development of teachers, directors and headmasters, and the other educationalists.

(3) Educationalists shall improve their qualifications on the basis of programmes of the organizations under paragraph 1 for at least 48 academic hours during each appraisal period.

(4) The state shall create conditions for the improvement of the qualifications of educationalists under paragraph 3.

(5) The improvement of the qualifications by organizations other than those under paragraph 1 shall be recognized through qualification credits by the head of the relevant regional division of education upon the filing of an application by the educationalist under the terms and conditions laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

Article 223. (1) The improvement of the qualifications of educationalists may be organized also by kindergartens, schools and personality development support centres through the exchange of good practices in various forms, as well as within the framework of international and national programmes. In-house qualifications shall be measured in academic hours and no qualification credits shall be awarded thereof.

(2) Kindergartens, schools and personality development centres shall create conditions for the improvement of the qualifications under paragraph 1 in the course of at least 16 academic hours annually to each educationalist.

Article 224. (1) The improvement of qualifications is carried out within programmes and in forms at the choice of the educationalist in accordance with the professional profile of the position, the educationalist's professional development, with the result and recommendations of his or her appraisal, as well as the national, regional, municipal and school policy.

(2) The improvement of the qualifications of the individual educationalist shall also be oriented towards the progress of children and pupils and the improvement of their educational performance.

Article 225. (1) On the basis of the level of qualifications attained, educationalists may acquire professional qualification degrees.

(2) A higher level of qualifications shall provide grounds for a higher professional qualifications degree.

(3) Professional qualification degrees shall be conferred by higher education schools which conduct training for the acquisition of teaching professional qualifications and have programme accreditation to conduct training for the acquisition of a master's degree in a professional field in accordance with the Classifier of Higher Education and Professional Fields and for the acquisition of a doctor's degree in a doctoral programme corresponding to a school subject.

(4) Professional qualification degrees and the terms and conditions for their acquisition, shall be laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

Article 226. (1) The competences attained shall be recorded in the educationalist's professional portfolio. The professional portfolio shall be compiled by the educationalist and it shall include his or her materials which prove his or her active participation in the implementation of the kindergarten or school policy, his or her professional work, professional improvement and career development, as well as the result achieved in the work with children and pupils.

(2) The professional portfolio shall assist the appraisal and self-assessment of the educationalist.

(3) The objectives, functions and contents of the professional portfolio, shall be laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

Section IV Career Development of Educationalists

Article 227. (1) The career development is a process of improving competences in the successive performance of teaching or counseling positions or in the acquisition of degrees for the purpose of improving the quality and efficiency of education.

(2) Teaching and counseling positions are as follows:

1. teacher, counselor;
2. senior teacher, senior counselor;
3. chief teacher, chief counselor.

(2) The provisions of paragraph 2 shall apply also to the career development of resource teachers and hospital teachers.

(4) The career development of educationalists, except for teachers and counselors, shall be provided through the consecutive attainment of the first and second degree. These degrees shall be awarded by the employer. Degrees shall not be retained after the termination of the labour relationship.

(5) The teaching service, qualifications credits, the professional qualification degree and the appraisal results shall provide grounds for the career development of educationalists.

(6) A greater number of qualification credits and a higher professional qualification degree shall provide grounds for a faster career development of educationalists, regardless of the duration of their teaching service.

(7) The terms and conditions for occupying teaching positions under paragraph 2 and for the award of degrees under paragraph 4, as well as for a faster career development of educationalists, shall be laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

Article 228. (1) Appraisal is the process of assessment of the extent to which the activity of teachers, directors and headmasters and

the other educationalists corresponds to their professional profile, the requirements of the positions, as well as the development strategy of the kindergarten, school or personality development support centre and, in the case of directors and headmasters, their managerial competence.

(2) The appraisal of teachers, directors and headmasters and the other educationalists shall be carried out every four years by an appraisal committee appointed by the employer in consultation with the teaching staff meeting, with the following mandatory membership:

1. in the case of appraisal of a director or a headmaster, representatives of the employer, the financing authority, where the latter is different from the employer, the teaching staff meeting, the regional division of education and a parent from the public oversight board;

2. in the case of appraisal of teachers and the other educationalists, representatives of the employer, the regional division of education and of the teaching staff meeting.

(3) The committee may include also other members as set out in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

(4) The terms and conditions for the appointment of the committee under paragraph 2, the assessment scale and the appraisal criteria and procedure shall be laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

(5) As well as for career development, the assessment result may be used for referral to improvement of qualifications and for incentivizing the appraised educationalist.

(6) In the event of the lowest assessment in the appraisal, the employer, together with the appraisal committee, shall:

1. analyze the root causes for the low assessment;

2. develop a plan for the methodological and organizational support of the teacher, director or headmaster or another educationalists who was given low assessment;

3. designate a tutor or tutors to provide methodological and organizational support;

4. present the documents under subparagraphs 1, 2 and 3 to the regional division of education within a month of the appraisal for the purpose of providing methodological support.

(7) In the cases under paragraph 6, the appraisal of the person shall be repeated within a year of the undertaking of the measures under paragraph 6 subparagraphs 1, 2 and 3.

(8) In the event of the appraisal under paragraph 7, if the lowest assessment is awarded again, the person shall be dismissed under Article 328(1)(5) of the Labour Code.

(9) Where the appraisal leads to an assessment which is one notch lower than the lowest one, the measures under paragraph 6, subparagraphs 1, 2 and 3 shall apply.

Section V

Information Register of the Approved Programmes for Improving the Qualifications of Educationalists

Article 229. (1) The Minister of Education and Science shall organize the establishment and maintenance of an information register of approved training programmes for improving the qualifications of educationalists.

(2) The Minister of Education and Science may organize the maintenance of the register through a specialized auxiliary unit subordinated to the Minister.

(3) The circumstances subject to entry into the register under paragraph 1 shall be set out in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

(4) The register shall be published on the official website of the Ministry of Education and Science.

Article 230. For the purpose of approval and registration, training programmes for improving the qualifications of educationalists shall be submitted by the following persons:

1. persons registered under the Commerce Act, the Non-Profit Legal Persons Act or the Cooperatives Act;
2. persons established under the laws of another Member State.

Article 231. (1) The procedure of approval of training programmes for improving the qualifications of educationalists shall start upon an application submitted in writing by the persons under Article 230.

(2) The application under paragraph 1 shall contain the following:

1. details of the legal entity - name, seat and address, unique identification code or BULSTAT code;
2. name of the training programme for improving the qualifications of educationalists;
3. description of the technical and information resources which guarantee the quality of the training course.

(3) The following documents shall be attached to the application under paragraph 1:

1. a training programme for improving the qualifications of educationalists;
2. a list of trainers with attached professional CVs and documents on their education and qualifications, declarations certifying the consent of the persons to conduct the training course, and at least three letters of reference for each trainer;
3. a document certifying the application of a certified quality management system.

(4) The applications and the documents attached thereto may be submitted each year from the 1st to the 15th day of November and April.

Article 232. (1) The training programme for improving the qualifications of educationalists, which is submitted for approval, shall have the following contents:

1. a summary of the programme;
2. objectives of the programme;
3. forms of training;
4. teaching methods;
5. indicators of the expected results from the training course;
6. duration of the training course and number of hours of training;
7. number of qualification credits;
8. way of completing the training course.

(2) The summary of the programme shall include a theoretical part and a practical part and the programme shall specify the ratio between the two parts.

(3) The objectives of the programme shall be targeted to the development of the competences set out in the professional profiles of educationalists.

(4) The forms of training and teaching methods shall ensure the attainment of the objectives under paragraph 3.

(5) The training course shall be completed with the issuance of a document to certify the number of qualification credits.

Article 233. Trainers shall be required to have:

1. higher education with a master's degree and professional qualifications corresponding to the objectives of the programme;
2. professional experience relevant to the objectives of the programme, which has been acquired in practice or in training.

Article 234. The persons under Article 230 shall have an in-house quality management system which meets the requirements set out in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

Article 235. (1) Applications which do not contain all the required documents shall not be assessed.

(2) Where the documents are found to be inconsistent with the requirements under Articles 231 and 232, the applicants shall be notified in writing of the inconsistencies and given a time limit to eliminate them, the time limit being not less than ten working days.

Article 236. (1) The Minister of Education and Science or an official authorized by the Minister shall make a pronouncement within two months of the expiration of the relevant time limit under Article 234(1) by:

1. issuing an order on the approval of the programme;
2. refusing to approve the programme.

(2) In the cases under Article 232(2), the time limit for the pronouncement shall commence on the date of elimination of inconsistencies or the expiration of the time limit for their elimination.

Article 237. (1) The training programme shall be approved provided it meets the requirements under Article 232, 233 and 234.

(2) The programme shall be entered into the register under Article 229(1) on the grounds of the approval order.

(3) The training course within the framework of an approved programme in accordance with this Section shall provide grounds to award qualification credits.

Article 238. (1) The Minister of Education and Science or an official authorized by the Minister shall refuse to approve the training programme, where:

1. not all documents under Article 231 have been made available;
2. the documents made available are incomplete or non-conforming to the prescribed type and content;
3. the requirements under Article 232, 233 and 234 have not been made.

(2) The refusal under paragraph 1 shall be communicated in accordance with the Administrative Procedure Code.

Article 239. Every year, from the 1st to the 10th day of June, the persons under Article 230 who have approved training programmes shall submit an application to state whether they will conduct training over the next 12 months.

Article 240. The programmes approved in accordance with this Section may be implemented until their content or the trainers under Article 231(3)(2) are changed.

Article 241. (1) A change of the content of the approved programme may be introduced only subject to approval by the Minister of Education and Science.

(2) A change of the content shall be approved in accordance with Article 231 to 238.

Article 242. (1) A change of trainers under Article 231(3)(2) may be introduced subject to approval by the Minister of Education and Science or an official authorized by the Minister.

(2) The procedure for approval of the change under paragraph 1 shall start upon an application of the person under Article 230, whereby a list of trainers with attached professional CVs and documents on their education and qualifications, declarations certifying the consent of the persons to conduct the training course, and at least three letters of reference for each trainer are attached.

(3) Applications for change of trainers shall be examined in accordance with Articles 232 and 234.

(4) The Minister of Education and Science or an official authorized by the Minister shall approve or refuse to approve the change of trainers within 14 days of the date of submission of the application.

Article 243. The persons under Article 230 shall notify any change of their name or legal form within seven days of the occurrence of this circumstance for the purpose of entering it into the register.

Article 244. (1) The Minister of Education and Science, through authorized officials, may inspect the implementation of approved programmes.

(2) The officials under paragraph 1 may perform on-the-spot checks and shall be entitled:

1. to access to the premises where the training takes place;
2. to demand documents certifying the implementation of the training course;
3. to demand oral and written explanations from all persons who work for the inspected person;
4. to demand information from the trainees on the training course.

(3) Where non-performance of the approved programme or infringements under Article 233 and 234 are observed, the officials under paragraph 1 may give mandatory prescriptions for the removal of the infringement within appropriate time limits.

(4) In the event of failure to fulfill the prescriptions under paragraph 3, the Minister of Education and Science or an official authorized by the Minister shall issue an order to delete the programme from the register under Article 229(1).

Article 245. Approved programmes shall be deleted from the register under Article 229(1):

1. upon an application submitted in writing by the persons under Article 230;
2. in the case of failure to submit the application under Article 239 within the prescribed time limits;
3. in the event of two consecutive annual applications under Article 239 that no training will take place.

(2) Where a change of the content is approved and registered in accordance with this Section, the programme approved prior to the change shall be deleted from the register.

Section VI

Incentives and Rewards to Educationalists

Article 246. (1) Educationalists shall be incentivized with moral and materials rewards for excellence in pre-school and school education.

(2) The Minister of Education and Science and the head of the relevant regional division of education may issue orders to introduce rewards for educationalists at the national and regional level.

Article 247. (1) Educationalists may be conferred awards and distinctions for exemplary discharge of their duties upon an order issued by their employer.

(2) The awards and distinctions under paragraph 1 shall be set out in the rules of the institution and, in the case of directors and headmasters of institutions, in the rules of the regional divisions of education.

Chapter Twelve INFORMATION AND DOCUMENTS

Article 248. (1) Documents in the pre-school and school education system shall be generated, processed and stored in accordance with the state education standard for information and documents.

(2) The state education standard under paragraph 1 shall set out the following:

1. the types of documents in the pre-school and school education system;

2. the requirements to the form and content of each document under subparagraph 1;

3. the terms and conditions for the maintenance of information registers;

4. the terms and conditions for the acceptance, reporting and destruction of pre-numbered documents;

5. the documents to be generated, processed and stored in an electronic form.

Article 249. The documents issued or maintained by the institutions in the pre-school and school education system shall be filled in the literary Bulgarian language, without prejudice to the cases set out in this Act.

Article 250. (1) The Ministry of Education and Science shall organize the maintenance of a national electronic the pre-school and school education information system.

(2) The maintenance of the national electronic information system under paragraph 1 shall be carried out under the terms and conditions laid down in the state education standard for information and documents.

Chapter Thirteen MANAGING AUTHORITIES

Article 251. (1) The state policy in the field of pre-school and school education shall be carried out by the Council of Ministers.

(2) The Minister of Education and Science shall submit to the National Assembly a report on the implementation of the principles and the attainment of the objectives of pre-school and school education in accordance with this Act before 31 March every other year. The report shall contain also a plan bound with time limits on the specific action aimed at eliminating inconsistencies and infringements.

(3) The Minister of Education and Science shall guide and coordinate the implementation of the state policy in the field of pre-school and school education. The Minister of Education and Science is a specialized managing authority in the pre-school and school education system.

(4) The Minister of Education and Science shall exercise control over the activities of all institutions in the pre-school and school education system.

(5) The Minister of Education and Science shall exercise control over the abundance of spiritual schools by the requirements set out in this Act.

(6) Employees and civil servants, occupying expert and managing positions at the Ministry of Education and Science, may not provide training or support within the meaning of Article 178(1)(2) - (7) and (14) and Article 187(1)(2) and (4) for consideration to children and pupils.

Article 252. (1) Regional divisions of education are territorial managing and control administrations under the Minister of Education and Science in the pre-school and school education system.

(2) Regional divisions of education shall also provide methodological guidance to kindergartens, schools, regional centres for inclusive education support and personality development support centres in the relevant administrative region.

(3) The methodological guidance under paragraph 2 shall be provided also with the participation of experts from the regional divisions of education in the conduct of classes and in inclusive educational activities in accordance with the rules of regional divisions of education.

(4) Regional divisions of education shall provide methodological support to the implementation of the guidelines set out by the National Inspectorate of Education.

(5) The Minister of Education and Science shall perform the functions under paragraphs 1, 2 and 4 with regard to Bulgarian schools abroad.

Article 253. (1) Regional divisions of education are budget-supported legal entities under the Minister of Education and Science.

(2) The structure and functions of regional divisions of education and the regions in which they operate shall be set out in rules issued by the Minister of Education and Science.

Article 254. (1) The heads of regional divisions of education are civil servants who are appointed and dismissed by the Minister of Education and Science.

(2) The heads of regional divisions of education shall issue orders in the exercise of their powers.

(3) A head of a regional division of education shall not provide training or support within the meaning of Article 178(1)(2) - (7) and (14) and Article 187(1)(2) and (4) for consideration to children and pupils.

Article 255. (1) Employees and civil servants shall be appointed to regional divisions of education.

(2) The appointing authority for civil servants in regional divisions of education is the Minister of Education and Science.

(3) The employer of the employees is the head of the regional division of education.

(4) An employee of a regional division of education shall not provide training or support within the meaning of Article 178(1)(2) - (7)

and (14) and Article 187(1)(2) and (4) for consideration to children and pupils.

Article 256. (1) Local government authorities shall provide for and control:

1. the conditions and organization of pre-school education activities at municipal kindergartens;

2. the outreach to children and pupils subject to compulsory pre-school and school education;

3. the conditions for the functioning and development of municipal personality development support centres;

4. the financing of delegated state activities and local activities in the field of education;

5. the requisite facilities for the functioning of municipal institutions in accordance with the state education standard for the physical environment and the information and library services at kindergartens, schools, and personality development support centres;

6. the conditions for the full-day organization of studies;

7. the security of children and pupils at kindergartens, schools and personality development support centres;

8. the health services to children and pupils at kindergartens and schools;

9. the conditions for public catering to and recreation and sports of children and schools;

10. the free transportation of children and pupils in accordance with this Act;

11. the spending and allocation of other target-specific budget resources;

12. the implementation of the municipal personality development support programme for children and pupils in the pre-school and school education system and the implementation of local policies.

(2) Mayors of municipalities shall coordinate the national school admission plan under Article 142(3)(1) and the additional national school admission plan under Article 142(4).

(3) Mayors of municipalities shall exercise control over the spending of resources allocated to municipal kindergartens and schools, municipal personality development support centres, including the cases of delegation in accordance with Article 198(2), as well as to private kindergartens and schools receiving budget resources.

(4) Local government authorities and the local administration shall exercise also other powers set out in this Act and in other pieces of legislation.

Article 257. (1) The director or headmaster is the managing and control authority of state-owned and municipal institutions in the pre-school and school education system.

(2) The director or headmaster under paragraph 1 shall manage and represent the relevant institution.

(3) The managing and control bodies of private kindergartens and schools shall be set out in the law under which they have been established.

(4) Educational activities at private kindergartens and schools shall be managed by the director or headmaster.

Article 258. (1) Directors of state-owned and municipal kindergartens, headmasters of state-owned and private schools and directors of personality development support centres shall organize and control the overall activities of the relevant institution in accordance with the powers laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists.

(2) Directors of private kindergartens and headmasters of private schools shall guide the educational activities of the relevant institution within the framework of the powers laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists. The relevant bodies of the company, not-for-profit legal entity or cooperative may authorize the director or headmaster to exercise also other powers in relation to the management, representation and control of the institution.

(3) Directors of specialized auxiliary units shall organize and control the overall activities of the relevant institution in accordance with the rules of the unit.

Article 259. (1) Directors and headmasters shall issue orders in the exercise of their powers.

(2) The administrative acts issued by directors and headmasters of institutions in the pre-school and school education system may be challenged in an administrative appeal procedure before the following authorities:

1. the Minister of Education and Science - for state-owned schools under Article 43, non-specialized state-owned schools, spiritual schools, state-owned special educational support centres and specialized auxiliary units;

2. the Minister of Culture - for arts schools and culture schools;

3. the Minister of Youth and Sports - for state-owned sports schools;

4. the Minister of Defence or the relevant financing authority - for state-owned kindergartens;

5. the head of the regional division of education - for private kindergartens and schools, private and municipal schools and municipal personality development support centres;

6. the mayor of the municipality - for municipal kindergartens and personality development support centres, except for municipal special educational support centres.

(3) The administrative acts of directors and headmasters under paragraph 2 may be appealed in accordance with the Administrative Procedure Code.

Article 260. The director or headmaster may be assisted in the management and control of studies, educational production activities, creative, sports, administrative and economic activities by one or more deputies.

Article 261. (1) In the case of absence of the director of a state-owned or municipal kindergarten, the headmaster of a state-owned or municipal school and the director of a personality development support centre for less than 60 calendar days, the director or headmaster shall be replaced by an educationalist from the institution acting as director or headmaster upon a specific order on a case-by-case basis. The order shall be issued by the director or headmaster or, if this proves impossible, by the relevant authority under Article 217(1) - (4).

(1) In the case of absence of the director of a state-owned or municipal kindergarten, the headmaster of a state-owned or municipal school and the director of a personality development support centre for more than the period under paragraph 1, the relevant authority under Article 217(1) - (4) shall sign a labour contract with another person to act as director or headmaster.

(3) In the case of absence of the director of a private kindergarten or a private school, the acting director shall be appointed by the relevant bodies of the company, not-for-profit legal entity, or cooperative.

Article 262. (1) The teaching staff meeting is the specialized authority to examine and decide on key pedagogical issues at the kindergarten, school and personality development support centre.

(2) Members of the teaching staff meeting shall be all educationalists and deputy directors who do not engage in teaching.

(3) The teaching staff meeting shall be chaired by the kindergarten director, the school headmaster, or the director of the personality development support centre.

(4) Representatives of the public oversight board, the board of trustees, the medical staff providing health services to the kindergarten, school or personality development support centre, pupils and other persons may take part in the teaching staff meeting in a non-voting capacity.

(5) The kindergarten director, the school headmaster, or the director of the personality development support centre, in his or her capacity of chairperson of the teaching staff meeting, shall invite in writing the representatives of the public oversight board and the board of trustees to the teaching staff meetings, providing the most detailed information possible on the issues to be discussed.

Article 263. (1) The school teaching staff meeting shall:

1. adopt the school development strategy for the next four years with an action plan and a financing scheme attached thereto;
2. adopt the school rules;
3. adopt the school syllabus;
4. adopt the forms of instruction;
5. adopt the school annual plan;
6. adopt individual learning plans;

7. adopt measures to improve the quality of education;
8. adopt an early school dropout prevention programme;
9. adopt a programme for equal opportunities and inclusion of children and pupils from vulnerable groups;
10. propose the launch of interest-based activities to the director or headmaster;
11. make proposals to the headmaster on awarding and on punishing pupils with the relevant penalties in the cases set out in this Act;
12. specify the school symbols and rituals and other insignia;
13. specify the school uniforms;
14. participate through its representatives in the drafting and adoption of the code of conduct of the school community;
15. get familiarized with the budget of the kindergarten, school or personality development support centre and the reports on its implementation;
16. follow up and discuss the degree to which pupils master competences and propose joint staff measures to improve educational performance on a regular basis, at least three times in a school year;
17. exercise other powers laid down in a specific piece of legislation.

(2) The teaching staff meeting of a kindergarten or a personality development support centre shall exercise its powers under paragraph 1 in accordance with its objects of activity.

(3) The documents under paragraph 1, subparagraphs 1 to 5 and 7 to 9 shall be published on the website of the kindergarten, school or personality development support centre.

Article 264. (1) In the event of delegation under Article 198(1), the Minister of Education and Science and the heads of regional divisions of education shall exercise control also over the activities of providers under Article 198(1) and the persons under Article 18(2) and (3) of the Social Assistance Act.

(2) The subject-matter of the control under paragraph 1 shall be the observance of the state education standard for inclusive education.

(3) Where infringements are observed, the Minister of Education and Science and the head of the regional division of education respectively or officials designated by them shall issue mandatory prescriptions and fix a time limit for their fulfillment. The mandatory prescriptions shall be accompanied by methodological instructions on their implementation.

(4) The mandatory prescriptions under paragraph 3 may be appealed in accordance with the Administrative Procedure Code.

Chapter Fourteen

PUBLIC OVERSIGHT BOARDS

Article 265. (1) A public oversight board shall be established at each kindergarten and school for the purpose of creating conditions for active and democratically functioning communities.

(2) The public oversight board is a body to assist the development of the kindergarten and the school and for civil society control of their management.

Article 266. (1) The public oversight board shall consist of an odd number of members and include a representative of the financing authority and at least three representatives of the parents of children and pupils from the relevant institution. An employers' representative shall also be included in the membership of the public oversight board of a school offering instruction for the acquisition of vocational qualifications.

(2) The parents' representatives shall be elected at a parents' meeting convened by the kindergarten director or school headmaster. The meeting shall fix the number of parents' representatives and elect these representatives and alternative members of the public oversight board.

(3) The employers' representatives shall be designated by the regional governor at the proposal of the employers' representative organizations.

(4) The chairperson of the public oversight board shall be elected by its members.

(5) The members of the public oversight board shall serve for up to three years.

Article 267. (1) The public oversight board shall be convened at least four times a year and it shall hold a meeting in the beginning of the school year in all cases.

(2) At least three representatives of the pupils' self-government shall take part in the work of the public oversight board in a non-voting capacity.

(3) A representative of the board of trustees shall take part in the work of the public oversight board of the kindergarten or the school in a non-voting capacity.

(4) Employees and officials of the institution and the regional division of education, experts, representatives of employers, trade unions and not-for-profit legal entities and other stakeholders may be invited to the public oversight board meetings.

Article 268. (1) The kindergarten director and the school headmaster shall have the right to attend the public oversight board meetings and express opinions on the issues discussed there.

(2) The director or headmaster, at the request of the public oversight board, shall provide all data and documents needed for its activities.

(3) The director or headmaster may, if needed, request the chairperson of the public oversight board to convene a meeting.

Article 269. (1) Public oversight boards at kindergartens and schools shall:

1. approve the kindergarten or school development strategy and adopt the director's or headmaster's annual implementation report;

2. take part in the work of the teaching staff meeting when the programmes under Article 263(1)(8) and (9) and the choice of school uniforms are discussed;

3. propose policies and measures to improve the quality of the educational process on the basis of the results of the institution's self-assessment, the external assessment for schools, and the inspection of the kindergarten or school;

4. give an opinion on the allocation of budget resources by activities and the amount of capital investment expenditure, and on the budget implementation report at institutions with delegated budgets and at private kindergartens and schools receiving state budget resources;

5. consult the director or headmaster with regard to the allocation of the resources from the surplus revenues to the kindergarten or school budget as reported at the end of the preceding year;

6. be consulted on the school syllabus;

7. take part through its representatives in the committees for the appraisal of directors or headmasters under the terms and conditions laid down in the state education standard for the status and professional development of teachers, directors and headmasters, and the other educationalists;

8. consult in the school teachers in their choice of textbooks and school kits under Article 164(2);

9. alert the competent authorities of violations of the legislation it has observed in the course of its activities;

10. give an opinion on the school admission plan under Article 143(1);

11. take part in the drafting and adoption of the code of conduct of the school community.

(2) In the event of non-approval of the acts under paragraph 1, subparagraphs 1 and 6 by the public oversight board, these acts shall be referred back with reasons for re-examination by the teaching staff meeting. In the course of the re-examination, the teaching staff meeting shall give its pronouncement on the reason and make the final decision.

(3) The public oversight board at a private kindergarten or a private school shall exercise its powers under paragraph 1, subparagraph 4 only with regard to the resources received from the state budget.

Article 270. The terms and conditions for the establishment, structure and activities of public oversight boards shall be set out in rules issued by the Minister of Education and Science.

Chapter Fifteen

QUALITY MANAGEMENT

Article 271. (1) Quality management is a continuous process of organizational development based on analysis, planning, performance, assessment and adjustment of the work of kindergartens and schools.

(2) The analysis, planning, performance, assessment and adjustment of the work of kindergartens and schools shall be carried out under the terms and conditions laid down in the state education standard for quality management at the institutions.

(3) Assessment shall be performed through self-assessment and inspection.

(4) Self-assessment shall be performed under the terms and conditions laid down in the state education standard for quality management at the institutions, while inspections shall be performed under the terms and conditions laid down in the state education standard for inspections at kindergartens and schools.

Article 272. Self-assessment shall aim at the establishment of an internal assessment of the quality of education through activities, procedures and criteria set out by the kindergarten or the school.

Article 273. (1) Inspection is a process of preparing a thorough independent expert assessment of the quality of education at the kindergarten or the school at a certain point of time and identifying improvement guidelines.

(2) Inspection shall be performed in accordance with criteria and indicators grouped by inspection spheres.

(3) Each kindergarten and each school shall be inspected at least once in five years.

Article 274. (1) For inspection purposes, the National Inspectorate of Education shall be established as a budget-supported legal entity at the Council of Ministers with its seat in Sofia.

(2) The National Inspectorate of Education shall be managed and represented by a director as an authority for the external inspection of kindergartens and schools.

(2) The director of the National Inspectorate of Education is a civil servant appointed and dismissed by the Prime Minister.

(4) The director of the National Inspectorate of Education shall issue orders in the exercise of his or her powers.

(5) The director of the National Inspectorate of Education shall:

1. develop, put to trial and improve inspection criteria and indicators;

2. organize and conduct the inspection of kindergartens and schools;

3. make available the assessment and the guidelines from the inspection to the kindergarten director or the school headmaster and to the head of the relevant regional division of education;

4. notify the relevant regional division of education in any of the following events:

(a) violations of the legislation concerning pre-school and school education have been established in the course of the inspection;

(b) methodological support is needed for the implementation of the guidelines given in the inspection;

(c) the level of teaching and mastering of competences by the pupils observed in the inspection does not provide access to high-quality

education at the relevant schools and measures are needed to improve the performance;

5. submit to the Minister of Education and Science and to the Council of Ministers an analysis of the quality of education at the inspected kindergartens and schools for a certain period of time, for a certain region or for the country as a whole;

6. publish summarized information on the assessments and guidelines by inspection spheres on its official website;

7. perform also other functions set out in a piece of legislation or assigned by the Minister of Education and Science.

Article 275. (1) Each inspection shall be performed by internal and external inspectors.

(2) Internal inspectors are civil servants at the National Inspectorate of Education who are appointed and dismissed by its director.

(3) External inspectors shall be appointed for each specific inspection in accordance with the rules under Article 279.

Article 276. (1) The following persons shall be eligible to serve as external inspectors:

1. persons who hold a master's degree;

2. persons with at least five years of professional experience in a field corresponding to the inspected activity;

3. persons who have completed successfully the training course at the National Inspectorate of Education.

(2) Any person who was imposed a disciplinary penalty in accordance with the Labour Code or the Civil Servants Act within a year prior to the inspection shall not be eligible to serve as an external inspector.

(3) External inspectors shall discharge their duties on the basis of a contract signed with the director of the National Inspectorate of Education for each inspection.

Article 277. (1) The following persons shall not be eligible to be members of the inspection team for the specific inspection:

1. persons who used to occupy a position at the inspected institution;

2. spouses or partners or kin of direct lineage or relatives up to four times or four times removed or in-laws up to two times or two times removed of the persons whose work is inspected.

(2) Any person who is an employee or a civil servant within the administrative region where the inspected institution is located shall not be eligible to serve as a member of the inspection team for the specific inspection.

(3) The circumstances under paragraphs 1 and 2 shall be certified with a declaration.

Article 278. (1) In the course of and in connection with inspections, inspectors shall have the right to:

1. free access to all activities of the kindergarten and the school and to all documents of the kindergarten or the school;

2. demand that reports, certified copies of documents and other information, including those in an electronic format, in connection with the inspection be made available within time limits fixed by the inspectors;

3. poll the opinion of educationalists, pupils, parents and representatives of the public oversight board through meetings and conversations, as well as through the filling in of questionnaires and assessment and self-assessment forms.

(2) The director or the headmaster and the whole staff of the kindergarten or the school shall assist the inspectors in the exercise of their powers and provide appropriate premises and technical equipment for the conduct of inspections.

Article 279. The structure and functions of the National Inspectorate of Education and the rights and obligations of inspectors shall be set out in rules adopted by the Council of Ministers at the proposal of the Minister of Education and Science.

Chapter Sixteen **(Effective 1.01.2017 - SG No. 79/2015)** **FINANCING AND PROPERTY**

Section I **Financing**

Article 280. (1) Activities in the pre-school and school education system shall be financed with resources from the state budget, municipal budgets, EU funds and programmes and other sources.

(2) The activities within the scope of the state policy shall be financed with state budget resources wholly or in part.

(3) State budget resources shall be spent for the following purposes:

1. maintenance of the activities aimed at the education and upbringing of children and pupils;
2. support to equal access and personality development support;
3. development of kindergartens, schools and personality development support centres;
4. implementation of national education development programmes.

Article 281. The state budget resources aimed at financing activities in the pre-school and school education system shall be planned on an annual basis in an amount not smaller, in terms of absolute amounts and percentage of the gross domestic products, than the state budget plan for the preceding year.

Article 282. (1) The resources under Article 280(3)(1) shall be allocated among the budgets of the primary budget spending units which finance state-owned and municipal schools and kindergartens on the basis of the number of children and pupils and the spending standard per child

and pupil as set out in an act of the Council of Ministers. The spending standard shall establish the amount of state budget resources for a specific activity per child or pupil for the relevant year.

(2) The activities financed wholly or in part in accordance with the spending standards shall be laid down in the state education standard for the financing of institutions.

(3) The amount of spending standards shall depend on the following:

1. the content of the activities aimed at the education and upbringing of children and pupils;

2. the type and specific features of the school or kindergarten and the form of instruction;

3. the vocational field of training;

4. objective geographical and demographic characteristics of the municipality, which produce an impact on the access to education.

(4) As well as the resources under paragraph 1, sheltered kindergartens and sheltered schools shall receive additional financing to support the educational process.

(5) Sheltered schools with an average number of pupils per class, which is between ten and the average number of pupils per school form financed in accordance with the spending standard per pupil shall receive additional financing under paragraph 4 for the difference between the real and the average number of pupils per form. The minimum amount of the additional financing of these schools shall be calculated by multiplying the difference between the real and average number of pupils per form by the relevant spending standard per pupil. The specific terms and conditions for the additional financing shall be set out in the act under Article 54(5).

(6) Primary budget spending units shall allocate the resources received for each activity in accordance with the spending standard under paragraph 2 among schools and kindergartens on the basis of formulae for the relevant activities. The formulae shall consist of basic and additional components.

(7) The formulae under paragraph 6 shall be approved by the primary budget spending units not later than 28 February of the current year after discussions with kindergarten directors and school headmasters. The approved formulae shall apply as from the beginning of the fiscal year and may not be changed until its end.

(8) The basic components of each formula shall be the spending standard and the number of children and pupils at kindergartens and schools for the relevant activity. The additional components of the formula may be objective geographical, demographic, infrastructural and other indicators, which warrant different spending per child or pupil, or indicators reflecting the national and regional education policy. The number of staff and the number of groups and forms may not be considered components of the formulae.

(9) The resources under paragraph 6 for each activity shall be allocated as follows:

1. at least 80 per cent - on the basis of the basic components of the formulae;

2. the remaining portion of up to 20 per cent - on the basis of additional components of the formula.

(10) A contingency reserve of up to three percent of the resources may be included in the additional components of the formula for the relevant activity. Any contingency resources retained by 15 November of the current year shall be provided to schools and kindergartens for the relevant activity, distributing the resources in proportion to the number of children and pupils.

(11) Resources in the amount of up to 0.5 percent shall be allocated for financing of speech therapy offices within the additional components of the formulae.

(12) The formulae shall include also:

1. the terms and conditions for the resource allocation by the additional components of the formula, including the reserve;

2. rules for the adjustment of the resource allocation among schools and kindergartens in the event of changed basic components of the formula.

(13) In the cases of discrepancy between the estimated number of children and pupils on the basis of which the resources under Article 280(3)(1) of the State Budget Act of the Republic of Bulgaria are planned for the relevant year and the data in the information system of the Ministry of Education and Science as of 1 January of the current year, compensating adjustments shall be introduced in the relevant budgets and the budget of the Ministry of Education and Science in the amount needed to eliminate these discrepancies.

(14) Where the estimated number of children and pupils is higher than the number of children and pupils reported in the information system, the difference in the resources in accordance with the spending standard shall be allocated to the reserve pending the adjustments under paragraph 13.

(15) Where the estimated number of children and pupils is lower than the number of children and pupils reported in the information system, the resources in accordance with the formula for the relevant activity shall be allocated and the deficit shall be distributed on a pro rata basis pending the adjustments under paragraph 13.

(16) In the course of the fiscal year, changes in the allocation of resources in accordance with the formula as a result of changes of the number of children and pupils shall be allowed only in the following cases:

1. transfer of a child or a pupil between institutions financed by the same primary budget spending unit;

2. where, in the beginning of the school year, it is necessary to finance the higher number of children or pupils at some institutions financed by the same primary budget spending unit.

(7) No formula shall be approved for activities if the beneficiary of the relevant resources is a single school or kindergarten or the resources have been provided to private schools or kindergartens.

(18) A mandatory allowance for conditionally fixed costs shall be included in the additional components of the formula for the relevant activity.

(19) The Council of Ministers shall determine:

1. the terms and conditions for receiving the resources under paragraph 4;
2. the minimum allowance for conditionally fixed costs under Article 18.

(20) The Council of Ministers may approve additional requirements to the formulae under paragraph 6 and rules for the allocation of resources thereof, as well as additional requirements to the delegated budgets system.

(21) As well as the resources under paragraph 6, the budgets of state-owned and municipal schools and kindergartens operating with a delegated budget system shall include costs at the expense of:

1. the surplus revenues over payments in the school or kindergarten budget as established at the end of the preceding year;
2. the own revenues of the school or the kindergarten;
3. additional financing other than the resources under Article 280(3) provided at the expense of other budget resources of the financing authority;
4. the resources due to be paid to the school budget which the financing authority failed to transfer at the end of the preceding year.

Article 283. (1) The resources to assist equal access and to support the personality development shall include:

1. pupil scholarships;
2. transportation of children and pupils;
3. purchase of knowledge books, textbooks and school kits to be used for free and to be made available at the school library;
4. full-day organization of studies and food;
5. activities related to the general personality development support;
6. activities related to the additional personality development support;
7. activities related to the pupils' recreation and sports;
8. implementation of school programmes for early dropout prevention and for reduction of the number of early leavers;
9. support to pupils of outstanding talent;
10. other activities contributing to a broader outreach and equal access to education.

(2) Children in the compulsory pre-school age and pupils from settlements without a kindergarten or a school shall be provided with state budget resources to travel to the nearest kindergarten or school which offers instruction in the relevant group or grade and back.

(3) The resources under paragraph 1, subparagraphs 1, 3 and 9 shall be provided also to private kindergartens and schools.

(4) The resources to implement support activities for children and pupils with special learning needs shall be provided to the kindergartens and schools in which they study.

(5) Where the kindergarten or school is not in a position to provide the resource support in accordance with the state education standard for inclusive education, the resources under paragraph 4 shall be provided to the relevant municipality to have the resource support by a personality development support centre or special educational support centre under Article 195 within the territory of the relevant municipality or for delegation under the terms and conditions laid down in Article 198.

(6) Where the municipality is not in a position to provide the resource support in accordance with the state education standard for inclusive education in accordance with paragraph 5, the support resources shall be provided to the relevant regional centre for inclusive education support.

(7) The resources to implement the activities under paragraph 1, subparagraph 5, 6 and 10 may be provided to persons under Article 18(2) and (3) of the Social Assistance Act, who have been licensed to provide welfare services to children in accordance of the Child Protection Act in the case of delegation under Article 198(2) and (3).

(8) The terms and conditions for the allocation of the resources under paragraph 1 shall be set out by the Council of Ministers with regard to the state budget resources and/or in accordance with the financing rules of the relevant EU fund or programme.

Article 284. (1) The resources for the development of kindergartens, schools and personality development support centres shall include:

1. expenditure to improve the material facilities;
2. resources to improve the quality of instruction;
3. resources for the development and support of educationalists under Article 219(5);
4. support to libraries and information services;
5. other costs aimed at improving the physical environment and the educational process.

(2) The resources under paragraph 1, subparagraph 2 shall be provided to kindergartens and schools with high or low level of performance to be used as follows:

1. by kindergartens and schools with high level of performance - at their own discretion to ensure additional financing of their activities and/or to incentivize educationalists;
2. by kindergartens and schools with low level of performance - for the purpose of implementing programmes or specific measures to improve their performance.

(3) The resources under paragraph 1, subparagraph 2 provided to kindergartens and schools with low level of performance shall be spent in accordance with the distribution scheme approved in advance by the primary budget spending unit and may not be used for payments to educationalists.

(4) The performance under paragraph 2 shall be determined in accordance with the methodology approved with the state education standard for the financing of institutions. The training results and the inspection assessment shall be included as mandatory elements of the methodology.

(5) The terms and conditions for the allocation of the resources under paragraph 1 shall be set out by the Council of Ministers with regard to the state budget resources and/or in accordance with the financing rules of the relevant EU fund or programme.

Article 285. The resources under Articles 283(1) and 284(1) may be provided on the basis of additional spending standards or rates per child or pupil, as set out in the act under Article 282(1) and the number of children and pupils. The provisions of Article 22(13) shall apply to these cases.

Article 286. (1) The state budget resources for national education development programmes shall include the state budget expenditure for the implementation of national measures and activities, the objectives of which cannot be achieved to the desired extent with financing within the framework of the resources under Article 280(3)(1), (2) and (3).

(2) The resources under paragraph 1 may be used to promote the development and assist the financing of municipal education development programmes, where the measures and activities envisaged in the national programme are intended to be planned, organized and implemented most efficiently at the municipal level.

(3) The programmes under paragraph 1 shall be subject to approval by the Council of Ministers.

Article 287. (1) The state budget resources to finance activities in relation to the instruction and upbringing of children and pupils at private kindergartens and schools shall be established in the budgets of the municipalities in which their seats are located in accordance with the spending standards per child and pupil and the number of children and pupils.

(2) The resources received by the municipality in accordance with the spending standards shall be distributed among the private schools and kindergartens involved in the state financing system on the basis of the number of children and pupils. The provisions of Article 282(13) shall apply to these cases.

(3) Private kindergartens and private schools shall use the state budget resources they receive only for financing the activities in relation to the instruction, upbringing and socialization of children and pupils in accordance with the act under Article 282(2).

(4) The revenues from the activities carried out for consideration under Article 10(3) and the other revenues of private kindergartens and private schools may not be used to finance expenditure for activities financed with state budget resources.

(5) Private schools and private kindergartens shall keep separate analytical accounts for the resources spent under paragraph 1 and under Article 283(3).

(6) Private kindergartens and private schools shall draw up and submit regular cash-based expenditure reports under terms and conditions set out by the Minister of Finance and the Minister of Education and Science.

(7) The unspent resources from the subsidy to private kindergartens and private schools in the course of the current year may be used only for financing the same activities in the following year.

(8) In the event of termination of the participation of private kindergartens or private schools in the state financing system or termination of their activities, the unspent state budget resources shall be subject to recovery under the terms and conditions laid down in the state education standard for the financing of institutions.

(9) Municipalities and regional divisions of education shall exercise control over the spending of state budget resources by private kindergartens and schools.

Article 288. In the event of violation of statutory provisions by the private kindergarten or the private school involved in the state financing system and in the event of low level of performance as established in accordance with the methodology under Article 284(4), the allocation of state budget resources shall be suspended until the elimination of the violations under the terms and conditions laid down in the state education standard for the financing of institutions.

Article 289. (1) State-owned and municipal schools shall apply the delegated budget system which grants the school headmaster the rights:

1. of a secondary budget spending unit or, in the case of municipalities divided into districts, of a secondary or tertiary budget spending unit at a decision of the municipal council;

2. to introduce compensated adjustments in the income and expenditure plan, including reallocation between activities, subject to notification of the primary spending unit;

3. to dispose of the school resources;

4. to establish staffing levels, individual remunerations, the teaching workload and the number of groups and forms, as well as the number of pupils therein in accordance with the approved school budget and the rates set out in the secondary legislation, ensuring the implementation of the school syllabus.

(2) The primary budget spending units shall delegate rights to school headmasters to generate own revenues by placing the state-owned or municipal property under their management in the cases where these rights are not vested with them in accordance with a statutory act. Without prejudice to the foregoing, the right to generate revenues from the state-owned or municipal properties used by schools, where this property represents a relatively distinct territorial unit with separate expenditure reporting and does not pertain to intrinsic school activities.

(3) The provisions of paragraphs 1 and 2 shall apply accordingly to kindergartens and personality development support centres, where they apply a delegated budget system at a decision of the primary budget spending unit.

(4) Primary budget spending units may not finance the spending of institutions outside the pre-school and school education system at the expense of the resources provided to them under Article 280(3).

Article 290. (1) The Ministry of Education and Science shall publish information on its website by types of spending standards, additional spending standards and rates by primary budget spending units with the following contents:

1. the number of children and pupils as of 1 January of the current year in accordance with the information system of the Ministry;

2. the number of children and pupils the education of whom is financed with resources received from primary budget spending units in accordance with the State Budget Act for the relevant year.

(2) Primary budget spending units shall publish information on their websites by institutions and formula-based resource allocation components.

(3) Schools and kindergartens which apply the delegated budget system shall publish their approved budget and its implementation report on their websites.

Article 291. Directors and headmasters shall submit quarterly reports on the implementation of the budget of the school, kindergarten or personality development support centre to the public oversight board and to the general meeting of workers and employees before the end of the month following the relevant quarter.

Article 292. (1) In the event of failure to make available or recover the resources under Article 280(3)(1), (2) and (3) or Article 282(21)(1), (2) and (4) within the statutory time limits, the Minister of Education and Science may propose that the primary budget spending units be penalized under Article 107 of the Public Finance Act for the relevant amount of the budget underperformance of the school, kindergarten or personality development support centre.

(2) In the event of reduced budget relationship of the budget of the primary budget spending unit with the central government budget due to the application of paragraph 1, the released resources may be provided to the budget of the relevant school, kindergarten or personality development support centre which has not received the transfer by the primary budget spending unit as a transfer through the budget of the Ministry of Education and Science.

Article 293. (1) The following shall constitute own resources of state-owned and municipal kindergartens, schools and personality development support centres:

1. rental revenues from real estate and movable assets;
2. revenues from own farmland and forests;
3. revenues from intellectual property rights;

4. revenues from the sale of products and services in the course of vocational training;

5. revenues from gifts and wills;

6. other revenues as set out in a statutory act.

(2) Primary budget spending units may not reduce the amount of state or municipal budget resources allocated to state-owned and municipal kindergartens, schools and personality development support centres in accordance with this Act at the expense of their own revenues.

Article 294. The additional financing under Article 282(21)(3) shall be provided:

1. at the decision of the primary budget spending unit under the terms and conditions it has laid down;

2. for forms in which the number of pupils is below the statutory minimum fixed by the secondary legislation;

3. for payments due to be made by institutions which apply the delegated budget system during the current year, whereby these resources shall be recovered to the budget of the primary budget spending unit at the expense of the institution, applying the delegated budget system, in the following year under terms and conditions laid down by the primary budget spending unit.

Article 295. (1) Where the debts past due of a state-owned or municipal school, or municipal kindergarten or a personality development support centre, applying the delegated budget system, exceed 20 percent of the approved annual expenditure, disciplinary liability shall be sought from the director or headmaster in accordance with the Labour Code. The proposal on the disciplinary penalty shall be made by the financing authority.

(2) In the cases under paragraph 1 and within a month of the identification of the excess, where a disciplinary penalty has been imposed, the director or headmaster shall draw up and implement an expenditure optimization programme to overcome the deficit, subject to approval by the financing authority.

Article 296. Specialized auxiliary units shall be financed from the state budget through the budget of the Ministry of Education and Science.

Article 297. (1) The state budget shall provide resources to assist the teaching of the subjects of the Bulgarian language and literature, history and civilization, geography and economics in their part concerning the history and geography of Bulgaria, which is organized abroad by the following:

1. organizations of Bulgarian expatriates, which are registered under the laws of the relevant state for the implementation of educational and cultural activities;

2. diplomatic representations of the Republic of Bulgaria abroad;

3. Bulgarian Orthodox ecclesiastical communities;

4. The Great Martyr St. George of Zograph Slavic Bulgarian monastery, Athos, Greece.

(2) The resources under paragraph 1 shall be provided from the state budget through the budget of the Ministry of Education and Science under terms and conditions set out in an act of the Council of Ministers.

(3) The teaching under paragraph 1 shall be organized for children in the pre-school age bracket and for pupils in grades I to XII with curricula and teaching aids subject to approval by the Minister of Education and Science.

Article 298. (1) The maintenance of children in pre-school education at state-owned and municipal kindergartens and schools shall be provided for with resources from the state budget and with resources from the municipal budget.

(2) The children's parents shall pay fees for the maintenance of activities which are not financed from the state budget.

(3) The amount and payment procedure of the fees under paragraph 2 shall be laid down in:

1. the Local Taxes and Fees Act - for municipal kindergartens and schools;

2. an act of the Council of Ministers - for state-owned kindergartens and schools.

(4) Parents shall not pay fees in the cases set out in a statutory act.

Article 299. The additional services at kindergartens under Article 68 shall be paid for under the terms and conditions laid down in an ordinance of the relevant municipal council.

Article 300. (1) Fees shall be collected in the pre-school and school education system in amounts set out in rates approved by the Council of Ministers for the following purposes:

1. examination of an application for the issuance of an authorization to enter a private kindergarten or a private school in the register of the institutions in the pre-school and school education system or a transformation of a private kindergarten or a private school; the fee shall cover the costs in relation to the review of the compliance of the facts and circumstances set out in the application and the documents attached thereto with the requirements for the registration of a private kindergarten or a private school or with the requirements for the registration of a transformation of a private kindergarten or a private school;

2. issuance of a certificate in the registration of a private kindergarten or a private school or the registration of a transformation of a private kindergarten or a private school; the fee shall cover the certificate preparation costs;

3. examination of applications for approval of knowledge books, textbooks or school kits for pre-school and school education; the fee shall cover the documents verification costs;

4. assessment of knowledge books, textbooks or school kits for their compliance with the state education standard under Article 22(2)(13);

5. recognition of a document on the completion of a school education stage, education degree and vocational qualifications issued by foreign schools and for the issuance of a certificate; the fee shall be established, depending on the school education stage, education degree and vocational qualifications to be recognized and it shall cover the documents verification costs and the expert assessment costs for the comparison of the duration of studies, the type of school where the education was completed and the school subjects to the requirements of the statutory acts and the syllabi and curricula existing in the pre-school and school education system;

6. validation of competences acquired through non-formal training and informal learning; the fee shall be established, depending on the type of validation and it shall cover the documents verification costs and the exam costs;

7. examination of applications and assessment of training programmes to improve the qualifications of educationalists; the fee shall cover the documents verification costs and the programme assessment costs;

8. conduct of literacy courses, courses for the acquisition of competences required for the completion of a pre-gymnasium stage or completed pre-gymnasium grades and courses for the recognition of vocational qualifications; the fee shall cover training costs and exam costs;

9. training of third-country nationals above the compulsory school age bracket; the fee shall cover training costs.

(2) The revenues from the fees under paragraph 1, subparagraphs 1 to 5 shall be remitted to the revenue budget of the Ministry of Education and Science, whereas the fees under paragraph 1, subparagraphs 6 to 9 shall be remitted to the budget of the relevant school.

(3) The fees under paragraph 1, subparagraph 5 shall not be collected, where the persons applying for recognition are in the compulsory school age bracket.

(4) The fees under paragraph 1, subparagraphs 6 and 8 shall not be collected, where these activities are financed with resources from national and international programmes and projects.

Article 301. (1) The activities other than those financed by the state under Article 10(3), which private kindergartens or schools carry out for consideration, shall be set out in the rules of the relevant private kindergarten or private school.

(2) The terms and conditions for paying for the activities under paragraph 1 and the amount of the payment shall be set out in a contract between the private kindergarten or the private school and the parent of the child or the school.

(3) Private kindergartens and schools involved in the state financing system may raise funds from parents to compensate the costs they incur for the provision and maintenance of the material facilities used for the compulsory pre-school and school education of children and pupils,

the maximum amount per child or pupil being established in accordance with the methodology approved with the state education standard for the financing of institutions.

(4) The participation of the child or the pupil in the activities under paragraph 1 may not be a mandatory precondition for his or her enrollment in a private kindergarten or school and for his or her participation in the compulsory pre-school and school education activities.

Section Property

Article 302. (1) State-owned and municipal immovable properties given to state-owned and municipal schools, kindergartens and personality development support centres for management purposes are in public state ownership or public municipal ownership respectively.

(2) As from the date of entry into force of the act declaring a state-owned school to be a municipal school, the properties in public state ownership provided to the school prior to its declaring to be a municipal school shall become properties in the patrimony of the municipality and public municipal ownership, whereas the state-owned chattels shall be transferred to the ownership of the municipality financing the school.

(3) The properties and chattels under paragraph 2 shall be given for management to the school which managed them prior to its declaration to be a municipal school and shall be used only for the purposes of the education process, without any change of purpose.

(4) Where the seat of the school managing the properties under paragraph 2 is located outside the territory of the acquiring municipality, the acquiring municipality shall give the properties for management to schools financed by it after the entry into force of the act declaring the school to be a municipal school.

(5) As from the date of entry into force of the act declaring a municipal school to be a state-owned school, the properties and chattels provided to the school prior to its declaring to be a state-owned school shall become properties in the patrimony of the state and shall be used only for the purposes of the education process, without any change of purpose.

Article 303. The immovable properties and movable chattels acquired for consideration by state-owned and municipal schools, kindergartens and personality development support centres shall have the status of private state ownership or private municipal ownership respectively.

Article 304. The immovable properties and movable chattels acquired free of charge by state-owned and municipal schools, kindergartens and personality development support centres, as well as the properties and chattels reinstated to them shall be in the patrimony of the school, kindergarten or centre.

Article 305. (1) The properties or parts thereof and the chattels vacated due to the closing down or transformation of state-owned and municipal schools, kindergartens and personality development support centres shall be used for educational, health, social, or humanitarian activities in accordance with the State Property Act, the Municipal Property Act and the related implementing acts.

(2) The properties or parts thereof and the chattels vacated due to the closing down or transformation of state-owned and municipal schools, kindergartens and personality development support centres, for which there is no public need to be used for the activities under paragraph 1, may be used also for other activities provided that the following conditions are met cumulatively:

1. for two years, no public need has been identified for their use for educational, health, social, or humanitarian activities;

2. there is a positive opinion of the Minister of Education and Science, which has been prepared on the basis of an educational needs assessment in the municipality;

3. the settlement has a population of less than five thousand inhabitants.

Chapter Seventeen BOARDS OF TRUSTEES

Article 306. (1) The boards of trustees are independent voluntary associations to assist the activities of the educational institution.

(2) Any school, kindergarten or personality development support centre may have only one board of trustees.

(3) A board of trustees may be established also for a group of kindergartens, schools and personality development support centres in the settlement provided that there is no board of trustees established under paragraph 2.

(4) Boards of trustees shall be established as not-for-profit legal entities operating to the public benefit which organize their activities in accordance with the Non-profit Legal Persons Act and the provisions of this Act, the bylaws, or the articles of association.

Article 307. (1) The board of trustees shall be established at the initiative of the kindergarten director, the school headmaster, or the director of the personality development support centre, or parents, teachers, or public figures.

(2) The persons under paragraph 1 shall send an invitation to the constituent meeting through the mass media and/or in person to prominent public figures, donors, or representatives of legal entities.

Article 308. (1) The bodies of the board of trustees are the general meeting and the executive board of trustees.

(2) The members of the executive board of trustees shall be elected by the general meeting for a term of up to four years.

(3) The executive board shall elect the chairperson from among its members.

Article 309. With a view to attaining their objectives, the boards of trustees shall:

1. promote the raising of additional financial and material resources for the kindergarten, school or personality development support centre and control their expedient spending;

2. assist the establishment and maintenance of the material facilities of the kindergarten, school or personality development support centre;

3. contribute to the organization of food and transportation of pupils and to the resolving of other social issues of children, pupils and teachers at the school, kindergarten, or personality development support centre;

4. promote the implementation of programmes aimed at resolving problems of children and pupils, interest-based activities, organized recreation, tourism and sports for children and pupils;

5. organize and assist parents' trainings in the field of the upbringing and development of their children;

6. mobilize the general public to assist the kindergarten, school or personality development support centre;

7. alert the competent authorities of irregularities in the pre-school and school education system.

Chapter Eighteen

OPENING, TRANSFORMATION, REORGANIZATION AND CLOSING DOWN OF INSTITUTIONS IN THE PRE-SCHOOL AND SCHOOL EDUCATION SYSTEM

Section I

Opening, Transformation, Reorganization and Closing Down of State-owned and Municipal Institutions

Article 310. (1) The Minister of Education and Science shall issue an order to open, transform, reorganize and close down:

1. state-owned schools;

2. municipal schools;

3. specialized auxiliary units;

4. state-owned and municipal special educational support centres.

(2) Arts schools and culture schools shall be opened, transformed, reorganized and closed down in accordance with the Protection and Promotion of Culture Act.

(3) The order on the opening, transformation, reorganization or closing down of state-owned kindergartens under Article 35(2)(2) and of the Bulgarian state-owned schools abroad shall be issued in accordance

with the international agreements and consulted with the Minister of Foreign Affairs.

(4) State-owned kindergartens under Article 35(2)(1) shall be opened, transformed, reorganized and closed down with an order of the Minister of Defence in consultation with the Minister of Education and Science.

(5) Municipal kindergartens and personality development support centres, except for municipal special educational support centres, shall be opened, transformed, reorganized or closed down with an order of the mayor of the municipality upon a decision of the municipal council.

Article 311. (1) State-owned and municipal institutions in the pre-school and school education system shall be transformed through acquisition, merger, spinoff or demerger. Non-specialized schools shall be transformed also through changing the type of school under Article 38(1) and (2).

(2) State-owned and municipal kindergartens and schools may be reorganized in relation to the following:

1. the name;
2. the official address;
3. the address of the premises where studies take place.

(3) The financing authority may also be changed in the reorganization of vocational gymnasiums and sports schools.

(4) As well as the changes under paragraph 2, subparagraphs 1 and 2, the objects of activity under Article 50 may also be subject to reorganization at specialized auxiliary units.

(5) As well as the changes under paragraph 2, the objects of activity under Article 49 may also be subject to reorganization at personality development support centres in accordance with Article 49(6).

Article 312. (1) The procedure for the issuance of the order on the opening, transformation, reorganization and closing down of state-owned and municipal schools, state-owned and municipal special educational support centres and specialized auxiliary units shall be opened at the proposal of the financing authority, given in writing.

(2) For state-owned schools, except for Bulgarian schools abroad, and for the state-owned special educational support centres, the financing authority of which is the Minister of Education and Science, the procedure for the issuance of the order on the opening, transformation, reorganization and closing down shall begin at the initiative of the Minister of Education and Science or at the written proposal of the head of the relevant regional division of education.

(3) For Bulgarian schools abroad, the procedure for the issuance of the order on the opening, transformation, reorganization and closing down shall begin at the initiative of the Minister of Education and Science under the terms and conditions of the international treaties and agreements to which the Republic of Bulgaria is a party.

(4) For prison schools, the procedure for the issuance of the order on the opening, transformation, reorganization and closing down shall begin at the initiative of the Minister of Justice.

(5) The procedure for the issuance of an order on changing the name of a state-owned school may begin also at the written proposal with reasons by the headmaster on the basis of a decision of the teaching staff meeting and in consultation with the financing authority, where the latter is other than the Minister of Education and Science.

(6) The proposal of the mayor to begin the procedure under paragraph 1 for municipal schools and for municipal special educational support centres shall be submitted upon a decision of the municipal council and check and opinion of the regional division of education.

Article 313. (1) The procedure for the issuance of the order on the opening, transformation, reorganization and closing down of:

1. state-owned kindergartens under Article 35(2)(1) shall begin at the initiative of the Minister of Defence;

2. state-owned kindergartens under Article 35(2)(2) shall begin at the initiative of the Minister of Education and Science;

3. municipal kindergartens and municipal personality development support centres shall begin at the proposal of the mayor of the municipality upon a decision of the municipal council.

(2) The procedure for the issuance of the order on changing the name of a state-owned kindergarten may begin also at the written proposal with reasons by the director on the basis of a decision of the teaching staff meeting and in consultation with the financing authority, where the latter is other than the Minister of Education and Science.

Article 314. (1) The proposal on the opening and transformation of a state-owned or municipal school, a state-owned or municipal special educational support centre and a specialized auxiliary unit shall have the following contents:

1. the reasons for the need to open or transform;

2. the name and the official address;

3. the address of the premises where studies or activities take place;

4. the type of school;

5. the stage and degree of education, the organization of the school day and the special profiles or occupations, and the organization of pre-school education, if any - relevant to schools;

6. the occupations in the event of providing vocational training in accordance with Article 49(2)(4), the organization of the school day, and the organization of pre-school education, if any - relevant to state-owned and municipal special educational support centres;

7. the objects of activity - relevant to specialized auxiliary units;

8. the school year as from which the opening or transformation is proposed - relevant to schools and state-owned and municipal special educational support centres;

9. information on the number of children and pupils to be educated and brought up at the school or state-owned or municipal special educational support centre, and the opportunities for their referral elsewhere - in the event of transformation;

10. information on the availability of transportation to the school and to the state-owned or municipal special educational support centre to which the pupils have been referred - in the event of transformation;

11. information on the availability of accessible architectural environment for children and pupils with special learning needs and on the material facilities, staffing levels and financing of the activities of the school and the state-owned and municipal special educational support centre;

12. a proposal on the retention of the mandatory documentation - in the event of transformation.

(2) The proposal on the reorganization of state-owned or municipal schools, state-owned or municipal special educational support centres and specialized auxiliary units shall have the following contents:

1. a detailed description of the requested reorganization;

2. the reasons for the need to reorganize;

3. the school year as from which the reorganization is proposed for schools and state-owned and municipal special educational support centres.

(3) The proposal on the closing down of state-owned or municipal schools, state-owned or municipal special educational support centres and specialized auxiliary units shall have the following contents:

1. the reasons for the closing down;

2. the name and address;

3. the type of school;

4. the stage and degree of education, the organization of the school day and the special profiles or occupations, and the organization of pre-school education, if any - relevant to schools;

5. the occupations in the event of providing vocational training in accordance with Article 49(2)(4), the organization of the school day, and the organization of pre-school education, if any - relevant to state-owned and municipal special educational support centres;

6. information on the number of children and pupils and on the opportunities for their referral elsewhere;

7. information on the properties and a proposal on the distribution, transfer and use of the buildings and the other premises;

8. a proposal on the acceptance and retention of the mandatory documentation;

9. information on the availability of transportation to the school to which the pupils have been referred to.

(4) The proposal on the opening, transformation, reorganization and closing down of municipal kindergartens and personality development support centres, except for municipal special educational support centres, shall have the contents under paragraphs 1, 2 and 3, depending on their activities.

(5) The documents set out in the state education standard for the institutions in pre-school and school education shall be attached to the proposals under paragraphs 1 to 4.

Article 315. (1) The proposals on the opening, transformation and closing down of state-owned and municipal schools, state-owned and municipal special educational support centres, pupils' hostels and astronomical observatories shall be submitted before the 31 May and examined for the upcoming school year.

(2) The proposals on the opening, transformation, reorganization and closing down of specialized auxiliary units shall be made and examined all the year round.

(3) The proposals on the transformation and closing down of state-owned and municipal schools and state-owned and municipal special educational support centres due to a reduced number of children and pupils shall be made all the year round and examined for the upcoming school year, while those made in the event of discontinuation of studies due to the lack of children and pupils shall be made and examined all the year round.

(4) The proposals on reorganization shall be made and examined all the year round.

Article 316. (1) The documents on the opening, transformation, reorganization and closing down under Article 314 shall be examined and assessed for their compliance with this Act and the related implementing acts.

(2) Proposals shall not be assessed if they:

1. do not contain all the required documents;
2. have been submitted after the deadline under Article 315(1).

(3) By way of exception, where the issuance of a document is within the powers of another authority and under the terms and conditions laid down in the state education standard for the institutions under Article 22(2)(11), proposals may be examined and assessed without that document provided that another document has been submitted to certify a pending procedure before this authority.

Article 317. (1) Additional documents may be required from the applicant to clarify all facts and circumstances.

(2) Authorized officials may carry out on-site inspections, if needed, and to require the originals of the submitted documents for verification purposes.

Article 318. (1) Where the documents submitted for the opening, transformation, reorganization and closing down under Article 314 do not comply with this Act and the related implementing acts, the applicant shall be notified of the irregularities and the time limit for their removal, which may not be shorter than ten working days.

(2) In the cases under Article 316(3), where non-compliance with the statutory requirements has not been identified or has been removed in accordance with paragraph 1, the applicant shall be notified to submit the document, the issuance of which is within the powers of another authority.

Article 319. (1) The authority opening, transforming, reorganizing and closing down the relevant institution shall make a decision within a month by:

1. issuing an order on the opening, transformation, reorganization or closing down;
2. refusing to open, transform, reorganize, or close down.

(2) The time limit under paragraph 1 shall commence on the date of the removal of the irregularities under Article 318(1) or of the expiration of the time limit for their removal.

Article 320. (1) An order on the opening, transformation, reorganization or closing down shall be issued, where non-compliance with the statutory requirements has not been identified or has been removed in due course.

(2) The authority shall refuse to open, transform, or reorganize in the event of:

1. failure to remove the identified irregularities or failure to remove them within the prescribed time limits;
2. failure of the applicant, in the cases under Article 318(2), to submit the relevant documents before 1 July prior to the beginning of the school year for which the opening, transformation, or reorganization is requested.

(3) The acts under paragraphs 1 and 2 shall be promulgated in The State Gazette and enter into force on their promulgation date, unless ruled otherwise therein.

Article 321. (1) The order on the opening or transformation of a state-owned or municipal kindergarten or school or a personality development support centre shall have the following contents:

1. the name, seat and official address of the kindergarten school, or centre;
2. the address of the premises in which the instruction will take place;
3. the organization of pre-school education in the kindergarten, the type of the school, or the objects of activity of the centre;
4. the terms and conditions for the referral of children and pupils elsewhere - in the event of transformation;
5. the terms and conditions for the retention of the mandatory documentation and the distribution of the assets -in the event of transformation;
6. the financing authority.

(2) The order on the opening or transformation of a specialized auxiliary unit shall have the contents under paragraph 1, subparagraphs 1 to 6 and specify the objects of activity and the total number of staff.

Article 322. (1) The order on the closing down of a state-owned or municipal kindergarten or school, a personality development support centre, or a specialized auxiliary unit shall have the following contents:

1. the name, seat and official address;
2. the terms and conditions for the referral of children and pupils elsewhere;
3. the terms and conditions for the retention of the mandatory documentation;
5. the terms and conditions for the distribution of the assets.

(2) The order on the closing down of a specialized auxiliary unit shall have the contents under paragraph 1, subparagraphs 1, 3 and 4.

Article 323. The specific terms and conditions for the opening, transformation, reorganization and closing down of state-owned and municipal kindergartens or schools, personality development support centres and specialized auxiliary units shall be laid down in the state education standard for the institutions in the pre-school and school education system.

Section II

Opening, Transformation, Reorganization and Closing Down of Spiritual Schools

Article 324. (1) Spiritual schools shall be opened, transformed and reorganized at the request of a central body of the recognized religious institution in the country.

(2) Spiritual schools shall be transformed through acquisition, merger, spinoff, or demerger.

(3) As well as the reorganization under Article 311(2), spiritual schools may introduce changes in relation to:

1. the name of the relevant religious institution;
2. the occupations for which training is organized;
3. the headmaster of the school.

(4) Spiritual schools shall be closed down:

1. at the request of the central body of the relevant religious institution;
2. in the event of discontinuation of the activities of the religious institution;
3. in the event of non-compliance with this Act and the related implementing acts;
4. upon the imposition of the restriction under Article 8(1)(4) of the Religious Denominations Act.

Article 325. (1) Spiritual schools shall be opened, transformed, reorganized and closed down in accordance with a decision of the Council of Ministers at the proposal of the Minister of Education and Science, except for the cases under Article 324(3)(3) and (4)(4).

(2) The procedure for the issuance of the order on the opening, transformation and reorganization shall begin at the written application of the relevant central body of a recognized religious institution in the country.

(3) The procedure for the issuance of the order on the closing down of a spiritual school shall begin:

1. at the application of the relevant central body of a recognized religious institution in the country;
2. at the proposal of the regional division of education after an inspection;

3. at the proposal of the authority which has recognized the religious institution.

Article 326. (1) The application for the opening and transformation of spiritual schools shall have the following contents:

1. the details of the relevant central body of the recognized religious institution in the country;

2. the name of the spiritual school;

3. the seat, the official address of the spiritual school and the address of the building(s) in which studies will take place, specifying the immovable property identifier in accordance with Article 26 of the Cadastre and Property Register Act; premises shall be specified where a part of the building is used;

4. the details of the school headmaster;

5. the special profiles or occupations and the organization of the school day;

6. the school year as from which the opening or transformation is proposed;

7. the number of grades and forms per grade during the first school year after the opening of reorganization;

8. information on the number of pupils to be educated at the school and, in the case of transformation, information on the opportunities for their referral elsewhere;

9. a proposal on the retention of the mandatory documentation - in the event of transformation.

(2) The application for a reorganization shall have the following contents:

1. a detailed description of the requested reorganization;

2. the reasons for the need to reorganize;

3. the school year as from which the reorganization is proposed.

(3) The application for closing down shall have the following contents:

1. the reasons for the need to close down;

2. the school year as from which the closing down is proposed;

3. information on the referral to pupils elsewhere and on the retention of the school documentation.

(4) The documents set out in the state education standard for the institutions under Article 22(2)(11) shall be attached to the applications for the opening, transformation, reorganization and closing down.

Article 327. (1) The provisions of Articles 315 to 320 shall apply to the examination and assessment of the documents on the opening, transformation, reorganization and closing down of spiritual schools.

(2) The specific terms and conditions for the opening, transformation, reorganization and closing down of spiritual schools shall be laid down in the state education standard for the institutions in the pre-school and school education system.

Article 328. (1) As well as the details under Article 321(1), the decision on the opening or transformation of a spiritual school shall have the following contents:

1. the details of the recognized religious institution in the country and its central body;

2. the special profiles or occupations for which the training is organized;

3. the right of the school to issue official documents on the completion of a grade, an educational degree, or vocational qualifications.

(2) The decision on the closing down of a spiritual school shall include the details under Article 322(1)(1) to (3).

(3) In the cases under Article 324(4)(4), the spiritual school shall be closed down as of the date of entry into force of the restriction act.

Article 329. (1) In the event of replacement of the headmaster of a spiritual school, the relevant central body of the recognized religious institution shall notify the Minister of Education and Science prior to the signing of the contract with the headmaster.

(2) The documents set out in the state education standard for the institutions under Article 22(2)(11) shall be attached to the notification.

(3) The Minister of Education and Science may, if needed, request further information from the relevant central body of the recognized religious institution.

(4) The employment contract with the headmaster may be signed subject to the approval of the Minister of Education and Science.

(5) The Minister of Education and Science shall give or refuse to give the approval under paragraph 4 within 14 days of the reception of the documents under paragraph 2 or of the further information under paragraph 3.

(6) On the basis of the approval under paragraph 5, the replacement of the headmaster shall be entered into the register of the institutions in the pre-school and school education system.

Section III

Establishment, Registration and Reorganization of Private Kindergartens and Private Schools

Article 330. (1) Private kindergartens and private schools shall be established, transformed, reorganized and terminated in accordance with this Act and the Commerce Act, the Non-profit Legal Persons Act or the Cooperatives Act or under the laws of a Member State.

(2) Private kindergartens and schools may not be established as public companies within the meaning of Article 61 of the Commerce Act.

(3) The legal entities under paragraph 1 may not have objects of activity other than the activity of a kindergarten or a school and may run only one kindergarten or school.

Article 331. (1) Established private kindergartens and private schools may engage in activities only after they are entered into the register of the institutions in the pre-school and school education system and issued a registration certificate by the Minister of Education and Science or an official authorized by the Minister of Education and Science.

(2) The entry into the register of the institutions shall be made on the basis of an application of the private kindergarten or the private school with the following contents:

1. the details of the legal entity;
2. the unique identification code or the BULSTAT code;
3. the details of the kindergarten director or the school headmaster;
4. the school year as from which the entry into the register of the institutions is requested;
5. the type of school under Article 38(1) and (2) or Article 39(2)(1) to (3);
6. the forms of instruction and the organization of the school day;
7. the special profiles or occupations;
8. the seat, the official address of the spiritual school and the address of the building(s) in which studies will take place, specifying the immovable property identifier in accordance with Article 26 of the Cadastre and Property Register Act; premises shall be specified where a part of the building is used;
9. the name of the kindergarten or school.

(3) The documents set out in the state education standard for the institutions in the pre-school and school education system shall be attached to the application under paragraph 2.

(4) The private kindergartens and schools under Article 40(4) shall attach written evidence of their eligibility to conduct instruction in accordance with the requirements of the foreign educational system to their application.

(5) Educational and qualification degrees, professional qualifications, teaching experience and other facts and circumstances may not be certified with a declaration, where the law prescribes another procedure of verification.

Article 332. (1) The applications for entry into the register of the institutions shall be submitted all the year round, whereby those submitted before 31 January of the calendar year shall be examined for the following school year, unless their examination for a later school year is requested.

(2) (1) The provisions of Articles 316 to 318 shall apply to the examination and assessment of the applications and the attached documents.

Article 333. (1) Within a month, the Minister of Education and Science shall issue an order to permit or to refuse a permission for the entry into the register of the institutions.

(2) The time limit under paragraph 1 shall commence on the date of removing the irregularities under Article 318(1) or the expiration of the term for their removal.

(3) The order under paragraph 1 shall be communicated in accordance with Article 61 of the Administrative Procedure Code.

(4) The principle of silent consent shall not apply to the issuance of a permission and of a registration certificate.

Article 334. (1) The Minister of Education and Science shall give a permission for an entry into the register of the institutions, where no irregularities have been identified in the examination and assessment of the documents or where the irregularities observed have been removed in due course.

(2) The permission under paragraph 1 shall have the following contents:

1. the name, seat and official address of the kindergarten or the school; the unique identification code or the BULSTAT code;

2. the address of the building(s) in which studies will take place, specifying the immovable property identifier in accordance with Article 26 of the Cadastre and Property Register Act; premises shall be specified where a part of the building is used;

3. the type of school under Article 38 or Article 39(2)(1) to (3);

4. the special profiles or occupations in which instruction is organized;

5. the right of the school to issue official documents on the completion of a grade, an educational degree, or vocational qualifications.

(3) On the basis of the permission under paragraph 1, the private kindergarten or the private school shall be entered into the register of the institutions in the pre-school and school education system.

(4) The Minister of Education and Science or an official authorized by the Minister of Education and Science shall issue the registration certificate under paragraph 1 within seven days of its issuance.

(5) The effect of the registration and the certificate shall not be bound by time limits.

Article 335. The Minister of Education and Science shall refuse entry into the register of the institutions in any of the following cases:

1. the irregularities which are identified have not been removed or have not been removed within the prescribed time limits;

2. in the cases under Article 318(2), the applicant has failed to submit the relevant documents before 1 July preceding the beginning of the school year as from which the opening, transformation, or reorganization is requested.

Article 336. (1) A private kindergarten or a private school may be reorganized in relation to:

1. the name, seat, and official address;

2. the director of the kindergarten or the school headmaster;

3. the premises or buildings in which studies take place;

4. the special profiles or occupations in which instruction is organized;

5. the copyrighted pre-school curricula and the copyrighted vocational training curricula respectively;

6. the type of school under Article 38(1) and (2) or Article 39(2)(1) to (3);

(2) The changes under paragraph 1 shall be subject to entry into the register of the institutions in the pre-school and school education system at the request of the private kindergarten or the private school.

(3) The application requesting the registration of reorganization of the private kindergarten or the private school shall have the following contents:

1. a detailed description of the requested reorganization;
2. the reasons for the need to reorganize;
3. the school year as from which the reorganization under paragraph 1, subparagraphs 4 to 6 is proposed.

(4) The documents set out in the state education standard for the institutions shall be attached to the application under paragraph 3.

(5) The applications under paragraph 3 shall be submitted and examined all the year round, except for the applications for reorganization under paragraph 1, subparagraphs 4 to 6, which shall be submitted and examined within the time limits under Article 332(1).

Article 337. (1) The provisions of Articles 316 to 318, 333, Articles 334(1) and 335 shall apply to the examination and assessment of the applications for reorganization under Article 336(1)(1), (3) to (6) and the attached documents.

(2) The permission to enter the reorganization under Article 336(1)(4) to (6) shall specify the school year as from which the reorganization is permitted.

Article 338. (1) On the basis of the permission for entry, the relevant reorganization of the private kindergarten or the private school shall be entered into the register of the institutions in the pre-school and school education system.

(2) The Minister of Education and Science or an official authorized by the Minister of Education and Science shall issue the reorganization registration certificate within seven days of the reorganization.

(3) In the event of change of the premises or buildings where the educational process takes place, the children and pupils may be moved after the entry of the reorganization in the register of the institutions in the pre-school and school education system and the issuance of the certificate under paragraph 2.

Article 329. (1) The applications for replacement of the director or headmaster shall be submitted prior to the signing of the contract with the headmaster.

(2) The documents set out in the state education standard for the institutions shall be attached to the application under paragraph 1.

(3) The Minister of Education and Science may, if needed, request further information from the private kindergarten or the private school.

(4) The employment contract with the director or the headmaster under paragraph 1 may be signed subject to the approval of the Minister of Education and Science under paragraph 5.

(5) The Minister of Education and Science shall give or refuse to give the approval under paragraph 1 within 14 days of the reception of the documents under paragraph 2 or of the further information under paragraph 3.

(6) On the basis of the approval under paragraph 5, the replacement of the director or the headmaster shall be entered into the register of the institutions in the pre-school and school education system.

Article 340. (1) A private kindergarten or a private school shall be deleted from the register of the institutions in the event of systematic violation of the requirements laid down in this Act and the related implementing acts.

(2) The procedure of deleting from the register of the institutions shall begin at the initiative of the Minister of Education and Science or at the proposal of the regional division of education in the event of violations identified in the activities of the private kindergarten or the private school.

(3) The private kindergarten or the private school shall be notified of the opened procedure in writing.

(4) The private kindergarten or the private school shall be entitled to give objections and explanations in writing within ten days of the notification under paragraph 3.

(5) Within two months of the beginning of the procedure, the Minister of Education and Science shall issue an order, having clarified the relevant facts and circumstances and heard the explanations and objections of the private kindergarten or the private school.

(6) The order on deletion under paragraph 5 shall set out the terms and conditions for the referral of pupils elsewhere and for the retention of the mandatory documentation.

(7) On the basis of the order on deletion under paragraph 5, the private kindergarten or the private school shall be deleted from the register of the institutions and all registration certificates shall be rendered null and void.

Article 341. Where it has been deleted from the register in accordance with Article 340, the private kindergarten or the private school may apply for new registration not earlier than one year after the registration certificate was rendered null and void.

Article 342. (1) A private kindergarten or a private school shall be struck off the register of the institutions in the pre-school and school education system on the basis of an order of the Minister of Education and Science in any of the following events:

1. where the kindergarten or the school fails to start its activity within two years of the issuance of the registration certificate on its entry into the register of the institutions in the pre-school and school education system;

2. where the kindergarten or the school has suspended its activity for more than two school years;

3. upon the termination of the legal entity.

(2) The deregistration order shall set out the terms and conditions for the referral of pupils elsewhere and for the retention of the mandatory documentation.

Article 343. (1) Where it has been struck off the register of the institutions in accordance with Article 342, the private kindergarten or the

private school may apply for the issuance of a new permission without any restrictions in time.

(2) In the cases under paragraph 1, applications shall be examined in a simplified procedure laid down in the state education standard for the institutions in the pre-school and school education system.

(3) The provision of paragraph 2 shall apply also to the applications of newly established or successor legal entities upon the transformation of the private kindergarten or the private school through acquisition, merger, spinoff, or demerger.

Article 344. (1) The specific terms and conditions for the entry into, modification of, deletion and deregistration from the register of the institutions of private kindergartens and private schools shall be laid down in the state education standard for the institutions in the pre-school and school education system.

(2) Fees in the amount set out in the rates under Article 300(1) shall be collected for the examination of the applications and the assessment of the documents under Articles 331 and 336 and for the issuance of the certificates under Article 334(4) and 338(2) by the Ministry of Education and Science.

Section IV

Register of the Institutions in the Pre-school and School Education System

Article 345. (1) The Ministry of Education and Science shall establish and maintain a public register of the institutions in the pre-school and school education system with entries of:

1. the state-owned kindergartens and the state-owned and municipal schools on the basis of the order on their opening, transformation, reorganization and closing down;

2. the spiritual schools on the basis of the decision of the Council of Ministers on their opening, transformation and closing down;

3. the private kindergartens and schools on the basis of the permission of their registration, reorganization, deletion and deregistration, issued by the Minister of Education and Science;

4. the specialized auxiliary units on the basis of the order on their opening, transformation, reorganization and closing down;

5. the state-owned and municipal special educational support centres on the basis of the order on their opening, transformation, reorganization and closing down.

(2) The circumstances subject to entry into the register under paragraph 1 and the terms and conditions for entries shall be set out in an ordinance issued by the Minister of Education and Science.

Article 346. (1) Each municipality shall establish and maintain a register of the municipal kindergartens and personality development centres, in which municipal kindergartens and personality development

support centres shall be entered ex officio, except for the municipal special educational support centres on the basis of the order on their opening, transformation, reorganization and closing down.

(2) The circumstances subject to entry into the register under paragraph 1 and the terms and conditions for entries shall be set out in an ordinance issued by the relevant municipal council.

Chapter Nineteen

ADMINISTRATIVE PENALTY PROVISIONS

Article 347. (1) Any parent failing to enroll their children subject to compulsory pre-school or school education at a kindergarten or a school shall be liable to a fine in the amount from BGN 50 to BGN 150.

(2) Any parent failing to ensure the attendance of their children subject to compulsory pre-school education and enrolled in a full-day, half-day or class-based form of organization at a kindergarten or subject to compulsory school education and enrolled in an day, evening, remote or combined form of instruction at a school shall be liable to a fine in the amount from BGN 50 to BGN 150.

(3) Any parent failing to ensure the attendance of their children during the additional instruction under Article 124(2) shall be liable to a fine in the amount from BGN 50 to BGN 150.

(4) A repeated violation under paragraphs 1, 2 and 3 shall be punishable with a fine in the amount from BGN 100 to BGN 500.

(5) The violation statements under paragraphs 1, 2, 3 and 4 shall be drawn up by officials designated by the mayor of the municipality.

(6) The penalty orders shall be issued by the mayor of the municipality or an official authorized by the mayor.

(7) The revenues from the collection of fines shall be remitted to the relevant municipal budget and spent only for activities related to assisting the equal access and developing kindergartens, schools and personality development support centres.

Article 348. (1) Any natural or legal person shall be liable to a pecuniary penalty in the amount from BGN 5,000 to BGN 10,000 in the event in which the natural or legal person:

1. organizes and conducts activities for the raising, upbringing and instruction of children from the age of three to their admission to grade I for the purpose of issuing a document on the completion of pre-school training without any registration in accordance with this Act;

2. organizes and conducts activities for the training or validation of competences of persons for the purpose of issuing a document on the completion of a grade, stage or degree of education.

(2) A repeated violation under paragraph 1 shall be punishable with a fine in a double amount.

Article 349. (1) Any author or publisher of a knowledge book, textbook or school kit, distributing the product at variance with the approved draft, without meeting the requirements under Article 161(4),

shall be liable to a fine or a pecuniary penalty in the amount of BGN 1,000 to BGN 5,000.

(2) A repeated violation under paragraph 1 shall be punishable with a fine or a pecuniary penalty in a double amount.

Article 350. (1) Any author or publisher distributing a product which misleads that it has been approved by the Minister of Education and Science as a knowledge book, textbook or school kit shall be liable to a fine or a pecuniary penalty in the amount of BGN 5,000 to BGN 10,000.

(2) A repeated violation under paragraph 1 shall be punishable with a fine or a pecuniary penalty in a double amount.

Article 351. (1) Any person failing to fulfill a mandatory prescription under Article 264(3) shall be liable to a fine or a pecuniary penalty in the amount from BGN 1,000 to BGN 5,000.

(2) A repeated violation under paragraph 1 shall be punishable with a fine or a pecuniary penalty in a double amount.

Article 352. (1) The violation statements under Articles 348, 349, 350 and 351 shall be drawn up by officials designated by the Minister of Education and Science and the penalty order shall be issued by the Minister of Education and Science or officials authorized by the Minister of Education and Science.

(2) The revenues from the collection of the fines and pecuniary penalties under paragraph 1 shall be remitted to the budget of the Ministry of Education and Science.

Article 353. The violation statements and penalty orders under this Chapter shall be drawn up, issued and appealed in accordance with the Administrative Violations and Penalties Act.

SUPPLEMENTARY PROVISIONS

§ 1. Within the meaning of this Act:

1. "Author" is a natural person or a group of natural persons who have produced as a result of creative activity:

(a) a knowledge book and/or a textbook and/or a school kit used in the pre-school and school education system;

(b) a draft knowledge book and/or a draft textbook and/or a draft school kit for the purpose of participating in an assessment and approval procedure opened by the Ministry of Education and Science.

2. "Hospital teacher" is a teacher appointed only to teach children and pupils during their treatment at a hospital.

3. "Bulgarian expatriates" are Bulgarians within the meaning of Article 2 of the Bulgarians Resident outside the Republic of Bulgaria Act.

4. "Age relevant to the grade" is the grade-relevant age of the pupils who were enrolled at grade I in the school year beginning in the year when they became seven years of age, did not miss any of the previous grades, did not miss a school year, and did not complete more than one grade per school year.

5. "Activities within the scope of the state policy" are the activities carried out by the institutions in the pre-school and school education system, to which children and pupils have a guaranteed equal access and which are directly related to their raising, upbringing and instruction, the acquisition of primary and secondary education and/or vocational qualifications or the support of their personality development. These activities are non-commercial, they are set out in the state education standard for the financing of the institutions, and are financed, wholly or in part, from the state budget in accordance with this Act and under the terms and conditions laid down by the Council of Ministers.

6. "Children or pupils at risk" are children or pupils who:

(a) are deprived of parental care or have parents who are deceased, unknown, deprived of parental rights or exercise restricted parental rights;

(b) are victims of abuse, violence, exploitation, or any other inhuman or degrading treatment or punishment within or outside the family;

(c) are exposed to the threat of damage to their physical, mental, moral, intellectual and social development.

7. "Child or pupil of outstanding talent" is a child or a pupil of sustained capabilities and achievements in the field of science, art or sports, exceeding the achievements of their peers.

8. "Member State" is a Member State of the European Union, or a State Party to the Agreement on the European Economic Area, or the Swiss Confederation.

9. "Electronic publication" is digitalized information, which is presented through the use of a generally accepted standard of its visualization on a computer, mobile device, networked TV set, or another device and which contains educational material, tests, reference materials, links to external resources, dictionaries, educational games, multimedia, images, audio- and video clips, animation, virtual reality and others, enabling the flexible, interactive and adaptive learning without any restrictions in the place, time or mode of access everywhere and at any point of time.

10. "Publisher of a knowledge book, textbook and school kit" is a natural person registered under the Commerce Act, or a legal entity, to which the authors have granted their copyright for the purpose of participating in an assessment and approval procedure opened by the Ministry of Education and Science and in the subsequent printing and distribution activities.

11. "Qualification credit" is the measure of the time which the educationalist has spent to upgrade his or her qualifications within the framework of programmes of the organizations under Article 222(1). One qualification credit is awarded for 16 academic hours, out of which at least eight are contact hours.

12. "Key competences" are a combination of interdependent knowledge, skills and attitudes which all individuals need for personal fulfilment and development, active citizenship, social inclusion and

employability on the labour market, as established at the national level in accordance with the European Reference Framework of Key Competences adopted with the Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning.

13. "Literacy course" is the training to acquire competences for the initial stage of the primary education, which are sufficient for continuation of education at the next stage.

14. "Mother tongue" is the language spoken in the family by:

(a) children and pupils from ethnic minority groups which inhabit the territory of the Republic of Bulgaria traditionally or predominantly;

(b) children of citizens of the Member States of the European Union, the European Economic Area and the Swiss Confederation, who work within the territory of the Republic of Bulgaria.

15. "Educational environment" is the combination of conditions, factors and elements, which guarantee the effective implementation of the educational process and the active interaction of all stakeholders for the attainment of sustainability in the functioning of the pre-school and school education system.

16. "Training organizations" are the organizations established under the Commerce Act, the Not-for-profit Legal Entities Act or the Cooperatives Act for the implementation of activities aimed at teaching, maintaining and improving the qualifications of educationalists.

17. "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" is an act of the Council of Europe drawn up in accordance with Recommendations R(82) 18 and R (98) 6 of the Committee of the Ministers, which is a common basis for the elaboration of languagesyllabi, curriculum guidelines, examinations, textbooks. It describes what knowledge and skills learners have to develop for a successful communication through the levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

18. "School dropping out" is the leaving of school by a pupil below the age of 18 on the grounds of Article 173(2)(2) and (3) before the completion of the last gymnasium grade, unless the person is enrolled at another school.

19. "Printed publication with an electronic version" is a printed publication with a digitalized version, enabling the visualization of processes, phenomena and actions and the interactive learning.

20. "Repeated" within the meaning of Articles 347 to 351 is the violation committed a year after the entry into force of the penalty order issued for the same violation.

21. "Early dropout" is a person aged between 18 and 24, who has completed primary education at most and who is not involved in any form of education or training.

22. "Inclusive education" is the process of understanding, accepting and supporting the individuality of each child or pupil and the variety of needs of all children and pupils through involvement and inclusion of

resources aimed at removing the obstacles to teaching and learning and to creating opportunities for development and participation of children and pupils in all aspects of life in the community.

23. "Psycho-social rehabilitation" is a combination of activities to assist pupils with difficulties, disabilities or disorders of their mental health for the purpose of achieving an optimal level of independence and mastering and applying skills needed for full-fledged participation in school.

24. "Resource support to children and pupils" is the provision of general and additional support based on the assessment of the needs of children and pupils, including activities of specialists, which are oriented to the personality development of children and pupils with special learning needs and to the attainment of the objectives set out in the support plans and the individual learning programmes.

25. "Rehabilitation of communicative disorders" is a combination of activities to support children and pupils with difficulties, disabilities or disorders of the language, speech, cognitive processes and social behavior.

26. "Parent" is the person exercising parental rights within the meaning of the Family Code.

27. "Special learning needs" of a child or a pupil is the learning needs which may occur in the event of sensory disabilities, physical disabilities, multiple disabilities, intellectual difficulties, language and speech disorders, specific disorders of the ability to learn, disorders in the autistic range, emotional and behavioural disorders.

28. "Third country" is any country which is not a Member State of the European Union, or a State Party to the Agreement on the European Economic Area, or the Swiss Confederation.

29. "Pupil suffering of chronic diseases" is a pupil with medium, compensated and convalescent forms of the relevant chronic disease.

30. "Tutor teacher" is a teacher, helping a trainee teacher or a newly recruited teacher and providing methodological support for effective involvement in the educational process, and motivating the professional improvement and career development.

31. "Financing authority" is the primary budget-spending unit within the meaning of the Public Finance Act, the budget of which is used to finance the activities of the school, the kindergarten, the personality development support centre, or the specialized auxiliary unit.

§ 2. (1) The provisions of this Act shall apply to evening schools in accordance with the specific features and organization of studies in them.

(2) The provisions of Chapter Fourteen shall not apply to spiritual schools, evening schools, prison schools, special schools under Articles 44(1)(2) and (3), as well as private kindergartens and private schools which do not receive funds from the state budget.

§ 3. The vocational gymnasiums under Article 3(4) shall not include the vocational gymnasiums financed by the Ministry of Agriculture and Food, these gymnasiums being municipal.

§ 4. Foreign countries may open kindergartens or schools within the territory of the Republic of Bulgaria under the terms and conditions laid down in the international treaties or agreements to which the Republic of Bulgaria is a party.

§ 5. (1) Kindergartens and schools, established and operating in the Republic of Bulgaria in accordance with the requirements of a foreign country, shall be deemed equivalent to the kindergartens and schools operating within the territory of the relevant foreign country for the purposes of this Act.

(2) The provisions of Chapter Eight shall apply to the results of education at the kindergartens and schools under paragraph 1.

TRANSITIONAL AND FINAL PROVISIONS

§ 6. This Act shall hereby repeal:

1. The Public Education Act (prom., SG No. 86/1991; amended, No. 90/1996, No. 36, 124 and 153/1998, No. 67 and 68/1999, No. 90 and 95/2002, No. 71, 86 and 114/2003, No. 40/2004, No. 28, 94, 103 and 105/2005, No. 41 and 105/2006, No. 113/2007, No. 50/2008, No. 35, 36 and 74/2009, No. 50 and 78/2010, No. 9, 23 and 99/2011, No. 102/2012, No. 68, 84 and 109/2013 and No. 61/2014);

2. The Level of Education, General Education Minimum and Curriculum Act (prom., SG No. 67/1999; amended, No. 90 and 95/2002, No. 29/2003, No. 40/2004, No. 41 and 105/2006, No. 50/2008, No. 36 and 74/2009, No. 68/2013 and No. 61/2014)

§ 7. The municipal special kindergartens, existing at the time of entry into force of this Act, shall continue to operate as municipal kindergartens within the meaning of this Act.

§ 8. (1) The elementary schools, gymnasiums, secondary schools of general education and vocational gymnasiums under Article 26(1)(2), (4), (6) and (8) of the repealed Public Education Act, existing at the time of entry into force of this Act, shall continue to operate under this Act as primary schools, special profile gymnasiums, secondary schools and vocational gymnasiums.

(2) Rehabilitation schools, existing at the time of entry into force of this Act, shall continue to operate as secondary schools.

(3) Proposals on the transformation of municipal primary schools under Article 26(1)(3) of the repealed Public Education Act, existing at the time of entry into force of this Act, into schools under Article 3(1)(1) of this Act may be submitted all the year round not later than 31 May 2017. After the expiration of this time limit, proposals on transformation shall be submitted within the time limits under Chapter Eighteen.

(4) The basic schools under Article 26(1)(3) of the repealed Public Education Act, existing at the time of entry into force of this Act, may be transformed into integrated schools under Article 38(1)(4) of this Act on the basis of an analysis and an opinion of the regional division of education and a decision of the relevant municipal council.

(5) The proposals for the transformation of the schools with specialization in natural sciences and humanities, which admit pupils since grade V under Article 26(1)(5) of the repealed Public Education Act, existing at the time of entry into force of this Act, into schools under Article 38(1)(5) of this Act at the choice of the school and in accordance with paragraph 3.

(6) The basic and pre-gymnasium schools, existing at the time of entry into force of this Act, shall be entitled to teach grade VIII during the 2016 - 2017 school year and to issue primary education certificates.

(7) The schools with specialization in natural sciences and humanities, which admit pupils since grade V under Article 26(1)(5) of the repealed Public Education Act, existing at the time of entry into force of this Act, shall be entitled to continue teaching pupils, who were admitted prior to the entry into force of this Act, in grades V, VI and VII.

(8) The employment relationships with the workers and employees at the schools transformed under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

§ 9. (1) The state-owned and vocational gymnasiums, existing at the time of entry into force of this Act, shall continue to operate as state-owned or municipal schools under Article 38(2)(2).

(2) The Council of Ministers, acting on the proposal of the Minister of Education and Science, shall make a decision before 1 November 2016 to declare the state-owned and municipal schools under Article 26(1) (1) to (7) of the repealed Public Education Act which are schools of national importance within the meaning of Article 38(9) of this Act. The decision shall be promulgated in The State Gazette.

(3) The decision under paragraph 2 shall declare the municipal schools to be state-owned.

(4) As from 1 January 2017, the state-owned schools, except for the state-owned schools under paragraphs 1 and 2, auxiliary schools, the schools under Article 43, arts schools, culture schools and state-owned sports schools, shall become municipal schools to be financed from the budgets of the relevant municipalities.

(5) The employment relationships with the workers and employees at the schools under paragraphs 2 and 4 shall be regulated in accordance with Article 123 of the Labour Code.

(6) The properties of public state ownership provided to the schools under paragraph 4 prior to the entry into force of this Act shall be transferred to the patrimony of the municipality, where they are located, and become public municipal ownership, whereas the state-owned movable assets shall be transferred to the financing municipality as from the date of the entry into force of this Act.

(7) The properties and movable assets under paragraph 6 shall be put under the management of the school which managed them prior to the entry into force of this Act and shall be used only in the education process, without changing their purpose.

(8) Where the seat of the school managing the properties under paragraph 6 as of the date of the entry into force of this Act is located

outside the municipality to which they are transferred after its entry into force, the transferee shall put the properties under the management of schools it finances.

§ 10. (1) The vocational gymnasiums, existing at the time of entry into force of this Act and financed by the Ministry of Agriculture and Foods, shall become municipal gymnasiums.

(2) The farmland, properties and movable assets provided to the vocational gymnasiums under paragraph 1 prior to the entry into force of this Act shall continue to be used for their purposes in accordance with this Act.

§ 11. The Bulgarian kindergartens and schools with foreign participation, existing at the time of entry into force of this Act, shall continue to operate as state-owned kindergartens or schools within the meaning of Article 35(2)(2) and Article 43(4).

§ 12. (1) The hospital schools, existing at the time of entry into force of this Act, shall be closed down as from 1 January 2017 or transformed into personality development support centres with an order of the mayor of the municipality upon a decision of the municipal council.

(2) The order under paragraph 1 shall set out the activity under Article 49, the seat and the address of the relevant centre.

(8) The employment relationships with the workers and employees at the centres transformed under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

(4) The pupils from the closed hospital schools shall continue their studies during their treatment in accordance with Articles 111 or 112.

(5) The properties and movable assets put under the management of hospital schools as state or municipal ownership shall be transferred to the Ministry of Education and Science or to the municipality where they are located for management purposes.

(6) The mandatory documentation of the closed hospital schools shall be stored at the relevant regional division of education or a school selected by the head of the regional division of education.

§ 13. (1) Within a year of the entry into force of this Act, auxiliary schools shall be transformed into state-owned and municipal special educational support centres with an order of the Minister of Education and Science issued in accordance with Chapter Eighteen, Section I.

(2) The order under paragraph 1 shall set out the activity under Article 49, the seat and the address of the relevant centre.

(8) The employment relationships with the workers and employees at the centres transformed under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

§ 14. (1) The foreign schools, existing at the time of entry into force of this Act, shall continue to operate in accordance with the treaty or agreement on their establishment.

(2) After the entry into force of this Act, the American College - Sofia shall continue to operate in accordance with Decision No. 440 of 1992 of the Council of Ministers on the opening of the private school American College - Sofia (The State Gazette No. 90 of 1992) and the

provisions of this Act concerning special profile gymnasiums shall apply in accordance with the specific features and organization of studies. The school shall have the right to issue documents on the completion of a grade, stage or secondary education in accordance with this Act.

(3) The stamp with the state coat of arms on the documents under Article 34 issued by the American College - Sofia shall be affixed at the relevant regional division of education under the terms and conditions laid down in the state education standard for information and documents.

§ 15. The vocational colleges, existing at the time of entry into force of this Act, shall continue to operate in accordance with the Vocational Education and Training Act, whereby the legislation existing prior to the entry into force of this Act shall apply until the 2016 - 2017 school year.

§ 16. (1) Within a year of the entry into force of this Act, the persons who have been granted a permission to open a private kindergarten or a private school in accordance with the repealed Public Education Act shall adjust their legal form or registration to the requirements of this Act or establish a private kindergarten or a private school as a company, cooperative, or a not-for-profit legal entity.

(2) Not later than a month after the expiration of the time limit under paragraph 1, the persons who have been granted a permission to open a private kindergarten or a private school in accordance with the repealed Public Education Act shall file an application for the continuation of the activities of the private kindergarten or the private school in accordance with this Act.

(3) The application under paragraph 2 shall have the contents under Article 330(2), specifying the legal entity to continue the activities of the existing private kindergarten or private school.

(4) The documents certifying the compliance with the requirements under paragraph 1 and a declaration of consent of the managing bodies of the legal entity which will continue the activities of the private kindergarten or the private school, where it is a person other than the one granted the permission to open the kindergarten or the school in accordance with the repealed Public Education Act shall be attached to the application under paragraph 2.

(5) Within a month of the filing of the application under paragraph 2, the Minister of Education and Science shall issue an order to permit or to refuse to permit the continuation of the activities of the private kindergarten or the private school.

(6) The Minister of Education and Science shall refuse to permit the continuation of the activities of the private kindergarten or the private school in any of the following cases:

1. the legal entity which will continue the activities has not been established as a company, not-for-profit legal entity, cooperative, or company under the laws of a Member State;

2. non-compliance with the requirements under Article 329(2) and (3).

(7) On the basis of the order to permit the continuation of the activities, the private kindergarten or the private school shall be entered into the register of the institutions in the pre-school and school education system.

(8) The Minister of Education and Science or an official authorized by the Minister of Education and Science shall issue the certificate of registration under paragraph 7 within seven days.

(9) As from the entry into the register of the institutions in the pre-school and school education system and the issuance of the registration certificate, the legal entity which continues the activities of the private kindergarten or the private school shall take over the rights, obligations, legal relationships, properties, movable assets and liabilities carried on the balance sheet of the kindergarten or the school.

(10) After the expiration of the time limit under paragraph 2, the Minister of Education and Science shall issue an order to close down the private kindergartens and the private schools, for which no application was filed under paragraph 2 or a refusal was given under paragraph 6. The order shall be promulgated in The State Gazette and enter into force on the date of its promulgation, unless the order rules otherwise.

(11) The order under paragraph 10 shall set out the terms and conditions for the referral of the pupils elsewhere and for the retention of the mandatory documentation of the closed private kindergartens and schools.

(12) The legal successor of the rights and obligations of the private kindergarten or the private school closed down under paragraph 10 is the person granted the permission to open the kindergarten or the school in accordance with the repealed Public Education Act.

(13) Pending the issuance of the order under paragraph 4 or the closing down of private kindergartens and private schools, existing at the time of entry into force of this Act, the relationships with the person granted the permission to open them, and the terms and conditions for transformation, reorganization and closing down shall be regulated in accordance with the repealed Public Education Act and the related implementing acts.

§ 17. The state budget subsidy to private kindergartens and private schools entered into the register of the institutions in the pre-school and school education system in accordance with this Act shall be provided as from the fiscal year of 2018.

§ 18. (1) Upon the entry into force of this Act:

1. the existing municipal service units - out-of-school educational establishments and organized recreation and sports units - shall continue to operate in accordance with this Act as personality development support centres, depending on their activities under Article 49, and shall be entitled to keep their names;

2. the existing state-owned service units, except for the resource centres for integrated learning support and for upbringing of children and pupils with special learning needs and the National Palace of Children,

shall continue to operate in accordance with this Act as specialized auxiliary units, depending on their activities under Article 50.

(2) Within three months of the entry into force of this Act and upon a decision of the municipal council, the mayor of the relevant municipality shall issue an order to set out the activities under Article 49 of the institutions under paragraph 1, subparagraph 1.

(3) Within five months of the entry into force of this Act, the relevant municipal council shall adopt the organizational and operational rules of the institutions under paragraph 1, subparagraph 1.

(4) Within three months of the entry into force of this Act, the Minister of Education and Science shall issue an order to set out the activities under Article 50 of the relevant institutions under paragraph 1, subparagraph 2 and adjust their operational rules in accordance with this Act.

(8) The employment relationships with the workers and employees at the institutions transformed under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

§ 19. (1) Upon the entry into force of this Act, the National Palace of Children shall continue to operate in accordance with this Act as a specialized auxiliary unit under Article 50(1)(2) and may engage also in the activities under Article 49(1)(1).

(2) The activities under Article 49(1)(1) other than those financed from the state budget shall be carried out by the National Palace of Children for consideration, whereby the amount and payment shall be set out in an order of the Minister of Education and Science.

(3) Within three months of the entry into force of this Act, the Minister of Education and Science shall adjust the operational rules of the National Palace of Children to the requirements of this Act.

(8) The employment relationships with the workers and employees at the National Palace of Children under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

§ 20. (1) Upon the entry into force of this Act, the National Speech Therapy Centre shall continue to operate in accordance with this Act as a specialized auxiliary unit under Article 50(1)(3) and (5) and may engage also in the activities under Article 49(1)(3).

(3) Within three months of the entry into force of this Act, the Minister of Education and Science shall adjust the operational rules of the National Speech Therapy Centre to the requirements of this Act.

(8) The employment relationships with the workers and employees at the National Speech Therapy Centre under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

§ 21. (1) Upon the entry into force of this Act, the resource centres for integrated learning support and for upbringing of children and pupils with special learning needs shall be transformed into regional centres for inclusive education support under Article 50(3) to carry out the activities under Article 50(1)(2), (3) and (5) with an order issued by the Minister of Education and Science.

(2) The order under paragraph 1 shall set out the activity under Article 50, the seat and the address of the relevant unit.

(8) The employment relationships with the workers and employees at the centres transformed under paragraph 1 shall be regulated in accordance with Article 123 of the Labour Code.

(4) Within three months of the entry into force of this Act, the Minister of Education and Science shall issue the organizational and operational rules of regional centres for inclusive education support.

§ 22. (1) The state-owned auxiliary units within the meaning of Article 33a of the repealed Public Education Act, existing at the time of the entry into force of this Act, other than those under § 1(1)(2), which do not engage in activities under Article 49 or 50, shall be closed down with an order of the Minister of Education and Science within six months of the entry into force of this Act.

(2) The records of the units under paragraph 1 shall be taken over by the Ministry of Education and Science.

§ 23. (1) Upon the entry into force of this Act, the regional inspectorates of education shall continue to operate as regional divisions of education within the meaning of this Act.

(8) The employment and official relationships with the employees under paragraph 1 shall be retained.

§ 24. (1) The pupils who will be enrolled in grades I and V in the 2016 - 2017 school year, the pupils who will be enrolled in grades I, V and VIII in the 2017 - 2018, 2018 - 2019 and 2019 - 2020 school years, and the pupils who will be enrolled in grade VIII in the 2020 - 2021 school year shall be educated on the basis of school syllabi and curricula approved in accordance with this Act.

(2) During the school years under paragraph 1, the pupils, other than those under paragraph 1, shall be educated and complete their education on the basis of school syllabi and curricula approved in accordance with the repealed Public Education Act and the repealed Level of Education, General Education Minimum and Curriculum Act. The school syllabi for pupils learning to acquire vocational education shall be modified by allocating the school time for the vocational subjects in grades XI and XII in annual total classes only.

(3) The pupils under paragraph 2 shall acquire primary education after the successful completion of grade VII. The content of the primary education certificate given to these pupils shall be set out in the state education standard for information and documents.

(4) The pupils in grade VIII in the 2015 - 2016 school year shall acquire primary education in accordance with the repealed Public Education Act and receive a primary education certificate in accordance with the state education requirement under Article 16(10) of the said Act.

(5) The pupils under paragraph 2 shall acquire secondary education in accordance with Article 24 of the repealed Public Education Act. The content of the diploma of secondary education given to these pupils shall be set out in the state education requirement under Article 16(1) of the repealed Public Education Act.

(6) The pupils under paragraph 2 who pursue a vocational training course may opt out of the second state matriculation exam under Article 24(3) of the repealed Public Education Act and have the average score of the state exams for the acquisition of vocation qualifications entered into the column for the second state matriculation exam in the diploma of secondary education.

§ 25. (1) Any person who, prior to the entry into force of this Act, completed the last grade of school education successfully but failed to sit for or pass the relevant exams for the acquisition of secondary education or secondary vocational education shall acquire secondary education, after the entry into force of this Act, by passing the state matriculation exams and/or a state exam for the acquisition of vocational qualifications.

(2) The number and type of subjects for the state matriculation exams under paragraph 1 shall be set out in the legislative acts existing at the time when the right to sit for the relevant exams occurred.

(3) Any person under paragraph 1 who, prior to the entry into force of this Act, completed the last grade of school education successfully but failed to sit for or pass the relevant exams for the acquisition of vocational qualifications for secondary education shall acquire secondary education, after the entry into force of this Act, by passing the state exam under Article 134(3) or, pending the conduct of the state matriculation exams in accordance with this Act, the exam under Article 24(3) of the repealed Public Education Act.

(4) The exams needed for the acquisition of secondary education or secondary vocational education passed prior to the entry into force of this Act shall be recognized, regardless of the type of exam and the content on which the exam was given, whereby the person shall sit for state matriculation exams or state exams for the acquisition of vocational qualifications in the other subjects or for the same occupation on the content envisaged in the general education course or the vocational training course at the time of sitting for the exam.

(5) Where the subjects in which exams are conducted under paragraph 1 are not equivalent to the subjects under Articles 134(2) and 135(1) or Article 24(3) of the repealed Public Education Act, pending the conduct of state matriculation exams in accordance with this Act, the subject in which the person will sit for a state matriculation exam shall be established in accordance with the state education standard for the assessment of the results of the pupils' education.

(6) Where the person was trained to acquire vocational qualifications in an occupation which is not on the List of Occupations for Vocational Education and Training, the state exams under paragraph 3 shall be conducted for an occupation determined in accordance with paragraph 5.

(7) State matriculation exams shall be organized and conducted under the terms and conditions laid down for the additional state matriculation exams or Article 24(4) of the repealed Public Education Act, pending the conduct of state matriculation exams in accordance with this

Act, whereas the state exams for the acquisition of vocational qualifications shall be organized and conducted under Article 134(3).

§ 26. The provisions of § 25 shall apply accordingly also to any person who began the last gymnasium grade prior to the entry into force of this Act but completed it successfully after the entry into force of this Act.

§ 27. (1) Any person who worked as an educationalist at the time of entry into force of this Act shall retain his or her employment relationship provided that he or she was eligible to occupy the position at the time when the legal relationship occurred.

(2) Any person who was an assistant director at the time of entry into force of this Act shall be re-appointed to the position of a deputy director, whereas a person who was a counselor of a half-boarding group shall be re-appointed to the position of a teacher.

(3) Any person who was a junior teacher or a junior counselor at the time of entry into force of this Act shall be re-appointed to the position of a teacher or a counselor accordingly.

§ 28. The textbooks and teaching aids approved prior to the entry into force of this Act shall continue to be used in the pre-school and school education system pending the approval of new knowledge books, textbooks and school kits on the basis of curricula approved in accordance with this Act.

§ 29. (1) Any person who acquired a document on the successful completion of a literacy course or a course for mastering the content of subjects in pre-gymnasium grades, organized by a public education school within the framework of national and international projects and programmes shall have the rights of a person given a document under Article 168(1)(3) and (4).

(2) Any person under paragraph 1 who acquired a document on the successful completion of a course for mastering the content of subjects in grade VII, organized by a public education school shall have the rights of a person given a document under Article 168(1)(5).

§ 30. Pending the entry into force of the secondary legislation under this Act, the secondary legislation existing in the public education system shall apply, insofar as they do not contradict it.

§ 31. Within a month of the entry into force of this Act, the relevant authorities shall issue or adopt the secondary legislation under this Act, except for the acts on the adoption of the state education standards under Article 22(2)(3), (4) and (13).

§ 32. Before 1 May 2016, the Council of Ministers shall submit to the National Assembly an amending bill to the Vocational Education and Training Act on its adjustment to the requirements of this Act.

§ 33. The Labour Code (prom., SG No. 26 and 27/1986; amended, No. 6/1988, No. 21, 30 and 94/1990, No. 27, 32 and 104/1991, No. 23, 26, 88 and 100/1992; Judgment No. 12 of the Constitutional Court of the Republic of Bulgaria/1995 - No. 69/1995; amended, No. 87/1995, No. 2, 12 and 28/1996, No. 124/1997, No. 22/1998; Judgment No. 11 of the Constitutional Court of the Republic of

Bulgaria/1998 - No. 52/1998; amended, No. 56, 83, 108 and 133/1998, No. 51, 67 and 110/1999, No. 25/2001, No. 1, 105 and 120/2002, No. 18, 86 and 95/2003, No. 52/2004, No. 19, 27, 46, 76, 83 and 105/2005, No. 24, 30, 48, 57, 68, 75, 102 and 105/2006, No. 40, 46, 59, 64 and 104/2007, No. 43, 94, 108 and 109/2008, No. 35, 41 and 103/2009, No. 15, 46, 58 and 77/2010; Judgment No. 12 of the Constitutional Court of the Republic of Bulgaria/2010 - No. 91/2010; amended, No. 100 and 101/2010, No. 18, 33, 61 and 82/2011, No. 7, 15, 20 and 38/2012; Judgment No. 7 of the Constitutional Court of the Republic of Bulgaria/2012 - No. 49/2012; amended, No. 77 and 82/2012, No. 15 and 104/2013, No. 1, 27 and 61/2014 and No. 54 and 61/2015) shall be amended as follows:

1. In Article 230(2), second sentence, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)".

2. Article 232:

(a) in paragraph 1, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)";

(b) in paragraph 4, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)".

3. In Article 330(2), subparagraph 10 shall be inserted as follows:

"10. An educationalist within the meaning of the Pre-school and School Education Act has been convicted for a willful felony, regardless of any reinstatement."

§ 34. The Religious Denominations Act (prom., SG No. 120/2002; amended, No. 33/2006, No. 59/2007, No. 74/2009, No. 68/2013 and No. 61/2015), Article 33 shall be amended as follows:

1. Paragraph 1 shall be amended as follows:

"(1) Spiritual schools may be opened at the request of the Bulgarian Orthodox Church and registered religious denominations in accordance with the Pre-school and School Education Act."

2. Paragraphs 2 and 3 shall be repealed.

3. In paragraph 4, the words "the schools under paragraphs 1, 2 and 3" shall be replaced by the words "the spiritual schools".

§ 35. The Vocational Education and Training Act (prom., SG No. 68/1999; amended, No. 1 and 108/2000, No. 111/2001, No. 103 and 120/2002, No. 29/2003, No. 28, 77 and 94/2005, No. 30 and 62/2006; nonp., No. 63/2006; amended, No. 13 and 26/2008, No. 36 and 74/2009, No. 50 and 97/2010, No. 66, 68 and 70/2013, No. 61, 98 and 107/2014 and No. 14/2015) shall be amended as follows:

1. Article 5:

(a) in paragraph 4, in the text before subparagraph 1, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)";

(b) in paragraph 5, the word ""self-learning" shall be replaced by the word informally".

2. In Article 9(3), the word ""self-learning" shall be replaced by the word informally".

2. Article 17a:

(a) in the heading and in paragraph 1, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)";

(b) in paragraph 2, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)";

(c) in paragraph 5, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)".

4. In Article 35(1), second sentence, the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)".

5. In Article 40(1), the word "self-learning" shall be replaced by the word "informally".

6. In Article 56(1)(7), the words "(dual instruction)" shall be replaced by the words "(dual system of instruction)".

7. § 1a of the Supplementary Provisions:

(a) in subparagraph 4, the word "self-learning" shall be replaced by the word "informally";

(b) in subparagraph 8, the word "Self-learning" shall be replaced by the words "informal learning".

§ 36. The Local Taxes and Fees Act (prom., SG No. 117/1997; amended, No. 71, 83, 105 and 153/1998, No. 103/1999, No. 34 and 102/2000, No. 109/2001, No. 28, 45, 56 and 119/2002, No. 84 and 112/2003, No. 6, 18, 36, 70 and 106/2004, No. 87, 94, 100, 103 and 105/2005, No. 30, 36 and 105/2006, No. 55 and 110/2007, No. 70 and 105/2008, No. 12, 19, 41 and 95/2009, No. 98/2010, No. 19, 28, 31, 35 and 39/2011; Judgment No. 5 of the Constitutional Court of the Republic of Bulgaria/2012 - No. 30/2012; amended, No. 53, 54 and 102/2012, No. 24, 30, 61 and 101/2013, No. 105/2014 and No. 14, 35 and 37/2015), Article 6, paragraph 1 shall be amended as follows:

1. A new item (d) shall be inserted as follows:

"(d) for raising and upbringing activities in the compulsory pre-school education to be used by the kindergarten or the school beyond the activities financed by the state;"

2. A new item (h) shall be inserted as follows:

"(h) for general support activities within the meaning of the Pre-school and School Education Act, which are not financed from the state budget and which are carried out by personality development support centres;"

§ 37. The Physical Education and Sports Act (prom., SG No. 58/1996; Judgment No. 8 of the Constitutional Court of the Republic of Bulgaria/1997 - No. 53/1997; amended, No. 124/1998, No. 51 and 81/1999, No. 53/2000; попр., No. 55/2000; amended, No. 64/2000, No. 75/2002; Judgment No. 6 of the Constitutional Court of the Republic of Bulgaria/2002 - No. 95/2002; amended, No. 120/2002, No. 96/2004, No. 88 and 103/2005, No. 30, 34, 36 and 80/2006, No. 41, 46 and 53/2007, No. 50/2008, No. 74/2009, No. 50 and 96/2010, No. 35 and 99/2011, No. 45/2012, No. 87 and 102/2012, No. 15 and 68/2013, No. 21 and 66/2014 and No. 14 and 61/2015) shall be amended as follows:

1. In Article 6(3), the words "the national education system" shall be replaced by the words "the pre-school and school education system".

2. In Article 21, paragraphs 1 and 2 shall be repealed.

3. In Article 23:

(a) in paragraph 1, the words "in the 5th, 6th, 7th, 8th and 9th grade" shall be replaced by the words "in the 5th, 6th, 7th and 8th grade";

(b) in paragraph 2, first sentence, the word "'sports" shall be replaced by the word "specialized" and the words "8th grade" shall be replaced by the words "7th grade";

(c) in paragraph 4, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act";

(d) paragraph 5 shall be repealed;

(e) paragraph 8 shall be amended as follows:

"(8) The headmasters of municipal sports schools shall be appointed by the head of the regional division of education on the basis of a competition held under the procedure of the Labour Code and under conditions laid down in the Pre-school and School Education Act.";

(f) in paragraph 11, the word "sports" shall be replaced by the word "specialized".

4. In Article 33c, the words "kindergartens, schools and supporting units" shall be replaced by the words "institutions in the pre-school and school education system".

5. Article 50(3) shall be amended as follows:

"(3) The state and the municipalities shall make available for use sports and tourist facilities and sites entirely or partially free of charge to the institutions in the pre-school and school education system and to higher education schools for activities in relation to physical education, sports and tourism, and also for training and contests of pupils and university students under terms and conditions laid down by the relevant authorities."

6. In Article 58a, the words "the national education system" shall be replaced by the words "the pre-school and school education system".

7. Article 59(2)(1) shall be amended as follows:

"1. programmes and activities in the field of physical education, sports and social tourism for children from kindergartens and pupils from schools and personality development support centres."

§ 38. In the Family Allowances Act (prom., SG No. 32/2002; amended, No. 120/2002, No. 112/2003, No. 69/2004, No. 105/2005, No. 21, 30, 33, 68 and 95/2006, No. 113/2007, No. 71 and 110/2008, No. 23/2009, No. 15 and 24/2010, No. 99/2011, No. 54 and 103/2012, No. 15 and 109/2013 and No. 57/2015), paragraphs 17 and 18 shall be inserted in Article 7 as follows:

"(17) Where the monthly allowance under paragraph 1 has been suspended discontinued due to non-performance under paragraph 1, subparagraphs 2 and 3 prior to the expiration of its term or where its amount has been reduced in accordance with paragraph 14 or 15, the relevant school or kindergarten shall be provided with resources for general and/or additional personality development support under the

terms and conditions laid down in the Pre-school and School Education Act.

(18) The resources under paragraph 17 shall be provided to the relevant school or kindergarten in an amount corresponding to the amount to the allowance or the amount of the reduction respectively and they shall be planned in the budget of the Ministry of Education and Science."

§ 39. In the Tourism Act (prom., SG No. 30/2013; amended, No. 68 and 109/2013, No. 40/2014 and No. 9 and 14/2015), Article 79 shall be amended as follows:

1. In paragraph 4, first sentence, the words "the system of public education" shall be replaced by the words "the pre-school and school education system", the words "a principal of a kindergarten, school or auxiliary unit within the meaning given by the Public Education Act" shall be replaced by the words "a headmaster or director of the relevant institution within the meaning of the Pre-school and School Education Act"; in the second sentence, the words "the chief of the respective regional educational inspectorate" shall be replaced by the words "the relevant regional division of education".

2. In paragraph 5, the words "the kindergartens, the schools or the auxiliary units within the system of public education" shall be replaced by the words "the relevant institution within the meaning of the Pre-school and School Education Act".

§ 40. In the Combating Trafficking in Human Beings Act (prom., SG No. 46/2003; amended, No. 86/2005, No. 33/2008, No. 74/2009 and No. 68 and 84/2013), in Article 23, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act".

§ 41. The Republic of Bulgaria Defence and Armed Forces Act (prom., SG No. 35/2009; amended, No. 74, 82, 93 and 99/2009, No. 16, 88, 98 and 101/2010, No. 23, 48, 99 and 100/2011, No. 20, 33 and 38/2012, No. 15, 66 and 68/2013, No. 1 and 98/2014 and No. 14, 24 and 61/2015) shall be amended as follows:

1. In Article 26(16), a comma shall be out after the word "open" and the words "transform, change" shall be inserted.

2. In Article 94(1), the words "and the Public Education Act" shall be deleted.

§ 42. The Integration of Persons with Disabilities Act (prom., SG No. 81/2004, amended, No. 28, 88, 94, 103 and 105/2005, No. 18, 30, 33, 37, 63, 95, 97 and 108/2006, No. 31, 46 and 108/2007, No. 41 and 74/2009, No. 24, 62 and 98/2010, No. 15, 66 and 68/2013, No. 27, 40 and 98/2014 and No. 14/2015) shall be amended as follows:

1. In Article 17(1), the words "the schools covered under Items 1 to 10 of Article 26 (1) of the Public Education Act and the kindergartens referred to in Article 18 of the said Act" shall be replaced by the words "the kindergartens and the schools under Article 37, paragraph 1 and Article 38, paragraph 2, subparagraphs 1 to 3 of the Pre-school and School Education Act".

2. In Article 47, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act".

§ 43. In the Access to and Disclosure of the Documents and Announcing the Affiliation of Bulgarian Citizens with the State Security Service and the Intelligence Services of the Bulgarian Popular Army Act (prom., SG No. 102/2006; amended, No. 41, 57 and 109/2007, No. 69/2008, No. 25, 35, 42, 82 and 93/2009, No. 18, 54 and 97/2010, No. 23, 32 and 48/2011, No. 25, 38, 87 and 103/2012, No. 15/2013 and No. 53/2014), in Article 3(2)(3), the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act".

§ 44. The Value Added Tax Act (prom., SG No. 63/2006; amended, No. 86, 105 and 108/2006; Judgment No. 7 of the Constitutional Court of the Republic of Bulgaria/2007 - No. 37/2007; amended, No. 41, 52, 59, 108 and 113/2007, No. 106/2008, No. 12, 23, 74 and 95/2009, No. 94 and 100/2010, No. 19, 77 and 99/2011, No. 54, 94 and 103/2012, No. 23, 30, 68, 98, 101, 104 and 109/2013, No. 1, 105 and 107/2014 and No. 41/2015), Article 41 shall be amended as follows:

1. In Item 1 (a), the words "kindergartens, schools or auxiliary units under the Public Education Act" shall be replaced by "institutions in the pre-school and school education system under the Pre-school and School Education Act".

2. Item 3 shall be amended as follows:

"3. the supply of textbooks, knowledge books and school kits, approved by the Minister of Education and Science, where the said goods are supplied by the organizations covered under Item 1 (a), as well as the supply of textbooks, knowledge books and school kits, where the said goods are supplied by the organizations covered under Item 1 (b)".

§ 45. The Employment Promotion Act (prom., SG No. 112/2001; amended, No. 54 and 120/2002, No. 26, 86 and 114/2003, No. 52 and 81/2004, No. 27 and 38/2005, No. 18, 30, 33 and 48/2006, No. 46/2007, No. 26, 89 and 109/2008, No. 10, 32, 41 and 74/2009, No. 49, 59, 85 and 100/2010, No. 9 and 43/2011, No. 7/2012, No. 15, 68 and 70/2013, No. 54 and 61/2014 and No. 54/2015) is amended as follows:

1. In Article 58(2), the word "self-managed" shall be replaced by the word "informal".

2. In Article 62(3), first sentence, the words "under Article 26 of the Public Education Act" shall be replaced by the words "under the Pre-school and School Education Act" and, in the second sentence, the words "by an order of" shall be replaced by the word "by".

3. In § 1(18) of the Supplementary Provisions, the words "the public education system" shall be replaced by the words "the pre-school and school education system".

§ 46. The Road Traffic Act (prom., SG No. 20/1999; amended, No. 1/2000, No. 43 and 76/2002, No. 16 and 22/2003, No. 6, 70, 85 and 115/2004, No. 79, 92, 99, 102, 103 and 105/2005, No. 30, 34, 61, 64, 80, 82, 85 and 102/2006, No. 22, 51, 53, 97 and 109/2007, No. 36, 43, 69, 88 and 102/2008, No. 74, 75, 82 and 93/2009, No. 54, 98 and 100/2010, No. 10, 19, 39 and 48/2011; Judgment No. 1 of the Constitutional Court of the Republic of Bulgaria/2012 - No. 20/2012;

amended, No. 47, 53, 54, 60 and 75/2012, No. 15 and 68/2013, No. 53 and 107/2014 and No. 14, 19 and 37/2015) shall be amended as follows:

1. Article 151:

(a) (effective 1.08.2022 - SG No. 79/2015) in paragraph 2, the word "primary" shall be replaced by the words "the lower gymnasium stage of secondary";

(b) in paragraph 5, the words "a school under Article 26, Paragraph 1 of the Public Education Act" shall be replaced by the words "a school under the Pre-school and School Education Act or a vocational college".

2. Article 152:

(a) in paragraph 3, the words "vocational schools, vocational high schools, vocational colleges, secondary schools of general education with vocational classes" shall be replaced by the words "vocational gymnasiums, vocational colleges, secondary school with vocational training forms";

(b) in paragraph 16, the words "Vocational schools, secondary vocational schools, vocational colleges, secondary general education schools with vocational classes" shall be replaced by the words "vocational gymnasiums, vocational colleges, secondary school with vocational training forms".

§ 47. The Corporate Income Tax Act (prom., SG No. 105/2006; amended, No. 52, 108 and 110/2007, No. 69 and 106/2008, No. 32, 35 and 95/2009, No. 94/2010, No. 19, 31, 35, 51, 77 and 99/2011, No. 40 and 94/2012, No. 15, 16, 23, 68, 91, 100 and 109/2013, No. 1, 105 and 107/2014 and No. 12, 22 and 35/2015) shall be amended as follows:

1. In Article 31(1)(3), the words "according to the Public Education Act" shall be deleted.

2. In Article 251(1), the words "the system of public education" shall be replaced by the words "the pre-school and school education system".

§ 48. The Forestry Act (prom., SG No. 19/2011; amended, No. 43/2011, No. 38, 60, 82 and 102/2012, No. 15, 27, 66 and 109/2013, No. 28, 53, 61 and 98/2014 and No. 60/2015) shall be amended as follows:

1. In Article 236(5), the words "the Public Education Act, the Professional Education and Vocational Training Act and the Level of Education, General Education Minimum and Curriculum Act" shall be replaced by the words "the Pre-school and School Education Act and the Vocational Education and Training Act".

2. In § 1 of the Supplementary Provision:

(a) in item 33, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act" and the words "the Academic Degree, General Education Minimum and Learning Plan Act" shall be deleted;

(b) in item 49, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act" and the words "the Level of Education, General Education Minimum and Curriculum Act" shall be deleted.

§ 49. The Implementation of Penal Sanctions and Detention in Custody Act (prom., SG No. 25/2009; amended, No. 74 and 82/2009, No. 32 and 73/2010, No. 81/2011, No. 103/2012, No. 15 and 68/2013, No. 53/2014 and No. 42/2015) shall be amended as follows:

1. Article 160:

(a) in paragraph 1, the words "state educational requirements" shall be replaced by the words "state education standards";

(b) in paragraph 2, the words "the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act".

2. In Article 161, paragraph 1 shall be amended as follows:

"(1) The curricula and syllabi shall be approved in accordance with the Pre-school and School Education Act."

3. In Article 162, paragraph 2 shall be amended as follows:

"(2) Persons deprived of their liberty, aged 16 or above, shall study at the schools under paragraph 1 at their choice."

§ 50. In the European Union Citizens and Members of Their Families Entry and Residence in and Departure from the Republic of Bulgaria Act (prom., SG No. 80/2006; amended, No. 109/2007, No. 69/2008, No. 36, 93 and 102/2009, No. 9/2011, No. 21/2012, No. 53/2014 and No. 14/2015), Article 15(2), the words "the public education system" shall be replaced by the words "the pre-school and school education system".

§ 51. In the Skilled Crafts Act (prom., SG No. 42/2001; amended, No. 112/2001, No. 56/2002, No. 99 and 105/2005, No. 10, 30, 34 and 81/2006, No. 53/2007, No. 19 and 82/2009, No. 15/2010, No. 28/2011 and No. 68/2013), Article 45 shall be amended as follows:

1. In paragraph 3, the words "the system of public education" shall be replaced by the words "the pre-school and school education system".

2. In paragraph 4, the words "as well as at special schools established for persons aged up to 30 with mental and other health problems" shall be deleted.

§ 52. In the Disaster Protection Act (prom., SG No. 102/2006; amended, No. 41 and 113/2007, No. 69 and 102/2008, No. 35, 74 and 93/2009, No. 61, 88 and 98/2010, No. 8, 39 and 80/2011, No. 68/2013, No. 53/2014 and No. 14/2015), Article 16 shall be amended as follows:

1. In paragraph 1, "the public education system" shall be replaced by the words "the pre-school and school education system".

2. In paragraph 3, the words "training programs, training materials and aids" shall be replaced by the words "training programs and training materials" and the words "public education" shall be replaced by the words "pre-school and school education".

§ 53. In the Foreigners in the Republic of Bulgaria Act (prom., SG No. 153/1998; amended, No. 70/1999, No. 42 and 112/2001, No. 45 and 54/2002, No. 37 and 103/2003, No. 37 and 70/2004, No. 11, 63 and 88/2005, No. 30 and 82/2006, No. 11, 29, 52, 63 and 109/2007, No. 13, 26, 28 and 69/2008, No. 12, 32, 36, 74, 82, 93 and 103/2009, No. 73/2010, No. 9 and 43/2011, No. 21 and 44/2012, No. 16, 23, 52, 68, 70

and 108/2013, No. 53/2014 and No. 14/2015), Article 24f(4), "the public education system" shall be replaced by the words "the pre-school and school education system".

§ 54. In the Higher Education Act (prom., SG No. 112/1995; amended, No. 28/1996, No. 56/1997; попр., No. 57/1997; amended, No. 58/1997, No. 60/1999; попр., No. 66/1999; amended, No. 111 and 113/1999, No. 54/2000, No. 22/2001, No. 40 and 53/2002, No. 48 and 70/2004, No. 77, 83 and 103/2005, No. 30, 36, 62 and 108/2006, No. 41/2007, No. 13, 43 and 69/2008, No. 42, 74 and 99/2009, No. 38, 50, 56, 63 and 101/2010, No. 61 and 99/2011, No. 60 and 102/2012, No. 15, 63, 68 and 101/2013, No. 54, 66 and 107/2014 and No. 56/2015), in Article 68(4), the words "the Educational Level, Educational Minimum and Curriculum Act" shall be replaced by the words "the Pre-school and School Education Act".

§ 55. The Child Protection Act (prom., SG No. 48/2000; amended, No. 75 and 120/2002, No. 36 and 63/2003, No. 70 and 115/2004, No. 28, 94 and 103/2005, No. 30, 38 and 82/2006, No. 59/2007, No. 69/2008, No. 14, 47 and 74/2009, No. 42, 50, 59 and 98/2010, No. 28 and 51/2011, No. 32 and 40/2012 and No. 15, 68 and 84/2013) shall be amended as follows:

1. In Article 5b(1), the words "regional educational inspectorates" shall be replaced by the words "regional divisions of education".

2. Article 6a(4):

(a) in subparagraph 3:

(aa) in item (a), the words "schools, kindergartens and service teams in the system of national education" shall be replaced by the words "schools and kindergartens in the pre-school and school education system";

(bb) in item (b), the words "regional educational inspectorates" shall be replaced by the words "regional divisions of education";

(b) in item 8(b), the words "service teams" shall be replaced by the words "personality development support centres".

3. In Article 17a(1)(14), the words "serving units" shall be replaced by "personality development support centres".

4. In Article 20a(1), the words "the regional educational inspectorate" shall be replaced by the words "the regional division of education".

§ 56. In the Gambling Act (prom., SG No. 26/2012; amended, No. 54, 82 and 94/2012, No. 68/2013, No. 1 and 105/2014 and No. 61/2015), in Article 44(1), the words "Chapter Four of the Public Education Act" shall be replaced by the words "the Pre-school and School Education Act".

§ 57. In the Income Taxes on Natural Persons Act (prom., SG No. 95/2006; amended, No. 52, 64 and 113/2007, No. 28, 43 and 106/2008, No. 25, 32, 35, 41, 82, 95 and 99/2009, No. 16, 49, 94 and 100/2010, No. 19, 31, 35, 51 and 99/2011, No. 40, 81 and 94/2012, No. 23, 66, 100 and 109/2013, No. 1, 53, 98, 105 and 107/2014 and No. 12, 22 and

61/2015), in Article 22(1)(1)(d), the words "in accordance with the Public Education Act" shall be deleted.

§ 58. (Effective 14.11.2015 - SG No. 79/2015) (1) The provisions of Chapter Six, and Sections II and III of Chapter Seven shall apply to the provision of textbooks and school kits to the pupils who will be enrolled in grades I and V during the 2016 - 2017 school year, the time limit for the submission of drafts of textbooks and of school kits being seven months.

(2) The activities in kindergartens, schools and service units in the public education system shall be organized, carried out and controlled in accordance with the existing terms and conditions during the 2015 - 2016 school year.

§ 59. The provisions of the repealed Public Education Act shall apply pending the entry into force of Chapter Sixteen on financing in the pre-school and school education system.

§ 60. This Act shall enter into force on 1 August 2016, except for:

1. Article 22(2)(3),(4) and (13) and Paragraph 3, Chapter Six, Sections I, II and III, and § 58, which shall enter into force one month after the promulgation of this Act in The State Gazette;

2. Chapter Seven, which shall enter into force two months after the promulgation of this Act in The State Gazette;

3. Chapter Sixteen, which shall enter into force on 1 January 2017;

4. § 46(1)(a), which shall enter into force on 1 August 2022.

This Act was adopted by the 43rd National Assembly on 30 September 2015 and the official seal of the National Assembly was affixed hereto.