

Group activity - the Lighthouse

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The mission of GEAPOLIS is to foster and support the sustainable development of local communities and individuals' empowerment through education and training and international cooperation. GEAPOLIS works at local, national and european level in synergy with other organizations to reach identical goals. At local level GEAPOLIS coordinates the GEAPOLIS blended learning Community, which is based in Latium and is a network composed of independent organization who share the same vision and objectives, at the same time that they develop activities connected with local needs. This ensures the European and local dimensions benefit from each other in a reciprocal and fruitful feeding process.

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.

Project: STEP by STEP Assessment of experiential learning for Individual and Collective Empowerment

Research focus: recognition and evaluation of experiential learning and validating non-formal and informal learning- investing in assessment skills to understand the present and build the future

Focus: embroidery school and theater schools (as cultural associations)

Stakeholders: La Corporazione delle arti- La Linea Gialla

Reference models and structures:

Learning Organization - Knowledge Management- Change based learning - Quality assessment evidence-based (PDCA Model)

Identity

What should we be known for? What should people say about us?

Geapolis is a no-profit organization active in the field of non formal and informal adult education and works towards creating an inclusive learning society, where all members have an opportunity to participate in lifelong and life-wide learning opportunities. Our actions support the development of the whole person, excellence within a frame of social justice and creative human emancipation:

- promotes individual personal growth.
- supports professional development with a focus on change based learning
- strives for transformation in educational practice worldwide.

We place the human relationship at the center of all learning, building the conditions for meaningful learning in safe learning environments. This enables personal emancipation; enhances an individual's full civic, social and economic participation in society and the development of human talents – to ensure that everyone achieves the maximum according to his or her abilities.....

GEAPOLIS members have a long-standing tradition of empowering people through lifelong learning, and actively promote social cohesion, active inclusion and participation in society. The network brings together adults' education associations, Our members work to prioritise non-formal and informal (adult) learning as a tool to empower people to fully participate in society.

Values

What is important – which values do we have?

The fundamental values of solidarity, equality in diversity, active participation, respect for the environment, cooperation, communication, solidarity, social inclusion, respect, and Interculturality are the cornerstones of the process of building inclusive learning societies, where people are given opportunities to develop and to cooperate as free and equal individuals.

Competences

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To ensure the quality of the network's activities we use the method PDCA (Plan, Do, Check, Act)

To encourage networking activities and individuals' empowerment through education and training

We support the use of action research. We support the use of action research as a tool for participants' development. We actively integrate new models of competences, to support the design of training sessions, and to support participants' personal and professional development.

We promote learner autonomy. We promote learner autonomy in a democratic and safe learning environment, in which trusting relationships are a core feature. We involve participants in processes of professional and personal development, through the design and implementation of their own projects and we link the learning activities to their everyday practices and work contexts.

We promote alternative assessment and evaluation practices.

We use a wide variety of assessment techniques to show and teach participants how much formative, alternative and participatory assessment tools can contribute to the creation of democratic learning environments.

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Behaviour

What we do concretely – how is our behaviour and how we act?

The main purpose of GEAPOLIS is to promote the development of young adult and adults through activities in education, training, culture, active citizenship, international cooperation, and promote services thus contributing to personal and professional growth at individual, community levels.

In this moment GEAPOLIS works in different fields: “INNOVATION AND DEVELOPMENT, RESERCH, TRAINING, LEARNING MOBILITY, CULTURE

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- **We encourage co-workers to further promote co-operation in their specific context**
- **We integrate social media systematically in our approach to learning and research activities**
- **Our methods are cooperative and inclusive.**

Working in groups means to involve participants in a common action, while establishing true cooperative structures that support equal participation, interdependence and autonomy in learners.

- **Our approach to training is based around the central ideas of experience, challenge and reflection.**

We are interconnected; we need to work from their own experiences or be given new experiences, at the same time these experiences need to be subject to serious reflection and open to challenge. This is achieved through active participation in a cooperative and collaborative learning environment, learning through discovery and experience.

- **If we are serious about wanting to bring about change, we need to experience different and alternative approaches to informal and non formal education**

Thus there are reflective webs of action-observation-debriefing-enquiry. These are intended to deepen learning through internalisation and personalisation.

Our approach means working from our existing attitudes, beliefs, values and practices to move forward. We also recognise that we work in specific contexts, and that attempts to develop new practices have to be sensitive to the individual needs of each. As such part of our approach is to empower participants to devise their own solutions to issues, rather than impose new ideas and practices.

- **We encourage interdisciplinary work, teamwork and peer-learning.**

Successful interdisciplinary collaboration is necessary in order to achieve common goals. Four key components that contribute to its success: interdependence, newly created professional activities, flexibility and collective ownership of goals. By forming effective teams, individuals are able to learn from each other by making mistakes and bringing forth collective ideas. By working together and with others, we can learn to become more sensitive, individual-focused leaders who provide a base for convivencia and social guidance rather than simply focusing on the transmission of knowledge.

Surroundings

Within which framework do we act?

In which surroundings

In an increasingly complex world in which more or less radical changes take place at all levels of social life, we believe that we need to re-think adults education and training. The sustainability of the objectives and content of informal and non formal education have to be put to the test; trainers' roles, the teaching process and organization as a learning organization must be reconsidered.

. We focus on the whole person in learning and entrepreneurship and research activities We consider that all significant learning happens within a congruent relationship, that learning is a social activity, that can be supported in local and online learning webs and communities, In this context we can define Geapolis as **a Learning organizations** which promotes, facilitates, rewards collective learning,

The commitment is

- Maintaining levels of innovation
- Being better placed to respond to external pressures
- Having the knowledge to better link resources to customer needs
- Improving quality of outputs at all the levels

Also the digital environment creates new opportunities for participation and collaborative knowledge building that transcend the limitations of the pre-digital environment.