



## **Bulgaria**

Short case study: AE: School of 2nd Chance for Roma adults

### **Extract from Bulgaria 2010 Annual National Report**

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An example of offering general adult education (for completing secondary education) is provided by the School "Second Chance", again financed by our organisation, DVV-International, Bulgaria/Bulgarian Adult Education Association.

In the school years 2006-2008 a group of 20 young adults from the Roma minority have been involved in a semi face-to-face training within a class form for achieving the learning results of the 9-12.grades (the 4 final grades of the Bulgarian school system).

Training was provided to them by teachers from the neighbouring formal school. Within 2 years the group successfully covered the learning "standards" for 4 years secondary school education and completed education. The example generally goes to the field of adult education, but as far as by completing the secondary school educational level, not only new knowledge and skills have been evaluated, but also previous formal, informal and non-formal learning experience has been assessed, this information might be relevant also to the field of validation.

In the mentioned case the learning and training process takes place in a combined formal-informal environment – teachers and curricula come from the formal sphere, and "recognition", diploma comes from the formal one – it is the same like of the pupils in the formal system.

This and the general European "Second Chance" good practice example has been taken on board and included in the fiches of the ESF programmes in the field of education.

A literacy programme for adults, who had not completed the first level of initial education (4. grade) will start in the year 2010. There the opposite is planned: training will be provided by the institutions from the formal system – the schools. The certification obtained by the end of the short-term training (up to 5 months) will be not the same, but an alternative to the official one from the formal sector, issued for the purposes of these pupils. This will be the first example where learning outcomes (knowledge, skills and competences) on the same level will be validated by two parallel and equally weighted certifications – one for pupils and one for adults. Both are recognised by the formal system as an entrance to further general education, VET and the labour market. If this project is implemented successfully, it will ensure a parallel entrance to a higher level of education and training and thus – will increase access to education also in a later age – one of the main purposes of validation.