

Group activity

Mission and Vision of your team



■ Background

Our organization.

Centered on an intergenerational approach, Geapolis cultural association encourages an European perspective on a local level with a discussion and research forum regarding a better assessment of experiential learning for Individual and Collective Empowerment.

FOCUS:

- Criteria of assessment to non formal Education
- Criteria for adapting methods
- Approaches to adaptation and orientation of methods
- Space for Participatory Evaluation as a Developmental Aid
- Needs for Practitioner Evaluation in non formal education

Our team. The commitment of our team is characterized as a voluntary activity with the Geapolis association. There are two objectives. The first is to make their skills available at the service of the association's mission. The second is to participate, in research, innovation and international cooperation projects to grow and qualify one's professional, personal, cultural and linguistic skills.

Our team consists of project manager, learning project manager, the teacher/ trainers (embroidery school and theater schools as cultural associations)

Implementing our vision –mission

■ OUR VISION

Promoting and Improving culture of quality in our organization focused on assessment of experiential, non formal and informal learning for Individual and Collective Empowerment

■ OUR MISSION

- Supporting the use of action research as a tool for analysis and to promote alternative assessment and evaluation practices through use a wide variety of assessment techniques to show and teach how much formative, alternative and participatory assessment tools can contribute to the creation of quality learning environments and quality of learning outcomes of adults learners focused on PDCA cycle
 - Process-oriented
 - Result-oriented
 - People- oriented
 - Innovation-oriented
- Promoting the added value of **non-formal and informal learning** to the development of the skills needed to bridge the gap between labour market and social inclusion needs and

available qualifications and of formal education and vocational training by establishing learning pathways to enable the transition between educational systems.

- Promoting validation of skills, competences and knowledge acquired through non-formal and informal learning within through associative participation of adults (Focus: embroidery school and theater schools as cultural associations)

■ OUR GOALS

Our team involved in action research STEP by STEP seek:

- to understand better how the existing frameworks for validating the competence of teacher/ trainers who work in non-formal learning contexts (Focus: embroidery school and theater schools as cultural associations) and the competence acquired through non-formal and informal learning within through associative participation of adults
- to evaluate how effectively the frameworks assess non-formal learning,
- to identify how the efficacy of the frameworks can be improved,
- to identify how the recent CEDEFOP Guidelines on assessment of non-formal learning and work and can be applied to the existing frameworks.

SLOGAN:

Learning by doing...

We promote alternative assessment and evaluation practices.

■ TO START

Gathering of data. Our team implements the action research work starting to identify how the efficacy of the frameworks of quality criteria and standards for non-formal education and training can be improved in our organization. Each of us reflects if in our own organization:

- The activity is underpinned by the core principles and practices of non-formal education.
- The activity meets identified needs in the organization and of learners
- The activity is consciously conceptualised and framed to meet identified and appropriate objectives as well as to allow for unexpected outcomes.
- The activity is well designed, planned and carried out, in both educational and organisational terms.
- The activity is adequately resourced.
- The activity demonstrably uses its resources effectively and efficiently.
- The activity is monitored and evaluated.
- The activity acknowledges and makes visible its outcomes and results.
- Quality standards for European-level non-formal education and training in the adult education field
- The activity integrates principles and practices of andragogy and adult education
- The activity contributes to European-level policy aims and objectives in the adult education

■ THE COMMITMENT OF OUR TEAM: Working toward a successful team plan

VIRTUAL STAFF MOBILITY K1 Erasmus- Evaluation and Quality Assurance in education and training (Course)

Virtual mobility involves directors and teachers of embroidery and theater schools who collaborate in the action-research promoted by Geapolis. Principles in the field of non-formal and informal learning in adult activities (embroidery schools and theater schools) are manifold:

- the voluntary and often self-organised character of learning, the intrinsic motivation of participants
- the close link to adult people's aspirations and interests, the participative and learner-centred approach

- the open character and structure, the transparency and flexibility of the underlying curricular construction
- **the evaluation of success and failure in a collective process and without judgement on individual success or failure, the 'right to make mistakes'**
- a supportive learning environment
- a preparation and staging of activities with a professional attitude, regardless of whether the activity is run by professional or voluntary workers and trainers
- the sharing of results with the interested public and a planned followup.

■ THE CHALLENGE

After virtual mobility activities, the challenge will be to apply learning outcomes, and improving **Cultures of quality** in non-formal and informal learning contexts (embroidery schools and theater schools). Focus: **Working efficiently and cyclically to improve the quality of education** adapting the process of four aspects the visible and invisible – the individual and the collective which are involved in developing a Quality Culture in Education

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