



ALTERNATIVES IN ADULT EDUCATION

Dimitrina Kapitanova

Paisii Hilendarski Plovdiv University, Bulgaria

dima_kapitanova@abv.bg

Penka Dimitrova

Paisii Hilendarski Plovdiv University, Bulgaria

peni.dim.bg@abv.bg

The problem:

- (1) The absence of comprehensive training technology in Bulgarian language and Mathematics for bilingual adults in Bulgarian schools.
- (2) The need for approbation of technological and andragogical model for mastering of basic language and mathematical competence by adults.

➡ the education is a condition for increase of social competence and development of skills for social incorporation.

Central goal of this work:

- To discuss the results of an educational research related to the formation of a language and mathematical competence of adults, studying in the conditions of places of detention.
- To give an answer the question: *What is the effect of the established andragogical training model on the early stages of the training in Bulgarian language and Mathematics?*

The empirical research

- The object of research: a sample of 22 women, aged 19 to 52, with different ethnic backgrounds (Bulgarian, Turkish, Roma), studying in the school at the Women Prison in the City of Sliven, Bulgaria.
- The main objective: to measure the level of formation of language and mathematical competence by the adults after the application of experimental technological model.

The empirical research

- Individual linguistic and mathematical competence (ILMC);
 - Competency approach;
-  The research consists in an integrated conceptual technology for increase of the ILMC.

Tasks of the empirical research:

- To define the variables that will be registered in the course of the empirical research;
- To develop a system of didactical materials;
- To form a sample of learners for the different stages;
- To create reliable research tools for diagnostics of the results;
- To analyse the practical effectiveness of the applied andragogical model;

The training model is adapted to:

- The educational content in Bulgarian language and Mathematics for the primary stages of education in Bulgaria;
- The age features and characteristics of the learners;
- The conditions under which the training process is implemented;
- The desired (expected) results.

The situational tasks, variables and transfer

- Independent *versus* dependant variables;
- The transfer of knowledge:
 - new educational and life situations (narrow transfer);
 - unconventional, but close to the learners, situations;

Measuring the ILMC

- Three levels of competence are used as criteria for measuring the ILMC: (L-1); (L-2); (L-3);
- Each criterion is given specific parameters for evaluation of the ILMC of every learner, through cognitive tests for entry and output levels;
- Level of competence: the number of correctly solved tasks and the corresponding point score (from 0 to 100 points);

Diagnosics

The following **diagnostic procedures** were considered:

- ✓ TEST-1;
- ✓ TEST-2;
- ✓ INQUIRY FORM-1 (IF-1);
- ✓ INQUIRY FORM-2 (IF-2);
- ✓ INQUIRY DATA FOR THE EXPERT;
- ✓ EXPERT FORM OF TEST-1(2).

Participants

The age characteristic of the participants involved in the experiment is in the range 19 – 52 years of age, as the mean age is approximately 32.

Ethnicity is as follows:

- 13.6% – Bulgarian;
- 63.6% – Roma;
- 22.7% – Turkish.

Tests

- TEST-1 and TEST-2 consist in two modules:
 - 1) questions and tasks from the linguistic training of the learners,
 - 2) questions and tasks from the mathematical training.

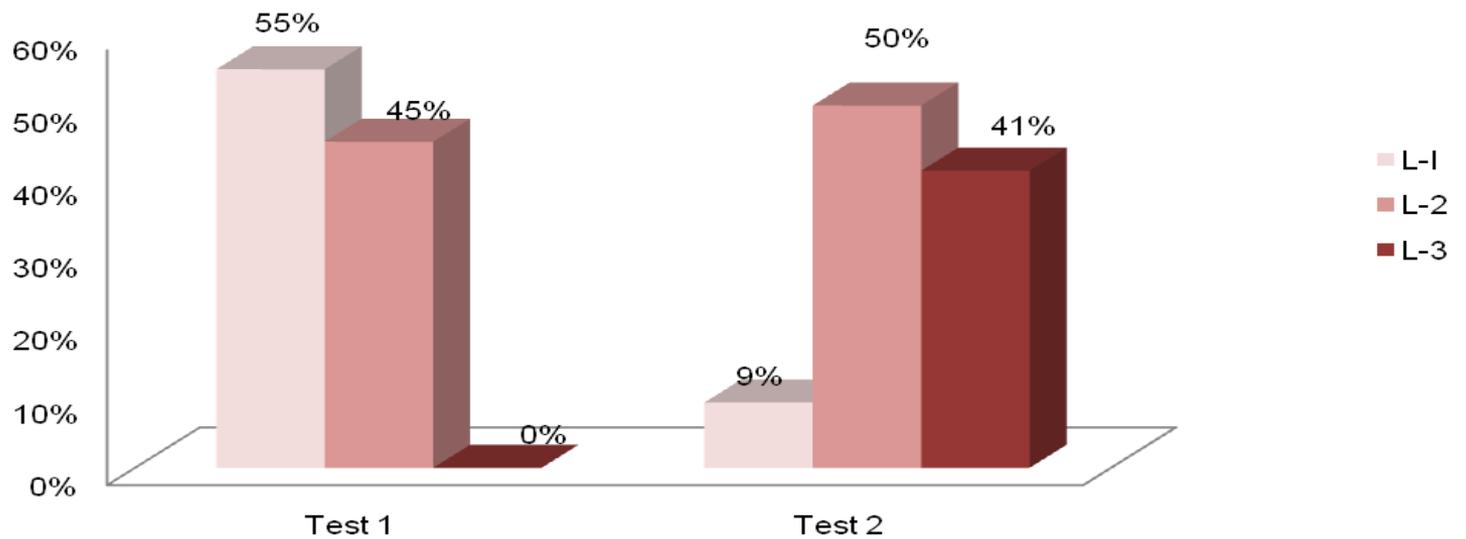
- TESTS 1/2 furthermore show what is the level of ILMC that every learner involved in the experiment has, and is there a significant difference in these levels.

The three levels

- **first level** demonstrates competencies, greatly restricting the ability to deal with real problems (41-60 points)
- **second level** show competencies that allow learners to use their knowledge and skills in real situations (61-80 points)
- **third level** refers to competences that involve active and independent inclusion in society (81-100 points)

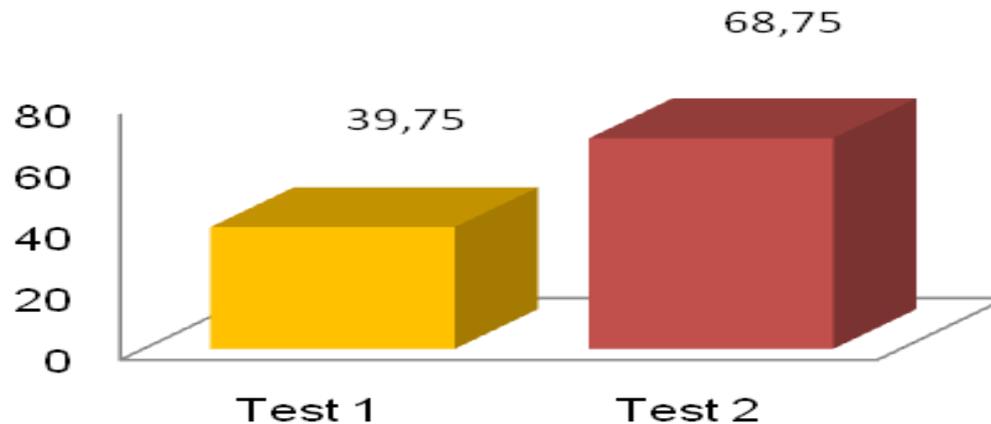
Results

Levels of competence



Results

Competence in points
(average result)



Conclusions:

- There are no developed state educational standards, reporting the psychological peculiarities of the contingent of learners and the specific operating conditions in the prisons and the schools thereto.
- There is no developed unified state system for preparation and qualification of the prison educators (andragogists).

Conclusions

- The andragogical training principles cannot be applied in their entirety and completeness, because of the respondents' incapacity of responsible attitude towards learning.
- The model determines: the purposes of the education in Bulgarian language and Mathematics; the ILMC, which will be formed; the measured levels of competence; the system of competency-oriented language and mathematical tasks for adults.

Conclusions

- The results at the exit are higher than those at the entry, both in ILMC levels and as a whole.
- No relation between the results and the age or ethnicity of the learners has been found.

Thank you

for your

attention!