

WHAT WAS SAID, WAS SAID

Seminar topics:

- ❑ AE in time on economical crises
- ❑ Baltic – Nordic – European common values - > what are these values?
- ❑ The place of non-formal learning in AE – changes
- ❑ Non-formal AE quality
- ❑ Good ideas for future common activities/projects

***Group work method
“World cafe”***





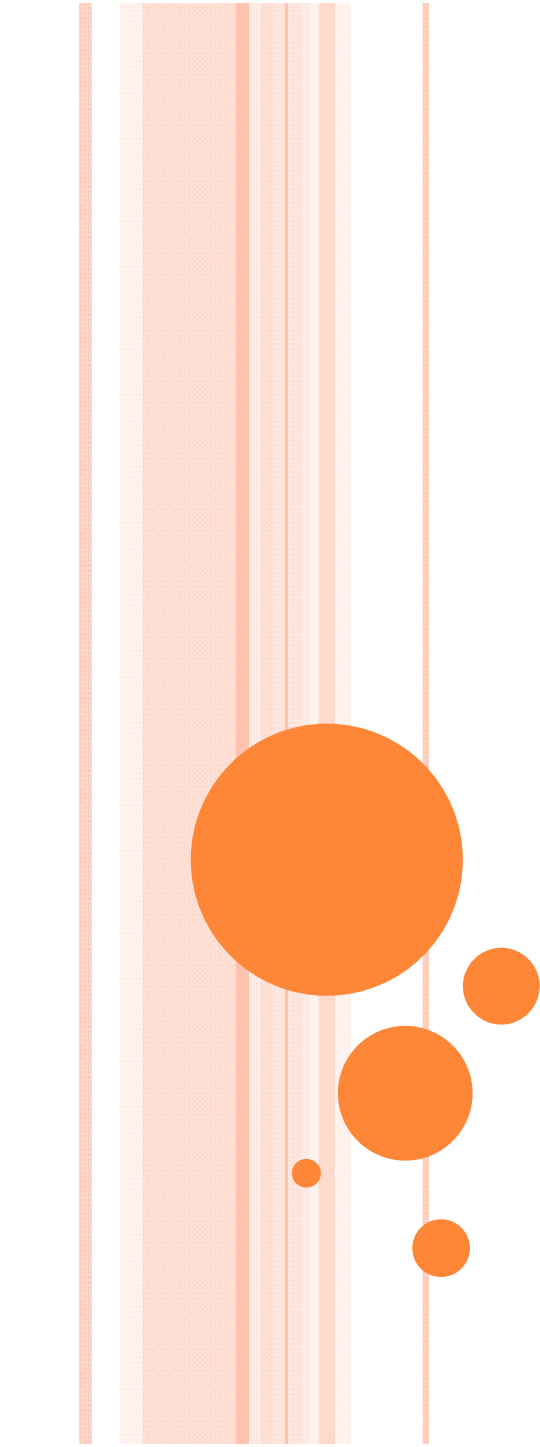
AE IN TIME ON ECONOMICAL **CRISIS**

In simplified Chinese: 危机; traditional Chinese: 危機; pinyin: *wēijī*; Wade-Giles: *wei-chi*) is frequently invoked in motivational speaking along with the statement that the two characters it is composed of represent "danger" and "opportunity."

AE IN TIMES OF CRISIS

- Is it economic crisis?
- Or is this economic crisis just a expression of something deeper?
- **At first it is a crisis of values**
- **The economic crisis is a result of the crisis of values**

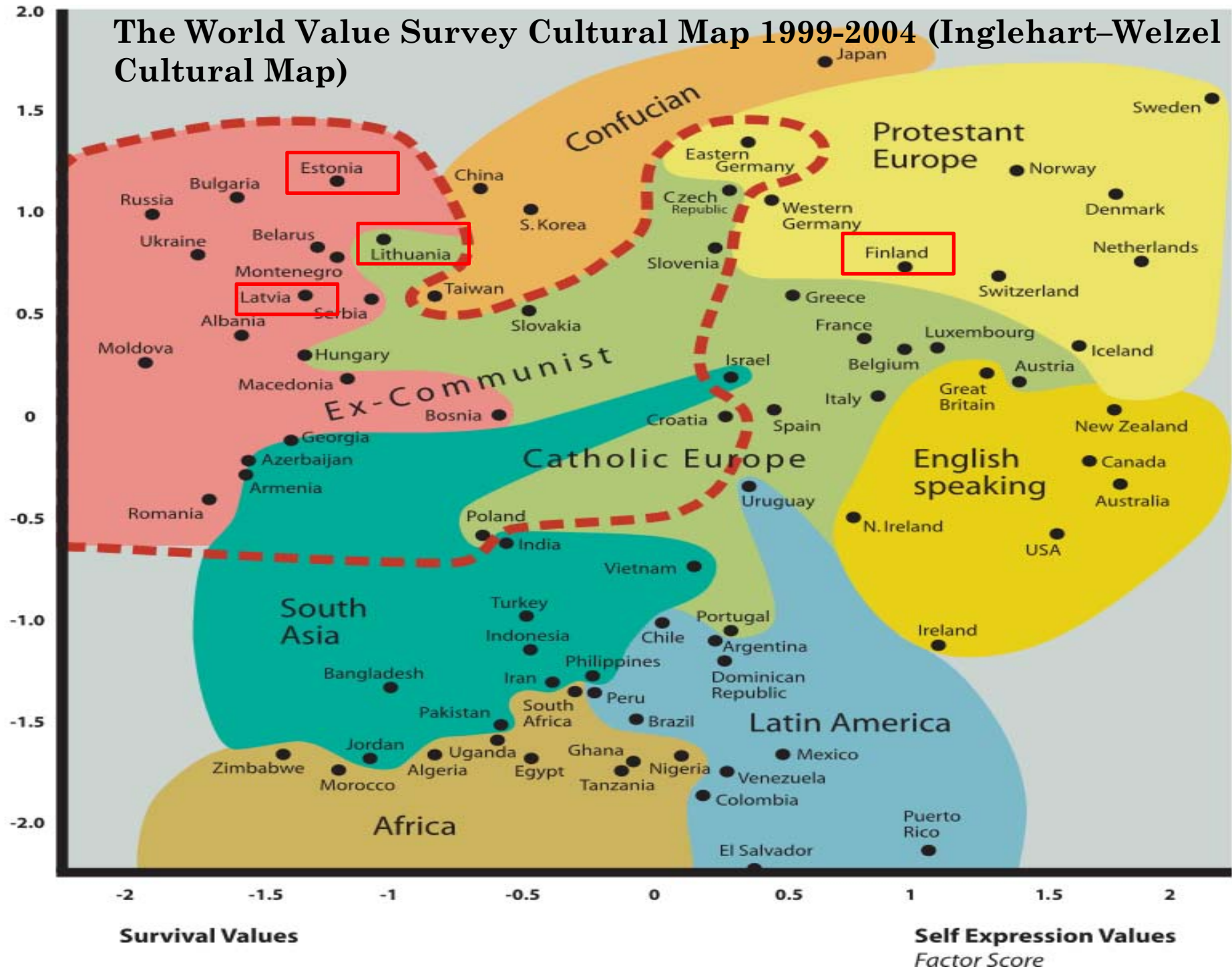




**BALTIC – NORDIC – EUROPEAN
COMMON VALUES –
WHAT ARE THESE VALUES?**

Sometimes people do not realize what do they need to learn; they expect very quickly achieve certain results.

The World Value Survey Cultural Map 1999-2004 (Inglehart-Welzel Cultural Map)



PERSONAL VALUES

- Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc.
- Values generate behaviour and help solve common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them.



CULTURAL VALUES

- *Self-expression* – cluster of values that include social toleration, life satisfaction, public expression and an aspiration to liberty
- *Survival values*
- *Traditional values* emphasize the importance of religion, parent-child ties, deference to authority and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia and suicide. These societies have high levels of national pride and a nationalistic outlook.
- *Secular-rational values* have the opposite preferences to the traditional values. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia and suicide are seen as relatively acceptable.





THE PLACE OF NON-FORMAL LEARNING IN AE – CHANGES

**Trends can be positive, trends can be negative
It's up to values**

POSITIVE TRENDS.



○ Labor market and the non-formal learning

- The role of the non-formal learning in the labor market training has been growing. 10 years ago it was considered by officials as a hobby, now as an important part of the work education. In Finland the same is “behind the coner”
- The traditional courses have much more to offer – in addition to traditional skills, people get wider knowledge about the possibilities and the ways to use them.

○ The social skills and socialization in non-formal learning

- Participation in the non-formal AE courses is a good for socialization, in some cases it is a only way to belong somewhere
- Needs for good social skills is growing constantly, non-formal learning istitutions have been considered as experts in this field among the officials and the adult learners



POSITIVE TRENDS.



○ AE politics

- LLL has become much more important, non-formal AE has been playing important role in this
- Non-formal and formal AE getting close and close
- Changes in Lithuania are positive!!!!

○ Non-formal AE and public sector

- The state financial support has been increasing(at least in Estonia the non-formal AE never had as much money!!!)
- There are some municipalities, who do a lot to support AE. Number of these municipalities increases



NEGATIVE TRENDS.



- Too much actions relay on projects, there is less and less stability
- Target groups, who really need to come, do not come.
- Declarations about importance of AE have become a obligatory part of the political demagogy (mainly in period of the elections)
- State support to AE is weak in Latvija, states finacial support is going down in Finland
- Big number of courses for free is not too good for market in the future.





We need some developments here!





NON-FORMAL AE QUALITY

No quality, no participants. Participants don't pay when no quality. Other donors also. Why to spend money if no quality?

SCHOOL NEED SELF EVALUATING – WE KNOW THAT WE ARE GOOD, BUT WE MUST SHOW IT

- AE institutions must be flexible. Self-directing, self-evaluating. You must know expectations of learners.
- We really are realized that non-formal needs lot of formalization. Quality need formalize things.
- By yhe other way – how to keep alive non-formal AE philosophy and values? How to be non-formal, having formal procedures?
- Could be helpful, if we had the
 - liberal market,
 - clear quality recruitments for providers,
 - accreditation system on national level (quality of trainers, etc), quality recruitments,
 - quality system issues in organisation,
 - qualification frameworks,
 - quality in non-formal education is connected with creativity.



be
POSITIVE



Thank You!



