

## Self-assessment of the quality of the professional education in the National Trade and Banking High School, Sofia.

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Methods of self-assessment have been given by National Trade and Banking High School in the last few years. Our high school is the biggest state school in Bulgaria. There are 1250 students, studying different majors – Banking, Customs and Tax Administration, Trading, Accounting, Business Administration, Econimcal Informatics, E-commerce. We have 92 employees (75 teachers, 17 administrative staff).

We have the criteria, which are based on our self-assessment in the school and their final results. We represent the ways for improving the activity, making the assessment, we have also taken measures for improvement of the results in different criteria. We also have normative documents, based on preparing the self-assessment of the results of our school activity.

Regulation of the processes to improve the quality of vocational education and training in Bulgaria began in 1999 with the adoption of the Law on Vocational Education and Training, published in SG, issue 68 of July 30, 1999<sup>(1)</sup>. The importance of good vocational education for the development and modernization of the national economy led to addressing the issue of quality as a major one and in 2009, the Ministry of Education issued an Order № РД 09-1138 / 14.07.2009 on criteria and indicators for assessing the quality of vocational education.<sup>(5)</sup> In 2012, Order № РД 09-872/29.06.2012 of the Ministry of Education, Youth and Science (MEYS) was published for validating the fields, criteria and indicators for assessment of the quality of vocational education and training (VET)<sup>(6)</sup> with attached Manual for self-assessment of a professional high school<sup>(7)</sup>, hereinafter referred to as the "Manual", which is prepared to serve the professional schools and other institutions in the system of vocational education and training for organization of internal, regular, annual self-assessment of the quality system. The Manual is a joint publication of MEYS and the British Council with the financial support of Microsoft within the joint project Skills for Employability.

Assessing the quality of education in general and vocational education in particular is a responsibility of all institutions that are relevant to it. Assessment of any product or service is a process that requires rigor and accuracy of the estimates of the entities involved in it. The commitments of our country as a Member State of the European Union is, by adhering to the rules stipulated in the general legislation, to better assess its advantages and problems in the training of specialists.

Quality assessment can be done on several levels, but one of the main ones is the self-assessment at the level of the organization.

The Manual for self-assessment of a professional high school states: *"The European experience has shown that the main benefits of conducting self-assessment of the organization are:*

- *best practices are identified and conditions for their stability are created;*
- *shortcomings are identified and remedial measures are taken;*
- *the potential for development of vocational school is revealed;*
- *partnerships are promoted;*
- *more effective ways to stimulate staff are identified.*"<sup>(7)</sup>

Depending on the scope of self-assessment, it can be full or partial, but in the beginning it is desirable to start with the fullest possible presentation of indicators (quantitative and qualitative) so that there is a basis for comparison for subsequent periods. Self-assessment makes it possible to construct a picture of the processes, problems, ways to solve them, to optimize the system for resource management in vocational high schools, to promote the achievements and to present the educational activities in the schools to the public.

The National Trade and Banking High School (NTBHS) is the largest state school in Bulgaria. During the 2012-2013 school year, 1,250 students are trained at the school in seven majors: Banking, Customs and Tax Administration, Trading, Operational Accounting, Business Administration, Economic Informatics and E-commerce. All students at the school have an intensive training in a foreign language - English, German, French or Spanish. The admission grade for new students is one of the highest in the country. The results of students graduating from the high school are also among the highest in the country. More than 90% of graduates defend a third-level professional qualification in the June session (Fig. 8). Over 95% of the students continue their education at renowned Bulgarian and foreign universities. 92 employees work in the school, 75 of which are teaching staff and 17 - non-teaching staff.

Self-assessment in the National Trade and Banking High School started before the introduction of the assessment criteria at national level. The high school is largely unique for many reasons – it works not only under the curricula and educational plans approved by a MOYS but also under its own school and international programs and projects that require a lot of effort and dedication by students and teachers. At the end of each school year, an in-depth analysis of various quantitative and qualitative indicators is performed, the results of which are publicly available. These results are considered at the pedagogical council, the school council and the general meeting of the School Board. They also are published on the website of the school. Over the years, the criteria for self-assessment of the school community are constantly changed, improved and complemented. One set of criteria were assessed at the start of this activity and another one is assessed now. Some of the criteria were eliminated and new ones took their place. The information that is collected and processed increases and more teachers and employees take part in the self-assessment activities. Due to the constant growth of the school documentation and of the numerous parameters that are monitored at school, district and national level, strict organization at the beginning of the school year is necessary which is designed so that the process of self-assessment is not a campaign and spontaneous one but strict regulations and procedures are observed. The necessary data is stored electronically. They are available to all persons who need them in their activities – the management of the school, teachers, administration, financial department, technical assistants, parents, supervisors and others.

The good mechanism for self-assessment helps for any external assessment to be met comfortably - where legal requirements are known and applied in good faith, it is much easier for each institution to be oriented by the volume and type of data which it needs to collect and make available to be able to present in a convincing way their good work, their successes and achievements. And last but not least, self-assessment helps us to orient "where we are" in the competition with other schools and not only the ones in our professional field.

The criteria <sup>(8)</sup> for provision of quality vocational education and training are related to:

- the quality of teaching and learning (organization of a school hour, high standards and requirements for teachers and students, successes achieved by students, realization of students);
- quality school environment (organization of a school hour, atmosphere in class and in the school, the school as a place for education and socialization of young people);
- school partnerships (involvement of employers in school life, parental involvement, student self-government, positive interaction with the external environment);
- school management (organization of administration, directing, management, educational activities, consulting, development and improvement of the material and technical facilities, proper planning and spending of budgetary and extra-budgetary funds);
- personnel development (improvement of qualification, self-esteem, personal development and innovation, sense of belonging to the school community).

Traditionally, the high school monitors the results of the schools in the country as we are trying to commensurate our achievements with the achievements of other schools. We usually follow the published results not only of the professional schools, but of **all** schools, knowing our place of a leading educational institution in Bulgaria. In the international activities

of the National Trade and Banking High School, we also try to be competitive and at a high level. Sufficient evidence is the fact that for the past 12 years, in participating in international economic competitions in the USA, Switzerland, France, Germany, Finland, Slovakia and Bulgaria, our students have won more than 140 awards - individual and team ones. We try our best to get to know our competition not only in Bulgaria but also abroad and we learn from all the positive activities, initiatives and achievements of vocational schools and colleges not only in our country.

By using its own criteria for self-assessment, NTBHS became a school which was able to offer its model, elements of which were included in the Manual quoted above and made available to all schools by MEYS.

The indicators and criteria for assessment of the quality of vocational education in NTBHS can be divided into major groups: quantitative indicators and qualitative indicators.

Below are almost all quantitative indicators for self-assessment of NTBHS whose performance is perceived more easily because they are more visual. Of the many quality indicators, only the self-assessment done under one criterion only is presented – of Area 2 "School Environment" - "Material and technical facilities". This criterion complements the presentation and elaborates on the information presented in the quantitative criteria. Self-assessment under the qualitative criteria is hampered by the well arranged, but large supplement in the aforementioned Manual. Order № РД 09-872/29.06.2012 of MEYS for approval of areas, criteria and indicators for assessing the quality of vocational education and training (VET) regulated the increased demands of society towards vocational education and training. The application of this Order will allow institutions governing and working in the field of vocational education and training to form a more complete picture of what is happening not only in individual schools but in the system in general.

### **Quantitative indicators for assessing the quality of vocational education and training at the National Trade and Banking High School:**

The indicators are divided into several large groups. In their listing, the graphical illustration (diagram) of the results for each of them is specified in the right. There are diagrams not for all indicators, but for the more important, with a short comment.

#### **1. Indicators for the school in general:**

- a. total number of classes;
- b. total number of students (Fig. 1);
- c. average grade of the high school (Fig. 2);
- d. number of professional fields in which the training is performed and number of subjects;

#### **2. Indicators for students;**

- a. admission grade for students enrolled for training in NTBHS (Fig. 3);
- b. average grade of classes by school years (Fig. 4);
- c. percentage of scholarships – students from classes IX to XI with an average grade over Excellent 5.50 (Fig. 5);
- d. number and percentage of students with full excellent grades;
- e. number and percentage of suspended students by school years (under Art. 139 of the Rules for implementation of the Law on Public Education)<sup>(3)</sup>;
- f. number of excused and unexcused absences per student;
- g. awards won by students in national and international competitions;
- h. results from state matriculation examinations (Fig. 6, Fig. 7);
- i. results from professional qualification examinations (Fig. 8);
- j. percentage of students graduating with an International Certificate of the World Organization for educational and training activities PEN INTERNATIONAL headquartered in Essen, Germany;
- k. percentage of students continuing their education in higher education institutions in the country and abroad.

### 3. Indicators for teachers:

- a. education of teachers;
- b. qualification of teachers;
- c. teachers with professional-qualification or scientific degree (Fig. 9);
- d. teachers participating in projects.

### 4. Implementation of the delegated budget:

- a. ratio Salaries fund / delegated budget (Fig. 10);
- b. ratio maintenance / delegated budget (Fig. 10)
- c. percentage of employed persons per student (Fig. 11);
- d. average gross salary of the teaching staff;
- e. average gross salary of the non-teaching staff;
- f. funds for qualification activity.

### 5. Improvement of facilities:

- a. funds for purchased property – student equipment, computers, etc. (Fig. 12);
- b. funds for repair works (Fig. 12);
- c. number of computers per student.

Some national quantitative indicators defined in the Manual are not applicable to NTBHS due to the specific nature of the school. For example, there have been no small classes or classes with number of students lower than 26 in the high school in the last 20 years. In recent years, the number of students per class is 29-30.

The education of teachers is not a criterion that requires researches. Over the past 20 years, no teachers with education below Bachelor's have been appointed in NTBHS. In the last five years, 95% of the teachers are with Master's professional qualification degree.

The structure of students by sex due to the great interest in the school is determined in the application for state plan for admission and is 50% boys and 50% girls for each year. The number of students with SEN is also small, which is dictated by the severe training plans. Under Ordinance № 11 of 2005 for admission of students in state and municipal schools, published in SG, issue 29 of 5 April 2005 <sup>(4)</sup>, for each year, centrally, by a committee of the Regional Inspectorate of Education, chronically ill children are enrolled, up to 5 per class, but neither their number nor their distribution in subjects depend on the school. Due the very large number of students, the school does not have the resources to conduct and does not conduct training for adults.

#### Diagrams from research of the quantitative indicators for quality:

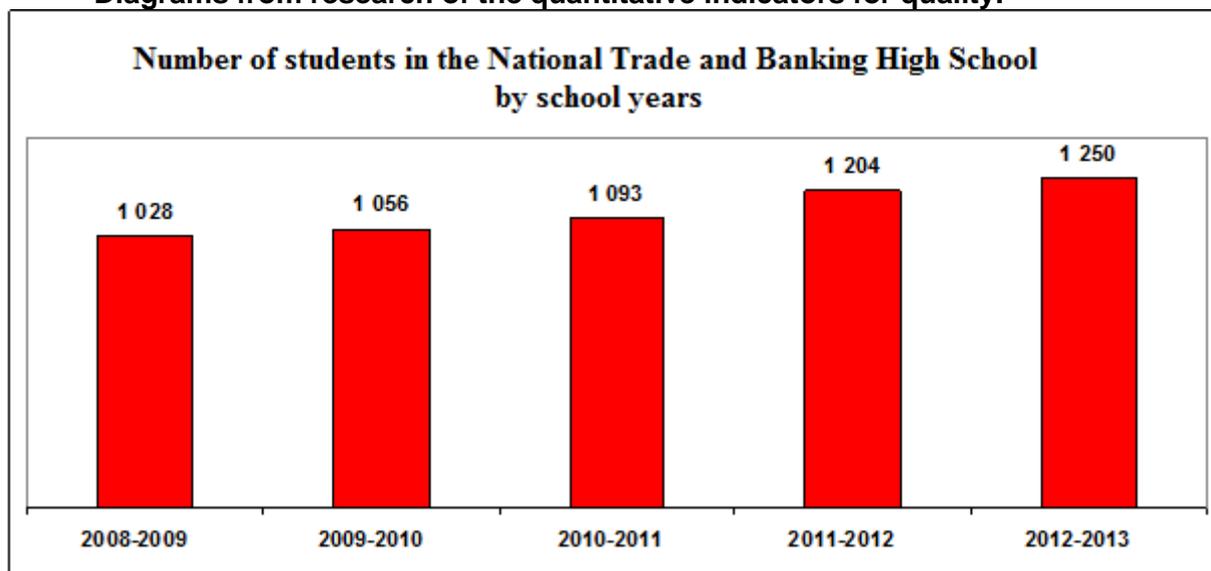


Fig. 1

The data in Fig. 1 shows clearly that the public interest in the professions and majors in which NTBHS trains students is steadily increasing. This is supported by the fact that the educational community collaborates with business and annually updates its application for state plan for admission, providing to the attention of the public new professions and majors in which career opportunities are larger, modern majors as well as majors in which bilingual education is done within the vocational training.

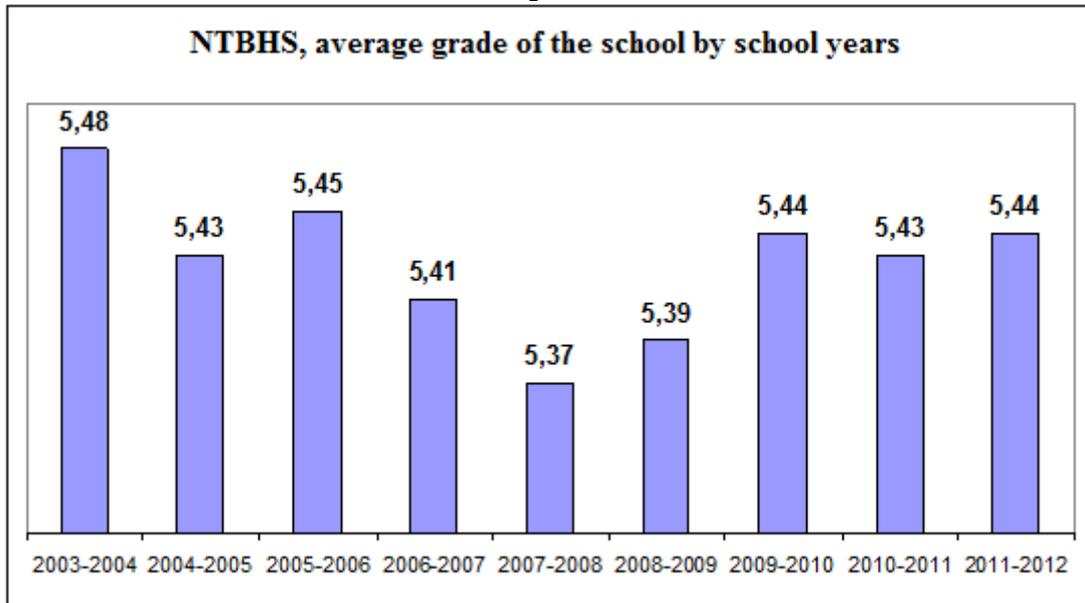
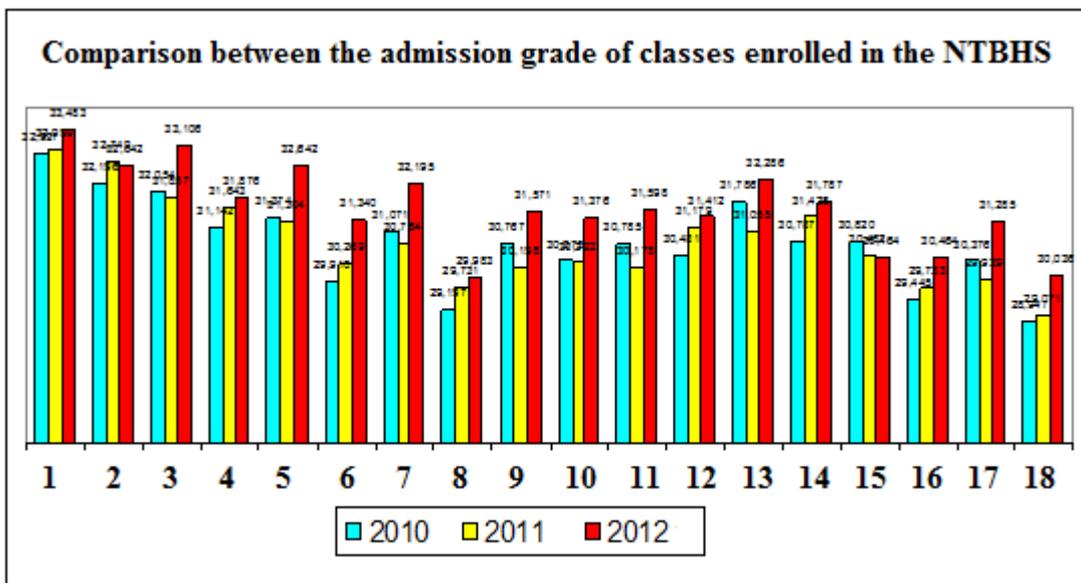


Fig. 2

The "grade" indicator is the oldest one that schools use to measure the performance of their students. The diagram shows our decade's quest for excellent average for the school, which is a few hundredths out of reach.



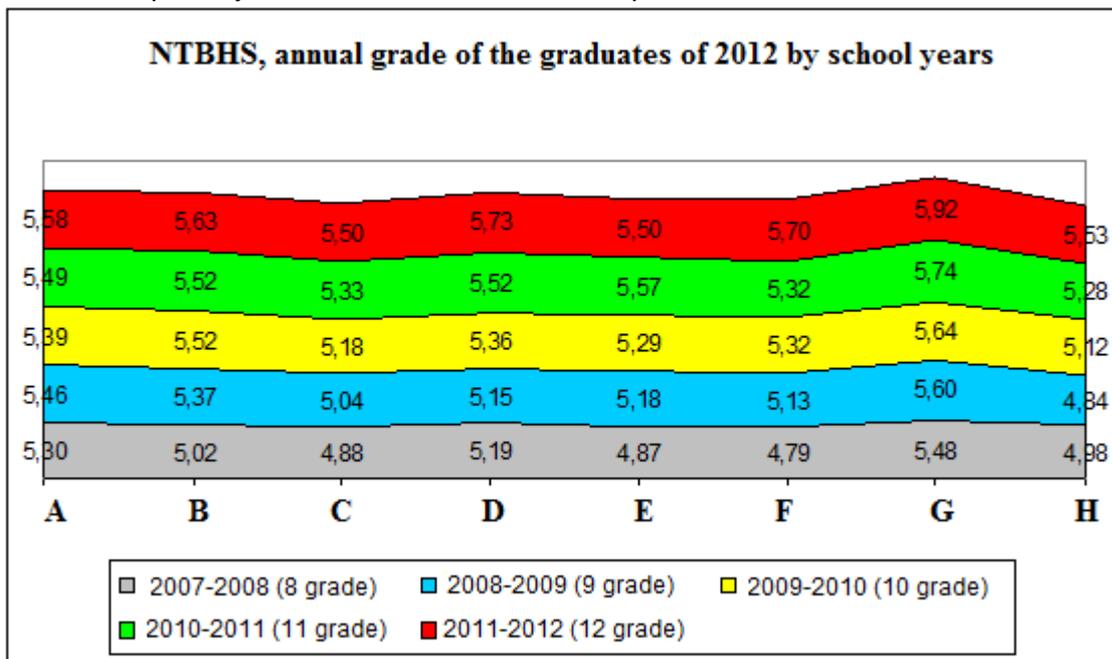
- |                                     |   |
|-------------------------------------|---|
| 1. Banking, English language, girls | 10. E-commerce, English language, boys                      |
| 2. Banking, English language, boys  | 11. Economic informatics, English language, girls           |
| 3. Banking, German language, girls  | 12. Economic informatics, English language, boys            |
| 4. Banking, German language, boys   | 13. Customs and tax administration, English language, girls |
| 5. Banking, French language, girls  |   |
| 6. Banking, French language, boys   |   |
| 7. Business Administration, Spanish |   |

language, girls  
 8. Business Administration, Spanish language, boys  
 9. E-commerce, English language, girls

14. Customs and tax administration, English language, boys  
 15. Operational accounting, German language, girls  
 16. Operational accounting, German language, boys  
 17. Trading, French language, girls  
 18. Trading, French language, boys

Fig. 3

Assessing the performance of students always starts with the information regarding what students we admit. The minimum grade of the students in the high school is one of the highest in the country. The next figure (Fig. 4) reflects the data on the success of graduates who completed their training in NTBHS in 2012. Such diagrams are prepared for each yearly class and each individual class at the end of the first term and at the end of the school year. The results are publicly disclosed to students and to parents.



Фиг. 4

An increase in the motivation of students with their transition to a higher grade can be noted, while progress in some classes is stronger, which is related to the personal characteristics, the relationship between "formal" and "informal" leaders, the work of class teachers, the interaction with parents and other factors. These results help to take effective measures for improvement of the success of students.

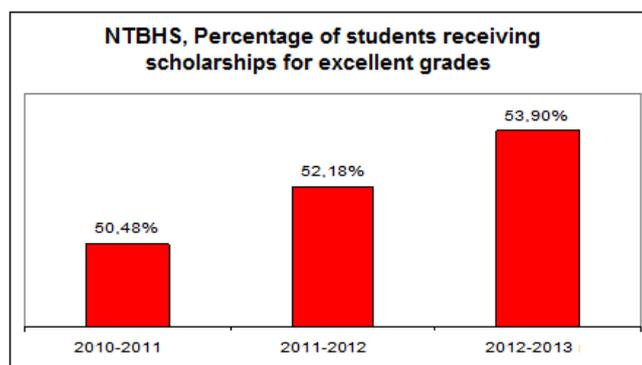


Fig. 5.

The percentage of excellent students in NTBHS increases with each passing year. Despite the small monetary value of the scholarship (21 BGN for each month of the school year), receiving the scholarship is considered a matter of prestige in the school. In recent years, there is an increasing interest in the students to other scholarships - "1000 Scholarships", "Burov" and others. All students who have received scholarships outside the school ones are publicly announced at the website of the high school.

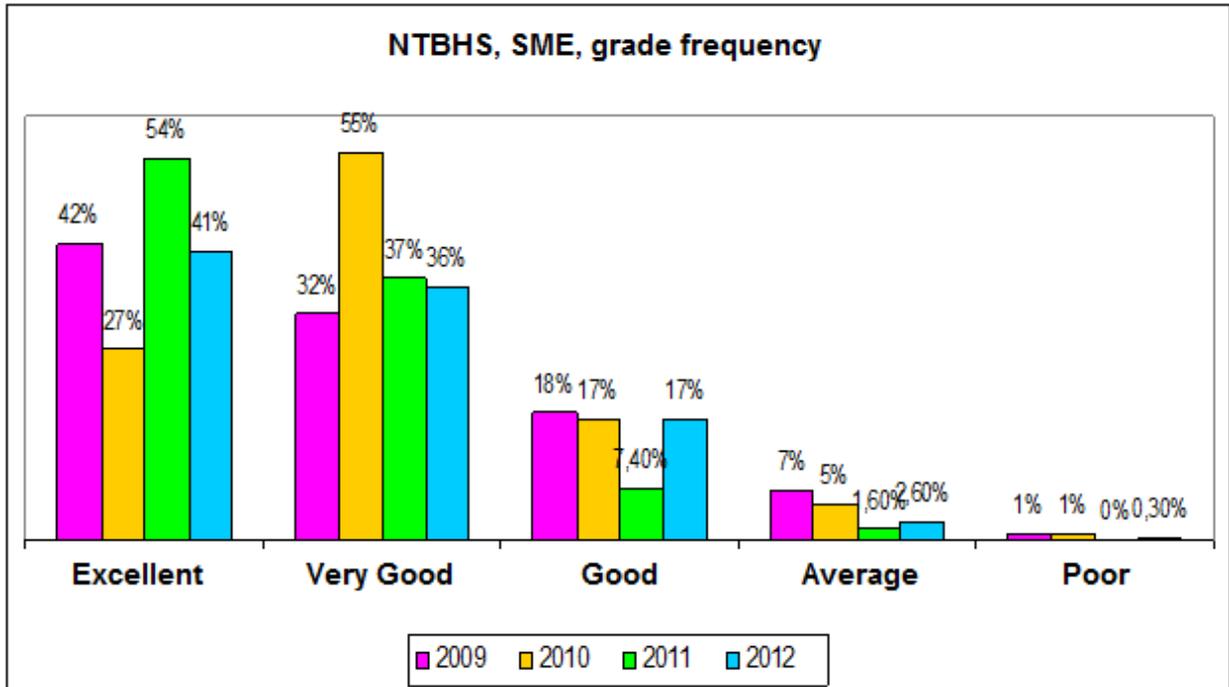


Fig. 6

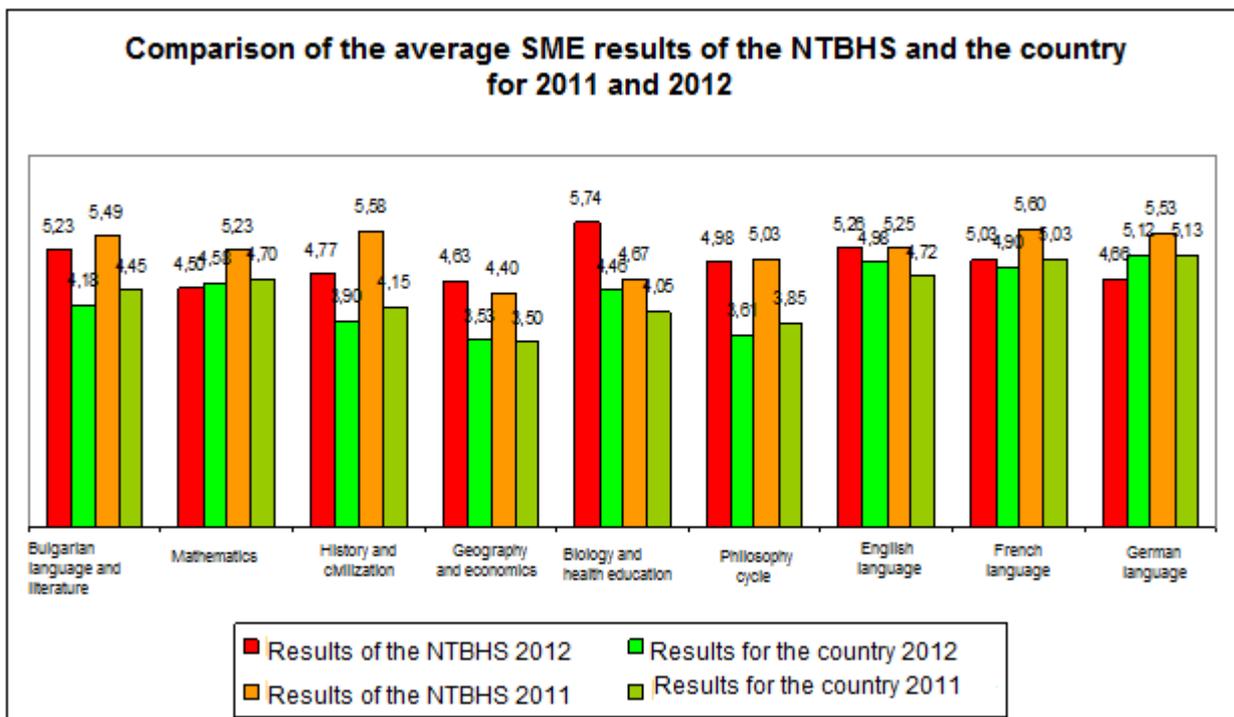


Fig. 7

Fig. 6 and Fig. 7 show the results of students from NTBHS in one of the most important external evaluations. These results show that the performance of students from the beginning of implementation of the state matriculation examinations (SME) are improving as 70 to 80%

of them received grades "Very Good" and "Excellent" despite the fact that the training in most of the subjects from the general education ends in the X grade. In individual subjects, the average grade of students from the high school is 0.50 to 1.50 higher than the national average grade. The school develops detailed reports on the grades from SME by classes, by years, by subjects, which are discussed each year at the pedagogical council and a general meeting of the School Board and are presented to the students by the Principal.

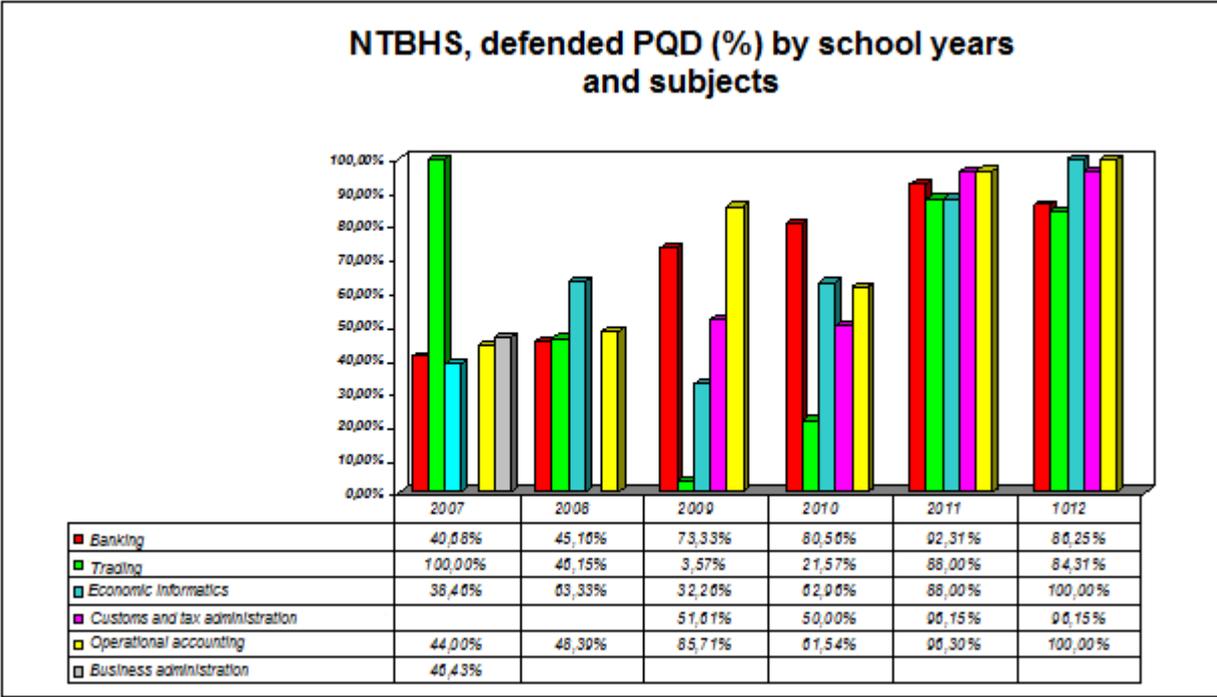


Fig. 8

A continuously increasing interest of students to pass the examinations in theory and practice of the profession is noted. Although, as mentioned above, more than 95% of the high school graduates continue their education at universities, there is an increase in the percentage of those who defend third-level professional qualification, seeking to obtain a certificate attesting to their knowledge and skills which could be used by them in their future careers.

Fig. 9 shows a diagram of the number of teachers in NTBHS who have defended a professional qualification degree (PQD). The interest in improvement of qualification in the teachers at NTBHS grows and in the current 2012-2013 school year, 53% of all teachers in the school already have such a degree. The management of the school provides under the delegated budget an option for improvement of qualification as all teachers are included in the school qualification activities and in the courses on municipal, national and international levels - more than 70%.

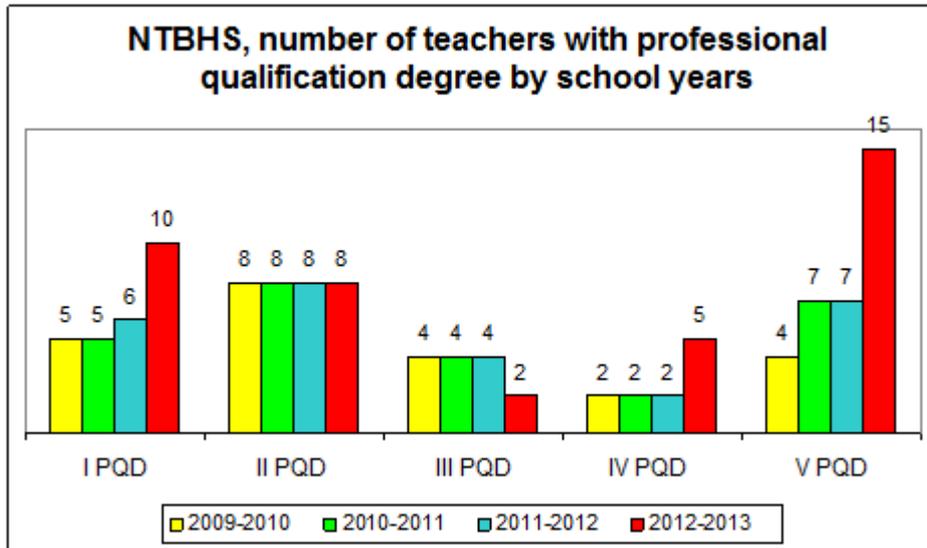


Fig. 9

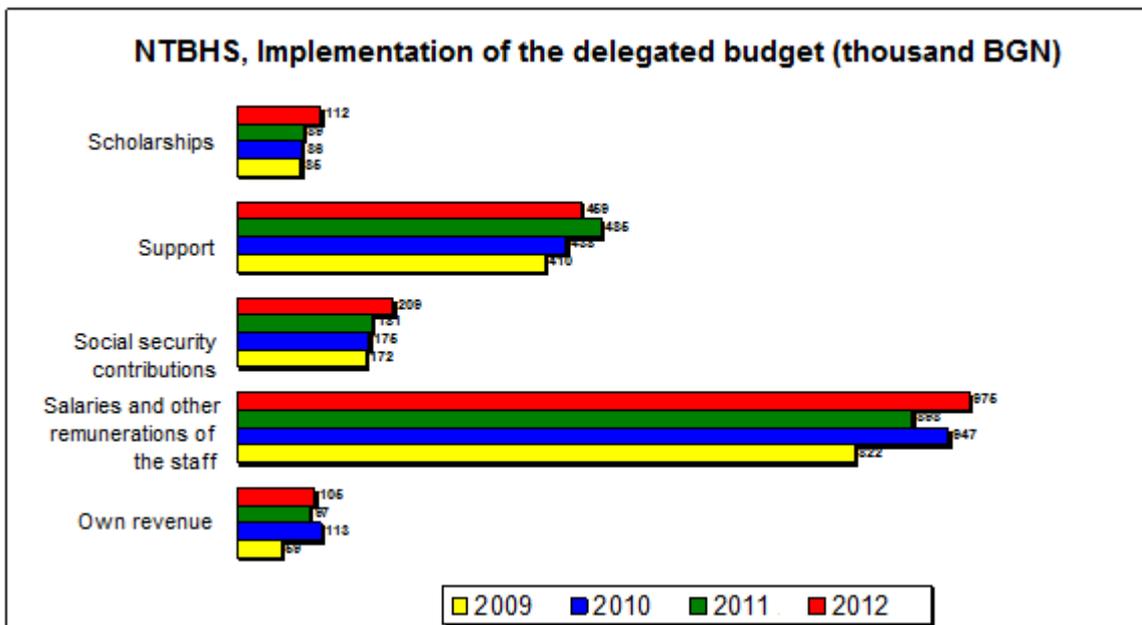


Fig. 10

Fig. 10 presents the implementation of the delegated budget of the school for the past four years. The budget of NTBHS increases because of the increasing numbers of students. Funding for scholarships grows because of the large number of students with excellent grades. The ratio of the Salaries fund to the overall budget remains unchanged - about 63-64%. This allows us to devote sufficient resources to upgrade and improvement of the facilities of the school. Revenues from own activities are constant and represent about 5-6% of the school budget.

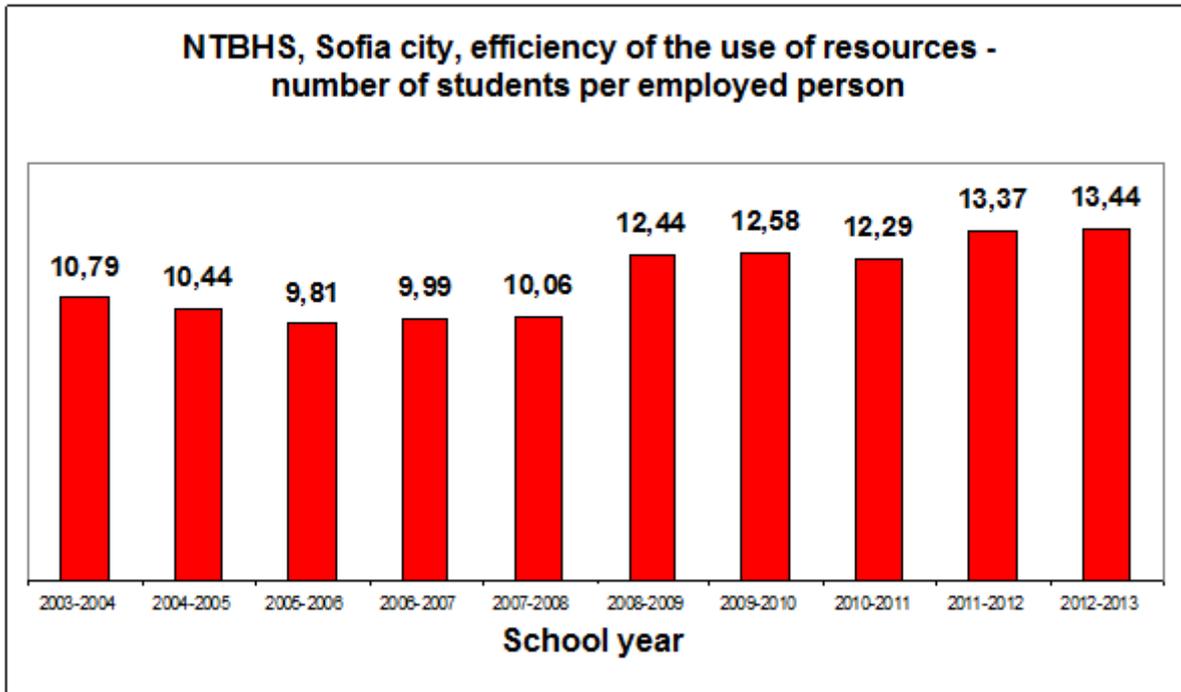


Fig. 11

The diagram presented in Fig. 11 has only one possible comment. The increase in the ratio "number of students per employee" shows an increase in the workload of school employees in search of internal reserves to increase salaries.

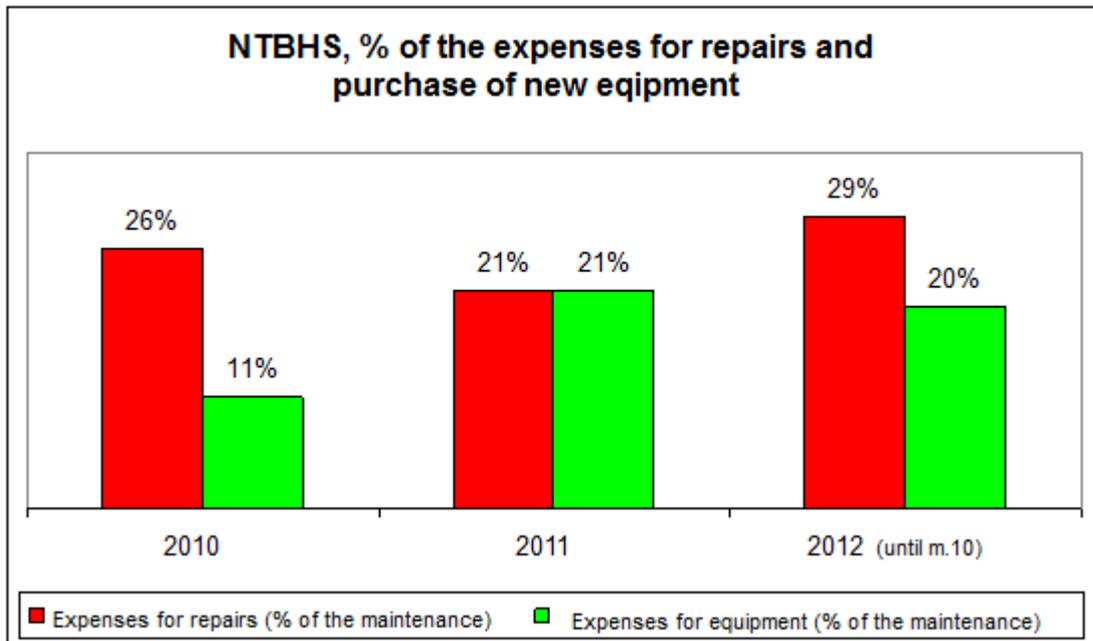


Fig. 12

Fig. 12 shows the significant funds invested in the repairs and purchase of new and modern equipment for the education and training process. The school policy is aimed at the modernization of educational technology and creation of comfortable and modern working conditions for students and teachers in the high school.

### Assessment of the qualitative indicators in the performed self-assessment

In addition to the quantitative indicators, results of qualitative indicators are annually assessed in the National Trade and Banking High School. Table 1 presents the criteria of the Manual according to which the school performed self-assessment at the end of the 2011-2012 school year as the result was 92 points.

Table 2 presents in detail only one of the sub-criteria of Area 2 "School environment" - "Material and technical facilities" with 9 points being the maximum and NTBHS has 9 points. The large volume of the tables does not allow their full presentation here.

### Assessment of the quantitative indicators in the performed self-assessment

Table 2 presents in detail only one of the sub-criteria of Area 2 "School environment" - "Material and technical facilities" with 9 points being the maximum and NTBHS has 9 points. The large volume of the tables does not allow their full presentation here.

#### Qualitative criteria

School management		School environment		Training and learning		School partnership	
Criterion	Points	Criterion	Points	Criterion	Points	Criterion	Points
System for quality assurance of VET	9,5	Individual environment of the student	4,5	Training activity	10	School partnership between direct participants in school education	7,5
Investments in VET	4	School as a social place	6,5	Assessment and self-assessment	5	External partnership	7,5
Qualification activity	2,5	Material and technical facilities	9	Relationships student – teacher; student - student	10		
Statutory provision	3			Results from training	5		
School personnel	6			Upgrading of knowledge and skills	5		
				Teaching achievement	5		
<b>Total for the criterion</b>	<b>25</b>	<b>Total for the criterion</b>	<b>20</b>	<b>Total for the criterion</b>	<b>40</b>	<b>Total for the criterion</b>	<b>15</b>

**TOTAL 100 points**

Assessment scale				
from	81	to	100 points	Exceptional
from	61	to	80 points	Very good
from	41	to	60 points	Good
from	21	to	40 points	Average
from	0	to	20 points	Poor

Table

weight	indicators	assessment descriptors				
		unsatisfactory	satisfactory	good	very good	excellent
0,50	<b>Provided accessible architectural environment in accordance to the needs</b>	not provided  <b>0</b>	established ramps to the entrances  <b>0,15</b>	established ramps to the entrances; toilets adapted for the special needs of people using them  <b>0,25</b>	established ramps to the entrances; elevators / resource office; toilets adapted for the special needs of people using them  <b>0,35</b>	established ramps to the entrances; elevators; toilets adapted for the special needs of people using them; resource room  <b>0,50</b>
0,50	<b>Presence of admission regime, references for students, parents and other external persons</b>	missing  <b>0</b>	available are: admission and information point; signposts and boards  <b>0,15</b>	available are: admission and information point; surveillance cameras in the hallways, classrooms and courtyard; alarm; guard(s); signposts and boards  <b>0,25</b>	available are: admission and information point; surveillance cameras in the hallways, classrooms and courtyard; alarm; guard(s); signposts and boards; porter's point for parents and external persons  <b>0,35</b>	available are: admission and information point; surveillance cameras in the hallways, classrooms and courtyard; alarm; guard(s); signposts and boards; badges; porter's point for parents and external persons  <b>0,50</b>
1,00	<b>Relative number (in%) of the classrooms maintained and equipped with the necessary equipment to the total number of classrooms</b>	up to over 50% of the classrooms have not been repaired in the last five years, they are not equipped with a sufficient number of school furniture and it is physically outdated and not maintained  <b>0</b>	up to 50% of the classrooms have not been repaired in the last five years, all classrooms are equipped with a sufficient number of school furniture which is in a satisfactory condition  <b>0,25</b>	up to 40% of the classrooms have not been repaired in the last five years, all classrooms are equipped with a sufficient number of school furniture which is in a good condition  <b>0,50</b>	up to 30% of the classrooms have not been repaired in the last five years, all classrooms are equipped with a sufficient number of school furniture which is in a very good condition  <b>0,75</b>	up to 20% of the classrooms have not been repaired in the last five years, all classrooms are equipped with a sufficient number of school furniture which is in a very good condition  <b>1,00</b>

1,00	<b>Presence of rooms for vocational training</b>	not established	classes for least 5% of the vocational training are conducted in established rooms with the necessary equipment	classes for least 10% of the vocational training are conducted in established rooms with the necessary equipment	classes for least 25% of the vocational training are conducted in established rooms with the necessary equipment	classes for least 50% of the vocational training are conducted in established rooms with the necessary equipment
		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
1,00	<b>Presence of modernly equipped training workshops / laboratories / TF</b>	there are training workshops / laboratories / TF, but not for all studied professions / majors. The existing ones are equipped with morally and physically outdated and often out-of-order technology	there are training workshops / laboratories / TF for all studied professions / majors, equipped with morally and physically outdated and often out-of-order technology	there are training workshops / laboratories / TF for all studied professions / majors, equipped with morally outdated but working technology rarely used in the real business	there are training workshops / laboratories / TF for all studied professions / majors, equipped with working technology used in much of the real business	there are training workshops / laboratories / TF for all studied professions / majors, equipped with working technology used in much of the real business. At least one training workshop is equipped with modern working technology used by leading companies in the industry
		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
1,00	<b>Provision of materials and supplies for comprehensive training</b>	provision of up to 20% of the necessary under the curricula	provision of from 21% to 40% of the necessary under the curricula	provision of from 41% to 60% of the necessary under the curricula	provision of from 61% to 80% of the necessary under the curricula	provision of over 81% of the necessary under the curricula
		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
	<b>Provision of materials and supplies for vocational training</b>	provision of up to 20% of the necessary under the curricula within the delegated budget	provision of up to 40% of the necessary under the curricula within the delegated	provision of up to 60% of the necessary under the curricula within the delegated	provision of up to 80% of the necessary under the curricula within the delegated	provision of over 81% of the necessary under the curricula within the delegated

			budget	budget	budget	budget
<b>1,00</b>		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
<b>1,00</b>	<b>Library and internet available to all students at any time of the school day</b>	both missing	there is access to a library in specified hours of the school day, the fund of the library is morally and physically outdated, there is no Internet access at the territory of the school	there is permanent access to a library during the school week, the fund of the library is updated every year, there is no Internet access at the territory of the school	there is permanent access to a library during the school week, the fund of the library is updated every year, there is limited Internet access	there is permanent access to a library during the school week, the fund of the library is updated every year, there is unlimited Internet access
		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
	<b>Functional place of the student in the classroom / office / workshop / gym – presence of regulated responsibilities for order and cleanliness in the workplace and the compliance with them. Protection of the interior and exterior of the school.</b>	there are no regulated responsibilities for order and cleanliness in the workplace of the student	there are regulated responsibilities for the protection the order and cleanliness of the workplace of the student but they are not respected – there are scratched and / or damaged desks as well as walls in the classrooms / offices and the corridors / toilets; the workshops are dirty and with scattered waste; the school yard – with various waste after the end of the school day	there are regulated responsibilities for the protection the order and cleanliness of the workplace of the student but they are respected only in the zones with video surveillance; the school yard – with various waste after the end of the school day	there are regulated responsibilities for the protection the order and cleanliness of the workplace of the student and they are respected; the interior and exterior of the school is in a satisfactory sanitary condition, there is waste at few places at the end of the school day	there are regulated responsibilities for the protection the order and cleanliness of the workplace of the student and they are respected; the interior and exterior of the school is in a very good sanitary condition at the end of the school day

<b>1,00</b>		<b>0</b>	<b>0,25</b>	<b>0,50</b>	<b>0,75</b>	<b>1,00</b>
	<b>Functional place of the teacher - permanent internet access and current scientific and pedagogical literature</b>	A working place in the teacher's room is provided for each teacher; conditions are created for one of two options – internet access via several available computers or access to scientific and pedagogical literature	A working place in the teacher's room, where there is internet access via several computers and access to current scientific and pedagogical literature, is provided for each teacher	Up to 30% of the teachers have a working place provided in a office/warehouse, and for all the others – in the teacher's room, where there is internet access via several computers and access to current scientific and pedagogical literature	Up to 50% of the teachers have a working place provided in a office/warehouse, and for all the others – in the teacher's room; for the teachers, there are opportunities for internet access in the teacher's room, the library, the computer rooms; there is current scientific and pedagogical literature in the teacher's room/the library	More than 50% of the teachers have a working place provided in a office/warehouse, and for all the others – in the teacher's room; , there are opportunities for unlimited internet access on the territory of the school; there is current scientific and pedagogical literature in the teacher's room/the library
<b>1,00</b>		<b>0,20</b>	<b>0,40</b>	<b>0,60</b>	<b>0,80</b>	<b>1,00</b>

Table 2

At the beginning of each school year, the indicators for assessment of the quality in NTBHS are updated. At the same time, a commission on quality is created with a chairman - Assistant Principal. The commission operates within the school year by processing very large data sets. Information is systematized and arranged and at the beginning of July, i.e. after the end of training activities, a Report – Analysis is prepared. The report is submitted for adoption by the Pedagogical Council of school and the School Board. Information from the report is published on the website of the school; part of it is provided to the Regional Inspectorate of Education for Sofia-City and is included in the report of the Inspectorate.

Self-assessment in vocational education (and not only there) is inherent in any activity. With self- assessment, every organization analytically evaluates where they are in their professional field. It assesses its merits and shortcomings. It realizes its weaknesses and strengths and is able to identify a plan to make its activity more successful. With the self-assessment, team members understand how much they have succeeded in their efforts and are able to identify methods and tools to improve their work. Self-assessment is important for a more complete picture for the partners of the professional schools to search for better specialists - if they are enterprises, and for better students – if they are universities. Self-assessment is extremely important for parents and students in their orientation for schools. They can rely on the fact that the efforts made by the family will lead to a positive result, because each social success and prosperity is a result of the success and prosperity of the individual.

The quality of vocational education means the existence of good schools. In the best schools are lead by a spirit of cooperation, partnership and understanding at all levels. The rules adopted for implementation are clear, precise and concrete and are respected. High standards of success and realization of students are placed and they are reached. Good schools work intensively with partners – parents of students, institutions, organizations, representatives of businesses and society and benefit from their approval and support.

***Used literature:***

1. Law on Vocational Education and Training, published in SG, issue 68 of 30.07.1999;
2. Law on Public Education, published in SG, issue 86 of October 18, 1991;
3. Rules for implementation of the Law on Public Education, published in SG, issue 68 of 30.07.1999;
4. Ordinance № 11 of 2005 for admission of students in state and municipal schools, published in SG, issue 29 of 5 April 2005;
5. Order № ПД 09-1138 / 14.07.2009 of MES on Criteria and indicators for assessing the quality of vocational education;
6. Order № ПД 09-872/29.06.2012 of MEYS for validation of the fields, criteria and indicators for assessment of the quality of vocational education and training (VET);
7. Manual for self-assessment of a professional high school, issued 2012 – MEYS;
8. Guaranteed quality of education, on material of the Bulgarian – Austrian project “Quality Management for School Inspectors” – RIE, Sofia-City;
9. List of professions for vocational education and training, supplemented and amended with Order № ПД 09-638/23.05.2012 г. of MEYS;
10. Report-Analysis of the National Trade and Banking High School from the school 2002–2003 year to the school 2011–2012 year.