

What is Quality - Sharing experiences and good practices

As project coordinator, i propose some activities designed to ensure the quality of Step by Step action research in the period of the Covid emergency.

■ **PROJECT TITLE : STEP by STEP**

Assessment of experiential learning for Individual and Collective Empowerment

■ **DURATION:** Ottobre 2019-Settembre 2021

■ **STEP by STEP Action-research**

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 assesement 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**

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Our team involved in action research STEP by STEP seek:

- to understand better how the existing frameworks for validating the competence of the 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 can be applied to the existing frameworks.

■ **Have you ever encountered any issues related to Quality & Evaluation?**

In the preliminary phase of the project, Geapolis undertook to implement the stakeholders network (The Arts Corporation and La Linea Gialla), to coordinate and plan the work steps. The project responds to the need and request of some organizations operating in non-formal and informal learning contexts, interested in

- improve the quality of organizational efficiency
- improve the quality of cultural and training proposals
- improve the quality of the skills necessary for networking to promote social innovation and change based learning.

The objective of the Erasmus staff mobility activities is to qualify Geapolis collaborators in the role of evaluators, guides and facilitators in the learning and self-assessment paths.

The health emergency he threatened the quality of the project slowing down the planned activities and requested to reshape and reprogram the activities in the new reference context.

■ **Did you come up with any solution?**

The acronym FACES Flexibility - Adaptivity - Coherence - Energy – Stability. We have scheduled some focus groups (quarterly virtual meetings) centered on monitoring and assessment on the organization and work planning. The acronym FACES Flexibility - Adaptivity - Coherence - Energy – Stability provided the indicators for monitoring.

Questions:

What are we learning from the health crisis? How are we changing?

The learners of the schools of theater, embroidery and the participants in the activities of virtual study circles how did react?

How important are the values of our organizations?

How important are the skills of trainers and educators?

What new paths of social, cultural and educational innovation are opening up before us?

What elements do we include in our design?

(Example <https://geapolis.eu/i-focus-group-di-geapolis/> I Focus Groups di Geapolis)

■ Did you manage to actually implement this particular solution?

We implemented the solution by creating a work tool to monitor periodically the quality of the process related to the activities of the Step by Step project starting from a path of reflective re-reading of our professional experience.

Goals: from reflexive return on experience, to promote the organizational culture of our associations and the quality of teaching within "learning communities" (embroidery-school of theater-virtual study circles). Focus group reports, videos and articles are published on the Geapolis website <https://geapolis.eu/step-by-step-apprendimento-e-autovalutazione/>

Non-formal and informal learning contexts: improving quality culture

Encourage continuous quality improvement at all levels. Involve and empower teachers and teams to create and contribute to quality initiatives.

FOCUS GROUP – Open Space 1- Le arti del filo

<https://geapolis.eu/step-by-stepopen-space-1-le-arti-del-filo/>

Open Space 2- Teatro amatoriale

<https://geapolis.eu/open-space-2-teatro-amatoriale/>

Personalized learning oriented towards self-assessment education oriented towards self-assessment education in non-formal and informal learning contexts . How to guide the self-assessment process to monitor growth?

FOCUS GROUP- A scuola di teatro per... apprendere ad apprendere

<https://geapolis.eu/a-scuola-di-teatro-per-apprendere-ad-apprendere/>

A scuola di ricamo per... apprendere ad apprendere

<https://geapolis.eu/a-scuola-di-ricamo-per-apprendere-ad-apprendere/>

FOCUS GROUP PLANNING: change based on the assessment The acronym FACES Flexibility - Adaptivity - Coherence - Energy – Stability	
WHAT CAN WE DO NOW?	THE FUTURE BETWEEN PERSEVERANCE AND THE NEED FOR CHANGE....
Target: investing in assessment skills to understand the present and build the future. 1. What problem do we need to understand and solve? 2. If I think of my embroidery school, the project of the Arts Guild and the theater schools, I try to identify the actions and reasons why: “I can't give up now” or those for which “now I say enough”. Three questions to answer the pessimists and look beyond: • Can you prove that your actions make a difference? • Can you demonstrate that what you do is useful? • Could you do it better? How?	1. What is the "new" situation we want to create? 2. Are we doing it effectively and efficiently? 3. Before the emergency, was the embroidery / theater school project producing the desired results? 4. Do we have the opportunity to do something different and / or more effective? 5. Can I evaluate a plan B?

■ Were there any difficulties on the way?

Generally, our methods are cooperative and inclusive. Indeed working in groups means to involve participants in a common action, while establishing true cooperative structures that support equal participation, interdependence and shared leadership . Our approach to work is based around the central ideas of experience, challenge and reflection. We integrate debriefing, feedback, and guided reflection as a core of our research to delve deeper into the focus.

The greatest difficulties are related to the impossibility of planning periodically activities face to face.

■ What you have learned from this process?

I learned how encourage continuous quality improvement at all levels is of primary importance. The health emergency forced us to involve and empower teams to create and contribute to quality initiatives, about to guide our team in strategic planning and strategic methodologies. In particular: encourage co-workers to attend our activities to further promote co-operation in their specific context.

We integrate social media systematically in our approach to work, creating new opportunities for participation and collaborative knowledge building

■ Do you have any suggestions for your peers?

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■ 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